



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Oneonta City School District	Thomas Brindley

## 2022-23 Summary of Priorities

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

1	Strengthen our system for supporting all learners through a tiered system of supports and interventions
2	Review and strengthen the system of providing academic and behavioral support and interventions to students with disabilities
3	Increase number of students demonstrating grade level reading skills
4	N/A
5	N/A

# PRIORITY I

## Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Strengthen our system for supporting all learners through a tiered system of supports and interventions.</b>
<p><b>Why is this a priority?</b>  <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>We will continue this commitment, which was included in our 2021 - 2022 DCIP, adding new strategies and methods to extend our work.</p> <p>Our district mission states "Oneonta City Schools will empower students with the knowledge, skills, and values to become productive participants in a changing world." In order to achieve this mission, we must ensure that all students receive needed support and interventions.</p> <p>While we have seen progress and improvement in students' reading and math performance based on end of year iReady results, data continues to suggest a high number of students may require interventions to achieve grade level placement in math and reading:</p> <ul style="list-style-type: none"> <li>○ End of year iReady data for Math <i>Percent of students achieving grade level placement (grades K - 8)</i> <ul style="list-style-type: none"> <li>■ Greater Plains = 49%</li> <li>■ Riverside = 41%</li> <li>■ Valleyview = 49%</li> <li>■ Oneonta MS = 34%</li> </ul> </li> <li>○ End of year iReady data for Reading <i>Percent of students achieving grade level placement (grades 3 - 8)</i> <ul style="list-style-type: none"> <li>■ Greater Plains = 46%</li> <li>■ Riverside = 52%</li> <li>■ Valleyview = 43%</li> <li>■ Oneonta MS = 43%</li> </ul> </li> </ul>

### Priority 1

To support student learning, it is critical that the district clearly articulate how students are identified as needing additional assistance, what those supports and interventions entail, and how data will be used to set goals and monitor progress.

This commitment aligns with Oneonta Middle School's plan to improve student outcomes in ELA and Math through a variety of strategies including strengthening Tier 1 math and Tier 2/3 reading and implementing monthly data driven team meetings to monitor student progress and plan for meeting identified student needs.

## 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><b>Revise our system for identifying students in need of extra supports</b></p>	<p>A district team will review and revise the district’s plan for student supports to include:</p> <ul style="list-style-type: none"> <li>- Define intervention team member roles and responsibilities</li> <li>- Establish assessment process to include universal screener (benchmark assessment) and diagnostic assessment tools</li> <li>- Identify cut scores and entry and exit criteria for Tier 2 and 3 services</li> <li>- Detail how student progress will be communicated to families</li> </ul> <p>District leaders and Principals will attend the RtI Summer Summit (Jim Wright) and collaborate to finalize the district’s plan.</p>	<p>A flow chart will guide teams to make decisions about diagnostic assessments.</p> <p>Building level teams will identify students for tiered supports based on the criteria detailed in the district plan.</p> <p>Students will enter and exit Tiers 2 and 3 based on district established criteria, as they achieve specific goals for skill development.</p> <p>Building level data meetings will occur regularly and employ a consistent protocol across buildings.</p>	<p>Time for team members to work on the plan</p> <p>Funds for professional learning (RtI Summer Summit)</p> <p>Time for professional learning to unpack the plan with all instructional staff</p> <p>Time for data meetings at elementary and MS buildings</p> <p>Support from Curriculum Coordinator to provide mini trainings and coaching during Elementary data meetings, and coaching for MS</p>

Priority 1

	<p>In September 2022, instructional staff will receive an overview of the updated plan and details about implementation.</p> <p>Elementary Principals will continue to lead district data meeting meetings based on a district - developed protocol. The Curriculum Coordinator will provide coaching and guidance to the Building Principal to support implementation. The Curriculum Coordinator will also continue to plan data nuggets (short trainings on assessment) for principals to integrate into Elementary data meetings to increase staff knowledge and skill in the area of assessment.</p> <p>Oneonta MS data team members will receive training and pilot a standardized protocol for data meetings. The Curriculum Coordinator will provide coaching and guidance to the Building Principal to support implementation.</p> <p>District and building leaders will monitor plan implementation and make revisions as needed.</p>		<p>principal to implement data meetings</p>
<p><b>Strengthen Tier 1 Instruction and Interventions</b> (Academics)</p>	<p>Elementary LTA's will receive training to develop foundational skills and knowledge of evidence based reading instruction in order to</p>	<p>During Tier 1 reading instruction, classroom teachers will guide LTAs to provide support for students.</p>	<p>Time for training for LTA's Funds for BOCES staff developer to support LTA</p>

