



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
LaFayette Central School District	Jeremy Belfield

2022-2023 Summary of Priorities

In the space below, input the three to five District priorities for 2022-2023 identified in this plan.

1	<p>We will strengthen our ability to provide a cohesive, relevant curriculum by implementing a new ELA Curriculum for Grades K-8 (EL Education). This is year two of implementation.</p> <p>We will strengthen our ability to provide a cohesive, relevant curriculum by implementing and monitoring adjustments to our current Math curricula.</p>
2	<p>We will strengthen our ability to address the needs of all students.</p>
3	<p>We will strengthen our capacity to support students' social-emotional and mental health needs by partnering with outside agencies.</p>

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2022-2023?</p>	<p>We will strengthen our ability to provide a cohesive, relevant curriculum by implementing a new ELA Curriculum for Grades K-8 (EL Education). We will strengthen our ability to provide a cohesive, relevant curriculum by implementing and monitoring adjustments to our current Math curricula.</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>We believe as a district that our students need to share common curricular experiences across all grade levels and between buildings to prepare them for success in and out of the school environment. We also would like to make sure these experiences and related materials connect to the cultural identities of our students.</p> <p>ELA: On average implementation of a new curriculum takes three to five years. This will be year two of our implementation of EL Education. Our preliminary results are showing progress by all students.</p> <p>Results from the Math Audit showed inconsistencies across grade levels and buildings.</p> <p>ONS Student Interviews: Students requested Haudenosaunee teachings and community support of the curriculum.</p> <p>ONS: Inclusive curriculum and assessment showed the need to include more historically marginalized voices.</p> <p>JSHS Student Interviews: Assessment and grading were cited as being inconsistent. Also, students noted a lack of connection between what was taught and real-world application.</p> <p>Teaching about culture helps to create a climate of empathy, acceptance, and understanding.</p>

Priority 1

The District's mission statement states that we educate, honor and develop students to have self-respect and a commitment to the community.

Priority 1

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Instructional Coaches to support the implementation of EL Education</p>	<p>Provide LETRS Training, if Locally Certified</p> <p>Create and update the EL Education Website with valuable resources</p> <p>Coaching teachers through lessons by modeling, co-teaching, and providing constructive feedback</p> <p>Meet with individual teachers or grade level teams during a planning period on a weekly basis to discuss data, plan for lessons, check-in, gather feedback, etc.</p> <p>Meet with reading specialists and special education teachers on an as needed basis to discuss data,</p>	<p>EL Education Mid and End of Unit Assessments as well as Performance Tasks</p> <p>Data from the K-8 Literacy Profile</p> <p>English 11 Regents Exam results</p> <p>All ELA teachers as well as all reading specialists and special education teachers will be trained in LETRS Early Childhood, Volume 1 Units 1-4, and Volume 2 Units 5-8 In addition, all other teachers will be trained LETRS.</p> <p>Feedback from coaching sessions</p> <p>Staff surveys after each EL module</p> <p>Universal screening data</p> <p>Progress monitoring data for Tier 2 and Tier 3 students</p>	<p>SIG and ARP funds to pay for the instructional coaches' salaries</p> <p>SIG and ARP funds to pay for teachers participation in training and curriculum work</p> <p>Dedicated planning time for the instructional coaches and staff</p> <p>Time to create and maintain the EL Education website</p> <p>Time for data analysis and setting goals based on the data</p> <p>Time to create the monthly newsletters</p>

Priority 1

	<p>plan for lessons, check-in, gather feedback, etc.</p> <p>Track, analyze and share data with staff</p> <p>Facilitate data analysis meetings grade teams after end unit/performance task</p> <p>Monthly Newsletter: Highlight Student Successes and Provide Tips and Tricks to Families Monthly Staff: Highlights and Instructional Strategies</p> <p>Support Preschool - Meet weekly</p> <p>Attend the 7th and 8th grade team meetings once a week to keep all content area teachers informed about the EL Education protocols</p> <p>Extending the Curriculum into High School: Meet with 9th through 12th grade ELA teachers during a planning period on a weekly basis to discuss data, plan for lessons,</p>	<p>Data and Minutes from Professional Learning Communities</p> <p>Creation of high school assessments, units, and pacing guide</p>	<p>Time to develop the high school curriculum</p> <p>Dedicated time for PLCs to meet</p>
--	--	--	--

