



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Fallsburg CSD	Dr. Ivan Katz

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	The district is committed to increasing a sense of community, belonging, pride and connections among stakeholders.
2	The district is committed to utilizing interventions based on relevant student data, including classroom data.
3	The district committed to engaging students in meaningful learning that is relevant to their academic growth.
4	The district is committed to engaging students in meaningful learning that is relevant to their social emotional needs (attendance, behavior and discipline.)

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The district is committed to increasing a sense of community, belonging, pride and connections among stakeholders.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This Commitment aligns with our vision for the school as it focuses on enhancing the sense of community, belonging, pride, and connections among stakeholders. We believe that a strong sense of community is essential for the overall well-being and success of our students, both in social-emotional areas as well as with their academics.</p> <p>When reviewing student interview responses and stakeholder surveys, we consistently heard the importance of creating a positive and inclusive environment within the school. Students, parents, teachers, and other members of the community expressed their beliefs that we need to increase connection and a sense of belonging. This Commitment directly addresses these concerns by actively working towards developing a greater sense of community among all stakeholders.</p> <p>Through analyzing our data, we have reviewed several indicators that emphasize the need for this Commitment. We have noticed responses where students felt isolated or disconnected, leading to negative impacts on their overall well-being and academic performance. We also identified a lack of participation in extracurricular activities and community events, indicating a potential gap in fostering a sense of pride and belonging.</p> <p>By committing to increasing a sense of community, belonging, pride, and connections, we aim to bridge these gaps and create a more inclusive and supportive environment. We will focus on implementing programs, initiatives, and activities that encourage collaboration, teamwork, and mutual respect. This may include mentorship programs, peer support groups, community service projects, and school-wide events that celebrate diversity and achievements, such as a mural project that would represent our diverse community. Additionally, we will prioritize communication and engagement with stakeholders to ensure that their voices are heard and that their perspectives shape the strategies we implement. We will actively seek feedback from students, parents, teachers, and community members to understand their needs and expectations. This collaborative</p>

Priority 1

	<p>approach will enable us to tailor our efforts and initiatives to the specific requirements of our school community.</p> <p>Our first commitment not only aligns with our vision for the school but also addresses the concerns and desires expressed by various stakeholders. By increasing a sense of community, belonging, pride, and connections, we aim to create a positive and inclusive environment where all individuals feel valued, supported, and motivated to excel. Through continued opportunities with stakeholders, we will work towards implementing effective strategies that promote a strong sense of unity and engagement within our school.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Targeted efforts to increase participation in after-school clubs	<p>Students will be surveyed to determine interest in extracurricular clubs (mid-September).</p> <p>Teachers will focus attention on students struggling with attendance to encourage them to sign-up for at least once club.</p> <p>After school clubs will begin in October. Attendance at clubs will be monitored.</p> <p>Students will be surveyed again in late December to determine interests for clubs that will be held during the second semester.</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors, personnel and time to create, disseminate and review the interest survey</p>
Utilizing the New Director of Student Equity to Increase Family Engagement	This new position will facilitate community events, community and home visits, coordination of food and clothing drives, analysis of data of all demographics, facilitate student equity forum, Chair District Equity Committee	This is a full time position that will utilize the DCIP and My Brother's Keeper Funding.
New Public Relations Coordinator	Full time employee dedicated to publicizing important district events across all forms of print	the position is funded by the budget

Priority 1

	and social media. Attention is given to make sure all documents are accessible in all languages for families.	
Implementation of PBIS (Positive Behaviors Interventions and Supports) Committee	Both schools have active PBIS committees that meet weekly and review student data, provide professional development to staff members about classroom management, recognize positive behaviors of students	PBIS coordinators are funded by the budget as well as items for celebrations and support. Professional Development is funded through budget, sig A and Title II funds. .
Recognition and Celebrations for Student Achievements including Attendance	Students across the district are recognized for outstanding attendance, scholar athlete status, positive behaviors (Including Caught Being Good, Hero, Soar Award)	Certificates, breakfasts and recognitions are funded through the budget, title grants and DCIP funding.
Increased Partnerships with Community Organizations	Our extended programs are partnering with more organizations including Bethel Woods, Sullivan 180, SALT (Sullivan Allies Leading Together), SC BOCES, and finding creative ways to partner with them. These partnerships will provide workshops and support services for students and parents and make parents feel a part of the school community.	DCIP and 21st CCLC funding is used.
Develop Shared Curriculum Drive	All courses and grade levels will have curriculum, pacing guides and/or scope and sequence placed in one shared district wide drive by the end of January 2024. A shared drive provides easily access to all district curriculum to help connect grade levels, departments, subjects and both buildings. Helping make these connections will help teachers understand what students know and need to know, increasing student success.	Stipend for coordinator, existing staff, PD days, time allowed for staff to enter, revise and maintain.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

For 2022-2023, we had 450 students staff for the afterschool program for a minimum of 15 hours across the district. For the 2023-2024 school year the number of students district-wide that reach 15 hours will be 475.

