



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Washingtonville Central School District	Dr. Larry Washington

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Implement a comprehensive program to cultivate a safe, healthy and supportive culture and learning environment by enhancing student well-being, promoting inclusivity, and fostering positive relationships among students, staff, and families.
2	Align curriculum, instruction and assessment to the New York State Next Generation Mathematics and ELA Learning Standards
3	Utilize data driven instruction to drive continuous district and school improvement
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Implement a comprehensive program to cultivate a safe, healthy and supportive culture and learning environment by enhancing student well-being, promoting inclusivity, and fostering positive relationships among students, staff, and families.</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• <i>How does this Priority fit into the District’s vision, values and aspirations?</i>• <i>Why did this emerge as something to prioritize?</i>• <i>What makes this the right Priority to pursue?</i>• <i>How does this fit into other Priorities and the District’s long-term plans?</i>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i>	<p>The Washingtonville Central School District prioritizes the cultivation of a safe, healthy, and supportive culture that contributes to the success of all stakeholders. By focusing on enhancing inclusivity and safety within the school community, the district directly aligns with its vision of providing students with equitable access to high-quality programs. By fostering a culture of excellence and empathy, the district is committed to creating an environment where every student can flourish. This priority corresponds with the aim of ensuring safe experiences for each student, which in turn leads to improved achievement, heightened engagement, and increased attendance. The district's vision of nurturing independent learners and offering diverse experiences resonates as it underscores the significance of establishing an inclusive setting that promotes student growth and development.</p> <p>Given Round Hill Elementary School's designation as a TSI school, we scrutinized the district's data, consolidating inputs from the DTSDE survey, Student Interviews, Equity Self-Reflection, and building-level surveys to formulate our district's priorities. Throughout our data analysis, the principle of social-emotional learning persists as a pivotal focal point. While our efforts have yielded progress in catering to the social-emotional needs of our students, families, and staff, we recognize the ongoing necessity to strive towards accomplishing these objectives.</p> <p>This priority supports the following Round Hill’s SCEP commitment:</p> <p>Commitment #1: We commit to the development and celebration of our diverse population of students in order to promote a more positive and inclusive school climate.</p> <p>Commitment #2: We commit to creating a welcoming and affirming school environment in which students feel safe and comfortable to continue coming to school with consistency, and to decrease the rate of chronic absenteeism within the building, as well.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Explore and refine SEL curriculum K-12</p>	<p>Conduct a thorough Needs Assessment of the district's current Social and Emotional Learning (SEL) curriculum and its alignment with inclusive and equitable practices.</p> <p>Assemble a team of educators, curriculum specialists, student leaders and community members to review and revise the existing SEL curriculum. Emphasize the incorporation of diverse perspectives, cultural sensitivity, and topics relevant to students' lived experiences. Continue implementation of Morning Meetings following Choose Love Curriculum (UPK- Gr. 5). Begin research of an advisory period for our students in Gr. 6-12.</p> <p>Develop a comprehensive SEL curriculum that spans from Pre-Kindergarten to 12th grade, gradually building on foundational skills and addressing the evolving needs of students at different developmental stages.</p> <p>Integrate strategies that promote inclusivity, empathy, and respect for all identities. Incorporate content that acknowledges and celebrates differences, fostering an environment of acceptance, understanding and belonging.</p> <p>Provide professional learning opportunities for teachers to effectively implement the revised SEL curriculum. Focus on equipping educators with the tools to create a safe and inclusive space for SEL discussions and activities.</p>	<p>Engage specialists in Social and Emotional Learning to provide guidance on curriculum design and best practices.</p> <p>Invest in educational materials that support the creation of a comprehensive SEL curriculum.</p> <p>Collaborate with local organizations, parents, and students to gather input on curriculum content and areas of focus.</p> <p>Allocate funds for workshops, seminars, and training sessions for educators on effective SEL instruction</p>
<p>Culturally Responsive Training</p>	<p>Provide ongoing professional development for teachers and staff to promote cultural competence, empathy, and understanding. This</p>	<p>Allocate funds for external consultants or experts to conduct culturally responsive training for educators.</p>