Priority 1

	<p>actively support Tier 1 Reading Instruction.</p> <p>District level curriculum maps will be developed for Grades K - 5 ELA</p> <ul style="list-style-type: none"> <li>- During the 22 - 23 school year, grades K - 5 teachers will complete a Google doc to document curriculum and pacing information. This information will be reviewed and discussed at grade level meetings and individual meetings with teachers.</li> <li>- In Spring 2023, a writing team of elementary teachers will compile curriculum maps and pacing recommendations for K - 5 ELA</li> </ul>	<p>Elementary Teachers will document CKLA curriculum pacing and information, and engage in discussions with colleagues about curriculum implementation.</p> <p>ELA curriculum maps will be written for implementation in 2023 - 2024.</p>	<p>training and ELA curriculum/pacing discussions with K - 5 teachers</p> <p>Time for grade level meetings to discuss curriculum and pacing information</p> <p>Time for curriculum writing team to develop maps in Spring 2023</p> <p>Support from Director and Curriculum Coordinator (Office of Curriculum and Instruction) to plan and facilitate grade level meetings and curriculum writing project</p>
<p><b>Strengthen Tier 1 Instruction and Interventions (Behavior)</b></p>	<p>Greater Plains Elementary and Valleyview Elementary will pilot implementation of Pax Good Behavior Game, a Tier 1 behavior program</p> <ul style="list-style-type: none"> <li>- District Leaders and select staff in identified schools will attend initial Pax training (Principals, Teachers, LTAs, School Psychologists, School Counselors) by September 2022</li> <li>- Pax GBG will be implemented in selected</li> </ul>	<p>Teachers and LTAs in designated classrooms will implement the Pax GBG program based on the 16 week implementation calendar.</p> <p>Students will be able to identify the behaviors of a Pax Leader and engage in Pax activities in the Classroom.</p> <p>Internal Coaches will provide support to Classrooms and gather data about student behaviors to monitor effectiveness.</p>	<p>Funds for Pax GBG training and kits, external coaching (provided by System of Care Grant)</p> <p>Time for staff trainings</p> <p>Support from the Curriculum Coordinator and Director of Special Education to provide external coaching and monitor Pax GBG implementation</p>

Priority 1

	<p>classrooms. Internal coaching will be provided by Elementary Principals and School Psychologists to support implementation</p> <ul style="list-style-type: none"> <li>- Elementary Principals, School Psychologists and district staff (Curriculum Coordinator and Special Education Director) will attend Pax Coaches training (Fall 202) to build knowledge and skill for supporting teachers</li> <li>- External coaching will be provided to the internal coaches by the Curriculum Coordinator and Special Education Director and ONC BOCES Staff Developer, to include regularly scheduled check-in meetings and implementation monitoring activities/data collection.</li> <li>- All district staff involved in this pilot will provide input and feedback on Pax GBG to guide district decisions about implementing in all K - 5 classrooms across the district's three elementary buildings</li> </ul>	<p>External Coaches will meet with building teams to problem solve and monitor implementation.</p>	<p>Process for monitoring implementation and reviewing data</p> <p>Process for determining if the pilot should scale up to district-wide implementation</p>
<p><b>Clarify Expectations and Procedures for Student Discipline (Behavior)</b></p>	<p>School and district leaders will review suspension data</p>	<p>There will be a reduction in suspension rates</p>	<p>Time for professional learning</p>

Priority 1

	<p>School and district leaders will attend regional professional development to evaluate suspension data and determine root cause for the disproportionality</p> <p>A leadership team will develop a plan to reduce the middle school and high school suspension rates</p>		<p>Time for meetings to review data and develop a plan</p>
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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.

Elementary and MS principals will lead regularly scheduled data meetings based on a data meeting protocol, and facilitate team decision making to transition students in and out of intervention tiers as goals are met or additional needs are identified (based on district criteria).

