



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Union-Endicott Central School District	Nicole Wolfe

## 2022-23 Summary of Priorities

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

1	Connecting learners to school
2	Effective instruction to ensure equitable outcomes for all learners
3	On Pace to Graduate
4	
5	

# PRIORITY I

## Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Connecting learners to school</b>
<p><b>Why is this a priority?</b></p> <p><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> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The district believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported. We recognize that in order to do so, we need to alleviate anxiety about the social aspects of being part of a school community.</p> <p>By creating a more inclusive school environment, all learners, regardless of their identities, will feel a connection to school.</p> <p>Ensuring a connection to school is one of our steps in ensuring that all students receive an education that supports them as citizens and sets them up for success after high school.</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>Develop authentic connections with students</p>	<p>Have day-long summer induction for each transitional grade levels to bring students into building and acquaint them with peers.</p> <p>Tiger Kindergarten to capture students who experienced limited preschool opportunities.</p> <p>Pilot regular use of the PERTS survey in select Middle School and High School Classrooms</p> <p>Implement “Positive Greetings at the Door” (PGD) for all Elementary School classrooms.</p> <p>Administrators will commit to learning the names of all students in their buildings</p> <p>Piloting a student lead committee to capture student voice.</p>	<p>Have day-long summer induction for each transitional grade levels to bring students into building and acquaint them with peers.</p> <p>Tiger Kindergarten to capture students who experienced limited preschool opportunities.</p> <p>PERTS survey will yield helpful feedback to teachers regarding questions related to Student Belonging and Affirming Cultural Identities. Results will improve during the year; based on feedback from pilot group, survey will be expanded beyond initial pilot in the third quarter.</p> <p>Implement “Positive Greetings at the Door” (PGD) for all Elementary School classrooms.</p>	<p>Time, Space, and Funding to cover costs associated with running induction activities.</p>

Priority 1

	<p>Implementation of Culturally and Linguistically responsive teaching in learning.</p> <p>Review code of conduct to ensure equitable implementation across all student groups</p> <p>Plan to institute a house system at the middle school as a pilot for district</p>	<p>Administrators will commit to learning the names of all students in their buildings</p> <p>A committee of K-12 stakeholders will be created.</p> <p>Committee will review code of conduct and make revisions to inform changes in district policy.</p> <p>Houses will be defined and a plan put in place to roll out to staff (September-November)</p> <p>Building wide roll out to students with kick-off event (November -Jan)</p> <p>Materials &amp; set up for first day of school kick-off (August - December)</p> <p>Building wide implementation (Jan-Jun)</p>	<p>Director of D,E,I, Middle School Principal, middle school committee members</p> <p>Funding will be needed for professional learning, work outside the contractual day, material</p>
<p>Implement restorative practices</p>	<p>The district will provide schools with materials (signage, books, literature) reflective of restorative practices.</p> <p>District wide implementation of the Restorative Practices for Educators. (Community Circles)</p>	<p>Signage and literature throughout the building will be reflective of restorative practices. (Jan)</p> <p>EERC Course will be offered as one of the mandatory courses for non-tenured teachers. (Winter)</p> <p>The school community will use</p>	<p>Funds to pay subs and/or payment for work outside of the contractual day.</p>

Priority 1

	<p>School leaders will model affective statements when interacting with staff and students. School leaders will visit classrooms to monitor the use of affective statements and provide feedback and support to improve implementation.</p> <p>Each school will develop a schedule for community circles. Elementary students will participate in community circles during morning meeting. Middle/high school students will participate in community circles during advisory period.</p> <p>A toolbox of best practice for restorative practices will be created with staff contributions.</p>	<p>affective statements when interacting with each other. (Jan)</p> <p>All students will participate in regular community circles. (December)</p> <p>A toolkit will be developed for community circles. (December)</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.

90% of students will agree or strongly agree with the statement, "My teacher cares about me."

90% of students will agree or strongly agree with the statement, "I can really be myself at this school."

