



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Newcomb Central School District	Christian M. Fisher

2022-23 Summary of Priorities

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

1	Continue with the district’s data-driven professional learning plan to facilitate quality instruction and vertical alignment of the 3-8 programming specific to ELA (continued 21-22)
2	Continue with the district’s data-driven professional learning plan to facilitate quality instruction and vertical alignment of the 3-8 programming specific to math. (continued 21-22)
3	Continue with the implementation of a communication plan to educate the school community regarding the root causes for attendance. (continued 21-22)
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>The district intends to continue implementation of a data-driven professional learning plan specific to English Language Arts throughout the 2022-2023 academic school year.</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>In order for students to succeed in a complex, interconnected and changing world they need to possess important and fundamental skills in ELA which are presented throughout the elementary and middle school years. Data analysis from district benchmarks using iReady indicates that there is room for improvement in this area. Continuing to present quality instruction aligned vertically and with the Next Generation Standards is regarded as a way to facilitate improved student performance in ELA.</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>Fully Implement Reader's/Writer's workshop model</p> <p>Reader's/Writer's Workshop coach</p>	<p>In 2022-23 WSWHE BOCES supported K-6 Teachers by providing a trainer to 4 PD days to design and implement a 2-year multi-grade level approach to the Lucy Calkins Units of Study. Along with the Reading and Writing programs, grades K-2 will also focus on phonics delivery. Grades 3-6 will focus on word study. A pre-k reading/writing program will be established to prepare students for kindergarten.</p> <p>A Grade level specific coaching plan will be established for the implementation of Reader's/Writer's workshop model</p>	<p>NCS will continue to provide professional learning sessions for teachers in grades K-6 specific to Reader's Writer's Workshop model throughout the 2022/2023 school year. We will monitor student progress with end of unit evaluations and add additional PD days to support classroom teachers as needed.</p> <p>NCS Director of Curriculum and Instruction will provide Individual coaching sessions for all teachers in grades K-6 quarterly throughout the 2022-2023 school year.</p>	<p>Professionals or consultants who are trained in the Units of Study Workshop Model. Updated Reading and Writing UOS for K-2 will be purchased, Materials to develop a 3-6 word study program to support the UOS.</p> <p>NCS Director of Curriculum and Instruction will devise a coaching schedule for all teachers in grades K-6.</p>
<p>Engage in Data Analysis of our 2021-22 iReady scores to drive</p>	<p>Data from the 2021-2022 administration has been used to establish a baseline for all students in grades K-8. K-8 teachers will</p>	<p>NCS Data Team will convene 3 times throughout the year to examine iReady data and establish</p>	<p>Funding to support iReady site license and add the teacher toolbox enhancement for</p>

Priority 1

instruction and provide individualized instruction to all students in grades K-8.	get PD in being able to examine and analyze the data of their students. Teachers will then conduct comparisons between multiple benchmarks to determine Response to Intervention (RtI) services for students in need.	individual RtI plans for any student grade K-8 who is struggling in ELA.	individualized online instruction.

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.

We will measure progress toward this commitment by showing growth in their iReady scores by the spring benchmark period as compared to the baseline levels achieved during the fall benchmarking. We also will compare growth on the benchmarks annually.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>The district intends to continue implementation of a data-driven professional learning plan specific to mathematics throughout the 2022-2023 academic school year.</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>In order for students to succeed in a complex, interconnected and changing world they need to possess important and fundamental skills in math which are presented throughout the elementary and middle school years. Data analysis of district benchmarks using iReady scores indicates that there is room for improvement in this area. Continuing to present quality instruction aligned vertically and with the Next Generation Standards is regarded as a way to facilitate improved student performance in math.</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>Fully Implement NYS math modules (Eureka Math)</p> <p>Perform consistent implementation of the NYS Math Modules for K-8</p>	<p>Professional Learning Plan specific to the implementation of the New York State Math Modules for all teachers in grades K-8. Teachers will participate in PD hosted by WSWHE BOCES to allow them to develop individual lesson plans and improve instructional delivery to meet the needs of their students.</p> <p>Grade level coaching for all teachers K-8 specific to the implementation of the New York State Math Modules.</p>	<p>NCS will continue to provide professional learning sessions for teachers in grades K-6 specific to Eureka Math and the Math Workshop model throughout the 2022/2023 school year. We will monitor student progress with mid unit and end of unit evaluations</p> <p>NCS Director of Curriculum and Instruction will provide Individual coaching sessions for all teachers in grades K-6 quarterly throughout the 2022-2023 school year.</p>	<p>Securing consultants from BOCES to assist with NCS' Professional Learning Plan for mathematics. Purchase of any additional materials to support Eureka Math.</p> <p>NCS Director of Curriculum and Instruction will devise a coaching schedule for all teachers in grades K-6.</p>
<p>Engage in data analysis to drive instructional choices and provide individualized intervention for each student.</p>	<p>Data from the 2021-2022 administration has been used to establish a baseline for all students in grades K-8. K-8 teachers will get PD in being able to examine and analyze the data of their students. Teachers will then</p>	<p>NCS Data Team will convene 3 times throughout the year to examine iReady data and establish individual RtI plans for any student grade K-8 who is struggling in math.</p>	<p>Funding to support iReady site license and add the teacher toolbox enhancement for individualized online instruction.</p>

Priority 2

	conduct comparisons between multiple benchmarks to determine Response to Intervention (RtI) services for students in need.		

