



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Watervliet CSD	Dr. Lori Caplan

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Increase Student Attendance
2	Prioritize Standards-Based Curriculum and Instructional Planning
3	Improve School Culture and Build Community

## PRIORITY 1

### Our Priority - Increase Student Attendance

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Student Attendance</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> </ul>	<p>The school vision is to educate and challenge every student, every day. With this mindset, it is critical that we get our students to school so that we can support their growth and push each student to reach his/her potential.</p> <p>According to the student survey, our students feel like teachers notice when they are not present and they feel safe at school.</p> <p>With this knowledge it is important that we capitalize on these strengths and find ways to get every student to school on a regular basis.</p> <p>The pandemic has created a situation where students have been isolated and familiar structures and routines have unraveled. Many students have had to deal with additional stressors as they navigated the remote and hybrid learning situations.</p> <p>It will be important to work with students and families to establish routines for positive attendance as we welcome students back to school in the fall. Over the course of the year, we will need to be deliberate in planning our support for students who are struggling to attend school on a regular basis, especially in light of the fact that many of our students walk to school.</p> <p>Attendance is an area of focus as noted in the ESSA accountability data and continues to be an area of focus in the long term planning for the school district to stay under the recommended threshold for chronic absenteeism.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Track student attendance & Analyze data	<p>Chronically absent tracking sheet used to track at-risk students to provide interventions and supports</p> <p>Creation of school level student support teams (SST) to monitor student attendance and provide supports for students and parents based on analysis of attendance data</p> <p>Weekly building level attendance meetings to review attendance data</p>	Decrease in percentage of student absenteeism	<p>SST Teams:</p> <p>Principals</p> <p>Assistant Principals</p> <p>School Counselors</p> <p>Social Workers</p> <p>Outreach Coordinators</p> <p>Attendance Officers</p> <p>Teacher Representatives</p>
Communication with students & families	<p>Telephone calls, stage letter, attendance postcards mailed home and use of communication logs</p> <p>Use of Outreach Coordinators to make home visits and share district expectations to families</p>	<p>Decrease in percentage of student absenteeism</p> <p>Communication logs</p>	<p>Communication logs</p> <p>Letters &amp; Postcards</p> <p>Outreach Coordinators</p>
Relationship Building with students and families	<p>Staff mentors for chronically absent students</p> <p>Celebrate attendance successes with students</p>	Decrease in percentage of student absenteeism	Staff mentors
Increased Availability of Transportation	Truancy van used to assist tardy students and their families with transportation	Decrease in percentage of student absenteeism	Truancy van & Bus driver

Priority 1

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

1. Less than 19.3% of all students will be chronically absent.
2. Student surveys will show that students enjoy coming to school and feel safe at school.

## PRIORITY 2

### Our Priority - Prioritize Standards-Based Curriculum and Instructional Planning

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>A prioritized standards- based curriculum and scaffolded instruction</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> </ul>	<p>The district vision identifies the success of all students and high expectations for all learners as pillars. The focus is on student success and providing each student with appropriate, rigorous learning opportunities that prepare them for post secondary success.                      all staff members are focused on student success.</p> <p>A rigorous standards aligned curriculum enhances student learning and ensures understanding of the NYS Next Generation Learning Standards for overall student academic achievement. Instruction needs to meet each students’ individual academic needs by means of differentiation and scaffolding.</p> <p>As much has been done to reach this goal, there is still work ahead. Standards have been prioritized, and approximately 85% of elementary and 50% of secondary curriculum units have been written. The next steps must include completing the writing process and leveling up the instruction to ensure that each lesson is planned with the intention to meet the needs of the students in the classroom at that moment. It is important that the district provide the structure and the support to ensure that teachers are able to move this work forward.</p> <p>The long term goal of the district is to create a system for curriculum and instruction that allows for multiple entry points. Curriculum should be a fluid document that is revisited and revised based on student performance and problems of practice. Once the documents are complete, the process of plan, do, study, act can be implemented to keep the curricula current and relevant.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Facilitated Curriculum Writing</p>	<p>Potential half day for bulk curriculum writing</p> <p>Summer Curriculum Writing</p> <p>Embedded Professional Development time for writing</p> <p>Prioritizing units/standards (key topics) for special populations -clarity and focus for differentiation.</p>	<p>audit</p>	<ul style="list-style-type: none"> <li>● Time during Superintendent Conference Days</li> <li>● Paid Summer Stipends for teachers</li> <li>● Embedded professional development time</li> </ul>
<p>Instructional Coaching</p>	<p>Instructional coach and assistant superintendent will implement a 4-week rotating PD cycle that includes: targeted PD based on high impact teaching strategies, guided curriculum writing, and application of strategies with clear deliverables and reflection for grades K-5.</p> <p>Instructional coach and assistant superintendent will implement a PD schedule for grades 6-12 that includes bi- monthly guided curriculum time and targeted PD topics.</p> <p>Instructional coach will implement 5 student-centered coaching cycles grades K-12. K-5 coaching cycles will be on a voluntary basis. 6-12 coaching cycles will be rotating</p>	<p>coaching cycle outcomes</p>	<p>Instructional coach time</p> <p>Weekly embedded professional development time &amp; schedule</p>