Priority 1

	<p>training will enable educators to create an inclusive environment that values diversity.</p> <p>Offer workshops, seminars, and classes for educators. These sessions will cover topics such as recognizing bias, promoting cultural sensitivity, and adapting teaching practices to meet the needs of diverse learners.</p>	<p>In collaboration with the Washingtonville Teacher Center</p>
<p>Trauma Informed Practice Implementation</p>	<p>Provide comprehensive professional development opportunities for all school staff, including teachers, counselors, administrators, and support personnel, on trauma-informed practices. Professional development should cover understanding the effects of trauma on students' behavior and learning, as well as strategies to create a safe and supportive environment.</p> <p>Develop a structured system of support that identifies students who have experienced trauma and provides them with the necessary resources, counseling, and interventions. Collaborate with mental health professionals to offer targeted services.</p> <p>Begin to review and adapt curricular materials to be sensitive to trauma triggers and experiences. Incorporate content that promotes emotional regulation, coping skills, and resilience.</p> <p>Designate specific areas in the school as safe spaces where students can go to manage their emotions, engage in calming activities, or seek support when they are feeling overwhelmed.</p> <p>Provide workshops to educate parents and the community about trauma-informed practices and how they contribute to an inclusive and supportive school environment. Encourage partnerships with local mental health organizations for additional resources.</p>	<p>Allocate funds for consultants to conduct trauma-informed training sessions for faculty and staff.</p> <p>Collaborate with local mental health organizations or practitioners to provide specialized support for students who have experienced trauma.</p> <p>Invest in materials and resources that help educators adapt the curriculum to be sensitive to trauma-induced triggers.</p> <p>Allocate building level resources to create and furnish safe spaces within the school with calming materials and resources.</p> <p>In collaboration with consultants, the Washingtonville Teacher Center and local BOCES organize workshops or informational sessions for parents and community members, facilitated by experts in trauma-informed practices</p>

Priority 1

<p>Restorative Practices</p>	<p>Explore restorative practices for handling disciplinary matters, emphasizing the restoration of harm and the cultivation of relationships instead of punitive actions. This will help to promote a sense of community and belonging.</p> <p>Provide professional learning opportunities for admin, teachers and staff in restorative practices, emphasizing dialogue, empathy, and conflict resolution. Begin to develop a clear framework for addressing behavioral issues through these practices.</p>	<p>Grant Funding</p>
<p>Equity Audits</p>	<p>Begin the process of analyzing data on student achievement, attendance, and engagement broken down by demographics. Identify trends and disparities, and then create action plans to address them.</p> <p>Conduct regular assessments to identify and address disparities in resources, opportunities, and outcomes among student groups. Develop targeted interventions to ensure equitable experiences.</p>	<p>ARP Grant</p>
<p>Attendance Incentives and Interventions</p>	<p>Continued implementation of tiered approach of support for chronically absent students. Attendance teams will continue to identify root causes and develop and implement action plans to address identified attendance trends. District and building leaders will share with families through various communication modalities the importance of attending school. These action plans include activities such as incentives, celebrations, home visits, and supportive services.</p> <p>Incentives:</p> <ul style="list-style-type: none"> ● Identify monthly (quarterly/tri-semester) incentives. ● Share incentives with students and communicate incentives with families/community ● Offer student identified incentives ● Collaborate with PTA/PTO's for support 	<p>Funding for District-wide Social Worker</p> <p>Collaboration with PTA/PTO/PTSO</p> <p>Funding to purchase incentives and postcards/magnets</p>

