



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Watervliet City School District	Dr. Donald Stevens Jr.

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Increase Student Attendance
2	Standards Based Curriculum and Instructional Planning to Meet the Needs of All Students
3	Improve School Culture and Build Community

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Increase Student Attendance
<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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<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 do not report that they stay home because they do not feel safe. Furthermore, the survey shows that students have relationships and connections with the adults in the school. However, there is a sense, based on the survey, that students may be struggling to get along with each other. This may be impacting attendance.</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 return to consistent in person schooling.</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. Additionally, we need to be proactive in helping students to develop respectful interactions with each other.</p> <p>The District has tracked absences due to COVID-19 and will continue to track these types of absences to ensure that proper supports and reporting are in place. To address this, it will be imperative to develop a plan to support learning in a remote setting to ensure that learning is not disrupted for those students impacted by this virus.</p> <p>Attendance is an area of focus as noted in the ESSA accountability data and continues to</p>

Priority 1

be an area of focus in the long term planning for the school district to stay under the recommended threshold for chronic absenteeism.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Track student attendance & Analyze data	<p>Assistant Superintendent and Student support Teams will identify a tiered support system for chronically absent students to include progressive interventions.</p> <p>Assistant Superintendent will create a tracking sheet used to capture supports for chronically absent and at-risk students.</p> <p>This tracking sheet will also log progressions of interventions and supports provided over a student's educational career in the district.</p> <p>Plan for weekly or bi-monthly SST meetings k-12 (including attendance officer) to monitor student attendance and determine support</p>	<p>Increase average daily attendance.</p> <p>Strive for pre-pandemic and baseline measures of interim progress rates of chronic absenteeism:</p> <ul style="list-style-type: none"> At the elementary school, no more than 17.6% of the all students subgroup will be chronically absent. At the high school, no more than 24.8% of the all students subgroup will be chronically absent. 	<p>SST Teams:</p> <p>Principals</p> <p>Assistant Principals</p> <p>School Counselors</p> <p>Social Workers</p> <p>School Resource Officer</p> <p>Outreach Coordinators</p> <p>Attendance Officers</p> <p>Director of Accountability</p> <p>Teacher Representatives</p> <p>Attendance Tracker</p> <p>Schedule SST meetings</p>

Priority 1

	<p>for students and parents based on analysis of attendance data.</p> <p>Attendance officers at each building will communicate cumulative attendance on a weekly basis to teachers to create consistency across elementary and secondary schools. Continue to report daily attendance at the high school level.</p> <p>Implement quarterly meetings with the Director of Accountability will implement quarterly meetings with building attendance teams (Principal, attendance officer, counselors, etc.) to review and verify Level 2 Chronic Absenteeism reports to ensure accuracy of reporting and as a second fail safe to ensure that all students at risk for chronic absenteeism are being identified and supported.</p>		
Communication and Support for Students & Families	<p>Administrative team will identify tiered thresholds for the number of days absent to increase intervention and support.</p> <ul style="list-style-type: none"> • Make telephone calls for HS students trending toward chronic absenteeism based on identified threshold. 	<p>Increase average daily attendance.</p> <p>Communication logs will archive the level of support and intervention for students and families.</p>	<p>Communication logs Letters & Postcards</p> <p>Outreach Coordinators</p> <p>Remote instructional plans</p>

Priority 1

	<ul style="list-style-type: none"> • Send home stage letter, after a threshold of absences (aligned to board policy) • Mail home attendance postcards and use of communication logs. • Use Outreach Coordinators to make home visits and share district expectations to families. <p>Each teacher will develop a plan for remote instruction in the event that a student is quarantined, symptomatic or unable to attend school for an extended period of time.</p>		
Relationship Building	<p>Staff will be assigned to mentor chronically absent students. This will begin after the first achievement report.</p> <ul style="list-style-type: none"> • At the elementary school, classroom teachers will mentor students. • At the Jr./Sr. high school, the support staff will mentor students. <p>Each school will review incentives for attendance successes and determine a plan for celebrations and/or incentives in 2022-23.</p>	<p>Increase average daily attendance.</p> <p>School climate survey responses will show a more favorable view of the school community and a sense of belonging.</p>	<p>Staff mentors</p> <p>Incentives</p> <p>planned parent event</p>

Priority 1

	<p>Operation Graduation will include mentors for students who have presented with historic trends of chronic absenteeism. This will begin in September through a review of past data and will continue throughout the year.</p> <p>A parent event will be planned for the fall in conjunction with a school sporting event to include a speaker regarding the benefits of attending school.</p>		
Increased Availability of Transportation	Truancy van will be used to assist tardy students and their families with transportation	Increase average daily attendance.	Truancy van & Bus driver

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 2022-23 school year.