Priority 2

	<p>departmentally with <math>\frac{3}{5}</math> cycles including self contained special education rooms.</p> <p>Instructional Coach will utilize a rotating schedule for classroom observations to ensure access to and support of every classroom.</p>		
Curriculum Audit: Reflection and self-assessment	<p>Diagnose where people are with writing and with needs</p> <p>Time built in to tweak units and instructional plans based on cohorts/ needs next year due to Covid</p>	teacher self reflection-survey	Audit & time
Differentiated support for the professional development of teachers	<p>Mentor teacher program</p> <p>Asynchronous learning to maximize differentiation for PD</p> <p>Summer Professional Development opportunities</p>	teacher survey how PD has met their needs and what they are still looking for	<ul style="list-style-type: none"> <li>● Mentor Teacher Stipends</li> <li>● Paid Summer Stipends for teachers</li> <li>● Embedded PD time</li> </ul>
Create a system for supporting the growth of all learners.	<p>Address IEPs and progress monitoring to ensure the scaffolded supports and differentiation are explicitly aligned to students needs.</p> <p>Evaluating student readiness and growth - Develop data cycles for teachers to meet and collaborate around student data to determine strategies and practices to meet student's needs.</p> <p>Identify/create assessments aligned to standards to gather evidence to show that students are growing. This would be beneficial for vertical alignment as well. (Use PLDs) Gather evidence more often to adjust support where necessary.</p> <p>Create intervention opportunities such as WIN blocks to provide interventions for students.</p>	Student success on local district benchmark assessments including STAR.	

Priority 2

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

1. 100% prioritized curriculum for all subjects, grade levels and content k-12
2. Evidence of high impact teaching instructional practices in teacher observations.
3. Unit revisions conducted aligned with self reflection outcomes and student needs.