Priority 1

	<p>Interventions:</p> <ul style="list-style-type: none"> ● Teacher phone calls and emails ● Connect Ed Messages about importance of attending school ● Postcards/Magnets ● 1:1 student conferences ● Parent/Guardian meetings ● Community Resources 	
Screenager Program	<p>Implement the Screenager program at Washingtonville Middle School and Washingtonville High School to provide students with the essential skills and insights to navigate the digital world responsibly. Through engaging classroom activities and discussions, the program will help to promote digital literacy, balanced screen time, and ethical online behavior.</p> <p>Provide workshops for students and their families to empower them to make informed choices about their technology use, fostering mental well-being, critical thinking, and strong interpersonal skills.</p>	Grant Funding
Wellness Committee	<p>The Wellness Team will meet on a quarterly basis to review and analyze various academic, behavior, and attendance data, which will serve to inform interventions, and to develop initiatives, as needed.</p>	Regular meeting space and team members will provide ideas/support to report back to the main Faculty and staff.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

At the end of the 2023-2024 school year attendance rates in each building will improve by 5-10 % as an indication of improved student engagement and positive school climate.

Monitor trends in student behavior referrals and disciplinary actions demonstrating a decline in incidents related to bullying, harassment, or exclusion. At the end of the 2023-2024 school year there will be a 15% reduction in disciplinary incidents and behavior referrals, demonstrating a positive shift in student behavior.

Priority 1

DTSDE Culture and Climate Survey: 2023-2024 school year:

- At the end of the 2023-24 school year, 50% of secondary students will strongly agree or agree with the statement, “ I have not seen anyone being threatened or bullied at school.” (Spring 2023 results: 23%)
- At the end of the 2023-24 school year, 50% of secondary students will strongly agree or agree with the statement, “ I have not seen anyone being cyberbullied at this school.” (Spring 2023 results: 32%)
- At the end of the 2023-24 school year, 60% of secondary students will strongly agree or agree with the statement, “ I am asked to share my ideas about how to make my school better.” (Spring 2023 results: 45%)
- At the end of the 2023-24 school year, 80% of elementary students will strongly agree or agree with the statement, “Students do not bully each other in school.” (Spring 2023 results: 58%)
- At the end of the 2023-24 school year, 85% of elementary students will strongly agree or agree with the statement, “Students do not cyberbully each other at this school.” (Spring 2023 results: 73%)
- At the end of the 2023-24 school year, 70% of instructional staff will strongly agree or agree with the statement. “Students do not threaten and/or bully each other in school.” (Spring 2023 results: 38%)
- At the end of the 2023-24 school year, 70% of instructional staff will strongly agree or agree with the statement. “Students do not threaten and/or cyberbully each other in school.” (Spring 2023 results: 50%)
- At the end of the 2023-24 school year, 75% of instructional staff will strongly agree or agree with the statement. “In this school, students meet behavioral expectations.” (Spring 2023 results: 43%)
- At the end of the 2023-24 school year, 70% of parents will strongly agree or agree with the statement. “Students do not threaten and/or bully each other.” (Spring 2023 results: 49%)
- At the end of the 2023-24 school year, 80% of parents will strongly agree or agree with the statement. “Students do not threaten and/or cyberbully each other in school.” (Spring 2023 results: 60%)

Collecting and analyzing both quantitative data and qualitative descriptions will provide a comprehensive picture of the district's progress in implementing the various tenets of social emotional learning and achieving the desired outcomes related to student well-being, inclusivity, and positive relationships.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Explore and refine SEL curriculum K-12	Review existing SEL curriculum materials, identify gaps, and gather input from educators and stakeholders.(Fall 2023) Develop a comprehensive K-12 SEL curriculum	

Priority 1

	<p>framework, aligning it with district goals and values. (Spring/Summer 2024)</p> <p>By September 2024 have a finalized and approved SEL curriculum framework ready for implementation.</p>	
Culturally Responsive Training	<p>Assess staff's current knowledge of cultural responsiveness and diversity. Identify key areas for improvement. (Fall 2023)</p> <p>Implement a series of workshops and training sessions on cultural responsiveness throughout the 2023-2024 school year.</p> <p>By the end of the school year, ensure that all staff members have participated in at least one workshop or presentation on cultural responsiveness.</p>	
Trauma Informed Practice Implementation	<p>Collaborate with mental health professionals and consultants to develop a framework for trauma-informed practices. (Summer and Fall 2023)</p> <p>Provide professional development for administrators on trauma-informed strategies</p>	