Priority 1

	<p>check-in, gather feedback, incorporate aspects of EL Education framework, etc. Create an assessment and pacing guide with the 9th through 12th grade ELA teachers</p> <p>Work with 9th through 12th grade ELA teachers to create a systematic approach to align standards and lessons with assessments</p>		
<p>Better Lesson Coaches</p>	<p>Professional Learning for Staff: Collaborative Culture of Management The Power of Language Dives Checks for Understanding: Multiple and Varied Ways to Assess Student Learning Supporting All Learners Designing Student-Centered Assessment: From Performance to Portfolios Creating a Culture of Feedback: Establishing Trust to Drive Academic Growth</p> <p>Support for Instructional Coaches</p> <p>Support for Professional Learning Community Facilitators</p>	<p>100% attendance at the EL Education professional learning opportunities</p> <p>Monthly feedback from the Better Lesson liaisons</p> <p>Data from EL Education assessments and performance tasks</p> <p>Universal screening data</p> <p>Data from the K-8 Literacy Profile</p> <p>English 11 Regents Exam results</p> <p>Progress monitoring data for Tier 2 and Tier 3 students</p>	<p>Time to attend professional learning</p> <p>SIG and ARP funds to pay for Better Lesson coaches</p> <p>SIG and ARP funds for staff to participate in trainings</p> <p>Dedicated time for PLCs to meet</p> <p>Dedicated time for Better Lesson coaches to meet with administrators, instructional coaches,</p>

Priority 1

	<p>Support for Teachers - Implementation of EL Education</p> <p>Support for Administrators</p>	<p>Data and Minutes from Professional Learning Communities</p>	<p>PLC facilitators, and staff</p> <p>Time for data analysis and setting goals based on the data</p>
Professional Learning Communities	<p>Meet twice a month to review data, set SMART goal(s), and analyze current instructional practices</p>	<p>Data and minutes from PLCs</p> <p>SMART Goal Data</p>	<p>Dedicated time for PLCS to meet</p> <p>Time for data analysis and goal setting based on the data</p>
Math Lead(s)	<p>Facilitate the District Wide Math Committee</p> <p>Meet with every grade level to review the curriculum map and make adjustments as needed</p> <p>Oversee the development of a Math Profile (Begin with PK&K and add a grade level each subsequent year)</p> <p>Analyze data and share the results</p>	<p>Agendas and minutes from Math committee meetings</p> <p>Feedback after each unit</p> <p>Math Profile Data</p>	<p>Time to analyze curriculum materials</p> <p>Quarterly Math committee meetings</p> <p>Time to prepare a presentation for the Board of Education</p> <p>SIG funds to pay for the consultant's time</p> <p>SIG and ARP funds to pay staff for participating on the committee</p>
Professional Learning	<p>Provide teachers with professional development opportunities around integrating culture into the</p>	<p>These practices will be visible during administrative walkthroughs.</p>	<p>SIG funds to pay teachers for participating</p>

Priority 1

	<p>classroom. This professional development will be focused around incorporating different perspectives into lessons, using technology to support diverse viewpoints, leading constructive dialogue and steering clear of detrimental debates, and the integration of signage in multiple languages.</p>	<p>Data from building surveys</p>	<p>in professional learning, training</p> <p>Administrative Walkthrough form</p> <p>Time to analyze survey data</p>
--	--	-----------------------------------	---

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 2022-2023 school year.

100% implementation of EL Education with fidelity

85% of K-8 students are Tier 1 for ELA

80% of K-8 students are Tier 1 for Math

Math Profile Data (PK and K)

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-2023?</p>	<p>We will strengthen our ability to address the needs of all students.</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>We believe as a district that our students need to share common curricular experiences across all grade levels and between buildings to prepare them for success in and out of the school environment. We also would like to make sure these experiences and related materials connect to the cultural identities of our students.</p> <p>JSHS SCEP Commitment #1: The LaFayette Jr. Sr. High School is committed to implementing equitable grading and assessment practices that are accurate, bias-resistant and motivate students to achieve academic success.</p> <p>JSHS SCEP Commitment #2: The LaFayette Jr./Sr. High School will promote the implementation of instructional practices and delivery that is relevant and relatable. A focus will be placed on the connections between subjects as well as their relevance to “real-world” application.</p> <p>SEQA Notification: You are receiving this notification because your district’s IDEA determination is: needs assistance or needs intervention in implementing the requirements and purposes of the IDEA.</p> <p>ONS SCEP Commitment #1: We’ dwadadya’ dagenha’ - We all help ourselves. We commit to developing and creating a collective narrative around indigenous sovereignty identifying various assets of seeds rooted in historical knowledge, cultural base, Haudenosaunee practices of learning and being.</p> <p>ONS SCEP Commitment #2: We’ dwadadya’ dagenha’ - We all help</p>

Priority 2

ourselves.