There will be a reduction in the number of elementary students requiring Tier 3 interventions

There will be a 5% reduction in the number of students suspended

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Review and strengthen the system of providing academic and behavioral support and interventions to students with disabilities.</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>This priority has emerged for a variety of reasons. Oneonta CSD has been identified for disproportionality in student discipline practices for students with disabilities. This points to a need to examine how students with disabilities are supported in terms of behavior, as well as what interventions are provided for those students who need support to meet expectations in this area.</p> <p>Absenteeism data (SIRS - 361, as of June 4, 2022) also points to elevated rates of chronic absenteeism for students with disabilities (47%) when compared to the overall rate (35.6%).</p> <p>Additionally, ‘22 - 23 USDE Climate Survey data indicates concerns among both staff and families in this area:</p> <ul style="list-style-type: none"> <li>● 24% of instructional staff Disagree or Strongly Disagree with the statement <i>“The programs and resources at this school are adequate to support students with special needs or disabilities”</i></li> <li>● Parent response was similar, with 22% of those who responded indicating Disagree or Strongly Disagree with this statement.</li> </ul> <p>This district priority aligns with Oneonta MS’s commitment to extend and refine their co - teaching model in 22 - 23. This includes additional professional learning for the initial cohort, as well as bringing on new teachers to this initiative. Additionally, LTAs will receive training to enhance their skills and abilities to support students with disabilities within the co - teaching model. Oneonta MS’s commitment specifically addresses the Students with Disabilities subgroup, one of the identified subgroups under their TSI status.</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><b>Co - Teaching Model (K - 12)</b></p>	<p>The Office of Curriculum and Instruction will provide training to support implementation of co - teaching across the district</p> <ul style="list-style-type: none"> <li>- Initial training for teams new to co - teaching</li> <li>- Advanced training for teacher teams who implemented co - teaching in 2021 - 2022</li> <li>- Specialized training for co - planning</li> </ul> <p>School and District Leaders will develop and use a common walkthrough tool to gather information about practices in action.</p> <p>The Office of Curriculum and Instruction will provide additional trainings based on the data from the</p>	<p>Co - teaching teams will work together to plan and deliver instruction.</p> <p>Principals and Special Education Director will conduct walkthroughs and observe teachers sharing responsibilities for teaching in co - taught sections.</p> <p>District and School Leaders will review walkthrough data to identify additional trainings.</p>	<p>Funds to pay teachers for summer professional learning</p> <p>Time for teams to co - plan and prepare for co - teaching</p> <p>Time for developing and implementing the walkthrough tool</p> <p>Process for reviewing data and developing additional trainings as needed</p>

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	walkthrough tool and teacher feedback.		
<b>Support for Students with Behavioral Needs</b>	<p>School Psychologists will participate in FBA/BIP training.</p> <p>The Special Education Director and School Psychologists will collaborate to review and revise the districtwide process for conducting FBAs and developing BIPs.</p> <p>Special Education Teams will implement the updated process for developing FBAs/BIPs.</p> <p>The Special Education Director and School Psychologists will meet to review the process and make revisions as needed.</p>	<p>Special Education Teams will employ a consistent process to develop FBAs and BIPs for students with behavioral needs.</p> <p>Teachers and LTAs will implement BIPs and gather data to evaluate effectiveness.</p>	<p>Funds for FBA/BIP training</p> <p>Time for updating and sharing the district-wide procedure</p> <p>A process for evaluating effectiveness of BIPs developed through the updated process</p>
<b>LTA Training and Development</b>	<p>District and School Leaders will collaborate to clarify what skills LTAs are responsible to work on with students.</p> <p>District Leaders will provide professional learning to support classroom teachers' management of LTAs.</p> <p>District Leaders will work with Principals to develop a set of "look fors" to identify effective practices in action and provide feedback.</p>	<p>Teachers will work with LTAs to support student skill development in identified areas.</p> <p>School leaders will gather information about implementation and provide feedback that impacts practices.</p>	<p>Time for district and school leaders to meet and collaborate</p> <p>Time for professional learning for classroom teachers</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 instructional staff and parents surveyed in Spring 2023 will respond Agree or Strongly Agree with the statement *“The programs and resources at this school are adequate to support students with special needs or disabilities”*

There will be a 5% reduction in the number of students with disabilities suspended for behavior/disciplinary concerns.