Strive for pre-pandemic and baseline measures of interim progress rates of chronic absenteeism.

- At the elementary school, no more than 17.6% of the all students subgroup are chronically absent.
- At the high school, no more than 24.8% of the all students subgroup are chronically absent.

Increase students' level of agreement on the district's School Climate Survey questions that pertain to attendance and sense of belonging in school.

- If I am absent, there is a teacher or some other adult at school that will notice my absence
 - Spring 2022 - 59% agreement, success will show an improvement of 10%
- I feel like I am part of this school
 - Spring 2022 - 47%, success will show an improvement of 10%
- I feel like I belong
 - Spring 2022 - 52% agreement, success will show an improvement of 10%

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Standards Based Curriculum and Instructional Planning Designed to Meet the Needs of All Learners
<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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<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 95% of elementary (Math and ELA) and 65% 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</p>

Priority 2

	complete, the process of plan, do, study, act can be implemented to keep the curricula current and relevant.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Facilitated Curriculum Writing and Common Assessments through Instructional Coaching	<p><u>K-12:</u> Special educators will begin reviewing grade level units to prioritize essential standards and key topics for special populations to plan for opportunities to differentiate instruction and provide Specially Designed Instruction to meet the needs of the learners.</p> <p>Summer curriculum writing time will be offered to teachers with our Instructional Coach and/or Assistant Superintendent of Curriculum and Instruction.</p> <p><u>Secondary:</u> Curriculum writing at the secondary level will work toward the goal of 100% completion.</p> <p>Teachers will create or refine one complete exemplar unit inclusive of instructional plans, social emotional</p>	<p>Curriculum audits will show completion of standards aligned curricula inclusive of social emotional learning standards and culturally responsive components.</p> <p>Curriculum audits will show completion rate of curriculum documents.</p> <p><u>Elementary Level:</u> One common assessment will be designed and analyzed to reflect on the unit followed by unit revisions.</p> <p><u>Secondary Level:</u> Teachers will use curriculum audit tools and exemplars to finalize a unit inclusive of culturally responsive components and social emotional standards.</p>	<ul style="list-style-type: none"> • Time during Superintendent Conference Days • Paid Summer Stipends for teachers • Embedded professional development time <p>Instructional coach time</p> <p>Weekly embedded professional development time & schedule</p>

Priority 2

	<p>learning standards and culturally responsive components, and aligned formative and summative assessments.</p> <p><u>Elementary:</u> Teachers will refine and finalize curricular units in ELA and Math. In addition, they will add social emotional learning standards and culturally responsive components to the completed units.</p> <p>Draft one common assessment for a unit of choice.</p> <p>Complete one data cycle on the common assessment during professional development work time.</p>		
Connect pedagogy and instructional strategies with planning through instructional coaching	<p>Individual coaching cycles will be based on student entry points and setting student centered goals connected to the writing of the instructional plan to include scaffolded learning targets and high impact teaching strategies.</p> <p>Instructional coaches and teachers will co-write instructional plans to help track and measure the success of the student centered goal.</p> <p>Instructional coaches and assistant superintendent will implement a PD</p>	<p>Coaching cycle outcomes, student data and student work audits will show evidence of student growth as a direct result of intentional planning and instructional moves.</p> <p>Instructional planning will occur in all grade levels inclusive of learning targets and high impact teaching strategies.</p> <p>Walkthrough data collected through google form will show implementation of instructional strategies designed to</p>	<p>Instructional coach time</p> <p>Weekly embedded professional development time</p>