Priority 1

	<p>(Admin Retreat-August 2023)</p> <p>Begin offering professional development opportunities on trauma-informed approaches and establish a support system for students who have experienced trauma (Summer 2023/Ongoing 2023-2024 school year)</p>	
<p>Restorative Practices</p>	<p>Research and adopt restorative practices models suitable for the district's needs. (Ongoing 2023-2024 school year)</p> <p>Start implementing restorative practices in discipline and conflict resolution situations. (Spring 2024)</p>	
<p>Equity Audits</p>	<p>Collaborate with consultants to develop an equity audit process. (Winter 2023)</p> <p>Conduct equity audits in various aspects of the district, such as curriculum, resources, and extracurricular activities. (Spring 2024)</p> <p>Complete equity audits in at least two key areas. (Summer 2024)</p>	

Priority 1

<p>Attendance Incentives and Interventions</p>	<p>Analyze attendance data to identify patterns and challenges. (Ongoing 2023-2024)</p> <p>Develop targeted interventions and incentives to improve attendance rates. (Summer/Fall 2023)</p> <p>Implement attendance interventions and incentives (October 2023 and monthly/quarterly throughout school year)</p>	
<p>Screenagers Program</p>	<p>Launch the Screenagers program with workshops and discussions for students and their families. (Fall 2023/Spring 2024)</p>	
<p>Wellness Committee</p>	<p>The Wellness Team will meet on a quarterly basis to review and analyze various academic, behavior, and attendance data.</p>	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Align curriculum, instruction and assessment to the NYS Next Generation Math and ELA Learning Standards</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Aligning curriculum, instruction, and assessment with the NYS Next Generation Math and ELA Learning Standards is a fundamental priority for our district. By implementing instructional strategies and resources that are closely aligned with these standards, we are making a strategic commitment to provide our students with the most effective and engaging learning experiences possible. This alignment not only sets the stage for improved academic achievement but also directly enhances student engagement in our classrooms.</p> <p>Through the adoption of these standards-aligned strategies, we aim to cultivate a learning environment that sparks the curiosity and active participation of our students. As students encounter content that aligns with their developmental needs and real-world applications, we anticipate a notable increase in classroom participation. This engagement isn't just about encouraging students to raise their hands—it's about fostering a deeper connection to the material, where students are actively involved in discussions, critical thinking, and collaborative problem-solving.</p> <p>Furthermore, this priority recognizes the importance of effective Tier I and small group instruction. These personalized approaches ensure that each student's individual learning needs are met, effectively closing learning gaps and enhancing their understanding of the curriculum. By implementing high-quality Tier I instruction and targeted small group interventions, we are taking concrete steps to enhance the overall educational experience for our students.</p> <p>In essence, aligning curriculum, instruction, and assessment with the NYS Next Generation Math and ELA Learning Standards is our district's strategic pathway to academic excellence and active student engagement. By employing standards-aligned instructional strategies and prioritizing effective Tier I and small group instruction, we are creating a dynamic educational environment where students are not just passive learners, but active participants in their own growth and success.</p>

Priority 2

	<p>This priority supports the following Round Hill’s SCEP commitment:</p> <p>Commitment #3: We commit to the academic improvement of our students in both their reading and math outcomes by the end of the 2023-2024 school year.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Development	Continue to review and revise existing curriculum maps and resources to ensure alignment with the NYS Next Generation Math and ELA Learning Standards.	Administration, Teachers, Consultants and ARP and grant funding for curriculum work throughout the school year and summer
Explicit Direct Instruction	<p>Professional Development Opportunities for teachers and school leaders that focus on these key areas:</p> <p>Clear Instructional Structure: EDI provides a structured framework for teaching, ensuring that lessons are organized, coherent, and easy to follow. This clarity helps students understand the material and objectives more effectively.</p> <p>Active Student Participation: EDI incorporates various interactive techniques such as questioning, discussion, and cooperative activities. This active involvement keeps students engaged, promotes critical thinking, and fosters a collaborative classroom atmosphere.</p> <p>Differentiation and Inclusivity: EDI strategies allow educators to adapt instruction to cater to diverse learning needs and styles. By tailoring teaching methods, teachers can reach all students, making the content more accessible and engaging for everyone.</p>	<p>ARP Funding for professional development of EDI by Dataworks</p> <p>Purchase of Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson (Corwin Teaching Essentials) by John R. Hollingsworth and Silvia E. Ybarra for book study</p>