The DTSDE survey (school climate) will show an increase from 82% to 86% for the question “Parents said school leaders are open about school issues and decisions that impact their family.”

Priority 1

The DTSDE survey will show an increase from 76% to 80% for the question “School leaders work with the community to build support for students”.

The DTSDE survey will show an increase from 77% to 81% for the question “Parents said students of all backgrounds have equitable access and opportunity to high-quality academic offerings”.

The DTSDE survey will show an increase from 80% to 85% for the question “Parents indicated teachers said their school partners with the community to positively impact student learning”.

For the Director of Equity and Public Relations Coordinator, a formal evaluation will be completed including an outline of accomplishments, activities and programs that were created, maintained or improved.

A directory of Community Partners will be developed and revised as we add new partners.

The new curriculum drive will be completed (all instructional staff have entered their initial information) by the end of January. The drive will be a live resource where revisions, changes and edits are completed in real time.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
At least 400 students have attended a minimum of 10 hours of after school sessions across the district.	January 2024	
Half-year evaluations for Director of Student Equity and Communications Coordinator will be completed to check progress and make recommendations	January 2024	
The director of Student equity will work with the Asst Superintendent to analyze discipline data and determine next steps with the administration	January 2024	
The Communications Coordinator will increase the number of users of social media sites and of the number of news stories that are included in local newspapers from 2 published stories a month to 5 published stories per month.	December 2023	

Priority 1

Communications coordinator will send out a brief parent survey in January to parents to see if they are noticing the increase of publications and to promote use of social media sites.		
Confirm list of community partners and reach out/follow up with organizations. Check Sullivan County Chamber of Commerce, Sullivan County Websites for additional partners.	December 2023	
Shared Curriculum Drive checked for completion - at least half of all subjects and departments should be completed.	January 2024	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The Fallsburg district is committed to utilizing interventions based on relevant student data, including classroom data.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Our vision for the school emphasizes personalized and data-driven education. We believe that every student has unique learning needs, and by leveraging student data, including classroom data, we can better understand their strengths, weaknesses, and progress. This commitment directly supports our goal of tailoring interventions and instructional strategies to meet individual student needs.</p> <p>This commitment also resonates with what we heard when listening to others throughout the district. This helped us gain valuable insights regarding the importance of data-informed decision-making in education. Many expressed the need for a more targeted approach to student support, where interventions are based on accurate and up-to-date information. By addressing this concern and incorporating classroom data into our interventions, we are responding to the feedback we received and actively meeting the needs of our school community.</p> <p>This commitment is reinforced by our analysis of various data points. Through analyzing school-level data we have identified patterns and trends that highlight the significance of classroom data in driving effective interventions. Our findings have indicated that utilizing classroom data can lead to more precise identification of areas requiring improvement, early identification of struggling students, and the ability to track progress over time. By connecting our commitment to the insights gained from data analysis, we are ensuring that our interventions are evidence-based and informed by a thorough understanding of our students' educational journey.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The district will utilize two hour delay schedules to work in groups to review student work and identify trends throughout the year.	The district will host three 2- hour delay schedules where teachers arrive on time and have Professional Development around topics such as data driven instruction and time to work with their grade-level groups analyzing student work in order to support the development of teachers' and staff members' knowledge, skills, and practice.	Time for Content and Assistant Content Area Coordinators to discuss and plan their agenda and activities for their group. PD around analyzing group work.
Review the reading and math NWEA scores and interpret what they mean and identify areas of need.	Instructional Coaches will meet with teams to share and explain the scores of the students. The Instructional Coach will show the teachers all of the various NWEA reports that are available to them in order for teachers to choose the resources that will assist them to make the best instructional decisions for their students.	NWEA data, time in team meetings to review reports and student data
District Wide Shared Curriculum Drive	Create a District wide shared curriculum drive where curriculum, pacing guides, and scope and sequence for all grade levels and subject areas will be accessible to all district instructional staff and administration. The drive will help determine student needs from year to year and from month to month as they are shared and reviewed and revised by department chairs and Content area coordinators. Teachers can share interventions and best practices easily and at any time.	Existing staff will be used to create and maintain the drive
Learning Walks and School Quality Reviews	The district will use the results of this year's School quality Review visits to inform next year's focus. This year, the walks were looking for data on differentiation and student engagement. Professional Development will be added to cover what is	Time in administrative meetings to review data and discuss implications. Time during the school day to complete walks/SQRs.