Priority 2

	<p>schedule for grades K-12 to include targeted professional learning topics in connection to curriculum writing and instructional planning.</p> <p>Teachers and administrators will identify “look fors” that are being implemented as a result of coaching and professional learning.</p> <p>Administrators and instructional coaches will use a google form to gather informal evidence of degrees of implementation to determine additional support through coaching and professional learning.</p>	<p>meet the needs of students as identified in the “look fors”.</p>	
Support for Special Education Teachers	<p>Instructional Coach and/or Special Education Director will provide professional learning opportunities for effective use of co-teaching models and specially designed instruction.</p> <p>The Special Education Director will designate time and space for special education teachers to collaborate and share best practices.</p> <p>The Special Education Director will audit and support teachers to refine IEPs and progress monitoring to ensure the scaffolded supports and differentiation are explicitly aligned to students needs.</p>	<p>Teachers will implement successful strategies for co-teaching as evidenced by student growth per progress monitoring and IEPs.</p> <p>Teachers will create specially designed instruction for students with IEPs.</p> <p>The schedule will reflect time for teachers of special education to collaborate on a consistent basis.</p>	<ul style="list-style-type: none"> ● Targeted instructional coaching ● PD on IEP development ● Collaborative IEP writing time with Director of Special Education
Create a WIN system	Create WIN (What I Need)		Intervention teachers

Priority 2

<p>to support the growth of all learners.</p>	<p>intervention blocks to provide scaffolded learning and gap closing or challenge learning opportunities for students.</p> <p>Develop data cycle protocols for teachers to meet and collaborate around student data to determine entry points and strategies/practices to meet student's needs.</p>	<p>Student growth will be evident per STAR benchmarking in ELA and Math and/or Progress Monitoring.</p> <p>Proficiency rates on NYS Assessments will increase from the 2022 data.</p> <p>Teacher observation and student work will show growth in skills.</p>	<p>STAR assessments</p> <p>ELA and Math lesson resources</p> <p>WIN block schedule</p>
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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 2022-23 school year.

Increase in proficiency on NYS Assessments in ELA and Math 3-8.

Increase in Regents proficiency and mastery.

Walkthrough data will show an increase in high impact teaching strategies implemented in the classrooms.

STAR data for Reading and Math will show an increase in students meeting grade level proficiency.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	School Culture and Community Building
<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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<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 we are proactive in supporting the development of respectful interactions among students. Students will attend school 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</p>

Priority 3

that we do. It should embody who we are.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Adopt Social Emotional Learning Resource or Program	<p>Assistant Superintendent will develop and lead a team in exploring research based resources and/or programs that develop social emotional learning.</p> <p>The team will identify and adopt a resource for teachers to use as they embed social emotional learning standards into instructional planning.</p> <p>The team will develop an implementation plan.</p>	Plan for SEL implementation.	<ul style="list-style-type: none"> • Social workers, school counselors and psychologists vetted SEL resources and programs
SEL and Culturally Responsive Connection in Curriculum	<p>Teachers will audit curriculum for social emotional benchmarks relevant to each unit.</p> <p>Instructional coaches will provide professional learning on culturally responsive elements and embed diverse text references for staff.</p>	Curriculum Audit results will show culturally responsive elements and social emotional benchmarks embedded.	<ul style="list-style-type: none"> • Time during Superintendent Conference Days • Paid Summer Stipends for teachers • Embedded professional development time • Professional Diverse Texts

Priority 3

	Teachers will embed Culturally Responsive components into their curriculum.		
Create Building Level Equity Action Plans	<p>Reestablish equity teams in each building to:</p> <ul style="list-style-type: none"> ● Improve district capacity to deliver equity centered professional development to staff. ● Review school level practices, data, and provide guidance to the school/community around improving equity efforts. ● Create action plans to implement the new district equity policy. <p>The equity teams will meet monthly in each building and will capture shared minutes to track the suggested changes and action planning to ensure the implementation of the new district equity policy.</p> <p>No Place for Hate Committees will meet regularly to plan activities and build an inclusive environment in both school buildings.</p> <p>At the secondary level, a handbook will be created with key terms and phrases for students and staff. (food</p>	<p>Climate survey results will show a more favorable response to a sense of school community and belonging.</p> <p>Monthly meeting minutes will be captured by the equity teams to monitor the implementation of the equity policy.</p> <p>Diversity, equity and inclusive practices and/or habits of mind will be present in lesson planning, curriculum, access to coursework, food menus and all other aspects of the school community.</p>	<ul style="list-style-type: none"> ● Time during Superintendent Conference Days ● Embedded professional development time ● Monthly Equity Team meetings in each building ● Ongoing Equity consultation with Progression Partners