Priority 2

	<p>Skill Development: EDI focuses on explicitly teaching skills, which is especially crucial in tier I instruction. By breaking down complex skills into manageable steps and practicing them through guided activities, students develop a stronger foundation and gain the confidence to succeed.</p>	
<p>Regular non-evaluative classroom walkthroughs by building leaders and members of the administrative team</p>	<p>Building leaders and members of the administrative team will create monthly walkthrough calendars to support the use of Tier I instructional practices and small group interventions.</p>	<p>Allocated time to complete monthly walkthroughs with opportunities for constructive conversations with teachers</p>
<p>WIN (What I Need) Intervention Block-Elementary Level</p> <p>AIS/RTI Researched Based Interventions and Enrichment</p>	<p>Continue to build a common understanding of what WIN is and how WIN should be facilitated throughout the elementary schools in the district.</p> <ul style="list-style-type: none"> ● WIN will focus on specific content with an identified skill in ELA and Math to be reviewed and mastered and used for instructional growth ● Student participation in WIN will be based on a specific need ● WIN time is a targeted intervention block for student academic growth that provides Tier II and Tier III instruction to all students <p>Teachers will utilize their professional planning time in the morning to examine student data and identify student goals based on instructional needs. Student placement will shift when necessary to meet their academic needs.</p>	<p>Common grade level planning time Substitute coverage for Data team meetings, RTI meetings and Transition Meetings and regrouping of students each trimester in ELA and after each Unit of Study in Mathematics</p>
<p>Professional Learning Opportunities for researched-based Tier 1 instructional practices and strategies for Tier I and small group instruction</p>	<p>Provide professional development for educators to deepen their understanding of: Next Generation Learning Standards and how to effectively integrate them into instruction; Tier I instructional practices that foster student engagement; Explicit Direct Instruction to improve Tier I instruction: Differentiation: Targeted small group instructional practices with identified</p>	<p>Grant funding for : Instructional Coaches Curriculum Consultants</p>

Priority 2

	instructional learning outcomes; and Questioning and Assessment Offer professional development workshops and coaching opportunities led by curriculum specialists, consultants and instructional coaches that focus on implementing the Next Generation standards in the classroom as outlined in district curriculum maps focusing	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- iReady Diagnostic Data- September 2023, February 2024, June 2024 ELA and Mathematics K-8
- Common Formative Assessments in Literacy K-10 grade and in Mathematics from Units of Study K-8 (teacher Toolkit with links to data collection sheets)
- Common Formative Assessments in Core 4 Subjects at HS (Google Docs)
- NYS 3-5 Exams in ELA and Mathematics
- NYS Regents exams
- Informal Observations through Walkthroughs
- Anecdotal Observations
- 85% of teachers will be implementing Tier I instructional strategies and Tier II small group targeted instruction in their classrooms based on ongoing analysis of student data

DTSDE Culture and Climate Survey: 2023-2024 school year:

- At the end of the 2023-24 school year, 90% of elementary students will strongly agree or agree with the statement, "I feel challenged at school." (Spring 2023 results: 75%)
- At the end of the 2023-24 school year, 85% of parents will strongly agree or agree with the statements, "Teachers regularly inform me about how my child is doing academically" and "Staff members seek input on how best to meet my child's needs." (Spring 2023 results: 69%)