90% of students will disagree or strongly disagree with the statement, "it is hard for people like me to be accepted here."

90% of students will disagree or strongly disagree with the statement, "Teachers here are not interested in people like me."

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Effective instruction to ensure equitable outcomes for all learners</b>
<p style="text-align: center;"><b>Why is this a priority?</b></p> <p><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> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The district strives to provide instruction that allows all students to be successful. We recognize that in order to do so, teachers need to be able to plan and implement lessons and supports that are matched to individual student learning needs.</p> <p>By providing effective instruction in each content area, all learners, regardless of perceived ability, placement or teacher will receive lessons and supports that are matched to individual student learning needs</p> <p>Ensuring effective instruction for all learners is one of our steps in ensuring that all students receive an education that supports them as citizens and sets them up for success after high school.</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>Ensuring <b>all</b> learners achieve proficiency on <b>Promise</b> Standards/Learning Targets through learner-centered instruction</p>	<p>TK-1: Focus last year on Tiger Kindergarten (TK)- grade 1. These teams will be engaging in an iterative review process of their promise standards. Emphasis on creating learning targets in learner-friendly language.</p> <p>2-12: All educators will have on-going collaborative sessions focused on evidence of learning on the identified Promise standards (Sept. - June)</p> <p>Instructional strategy: Learner ownership</p> <p>Identifying and ensuring proficiency on Promise standards through standards study, common assessments and high-yield instructional strategies.</p>	<p>Promise standards are</p> <ul style="list-style-type: none"> <li>● Identified unit by unit in eDoctrina</li> <li>● Included in lesson plans</li> <li>● Communicated to learners:                             <ul style="list-style-type: none"> <li>● Posted in classrooms &amp; at centers in age-appropriate language.</li> <li>● Teachers use learning targets to communicate lesson purpose</li> <li>● Learners reflect on their progress in relation to the learning target (in an age appropriate manner)</li> </ul> </li> </ul> <p>Promise standards (and/or learning targets) included on common assessments.</p> <p>Lesson plans will include resources and classroom materials that are aligned to promise standards.</p>	<p>Funds to pay subs and/or payment for work outside of the contractual day.</p>



Priority 2

	<p>Learning targets along with why the learning is essential will be communicated to learners using “I can...”</p> <p>TK-12: Ensuing instructional materials align to promise standards</p>		
Leadership Learning	<p>The Guiding Coalition will engage in a book study of <i>Ruthless Equity</i> by Ken Williams</p>	<p>Leadership teams will read, reflect and apply information one chapter at a time (Aug - June).</p> <p>Teacher Leaders will use reflective questioning with teams to encourage conversations around using promise standards to promote equity.</p> <p>Agendas will reflect promise standards.</p>	<p>Books for all admin &amp; teacher leaders.</p> <p>Time allocated during meetings to discuss and consolidate learning.</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.

90% of teachers will earn a score of 3 or 4 on II.4.a *Articulates learning objectives/goals* with learning standards on NYSUT Teacher Practice Rubric.

90% of teachers will earn a score of 3 or 4 on III.2.b *Uses questioning techniques to engage students* on NYSUT Teacher Practice Rubric.

Utilizing demographic data imported from SchoolTool into eDoctrina to disaggregate student performance on promise standards. A baseline will be calculated based on the first common assessment for a given promise standard and collaborative will set goals for improvement.