Priority 3

	restrictions, greetings, positive affirmations)		
Restorative Practices	<p>Training will be planned for classroom teachers, and new teachers to maintain restorative/community building circles at the secondary level.</p> <p>School Violence Prevention Counselor will provide restorative, conflict resolution, and student mediation counseling.</p>	<p>Increased number of classrooms using circles on a consistent basis.</p> <p>Behavioral referrals will be reduced.</p> <p>Survey results will show a more favorable response to a safe and respectful learning environment.</p>	School Counselor National Coalition Building Institute (NCBI) training for students
Increase parent/family engagement	<p>Find a balance of virtual and in person opportunities for parent/family participation in school events/ school community and decision making.</p> <p>Utilize the new Parent square platform to Increase school communication.</p> <p>Provide training for teachers to learn the capabilities of the Parent Square platform.</p>	<p>Climate survey results by parents will show that parents/families feel included and engaged with the school community.</p> <p>Analysis of Parent Square: Usage data will show evidence of increased family interaction/communication.</p>	<p>More live streaming capabilities</p> <p>Parent Square Platform Training for teachers</p> <p>Data analysis</p>
Differentiated support for the professional development of teachers	<p>Mentor teacher program</p> <p>District will provide asynchronous learning to maximize differentiation for professional learning.</p> <p>District will plan for summer professional learning opportunities</p>	<p>Instructional staff survey: Have the professional learning opportunities met your needs? What areas would you like learning and/or support in the future?</p> <p>Mentor feedback forms will show evidence of new teachers feeling supported and mentoring providing</p>	<ul style="list-style-type: none"> ● Mentor Teacher Stipends ● Paid Summer Stipends for teachers ● Embedded PD time ● Hanover Research online platform

Priority 3

	designed to meet teachers' individual needs.	essential foundational knowledge of the district and students to ensure a successful transition. Climate survey results will show that teachers feel supported. Mentor plans will be established and communicated.	
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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 2022-23 school year.

Increase students' level of agreement on the district's School Climate Survey questions that pertain to school culture and community building.

- This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.
 - Spring 2022 - 61% agreement, success will show an improvement of 10%
- People of different cultural backgrounds, races, or ethnicities get along well at this school.
 - Spring 2022 - 51%, success will show an improvement of 10%
- Students respect one another.
 - Spring 2022-30%, success will show an improvement of 20%
- I feel safe at this school.
 - Spring 2022 - 58%, success will show an improvement of 10%
- I feel like I belong
 - Spring 2022 - 52% agreement, success will show an improvement of 10%

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 (if applicable)
Jeanne Lance	Teacher/Union President	WES
Annemarie Gleason	Teacher Assistant	WJSHS
Allison Novotarski	Media Specialist	WJSHS
Kim Tallmadge	Teacher	WES
Nick Yatrakis	Teacher	WJSHS
Kelly Webster	Principal	WES
Scott Emerson	Teacher/Union President	WJSHS
Michele Deguire	Math Specialist	WES
Don Stevens	Superintendent	Districtwide
Veronica Wilson	CSE Chairperson	WJSHS
Louisa Boehlert Vaughan	Social Worker	WJSHS
Sarah Horaczek	Director of Special Education	Districtwide

Our Team's Process

Kirsten DeMento	Director of Accountability	Districtwide
Ryan Groat	Principal	WJSHS
Tina Spenard	Parent	WJSHS
Jennifer Hoefer	Parent	WES
Wendy Ryan	Teacher	WJSHS
Laura McDaniel	Instructional Coach	Districtwide
Katelyn McAvoy	School Counselor	WJSHS
Allan Gadsden	Outreach Coordinator	WJSHS
Samantha McCabe	Reading Specialist	WES
Geraldine Ferris	Outreach Coordinator	WES

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
September 29, 2021	Virtual
January 26, 2022	Virtual
June 2, 2022	WJSHS Media Center
June 16, 2022	Virtual

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	N/A
Parents with children from each identified subgroup	N/A
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 August 1, 2022, 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).