Priority 2

	needed for student engagement and differentiation. Leadership meetings with CAC's and Dept Chairs will help determine specific needs who will share with their departments.	
Professional Development on Differentiation of Instruction	Since differentiation was witnessed 35% of the time during 114 visits by administrators (8-10 minute observations), we will provide PD that will address strategies to support differentiation	DCIP funding for outside facilitators and district coaches will be used. Additional hours for instruction staff will be needed.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Agendas, goals and outcomes for each of the meetings held during the 2 hour delay days will be reviewed for how the time was utilized. The PD surveys that are given to teachers will include positive feedback and useful activities that were completed.

Spring NWEA scores will increase due to the analysis and review of data. Across the district the average of the data will show an increase from 27.33 to 30.33 in Math and 24.5 to 27.5 in Reading.

The District wide shared curriculum drive will be fully populated by January 2024 (the drive will be a living document that teachers can revise in real time)

Learning Walk data will be reviewed by administration at the annual administrative retreat and plans for how to address the findings will be created. PD for differentiation will be offered during the school year and classroom visits by administrators (both during evaluations and future SQR walks) will show more examples of differentiation and student engagement.

Learning walk data as well as other district data (DTSDE, NWEA, local assessments) will also be used to determine the topics for the 2023-2024 Learning Walks. Learning walks will have a new focus and also include a focus on observing the impact of PD on differentiation and student engagement. Improvement in overall student success will be observed (5% less course failures for 7-12 than in the 2022-2023 school year)

Teacher feedback via the PD survey from the Professional development days (including differentiation) will be collected and analyzed by the professional development committee. Data will be used to plan for additional PD required. Differentiation will be included in the 2024-2025 school year after a year of PD opportunities.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
For the additional 2 hour delay days, we will utilize the existing PD survey to add questions about the success of the 2 hour delay days. Staff will indicate that the time spent is useful and valuable. (look for increases in this number during each PD survey during the year) Agendas from each meeting will be posted in the drive and include topics, goals and outcomes (as well as next steps). Teachers will respond to surveys that the 2 hour delays are the best use of time and are useful. Agendas will indicate meaningful topics and notes.	After the first PD survey in November of 2023- check for comments to help plan for the 2nd and 3rd two hour delay days.	
Curriculum Drive will be checked in October for progress. At least ¼ of the drive will be populated by teaching staff and instructional coaches.	October 2023	
Learning Walk Data will be reviewed in January to see current progress. Plans for future PD days will include any reminders, updates or additional training needed.	January 2024	
Feedback from differentiation PD will be analyzed via the PD surveys. Teachers will identify the need for more or more specific training in differentiation and or student engagement. Future PD days will include these trainings.	February 2024	
Check course failures for grades 7-12	Quarterly (4x per year)	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?
- In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

The district committed to engaging students in meaningful learning that is relevant to their academic growth.

We believe as a school that our students deserve to be recognized and celebrated for meeting attendance, social emotional and behavioral expectations in order to engage them at the highest levels.

According to the DTDSE survey, 69% of students in the district feel challenged at school and 81% of secondary students said that their teachers set high expectations.

65% of students said their teacher gives them support to address their individual needs.

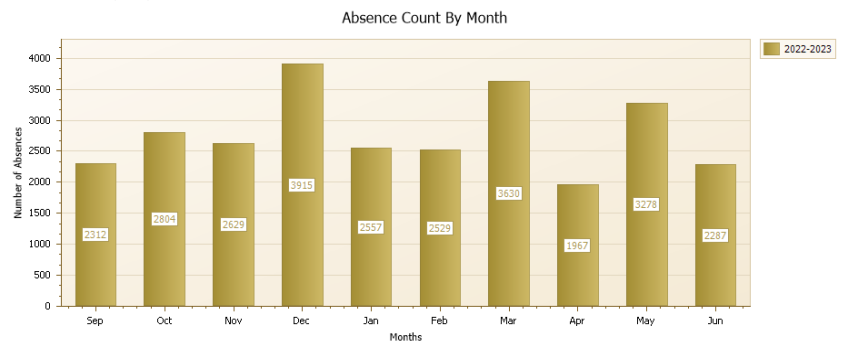
85% of parents said district leaders, school leaders, and staff are welcoming to families of all sexual orientations.