Priority 2

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Professional Development on Tier I instructional practices and Tier II interventions through small group instruction	<p>Scheduled PD for teachers and administrative team (Ongoing 2023-2024)</p> <p>Ongoing professional learning opportunities based on data collected through classroom visits. Meet quarterly with admin team and teachers to align PD to current needs of the district.</p>	
Planning and Implementation of Tier I instructional practices and Tier II interventions through small group instruction in alignment with scope and sequence and curriculum maps	<p>District and School leaders will see evidence of these strategies in lesson plans and regarding the implementation of these lessons when visiting classrooms. Instruction should be aligned to the timeframe outlined in scope and sequence of units of study. (Ongoing 2023-2024)</p>	
Grade level/department meetings	<p>Teachers will have at a minimum monthly grade level/department meetings to continuously monitor student data and create instructional groups, tiered interventions and targeted instruction in literacy and math. Documentation of discussions and goals set will</p>	

Priority 2

	be shared with administration each month.	
Identify researched based instructional strategies and practices (ie. Explicit Direct Instruction)	Book study of EDI- September/October 2023 Begin implementation of EDI instructional strategies in November 2023. Ongoing monitoring of implementation rest of the 2023-2024 school year.	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Implementation of data-driven personalized instructional strategies</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Data-driven instruction plays a pivotal role in the Washingtonville Central School District by aligning with its goals and mission to provide every student with a high-quality education. By collecting and analyzing relevant student performance data, educators gain insights into individual learning needs and broader trends. This data-driven approach allows teachers to tailor their instruction, adapting strategies and resources to meet students where they are academically. It empowers educators to make informed decisions, identify areas of improvement, and celebrate successes. This personalized guidance enhances the overall teaching and learning experience, fostering student engagement and growth. Additionally, the alignment of data-driven instruction with the district's goals ensures a consistent focus on academic excellence and continuous improvement, promoting a culture of accountability and collaboration among teachers, administrators, and students. Ultimately, data-driven instruction serves as a dynamic tool that enhances teaching effectiveness, maximizes student achievement, and aligns with the Washingtonville Central School District's commitment to educational excellence.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Monthly district and building data committee and curriculum meetings</p>	<p>Meetings will include discussing district-wide and building-level instructional needs.</p> <p>Sharing instructional classroom data and observations from monthly walkthroughs</p> <p>During these meetings, administrators have the opportunity to exchange effective instructional techniques and approaches tied</p>	

Priority 3

	<p>to data-driven, individualized teaching. This exchange of exemplary methods fosters collaborative learning and offers a platform for leaders to gain insights and knowledge from each other's firsthand experiences.</p> <p>These meetings provide district and building leaders with a platform to examine and assess student data, encompassing iReady outcomes, NYS ELA and Math Assessment data, Regents data, interim assessment results, and various pre/post assessments. Through this process, leaders can develop a holistic grasp of student achievements, detect patterns, and target specific areas necessitating enhancement.</p> <p>These discussions will offer insights into the professional development requirements of teachers across the district.</p>	
<p>Monthly Progress Monitoring of Data by Administration</p>	<p>Admin meetings will provide district and building leaders the opportunity to collectively establish objectives and strategic plans that are aligned with the overarching goal of increasing student academic growth. District and building leaders can share updates, review data, and discuss strategies and interventions to enhance student academic growth.</p>	
<p>Provide opportunities for professional discussions with teacher on data driven instruction</p>	<p>Professional Learning Discussions to effectively analyzing student data and utilizing it to inform instruction based on these key focus areas:</p> <p>1. Data Disaggregation: Have teachers begin to break down the student data into various subgroups, such as demographics, performance levels, or specific skills. This will help identify patterns and disparities within the data, allowing for more targeted instructional adjustments to meet the unique needs of different student groups.</p>	<p>Time for Professional Learning Communities to analyze and discuss student</p> <p>Professional Development</p>