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.

We will measure progress toward this commitment by showing growth in their iReady scores by the spring benchmark period as compared to the baseline levels achieved during the fall benchmarking. We also will compare growth on the benchmarks annually.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>The district intends to continue effective, on-going and two-way communications and education to address attendance issues.</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>Due to unforeseen circumstances with the COVID-19 pandemic, the district continues to recognize the need to deepen our communications and education with our internal and external audiences about the root causes of attendance and the direct correlation that this has on academic success.</p> <p>Research shows that relationships play a key role in a child’s social-emotional and cognitive development. The relationships foster a risk free learning environment that broadens the opportunities for academic and social emotional success.</p> <p>The district recognizes the need to continue to examine data relative to our current strategies to determine if there has been an improvement with student attendance.</p>

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?
Utilize a variety of communication tactics to share information about attendance.	The continued use of or implementation of electronic, print and mass media tools to educate constituents about student attendance.	Gather and share student survey results about root causes of student attendance.	Staffing, time and funding to support the creation, distribution and analysis of student attendance survey.
Re-engage the school community.	Return to and provide additional opportunities for parents, guardians and external stakeholders to re-engage with the school post-pandemic.	<p>Increase educational collaborations with community business organizations. (i.e.: ESF)</p> <p>Return to in-person experiences such as Open House, class fundraising events, parent-teacher conferences, TREK experiences, school performances etc. post-pandemic.</p>	Staffing, time, and funding to support in-person experiences.
Strengthen the family/student/school connection	Provide additional opportunities for student collaboration.	Continue the Be Real To You (DASA) programming, increase Student Council collaborations, increase student representation on district committees (Wellness, Shared Decision Making, Safety etc.)	Staffing, time, and funding to support collaborative experiences.

Priority 3

		Continue the implementation of Individual Learning Plans for students in grade 9.	
Implement Teacher/Student Mentor Program for freshman students	Regular opportunities for students to have access to an adult in the school building to use as a resource/connection.	Student attendance will maintain or increase; student grades will maintain or increase	Individuals and monies to support any meetings outside of the contractual day; monies for food/snacks for student meetings;
Provide Staff Professional Development to identify and support students who struggle with social emotional or other mental health concerns that impact their success. Staff and administration will attend training on Trauma Informed Care and how to explicitly address students struggling with SEL concerns	Organize needs, presenters and time for delivery of professional development on a consistent basis, i.e. faculty meetings, evenings and staff development release time.	Student attendance will maintain or increase; student grades will maintain or increase; fewer incidents of administrative involvement will be necessary.	Presenters; funding to pay presenters; time to provide the professional development.

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.

The district will implement identified strategies and compare attendance data from the 2020/2021, 2021/2022 and 2022/2023 school years.

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

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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.

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

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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.

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>
Christian M. Fisher	Superintendent/Principal	
Paul J. Motsiff	Director of Curriculum and Instruction	
Steve Wilk	CSE Chairperson/School Psychologist	
Nicole Belden	Teacher	
Scott Keglovits Nicole Belden Melissa Yandon	Elementary Teacher Reading/Math Specialist Teaching Assistant	

Our Team's Process

<p>Elementary and Secondary Students</p> <p>Tammy Larabee</p> <p>Mildred Winslow</p> <p>Colleen Sage</p>	<p>Student Representatives</p> <p>Board Member/Parent</p> <p>Athletic Director</p> <p>Parent</p>	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
March 28, 2022	Elementary Faculty & Staff/Administrative Team/Auditorium
April 25, 2022	Full Faculty & Staff/Administrative Team/Auditorium
May 10, 2022	
	Shared Decision Making Committee/Elementary Library
May 16, 2022	Administrative Team/Shared Decision Making Committee Rep/Remote Google Meeting
June 15, 2022	Administrative Team/Director of Assessment and Improvement WSWHE BOCES
June 21, 2022	Administrative Team/Superintendent's Office
June 24, 2022	Shared Decision Making Committee/Elementary Library
July 6, 2022	Administrative Team/Shared Decision Making Team

Districts with TSI Schools Only

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

Stakeholder Participation

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	All teachers and staff members had opportunities to provide input into the DCIP for 2022/2023 through the Shared Decision Making Committee as well as through open collaborative sessions during full faculty meetings. Consideration was given to all suggestions and collaborative input was secured during brainstorming sessions/discussions as well as when the plan was written.
Parents with children from each identified subgroup	Parents with children from each subgroup were directly involved in the brainstorming sessions as well as the generation of the written plan. Parents were able to provide verbal and written feedback and consideration was given to all suggestions.
Secondary Schools: Students from each identified subgroup	Student representatives on the Shared Decision Making Committee were directly involved in the brainstorming process as well as the development of the written plan. Students participated in verbal brainstorming sessions and provided feedback and suggestions for consideration.

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 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).