80% of elementary students said school leaders are welcoming to families who speak languages other than English.

79% of elementary students said school leaders are welcoming to families of all genders.

78% of secondary students said school leaders are welcoming to families of all academic backgrounds.

Students have to be present in school to experience their full potential and growth. The district is focused on increasing attendance. There is a district wide trend for attendance to decrease during the months of December (3915 absences) and March (3630 absences).



The district is committed to engaging students by providing experiences and choices that are meaningful to them.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The Public Relations Coordinator will increase not only the amount of communication but the quality of the messages we send.	We will promote academic celebrations across social media and news media sites. Publicize upcoming important events and exams to better inform and celebrate academic opportunities with families.	Time spent by existing staff.
Review of the DTSDE data with staff to create an active awareness of the data and trends.	Principals will include DTSDE data as part of their faculty meetings to keep the data in front of staff. Strategies and what is working will be shared.	Existing staff, time
Attendance is worse during the months of December (3915 absences) and March (3630 absences). Those months will be the focus of engagement incentives and awareness.	More students will be made aware of the recognition ceremonies that exist for good attendance. Increase the rewards and incentives for these events and have staff promote the importance of being in school. Parents will be provided literature about when to keep a child home and how to handle common issues like headaches and the importance of rest.	DCIP funding, time, existing staff
The district will be providing professional development on August 29, 30 and 31, Sept 5, Nov 1, Feb 16, 2024 and March 15, 2024 that will include training on how to differentiate and provide meaningful content for students.	This strategy requires time during PD days. The staff will hold grade level and department meetings to discuss ways to differentiate learning for students across disciplines and classrooms in order to better provide individualized instruction and promote academic growth. Differentiation is one way to provide instruction, assignments and assessments that make a student's learning relevant.	DCIP funding, local budget, time, existing staff
Schools will review referral data to determine trends, causes of referrals and plan strategies to reduce referral rates.	PBIS teams will review referral data and come up with strategies that include incentives for arriving early, having no referrals or reduction from the prior year. Teachers will also be encouraged to stand in the hallways ruling passing time. Classroom management support will be provided for strategies to reduce the amount of referrals written.	Existing staff, time, incentives for students

Priority 3

	Additional training on which behaviors could be handled in the classroom (Tier 1 and 2 of the Code of Conduct).	
Check data relevant to students based on sexual orientation, families who speak languages other than English, and families of all genders and academic backgrounds to ensure they are improving at same rate as all students.	The director of Student Equity and Administration will check data in December and May and report results to the Asst. Supt.	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

In order to engage and communicate with all stakeholders, social media usage will increase. The number of Followers for Facebook averages 3429 users per month. We will see an increase of 150 users for the 2023-2024 school year. FSCD currently has 292 Twitter Followers. This number will increase to 325 by the end of the 2023-2024 school year. FCSDE currently has 766 Instagram Followers. This number will increase to 800 by the end of the 2023-2024 school year.

DTSDE Data will be visible on faculty meeting agendas.

Since student choice is proven to increase student engagement, student choice in projects and literature will be introduced and tracked. Leadership meetings with the Content Areas Coordinators, Administrators and the Assistant Superintendent will provide planning, guidance and instructions for staff to provide choice for students. Content Area coordinators will track this data and bring information back to the leadership meetings in January and June.

Successful completion of PD in differentiated instruction. Positive feedback from staff PD surveys given after the workshops are completed.

Decrease in referrals district wide. BCES from 607 to 547 and at the JSBS from 3057 to 2900.