Priority 3

	<p>2. Trend Identification: Have teachers look for trends and patterns across multiple assessments and timeframes. Identify consistent areas of strength and weakness to understand which skills or concepts require additional focus. This will help in designing interventions and differentiated instruction.</p> <p>3. Root Cause Analysis: When identifying areas of weakness, it is important for teachers to delve deeper to identify the underlying reasons for student struggles. Isolate potential causes such as misconceptions, lack of foundational skills, or gaps in previous learning. This will help to target specific instructional strategies.</p> <p>4. Action Planning: Teachers can use the insights gained from data analysis to create actionable plans. They should define clear, measurable goals for student improvement, outline specific instructional strategies, allocate resources, and assign responsibilities. Teachers will regularly monitor progress and adjust the plan as needed to ensure effective instruction and student growth. All data collection should be imputed into the District data collection sheet by timeframes outlined by administration.</p>	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Data points used to guide instructional practices:

- iReady Diagnostic Data- September 2023, February 2024, June 2024 ELA and Mathematics K-8
- Common Formative Assessments in Literacy K-12 and in Mathematics from Units of Study K-8 (teacher Toolkit with links to data collection sheets)
- Common Formative Assessments in Core 4 Subjects at HS (Google Docs)
- NYS 3-5 Exams in ELA and Mathematics
- NYS Regents exams
- Informal Observations through Walkthroughs
- Anecdotal Observations

All teachers will input data into the 2023-2024 Data Collection Sheets or assessment rubrics (iReady diagnostic, F&P Benchmark Assessment, Foundations K-3, Pre/Post test data for literacy and mathematics, Google Sheets for Middle and High School

All teachers will use data to identify instructional goals, plan instructional groups and drive instruction .

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
District and Building Level Data Committee Meetings	Quarterly meetings consisting of conversations regarding district and building data, instructional goals, progress monitoring, non-evaluative data from Walkthrough Visits, etc..	

Priority 3

Present and review key areas of focus for data collection with teachers	September/October faculty and/or grade level and department meetings	
Instructional Data Conversations	Instructional data conversations at monthly faculty and/or grade level and department meetings	

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Joe Catania	Director of Data Management	District
Steven Nyarady	Assistant Principal	WMS
Teresa Thompson	Principal	WMS
Jane Nienstadt	Academic Intervention Specialist	Little Britain
Allison Goodge	Teacher	Round Hill
Ashira King-Wilson	Assistant Principal	WMS
Chris Barrie	Principal	Little Britain
Christine Williams	Principal	Taft
Kiersten Ward	Teacher	Round Hill
Kristin Shaw	Principal	Round Hill
Nicole Havrilla	Academic Intervention Specialist	Taft
Robert Leonard	Assistant Principal	WHS
Alex Brown	Teacher	WMS
Katrina Kiernan	Supervisor of Math and Science	District
Brian Connolly	Principal	WHS

Our Team's Process

Carmen Cordona	Teacher	Round Hill
Jennifer Nimmo	Parent	WMS
Kerilee Berben	Library Media Specialist	Round Hill
Kelly Boylan-Wolf	ENL teacher	WMS
Madison Laspisa	Teacher	Taft
Nicole Bosi	Teacher	Little Britain
Sara Kelly	Teacher/Parent	Taft
William Ormiston	Supervisor of English and Social Studies	District
William Rund	Assistant Principal	Round Hill

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
September 19, 2022	Google Meet
December 5, 2022	Google Meet
June 5, 2023	Google Meet
July 19, 2023	Central Administration Office

Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	During planning for the identified schools's 23-24 SCEP Round Hill elementary teachers discussed the priorities for the district plan. It was important for this group that the district shared components of the building plan. Teachers will

Stakeholder Participation

	be actively involved in the implementation and assessment of the implementation of the plan.
Parents with children from each identified subgroup	During planning for the identified schools's 23-24 SCEP Round Hill parents discussed the priorities for the district plan. It was important for this group that the district shared components of the building plan. Parents will also be actively involved in the implementation and assessment of the implementation of the plan.
Secondary Schools: Students from each identified subgroup	N/A

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).