We commit to developing and creating in-depth and thorough communication to the Onondaga Nation Community.

Teaching about culture helps to create a climate of empathy, acceptance, and understanding.

The District's mission statement states that we educate, honor and develop students to have self-respect and a commitment to the community.

Priority 2

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>PLC Focused on Grading Practices</p>	<p>Throughout the 21-22 School year, every Monday one hour of time was dedicated to having teachers come together in Professional Learning Communities to discuss specifics about grading. These topics included but were not limited to: Building policy around Late work, building policy around minimum grading / Grading scale, building policy assessment of learning (homework, retakes and assignments), Building policy on standard based gradebooks, building policy on goal setting for students, Building rubric on "habits of scholarship"</p>	<p>As a PLC, teams were expected to gather data around the effectiveness of the various strategies and interventions that were implemented around grading procedures. At the half year mark, groups provided data regarding the progress and effectiveness of the interventions they had been implementing. This data will be used to help guide the summer work (summer of 2022) of creating a building-wide policy around grading</p>	<p>PLC teacher facilitators, Professional development for facilitators, PLC schedule/ communication to parents, rubrics, student data (current grades, marking period grades, final average from 21-22), and classroom meeting locations.</p>
<p>Professional Learning</p>	<p>Provide teachers with professional development opportunities around integrating culture into the classroom. This professional development will be focused</p>	<p>These practices will be visible during administrative walkthroughs. Data from building surveys</p>	<p>SIG funds to pay teachers for participating in professional learning, training</p>

Priority 2

	around incorporating different perspectives into lessons, using technology to support diverse viewpoints, leading constructive dialogue and steering clear of detrimental debates, and the integration of signage in multiple languages.		Administrative Walkthrough form Time to analyze survey data
Mid-State Regional Partnership Center (MSRPC)	Provide Professional Learning Meet with the Special Education PLC Twice a Month Data Team meetings with general education and special education teachers	Agenda and meeting minutes SWDs data	MSRPC Specialists Time to analyze data Time for professional learning

Priority 2

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 2022-2023 school year.

85% of K-8 students are Tier 1 for ELA

80% of K-8 students are Tier 1 for Math

Math Profile Data (PK and K)

SWDs performance on 3-8 Assessments

Continuous professional learning provided to staff regarding the integration of culture into lessons

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-2023?</p>	<p>We will strengthen our capacity to support students’ social-emotional and mental health needs by partnering with outside agencies.</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>BIMAS-2 Data (Grades 7-12): In the Fall of 2020, students in grades 7-12 took the BIMAS-2 self report and the percentage of students who fell within the “typical/strength” range for self-awareness was 46%. The Mental Health PLC goal was to increase the percentage of students who fall within this range to 55% by the end of the 2020-2021 school year. The spring screening showed 48% of students fell within the “typical/strength” range for self-awareness.</p> <p>Again, in the Fall of 2021, students in grades 7-12 took the BIMAS-2 self report and the percentage of students who fell within the “typical/strength” range for self-awareness was 53%. The spring screening showed 55% of students fell within the “typical/strength” range for self-awareness.</p> <p>During the 2020-2021 and 2021-2022 school years, an increase in risk assessments were conducted as well as referrals to outside agencies.</p> <p>The vision statement of the district states, “Inspire, <i>empower</i>, and prepare all students to achieve excellence.”</p> <p>Four of the core beliefs of the district are:</p> <ul style="list-style-type: none"> ● We believe in a safe and secure learning environment. ● We believe in a supportive and rigorous learning environment.

Priority 3

	<ul style="list-style-type: none">● We are an institution of learning for all.● All students are known and are treated with dignity, respect, and compassion.

Priority 3

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Social Worker</p>	<p>Social Workers will work in conjunction with the school counselors, school psychologists, school nurses, Native American student Liaisons, and the My Brother’s Keeper Coordinator to support students and their families in times of crisis.</p>	<p>BIMAS-2 Data: Student self-report and teacher reports</p> <p>Mental Health agendas and minutes</p>	<p>Funds to access the BIMAS-2</p> <p>ARP Funds to pay the salaries of two additional social workers</p> <p>Time to administer the BIMAS-2</p> <p>Time to analyze the BIMAS-2 data and set goals based on the data</p>
<p>Student-Based Initiatives (SBI) Expansion: School Based Mental Health Clinic (SBMH/SBMHC)</p>	<p>Introduce the staff and community to the SBMHC staff and Promise Zone Student Engagement Specialist (PZSES)</p> <p>The clinician will meet monthly with building staff to determine which students require referrals.</p>	<p>Discipline and mental referral data</p>	<p>Create an introduction letter</p> <p>Set up monthly meetings between the building staff and the SBMHC staff.</p>