DTSDE Survey Increases

- 69% of students in the district feel challenged at school and 81% of secondary students said that their teachers set high expectations. This will increase to 74% and 85% for the 2023-2024 school year.
- 65% of students said their teacher gives them support to address their individual needs. This will increase to 70% for the 2023-2024 school year.
- 85% of parents said district leaders, school leaders, and staff are welcoming to families of all sexual orientations. This will increase to 88% for the 2023-2024 school year.
- 80% of elementary students said school leaders are welcoming to families who speak languages other than English. This will increase to 83% for the 2023-2024 school year.
- 79% of elementary students said school leaders are welcoming to families of all genders. This will increase to 82% for the 2023-2024 school year.
- 78% of secondary students said school leaders are welcoming to families of all academic backgrounds. This will increase to 82% for the 2023-2024 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Check social media sites for progress- increased posting by the Communications coordinator and increased visits by stakeholders will be evident.	December 2023	
Check Faculty meeting agendas and notes for DTSDE survey discussions- use this data to inform an additional DTSDE questions, potential revisions to the agenda forms and determine the needs for leadership teams to guide the meetings.	January 2024	
Report out at all Leadership meetings - leadership meetings will include updates on what is being discussed and achieved in departments.	every 6 weeks	
Check on differentiated PD and coaching - during classroom visits, administrators and coaches will note instances of Differentiation and report at leadership meetings.	January (prior to last two conf days)	
check on number of referrals in each building- referrals will be checked by the Director of Student Equity and a report given to the Asst Supt after each quarter. The report will indicate student referrals by gender and demographics. This data will be shared with administrators and used to inform faculty and team meetings.	February 2024	

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 2023-24?	The district is committed to engaging students in meaningful learning that is relevant to their social emotional needs.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Students are more engaged when the instruction and assignments are meaningful to them and they understand the relevance of their learning.</p> <p>This is a priority as students struggle with poverty and family issues.</p> <p>Supporting students and families helps reduce or eliminate the barriers to learning.</p> <p>This priority supports the BCES Scep priority and is applicable district wide.</p> <p>In order for students to be successful with their schooling, they must come into the building, making student attendance rates a clear area of focus for our school community. This commitment fits into our district's vision of creating a nurturing environment, where students feel welcomed and can rely on their relationships with adults and peers to motivate their daily attendance in the building.</p> <p>This commitment fits into the other commitments made in the SCEP plans because when students are excited about coming to school, it is often due to key instructional activities or social opportunities that are present. The additional commitments strive to support instructional practice as well as meet the social/emotional needs of learners, building on peer and adult relationships to help the students feel a true sense of belonging.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The district will celebrate attendance, behavior and academic achievement through	Both the JSHS and BCES will schedule events that recognize student behavior, student achievement and attendance during the	recognition breakfasts, award certificates and small incentive items (pencils, pens, school

Priority 4

awards and recognition ceremonies and breakfasts.	school year. These events will be promoted in the school buildings and on social media sites, emails and in school newsletters.	supplies). Existing staff will promote and coordinate all events.
The district will extend social emotional support through SameHere global support to students.	SameHere Global is an organization that has been providing mental health support for staff. They have provided support and strategies that staff can use for their own mental health and these strategies will be expanded to use with students. SameHere Global will also work with students this year.	SameHere Global presenters Eric Kussin and David Hymowitz are paid \$1500 per day for their work in either assemblies or class visits.
The district will increase the number of Positive action lessons using Positive Action Kits	Currently teaching staff provide 1 lesson per quarter to students. This will increase to 5 per year.	These kits are provided through the RISE grant. Existing staff utilizes these kits and provides lessons to students.
The Public Relations Coordinator will work with administration and staff to increase not only the amount of communication but the quality of the messages we send.	Increased district presence on Facebook, Twitter, and other sites that students and families access to provide a higher level of engagement, communication and understanding.	time spent by existing staff.
We will monitor SEL by tracking the number of mental health referrals by grade level and by month.	The data will be tracked to see if the efforts in place (sessions with SameHere Global and positive action kits) are reducing the amount of referrals from one month to the next. We will also check the total number of referrals against the total from the 2022-2023 school year.	Support service staff, administration.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Each school will schedule and execute 4 behavioral, 4 academic and 4 attendance award ceremonies. Data will include a review of students who have received these awards and a look at if their data is improved over last year's data. Data review takes place after each ceremony and will be reviewed in June 2024 for next steps.

In the 2022-2023 DSTDE, 70% (65% previously) of secondary students said they are safe in school. This number will increase to 74%.

In the 2022-2023 DSTDE, 84% (76% previously) of parents said the district treats all students equitably. This Number will increase to 87%.

Priority 4

In the 2022-2023 DSTDE, 53% of instructional staff disagreed with the indicator that “Students know how to care for themselves” (e.g., health, stress management. That number will decrease to 48%.

In order to engage and communicate with all stakeholders, social media usage will increase. The number of Followers for Facebook averages 3429 users per month. We will see an increase of 150 users for the 2023-2024 school year. FSCD currently has 292 Twitter Followers. This number will increase to 325 by the end of the 2023-2024 school year. FSCD currently has 766 Instagram Followers. This number will increase to 800 by the end of the 2023-2024 school year.