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Increase the number of students demonstrating grade level reading skills</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>This priority represents an extension of the work we began in 2021 - 2022, when our district entered into a partnership with the Reading League to engage in intensive professional learning. In 2022 - 2023, we will continue our professional learning with the Reading League, and implement a new reading program, Amplify CKLA. The strategies and methods for this priority will support implementation.</p> <p>Our end of year iReady data for Reading <i>Percent of students achieving grade level placement (grades 3 - 8)</i> highlights the need for this priority:</p> <ul style="list-style-type: none"> <li>● Greater Plains = 46%</li> <li>● Riverside = 52%</li> <li>● Valleyview = 43%</li> <li>● Oneonta MS = 43%</li> </ul> <p>This priority fits into the district’s long term plan to ensure all students have access to a guaranteed and viable curriculum that is consistent across all buildings. It also aligns with the district’s focus on creating a comprehensive system to ensure all students receive needed interventions and support. In addition, it connects to our district’s mission, which states <i>“Oneonta City Schools will empower students with the knowledge, skills, and values to become productive participants in a changing world.”</i></p> <p>This district priority aligns with Oneonta Middle School’s commitment to improve student outcomes in ELA, and the specific strategy of implementing a</p>

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reading workgroup at the MS next year. Providing a strong foundation of reading skills at the elementary level will support this goal.

## 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><b>Professional Learning for Teachers</b></p>	<p>Elementary teachers will receive training in Amplify CKLA in Summer 2022.</p> <p>At grade level meetings and half day release for professional learning, Elementary Teachers will receive support for implementing CKLA from District leaders and ONC BOCES Staff Developer, including mini-trainings, facilitated discussions and opportunities to plan for curriculum implementation.</p> <p>Elementary Teachers will deepen their knowledge of evidence-based reading and writing instruction through participation in ongoing professional learning with the Reading League throughout the 22 - 23 school year.</p>	<p>Elementary teachers will implement CKLA and document pacing and other information for curriculum map development.</p> <p>Students will demonstrate growth on district selected benchmarking assessments.</p>	<p>Funds for CKLA training</p> <p>Funds for Reading League professional learning series</p> <p>Funds for ONC BOCES Staff Development</p> <p>Time for ½ day release PDs and grade level meetings; space to hold these meetings</p> <p>A process for monitoring implementation</p>



Priority 3

<p><b>Pacing and Unit Documentation</b></p>	<p>Using a district - designed tool, Teachers will track pacing and implementation of CKLA in preparation for developing district curriculum maps and curriculum pacing guides.</p> <p>A team of Teachers will write curriculum maps for K - 5 ELA (June 2023).</p>	<p>Teachers will bring documentation to grade level meetings and engage in discussion about curriculum pacing and resources to inform development of the district curriculum maps.</p> <p>The district will have K - 5 ELA curriculum maps.</p>	<p>Teachers need time for completing documentation</p> <p>Teachers need time at grade level meetings and ½ PD sessions to engage in discussions</p> <p>The curriculum writing team needs time to create the district curriculum maps</p>
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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.

The district will have K - 5 curriculum maps in place to guide instruction and pacing. The maps will be provided to all new teachers, and be used at grade level and other professional meetings to engage in discussions about Tier 1 instruction.

## 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>
Coleen Moore	Director of Curriculum & Instruction Parent	Oneonta HS
Amanda Mathewson	Curriculum Coordinator Parent	Oneonta MS, Oneonta HS
Pam Grimm	Director of Special Education	
Maizy Jaklitsch	Staff Developer	
Joseph Ballard	Elementary Principal	Greater Plains Elementary
Walter Baskin	Elementary Principal Parent	Valleyview Elementary Oneonta HS
Melinda Murdock	Elementary Principal	Riverside Elementary
Thomas Molle	Middle School Principal Parent	Oneonta MS Valleyview, Oneonta MS
Kevin Stevens	High School Principal	Oneonta HS

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Abigail Losie	High School Vice Principal	Oneonta HS

## Meeting Dates

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

Meeting Date	Location
5/26/22	Valleyview Elementary School
6/21/22	Curriculum Office
7/1/22	Curriculum Office
7/6/22	Curriculum Office
7/27/22	Oneonta High School

## 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	We utilized building level survey data and teacher interviews conducted at support visits

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Parents with children from each identified subgroup	We utilized building level school climate survey data and information from OMS SCEP Team parent members to inform the development of this plan.
Secondary Schools: Students from each identified subgroup	Student interviews were conducted by the SCEP team at Oneonta Middle School, to include students in the identified subgroups. Interview data was used to inform the development of the district level plan.

## 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).