



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Gloversville Enlarged School District	David Halloran

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Reduce rate of chronic absenteeism K-12
2	Develop a coherent K-12 approach to meeting the social emotional needs of all students
3	Academic Intervention Services for Identified Sub-Groups that is clear, specific, and focused on maximizing student potential
4	
5	

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Reduce Chronic Absenteeism to the largest extent possible to improve outcomes of all students K-12</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>Student success is predicated on students attending school and engaging in meaningful learning that is relevant, engaging, and connected to something more tangible than a stand-alone standardized test score. Students indicated a need and desire for greater exposure to career opportunities post high school, more engaging instruction and more trusting relationships with staff.</p> <p>These focus supports the identified schools SCEPs as attendance is the primary building block of school success. Developing a stronger desire in the students to engage in school benefits the entire community. Attendance is the lynchpin to the success of all other commitments and priorities.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Street Teams	Coordinate home visits by teachers, staff, administration to disengaged students and their families	Improved attendance of individual students (monitored every 5 weeks), reduction of percentage of chronically absent students compared year over year	Pay for staff for visits outside of contractual hours, substitutes to cover classes to free staff to make visits, system to track visits and impact
Community Engagement Activities	Continued expansion of social media presence, holding school-family events around the community to make it easier for parents/families to attend, parenting classes, community building activities that engage parents as partners	Keeping track of social media posts and community responses, event attendance w/ data collection on which families attend and the school attendance of the associated children	Financial support for event coordination, materials, supplies, and staffing
Staff-student Mentoring Programs	Matching at-risk students with a trusted adult. Establishing consistent times for mentors to meet with their students, protocols and expectations for mentors and students	Tracking academic performance and attendance of students in the program (monitored every 5 weeks)	Mentor coordinator, development of expectations and protocols document, financial support for all associated activities

Priority 1

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 2021-22 school year.

Success will look like a decrease in chronic absenteeism by a rate of 20% across the district, an increase of parent/family engagement and participation in community building events, parenting classes, and levels of communication satisfaction (as measured by annual survey).

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Deployment of a coherent k-12 social emotional learning program to meet the needs of all students
<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>Many factors played a significant role in establishing this priority. The Gloversville Enlarged School District serves a disproportionately high percentage of economically disadvantaged students and as such encounters the ravages of poverty on a daily basis. Attending to the SEL needs of all of our students is an important step in ensuring students arrive at school learning ready. Providing SEL support to students K-12 fills the resource gap in county wide services and gives students an opportunity to reach their fullest potential. Add to this already enormous challenge the impact of the COVID-19 global pandemic the need to develop a more effective system wide plan is a must. "You must go through Maslow to get to Bloom's" - Unattributed</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Restorative Practices	Training for teachers, staff, administrators on the deployment of restorative practices	Reduction of SEL related disruptive behaviors tracked through the discipline referral process, student counseling sessions, reduction of risk factors identified using the Holistic Student Assessment at the beginning and end of the school year	Professional development, resources, materials, supplies, Holistic Student Assessment
Additional Counselors	Expanding community partnership with the Family Counseling Center	Increase in the number of students receiving counseling services, reduction of behaviors that emerge as a result of poor self-regulation skills	Identify space within buildings for additional counselors, funding for partnerships, process to identify students in need
District SEL Committee	Pulling in representation from all stakeholder groups to monitor and evaluate SEL services and protocols quarterly	Review of the data and recommendations from the committee based on the data	Stipends for stakeholder groups, identify meeting space and calendar of meetings

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 2021-22 school year.

The district is seeking an overall reduction in discipline referrals of 20% over the 2018-2019 numbers K-12. The district is seeking an increase in student and staff beliefs that the district is both academically and emotionally supportive organization as identified via survey and stakeholder interviews.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Academic Intervention Services for Identified Sub-Groups that is clear, specific, and focused on maximizing student potential
<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>This is a priority due to the significant growth in the performance gaps between non-economically disadvantaged students and economically disadvantaged students. The COVID-19 related interruptions to student learning over the past 16 months has had a deleterious effect on student growth and learning trajectories. This fits the long-term plan as directed by ESSA to increase technical performance on the annual mandated high stakes assessments. Improving student assessment performance outcomes puts more students on the pathway to on-time graduation.</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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data driven instruction	Data meetings driven by common assessments across content areas and grade levels	Improved student outcomes with a student trajectory of decreasing areas of weakness over the course of the school year	Scheduled meetings, professional development on data driven instruction, system to turn data findings into actionable approaches to improvement
Computer based test preparation	iReady K-8 test remediation lessons as identified by NYSED approved assessment	Improved student outcomes on NYS Assessments that correlates with student growth indicated by the iReady diagnostic assessment results	iReady subscription K-8. training on iReady systems for staff
Small group Tier 2 & 3 academic interventions	hiring additional staff, monitoring student growth in learning based on the data	Reduction of students in need of AIS remediation, improved student performance as measured by NYS Assessments, Fountas & Pinnell assessments, etc.	Efficient scheduling of providers at each building, grant funding for additional positions, accurate student performance data

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 2021-22 school year.

Quantitative- increase proficiency and growth rates based on NYS mandated assessment student scores. Identified schools being removed from CSI & TSI status

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>
James Wager	Assistant Superintendent	District
Dennis Bye	GHS Associate Principal	Gloversville High School
Julie St. Armour	Parent	Park Terrace School
Kym DeFranco	Teacher	Park Terrace School
Andrew Slezak	Parent/Community Educator	Gloversville High School/Gloversville Middle School
Colleen Ulrich	District Consultant	District
Nicole Morton	Asst. Director of Student Support Services pK-5	District

Jennifer Bellen	Asst. Director of Student Support Services pK-5	District
Beth Schloicka	Social Worker	Elementary
Danielle Graham	Parent	Gloversville High School
Mark Batty	Principal	Gloversville Middle School

Meeting Dates

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

Meeting Date	Location
1/14/21	Virtual
2/17/21	Virtual
3/2/21	Virtual
3/10/21	Virtual
5/11/21	Virtual
6/8/21	Virtual
7/8/21	Virtual

Districts with TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	N/A
Parents with children from each identified subgroup	N/A
Secondary Schools: Students from each identified subgroup	N/A

Submission Assurances

Directions

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

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, 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).