



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Dolgeville Central School District	Joseph Gilfus

2022-23 Summary of Priorities

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

1	We commit to strengthening our ability to provide reading interventions for our students.
2	We commit to supporting students to set and reflect upon academic goals for themselves.
3	We commit to helping students develop social emotional learning and strengthening their relationships with staff and each other.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We commit to strengthening our ability to provide reading interventions for our students.</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 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>We believe in our school vision, "sending students into the world well-prepared." An integral component of student academic achievement is building confidence in our students as successful readers, such as skills in comprehension, inferencing, making connections with text, and summarizing.</p> <p>Student performance data and concerns with student learning gaps highlighted the need to focus on reading instruction.</p> <p>"Learning happens everywhere; all the time." Uniting all 7-12 staff in establishing foundational literacy skills, supported through consistent reading strategies, will empower students and staff to foster lifelong learners and readers.</p> <p>The need for strengthening intervention plans, providing consistent reading instruction and strategies, and creating safe learning environments is critical for success. Interventions and resources/tools to support students with specific literacy skills - using context clues, summarizing, vocabulary.</p> <p>Our district mission is to empower staff to empower students, restore student confidence, and rebuild relationships. Enhance collaboration of grade-level teams to unite in encouraging reading habits and literacy skills, intentionally integrating reading strategies, with the goal to reinforce the importance of reading across the curriculum. Teams need to intentionally integrate opportunities to practice reading for understanding and reading for enjoyment.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Response To Intervention (RTI): Structured vertical and horizontal collaboration in AIS that promotes a universal pledge to improve student reading interventions.</p>	<p>Formal training on reading interventions to implement in each classroom.</p> <p>Grade-level and departmental meetings to provide opportunities to exchange ideas and strategies.</p>	<p>Consistent implementation of reading strategies throughout all middle school classrooms, including co-curricular classes.</p> <p>Student use of reading strategies (with and without prompting).</p> <p>Teacher implementation of the RTI process in AIS</p>	<p>Devise strategies list and provide training for use of reading strategies from internal book study and curriculum work studies</p> <p>Half-Day- grade level meetings</p>
<p>Professional development and learning opportunities for STAR.</p>	<p>Seek out STAR training for teachers and offer time to explore resources available for targeting individual interventions for students after some data analysis.</p>	<p>Creating accounts for all teachers at each grade level.</p>	<p>Schedule fall training for staff to review STAR Reading and student performance.</p>

Priority 1

	<p>Training with MORIC on STAR functions and reports.</p> <p>Communicate student STAR progress with parents.</p>	<p>Increased teacher confidence in leading students through STAR assessments and understanding data.</p> <p>Sharing STAR data with families.</p>	<p>Schedule work sessions to analyze data from STAR, IXL, local benchmarks, and other assessments.</p>
<p>Professional communities/book studies to encourage a better understanding of reading instruction and strategies.</p>	<p>Teachers participate in book studies to gain a better understanding of how to integrate reading strategies across content areas.</p>	<p>Implement reading strategies and reflect on success.</p>	<p>Book study supplies and time</p>
<p>Promote independent reading and lifelong reading skills.</p>	<p>Collaborate with librarians in each building to build awareness of books, build classroom libraries, as well teach students how to select appropriate books.</p> <p>March Madness Reading Competition</p>	<p>Independent Reading Logs can track reading.</p>	<p>Student Incentives for Reading Challenges</p> <p>Building classroom libraries</p>
<p>To Better Use and Understand Data</p>	<p>In addition to STAR and IXL data, teams will use locally create Grade Level Benchmarks for data</p>	<p>Teachers obtain and use data to address student needs, classroom groupings, determine AIS, and appropriate interventions</p>	<p>Teachers need time and resources to create and score grade level benchmarks</p>
<p>Reading League</p>	<p>The organization Reading League will train K-12 staff on current reading research and training.</p>	<p>Staff will have a better understanding of current reading research and how to implement reading strategies in their classrooms.</p>	<p>Professional Development</p>

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.

Analysis of student assessments and progress monitoring via STAR Reading, IXL, local assessments/benchmarks and teacher observation will demonstrate student progress and learning.

STAR Reading scores "At/Above Grade Level": 45% (Previous Year: 31%)

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We commit to supporting students to set and reflect upon academic goals for themselves.</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 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>Our commitment to using goal portfolios will help students achieve our district goal of: “Go out into the world well prepared”. By guiding students to set goals for themselves, it will help them see the steps necessary to become successful in their next stage of life.</p> <p>We believe as a school that our students need to prepare for their future. In order for students to become successful we focus on future planning, self-management, organization, self-responsibility, accountability, and completing assignments.</p> <p>Every child has strong, trusting relationships with adults and peers. All students should have a “Go to person” that they can trust and share with as needed. Our recent student survey indicated that not all students identified a trustworthy adult that they can relate to when needed. As evidenced in student interviews and surveys, students identified they sometimes struggled with asking for help and advocating for themselves and their learning needs. Parents also identified their students have difficulty asking teachers for extra help particularly in various educational settings (hybrid, remote, in-person).</p> <p>After discussing the Equity Self-Reflection survey and reviewing survey results, our team identified many students who needed more support and differentiated practices to improve goal portfolio efficiency throughout the school year.</p> <p>DTSDE 3.F Student Feedback and Reflection</p> <p>DTSDE 4.B Classroom Management/Student Ownership</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Feedback on Goals</p>	<p>Students are assigned a staff member and will have an allotted time at least once a month to receive feedback on goals.</p>	<p>Monthly student- staff ‘meetings’ will support student accountability and recommit to chosen quarterly goals.</p>	<p>Time: allotted time built into the schedule for goal setting and feedback</p> <p>Clear Staff Expectations for Advisement</p>
<p>Digitize Portfolios</p>	<p>Digital Goal portfolios are created for every student that will include a section for academic goals, tracking STAR data, reflecting on 5-week reports and report cards.</p> <p>Administrators and a teacher planning team will design a teacher template of portfolios that includes expectations and examples of</p>	<p>Each student will have a Google Drive folder designed specifically to manage the pieces outlined for including in the goal portfolio.</p>	<p>Time and Content</p> <p>7-8 Portfolio Team</p> <p>STAR Training for K-8 staff</p>