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>On pace to graduate</b>
<p style="text-align: center;"><b>Why is this a priority?</b></p> <p><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> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The district strives to ensure the success of all learners as measured by graduating on time with their cohort. We recognize that in order to do so, learners need to be on pace to graduate throughout their schooling.</p> <p>By creating systems to measure learner progress and provide accelerated learning as necessary, all learners, regardless of perceived ability, placement or teacher, will be able to maintain a pace necessary to graduate with their cohort.</p> <p>Ensuring that all learners receive the support they need is one of our steps in ensuring that all students receive an education that supports them as citizens and sets them up for success after high school.</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>Assure learners are on pace to graduate</p>	<p><b>Grades: TK-5</b> F&amp;P benchmarks</p> <p>Success on identified Promise standards</p> <ul style="list-style-type: none"> <li>● All TK-5 teachers will participate in on-going Literacy professional learning focused on the Continuum of Literacy Learning provided by in-district coaches.</li> <li>● Building administrators, AIS Teachers, literacy coaches and Director will meet as a team to review evidence of learning quarterly.</li> </ul>	<p>All students K-5 will be benchmarked 2x a year (3xs a year for students not yet on grade level). Initial percentage of students on or above grade level will be calculated in the fall by grade level. Goal will be to increase by 10% by spring.</p> <p>Student profiles will be created to identify Promise standards of focus with identified supports/interventions to be reviewed by the grade level teams</p>	<p>Funds to pay subs and/or payment for work outside of the contractual day.</p> <p>Funding for two in-district literacy coaches.</p> <p>Funding for literacy support resources.</p>

Priority 3

	<p><b>Grades 6-8</b> Learner progress on identified essential standards</p>	<p>Teacher Leaders will collaborate with their content teams along with AIS and SPED teachers to identify/revise promise standards for each subject.</p> <p>Teams will draft assessment questions for each of the promise standards.</p> <p>Learners who have yet to master promise standards will be given additional support to meet grade level requirements. Initial percentage of students on or above grade level will be calculated in the fall by grade level. Goal will be to increase by 10% by spring.</p>	<p>Funds to pay subs and/or payment for work outside of the contractual day.</p>
	<p><b>Grades 9-12</b> Credits/Regents needed to graduate</p>	<p>School counselors will use an export from SchoolTool track earned credits &amp; passed exams for all students to ensure they are on pace to graduate (1x in fall, 1x in spring).</p> <p>Students who have not yet met the criteria will meet with their school counselor. At the meeting, school counselors will work on identifying root causes (ongoing).</p> <p>School counselors will bring root causes to school level RTI to create plans to address them (ongoing).</p>	<p>Funds to pay for a custom export from SchoolTool.</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.

Initial number of students who are on/not on pace to graduate will be determined. Of that initial number, 10% more students will be on pace to graduate than the initial number by the end of the school year.

## PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

### Our Priority

**What will we prioritize to extend success in 2022-23?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
  - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

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?



## 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.

## PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

### Our Priority

**What will we prioritize to extend success in 2022-23?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
  - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

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?

## 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.

## 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
Sarah Miller	Director of Secondary Curriculum	
Erin Eckert	Director of Elementary Curriculum	
Chris Murdock	Director of DEI	
Steve DiStefano	Principal	UEHS
Sara Morley	School Counselor	JFS
Liz Scalcione	Teacher	UEHS
Terri Kozlowski	Teacher	JFS
Toni Walker	Teacher	GFJ
Sara Bomysoad	School Counselor	UEHS
Deb Kasson	Literacy Coordinator	AGM/CFJ/GFJ/TJW
Mary Kay Ryan	Principal	GFJ
Jessica Phillips	Asst. Principal	CFJ/AGM

Our Team’s Process

Brian Steele	Parent	UEHS

In May 2022, our district level equity team met to discuss the state of equity in the district, how to best connect learners to school and what types of work were required as a district. A critical part of this meeting was centering student voices and honoring their lived experience.

During June 2022, our Guiding Coalition (Administrators and Teacher Leaders) met in teams to review our progress this past year and determine next steps. Final draft of the planning document was created. First draft of the DCIP was outlined, including the desire to continue with the three priority areas from last year.

In July 2022, final data was added to the planning document.

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
May 13, 2022	District Office
Jun 6, 2022	Zoom
Jun 13, 2022	zoom
<b>Jun 22, 2022</b>	zoom
<b>July 25, 2022</b>	zoom

### 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](mailto: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).