Priority 3

	<p>PZSEs expand/extend current student support under the direction of social worker, psychologist or counselor. They intervene with children in the school setting that are experiencing social/emotional challenges through one to one and group settings. PZSEs teach children skills to manage emotions, use expressive language, and deepen relationships. This support allows kids the ability to stay in class and be ready to learn.</p>		
Second Step	<p>Second Step is a holistic approach to building supportive communities for every child through social-emotional learning.</p> <p>The Second Step curriculum would be provided to PreK-6 classrooms by school counselors.</p>	<p>100% implementation of Second Step PreK-6</p> <p>Discipline referrals</p> <p>Mental health referrals</p>	<p>Time to provide the curriculum</p> <p>Time to collect and analyze data</p> <p>Time to set goals based upon the data</p>
MTSS Building Teams	<p>Grimshaw Elementary and ONS will develop a 3-tiered SEL and MH framework to respond to students school-wide screening data elicited by the BIMAS by June 2023.</p> <p>JSHS will implement DBT STEPS-A as a Tier 1 support in 7th and 8th grade.</p>	<p>Implementation plans</p> <p>Data collected</p> <p>Schedule of lessons</p>	<p>Monthly meetings</p> <p>Training for DBT STEPS-A</p> <p>SIG and ARP: Pay staff for attending training outside the contractual day</p>

Priority 3

	BP will implement DBT STEPS-A as a Tier 1 support for 9th-12th grade.		Time to provide the curriculum Time to collect and analyze data Time to set goals based upon the data
--	---	--	---

Priority 3

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 2022-2023 school year.

100% of PreK-6 grade students will receive the Second Step curriculum.

100% of the 7-8 JSHS and BP 9-12 students will receive the DBT STEPS-A lessons.

Students and families will not be placed on waiting lists for mental health services.

Increased positive perceptions by students on the BIMAS-2 and/or surveys

Priority 4

Priority 4

Priority 5

Priority 5

Our Team's Process

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.***Membership listed is from 2021-2022. They created the plan for 2022-2023.

Name	Role	School (if applicable)
Jeremy Belfield	Superintendent of Schools	
Karen Ocque	Director of Instruction and Pupil Services	
Jennifer Blossey	Principal on Special Assignment	
Simone Gonyea	Principal	Onondaga Nation School
Jason Ryan	Principal	Jr Sr High School
Susan Osborn	Principal	Big Picture School
Elizabeth Murray	Teacher	Onondaga Nation School
Dawn Pulverenti	Teacher and Parent	C. Grant Grimshaw Elementary

Our Team's Process

Eliza Bailey	Teacher	C. Grant Grimshaw Elementary
Rosalie Whipple	Teacher	Big Picture School
Kristeen Cool	School Counselor and Parent	Jr Sr High School
Colleen Cameron	Parent and Higher Education	
Amy Roe-Ryan	Parent, Higher Education, and BOE Trustee	
Brianna LaRocca	Community Resident	
Wesley Crouse	Parent	Onondaga Nation School
Janine LeBlanc	BOE Trustee and Community Resident	
Lindsey Stupp	Teacher	Jr Sr High School
Shana Lewis	Mid-State Regional Partnership Center	
Jill Martinkovic	Mid-State Regional Partnership Center	
Stephanie Spicciati	Mid-State Regional Partnership Center	
Kelly Drapikowski	School Psychologist	Jr Sr High School
Maria Edwards	Instructional Coach and Parent	Jr Sr High School
Winonah McCoy	Instructional Coach	Onondaga Nation School

Our Team's Process

James McKenna	Assistant Principal and Athletic Director	Jr Sr High School
Daphne Reyburn	Teacher and Parent	Onondaga Nation School and Big Picture
Danielle Smith	Social Worker and Parent	Onondaga Nation School and Jr Sr High School
Patrick Wilson	Parent	C. Grant Grimshaw Elementary
Megan Zehner	Instructional Coach and Parent	C. Grant Grimshaw Elementary

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
July 27, 2021	Virtual
December 6, 2021	In-Person
February 7, 2022	Virtual
March 7, 2022	Virtual
May 2, 2022	Virtual
June 6, 2022	In-Person

Submission Assurances

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 August 1, 2022, the following documents (Extension Date: August 19, 2022):

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).