Priority 2

	relevant, challenging, and purposeful goals along with guidelines for teacher feedback and a timeline to follow.		
Goal Setting Instruction	Teachers will formally instruct students on Goal setting using a template that will be included in the goal portfolio. Teachers will review academic goals with students to reinforce the importance of goals. Principal will discuss setting goals with students in a group setting.	Students can successfully write SMART goals that connect to their academic progress.	Grade level meetings for Portfolio Team representatives to support teams with resources
7-8 Portfolio Team	Collaborate with other grade levels to share resources and ideas, then support grade-level teachers to introduce academic goals that assist students with the identification of relevant, challenging, and purposeful goals	Grade level representatives meet monthly to share resources and ideas.	Time to meet with grade-level teachers
Encourage High Expectations For College and Careers	Guidance counselors lead students in grade 7-8 in student inventories about learning styles, interests, and career exploration. Students participate in hands-on experiences at various career and college settings.	Students can identify learning styles, interests, and potential careers.	Scheduled time to work with students Field Trip costs

Priority 2

	Map out career planning for grades 7-12.		
“Go To” Person	<p>Students are introduced to staff members (Guidance Counselors, Catholic Charities staff, Nurses, SRO, teacher assistants,etc) who can support them in their goals.</p> <p>Students are asked to identify in their Goal Portfolios a “Go To” person in the school</p>	Students can identify their “Go To” person.	<p>Portfolio Team purposefully integrating instructional resources on support staff and including a section in the digital portfolios.</p> <p>Teacher assistant assigned to students</p>

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.

Students can identify if at least one of their goals has been achieved. (Previous year: 94%)

Students can identify a potential career path.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We commit to helping students develop social emotional learning and strengthening their relationships with staff and each other.</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 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>One impact of the pandemic was the disruption of typical relationships. Student surveys at the end of hybrid learning showed a large number of students could not identify an adult in the building they felt comfortable talking to in regards to social, emotional, and mental well-being.</p> <p>We desire to provide a social network for students that focuses on their general well-being, physical health, and mental health, which is supported by a structure that provides opportunity for both peer and adult mentoring with a goal to establish trusted adults that students can go to and lean on when time calls.</p> <p>The Equity Self Reflection revealed a need for promoting positive character traits such as empathy, civility, and awareness of emotions with our students.</p> <p>Every child should have intentional opportunities to practice and build social, emotional, and cognitive skills.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development</p>	<p>Research based program to help establish best practices to promote empathy, civility, and awareness of emotions.</p> <p>Staff receiving professional development opportunities such as social/emotional awareness and support, cultural awareness.</p>	<p>Selection of appropriate Program (Second Step or Positivity Project)</p> <p>Mental Health Screening DESSA at select grade levels</p> <p>DEI focus groups and book study with staff</p>	<p>School Psychologists, School Counselors, music staff and other Support Staff; PD for SEL staff.</p> <p>Research-Based SEL program</p> <p>Professional Development</p> <p>Scheduled Time for Program</p>
<p>Building Positive Character Traits</p>	<p>Intentional instruction on positive character traits, such as empathy, through classroom curriculum connections, large-group</p>	<p>Identifying Character Traits to focus on school-wide</p> <p>Documented Curriculum Connections</p>	<p>Research-Based SEL program</p> <p>Assemblies</p>

Priority 3

	<p>presentations, grade-level orientations</p> <p>Possible community service opportunities</p>		
<p>Strengthening Student Relationships</p>	<p>Student Goal Portfolios include a 'Go-To' person page identifying an adult in the building a student would be most comfortable sharing social, emotional, and mental health concerns.</p> <p>Providing opportunities for student voice in 7-8 student councils.</p> <p>DEI focus groups with students and staff</p>	<p>Introducing and connecting students to support staff such as counselors, nurses, SRO, etc.</p> <p>Having students identify their "go to" person at school.</p> <p>Identifying areas of strengths and weakness from DEI focus groups</p>	<p>Funding for Additional Extra Curricular Activities and Supplies for Student Celebrations</p>

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.

Student data from DEI focus groups will identify areas of strength and weakness.

Students identify a “go-to” adult at the school (Previous Year: approximately 97% based on student interviews).

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>
Gary Busch	7th Grade Teacher	James A. Green Jr/Sr High School
Crystal Chrisman	PreK-6 Principal	Dolgeville Elementary
Sarah Jaquay	Parent	
Brittany Link	Parent	
Ruth Leavitt	7-12 Principal	James A. Green Jr/Sr High School
Amy Murphy	8th Grade Teacher	James A. Green Jr/Sr High School
Tom Seery	5th Grade Teacher	Dolgeville Elementary
Jennifer Sullivan	8th Grade Teacher	James A. Green Jr/Sr High School
Megan Williams	6th Grade Teacher	Dolgeville Elementary

Our Team's Process

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
7/20/22	James A. Green Jr. Sr. High School, Rm 140
7/21/22	James A. Green Jr. Sr. High School, Rm 140

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

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).