## PRIORITY 3

### Our Priority - Improve School Culture and Build Community

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>School Culture and Community Building</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> </ul>	<p>The district vision includes the call for respect and integrity. It further asks that communication and interaction is defined by respect and support. We recognize that our community depends on us to support our students with positive role models and inclusive learning environments. We understand the value of relationships and connections. Through additional social emotional support and integration of culturally responsive teaching, we hope to instill self-confidence, self-worth and self-discipline that will benefit students both in and out of school.</p> <p>Our school is wonderfully diverse. It was apparent through the analysis of the equity survey that our school is a welcoming and affirming environment. It also came to light that an area of need is to ensure that our curriculum and instruction is more intentionally inclusive. As a result of the pandemic, we also need to plan to support our students as they reenter the district in the fall. Students will be returning with various levels of emotional and academic readiness. The student survey showed that students are not often troubled by student to teacher relationships and interaction, but sometimes with student to student interactions and relationships.</p> <p>Through the work the district has done over the last year, we recognize a need to evaluate levels of comfort and understanding as well as capitalize on the fact that students know what is occurring in our society and want to change things for the better.</p> <p>In the long term, we need to ensure that equity and inclusion is not a separate initiative but more of a habit of mind, included and interwoven into everything that we do. It should embody who we are.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>SEL and Culturally responsive connection in curriculum</p>	<p>Include Social Emotional Benchmarks applicable to each unit on every unit plan.</p> <p>Instructional coach will provide targeted PD on CRE elements observed during classroom walkthroughs.</p>	<p>Teacher observations and coaching cycle</p> <p>Climate Survey</p>	<ul style="list-style-type: none"> <li>● Time during Superintendent Conference Days</li> <li>● Paid Summer Stipends for teachers</li> <li>● Embedded professional development time</li> </ul>
<p>Implement Equity Action Plans</p>	<p>Determine the different languages/cultures which we serve.</p> <p>Create a handbook with key terms and phrases for staff. (food restrictions, greetings, positive affirmations)</p> <p>Implement equity-centered curriculum, instruction and best practices in an anti-racist, and anti-bias environment.</p> <p>Integrate anti-racist and anti-bias resources by discussing and teaching about racial and social injustices and implementing social-emotional learning in a way that builds on student’s cultural identities.</p> <p>Improve district capacity to deliver equity centered professional development to staff.</p> <p>Review school level practices, data, and provides guidance</p>	<p>Climate survey results</p>	<ul style="list-style-type: none"> <li>● Time during Superintendent Conference Days</li> <li>● Embedded professional development time</li> <li>● Monthly Equity Team meetings in each building</li> <li>● Ongoing Equity consultation with Progression Partners</li> </ul>

Priority 3

	<p>to the school/community around improving equity efforts.</p> <p>Monthly meetings by the equity teams in each building to check in on the status of progress of the equity plan implementation.</p> <p>Ongoing use of the strategies outlined in the plan.</p> <p>Embedded into daily work</p> <p>Continue restorative/community building circles in a variety of ways</p>		
Increase parent engagement	<p>Virtual opportunities for parent participation</p> <p>Increased school communication assisted in building parent knowledge base</p> <p>Live Streaming of events</p>	Climate survey results by parents	<p>More livestreaming capabilities</p> <p>Regular/consistent parent communication</p>
Establish student and teacher mentor opportunities	<p>All students will get a staff member assigned as a mentor 6-12 with the intent of building relationships</p> <p>Elementary will focus on chronically absent students and initiate a mentor relationship.</p>	<p>Mentor/Student feedback forms</p> <p>Climate survey results by student</p>	Willing Staff Members

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

1. Increased student attendance and academic performance.
2. Increase in positive responses on the climate survey with respect to culture and climate.
3. Evidence of social emotional and culturally responsive language on unit and instructional plans.

## 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>
Kelly Bariteau	School Counselor	Watervliet Elementary
Veronica Bedard	School Psychologist	Watervliet Jr/Sr High
Dr. Lori Caplan	Superintendent	District
Michelle Deguire	Teacher	Watervliet Elementary
Maria DeNovio	Assistant Principal	Watervliet Jr/Sr High
Kirsten DeMento	Director of Accountability	District
Scott Emerson	Teacher & Teacher Union Co-President	Watervliet Jr/Sr High
Geraldine Ferris	Outreach Coordinator & Support Staff Union President	Watervliet Elementary
Annemarie Gleason	Teacher Assistant	Watervliet Jr/Sr High
Ryan Groat	Principal	Watervliet Jr/Sr High

### Our Team's Process

Jennifer Hoefler	Parent	Watervliet Elementary
Jeanne Lance	Teacher & Teacher Union Co-President	Watervliet Elementary
Samantha McCabe	Teacher	Watervliet Elementary
Tina Spenard	Parent	Watervliet Jr/Sr High
Donald Stevens	Assistant Superintendent	District
Kelly Webster	Principal	Watervliet Elementary

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
June 7, 2021	Virtual Meeting Via Zoom
July 13, 2021	Virtual Meeting Via Zoom
July 15, 2021	Watervliet Jr/Sr High School Conference Room
July 21, 2021	Watervliet Elementary School Library

### Districts with TSI Schools 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## Submission Assurances

### 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](mailto:DCIP@nysed.gov) by July 30, 2021, 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).

Submitted to the BOE for the August 12, 2021 Meeting