SameHere Global will visit classrooms throughout the year. Grades 7-12 will have assemblies or classroom visits for the 2023-2024 school year. BCES will have an assembly by the end of December. 6th grade will have an additional assembly on mental health and relationships by June 2023.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Ceremonies and recognitions are scheduled quarterly for academic, attendance and behavior. A calendar review will show all events scheduled for the year and will be shared and discussed at 2 administrative meetings to discuss possible improvements, changes.	Principals will check in February 2024 that the first half of these were held.	
Positive Action Lessons- these SEL kits provide daily lessons that teachers can use to provide SEL topics, activities and discussions. Teachers in the JSHS are required to provide 5 lessons each per year (students in grades 7-12 get up to 30 lessons total per year).	Principals check in February 2024 to make sure that half of them have been completed. Check with Christine Wagner (the Rise Grant Coordinator who works with the Positive action kits) to track lessons delivered.	
SameHere Global presentations and workshops- these SEL workshop will first target staff mental health issues and give strategies for teachers and staff to use with students. The students will also attend assemblies and workshops by SameHere Global that support	Check in February 2024 that these have been scheduled or completed.	

Priority 4

mental health and suicide. Mental health issues will decrease over the course of the year		
Check social media sites for progress- these sites should show increased usage as well as increased posting as the year progresses (since the Communications Coordinator is new as is the position).	December 2023	

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)
Dr. Sally Sharkey	Assistant Superintendent	Central Office
Shana Bruestle	Principal	JSHS
Steve Nilsen	Assistant Principal	JSHS
Dillon Paul	Assistant Director of PPS	JSHS
Amanda Stevens	Interim Director of Athletics	Central Office
Kasey Conrow	Instructional Coach	JSHS
Suzanne Rada-Yates	Math Teacher/Department Chair	JSHS
Elisa Baum	Social Studies Teacher/Department Chair	JSHS
Craig Jankowski	Science Teacher/Department Chair	JSHS
Tobi Magneto	Art Teacher/Department Chair	JSHS
Carlye Bertholf	Special Education Teacher	JSHS
Christina Ruiz	English Teacher	JSHS
Isabel Mejia	ENL Teacher	JSHS
Jeff O'Neill	Social Studies Teacher	JSHS
Jessica Scanna	Speech Pathologist	JSHS
Regina Giordano	Special Education Teacher	JSHS
Anthony Cordero	Bilingual Math Teacher	JSHS
Daniel Redmond	Math Teacher	JSHS
Hermina Batista	Parent	JSHS

Our Team's Process

Lisa Acosta	Parent	JSHS
Isabella Frunzi	Student	JSHS
Maria Sommer	SC BOCES Consultant	BOCES
Mary Kate Stinehour	Principal	BCES
Peter Dworetzky	Instructional Coach	BCES
Jaime Walsh	Reading Provider; ENL Department Chair	BCES
Lindsay Gandulla	Gen. Ed. Teacher (Gr. 1)	BCES
Ashley Hoag-Irwin	Gen. Ed. Teacher (Gr. 3)	BCES
Laura DeGraw	Gen. Ed. Teacher (Gr. 4)	BCES
Chelsey Mitchell	Gen. Ed. Teacher (Gr. 5)	BCES
John Schreiber	Gen. Ed. Teacher (Gr. 6) and PBIS Co-coordinator	BCES
David Mellan	Special Ed. Teacher (K)	BCES
Nicole Mellan	Special Ed. Teacher (Gr. 3)	BCES
Erica Persten	ENL Provider	BCES
Gayle Raskin	School Guidance Counselor	BCES
Patricia Schmahl	Teacher Assistant/Check and Connect Coordinator/Character Ed. Room Teacher	BCES
Briana Wiltsie	Parent	BCES
Brittany Arroyo	Parent	BCES
Jenna Burns	Parent	BCES

Meeting Dates

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

Meeting Date	Location
April 24, 2023	District Board Room
May 2, 2023	District Board Room
May 9, 2023	District Board Room
May 24, 2023	District Board Room

Stakeholder Participation

May 29, 2023	District Board Room
June 6, 2023	District Board Room
June 7, 2023	District Board Room
June 9, 2023	District Board Room
June 14, 2023	District Board Room
June 16, 2023	District Board Room
June 22, 2023	District Board Room
June 28, 2023	District Board Room
July 7, 2023	Assistant Superintendent's Office
July 10, 2023	Assistant Superintendent's Office

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. x ☐ 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. x ☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. x ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. x ☐ 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. x ☐ 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. x ☐ 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 July 31, 2023, 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).