



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
LaFayette Central School District	Jeremy Belfield

2023-24 Summary of Priorities

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

1	We will work to strengthen the academic success of all of our students. We will implement systems that are accurate, bias-resistant and motivate students to achieve academic success.
2	We will work to foster a positive learning environment that encourages students to reach their maximum potential while fostering intrinsic motivation.
3	We will support and improve the social and emotional well-being of our students through school and community programs, instruction and interventions.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We will work to strengthen the academic success of all of our students. We will implement systems that are accurate, bias-resistant and motivate students to achieve academic success.</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>The District’s mission statement states that we educate, honor and develop students to have self-respect and a commitment to the community.</p> <p>We believe as a district that when our students share common curricular experiences across all grade levels and between buildings that we are able to prepare them for success in and out of the school environment. We continue to identify experiences and related materials that connect to the cultural identities of all our students.</p> <p>ELA: We continue to foster the implementation of the EL Education curriculum. This coming year will be year 3 of implementation. The results continue to show progress by all students.</p> <p>Math: A deep dive into the math audit demonstrated the need to build consistencies across grade-levels and buildings.</p> <p>ONS: Survey results indicated a greater emphasis on culture and understanding of Haudenosaunee ways as well as an academic commitment with the need to address both.</p> <p>HS: Student Interviews cited an inconsistency in assessment and grading in building.</p> <p>The focus on teaching about culture helps to promote a climate of empathy, acceptance and understanding.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Instructional Coaches to continue to support teachers in EL Education and Mathematics</p>	<p>Coaching teachers through lessons by modeling and providing constructive feedback</p> <p>Meet with individual teachers or grade level teams during planning periods on a regular schedule to discuss data, check-in, gather feedback, etc. - This data will be collected in the district's literacy profile K - 8</p> <p>Meet with the Academic Intervention Specialists on as a needed basis to discuss data and gather feedback - these discussions will include the data collected through the progress monitoring of Tier 2 and Tier 3 students</p> <p>Track, analyze and share data findings with staff</p> <p>Support pre-school in a similar manner that the other teachers are supported</p> <p>Work with the 9th through 12th grade teachers to create a systematic approach to align standards and lessons with assessments</p> <p>Oversee the development of Math Profile (beginning with PK and K and add a grade-level mid-year and continue the addition of grades as the year continues)</p> <p>Analyze data and share results in regards to math</p>	<p>ARP funds to pay for the instructional coaches salaries</p> <p>SIG funds pay for participation in training and curriculum work</p> <p>Dedicated meeting times for instructional coaches</p> <p>Time for data analysis and setting goals based on the data</p> <p>Quarterly ELA and Math committee meetings</p> <p>Time to work on developing a pacing guide, units of study and standard based assessments and rubrics</p> <p>Dedicated time to meet with PLCs</p>
<p>Professional Learning Communities</p>	<p>Communities will meet twice a month to review and analyze data, set SMART goals</p>	<p>Dedicated time for the PLCs to meet</p> <p>Time for data analysis and goal setting based on the data discussion</p>

Priority 1

<p>Professional Learning Opportunities</p>	<p>Provide teachers with professional development opportunities around integrating culture into the classroom. This professional development will be focused around incorporating different perspectives into lessons, using different modes of instruction to support diverse viewpoints, leading to constructive dialogue and steering clear of detrimental debates</p> <p>These practices will be visible during administrative walk-throughs</p> <p>Data from building surveys</p>	<p>SIG funds to pay teachers for participating in professional learning trainings</p> <p>Administrative walk-through tool</p> <p>Time designated to analyze survey data</p>
<p>Implementation of IXL</p>	<p>Administration in collaboration with faculty and staff will develop a plan for implementation of IXL.</p> <p>Teachers and staff will receive PD and support to implement the expected use</p> <p>Plan how the students will be introduced to the new expectation for IXL.</p>	<p>Teacher training in IXL will be ongoing on Professional Development days</p>

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.

- 100% Implementation of EL Education with fidelity
- 85% of K through 8 students are Tier 1 for ELA
- 80% of K through 8 students are in Tier 1 for Math
- Math Profile Data compiled for K through 5

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>
Will look at students' growth using IXL data. Would like to see a positive correlation between classroom performance in relationship to their performance on the IXL benchmarks.	*IXL is a new progress monitoring system for the district. After completion of the 3rd benchmark we will see an increase of 10% in all grade levels from the initial benchmark.	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We will work to foster a positive learning environment that encourages students to reach their maximum potential while fostering intrinsic motivation.</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 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>The district’s mission states that tMission: At LaFayette, we put students first. Our mission is to educate, honor, and develop students to have self-respect, a commitment to the community, and a passion for excellence.</p> <p>JSHS SCEP Commitment #2 - Establish a commitment around student accountability, relationship building and family engagement. Looking to build a positive learning environment that encourages students to reach their maximum potential while fostering intrinsic motivation.</p> <p>ONS SCEP Commitment #2 - ‘ Deswa-yonh’ - “You all come in” - The Nation School and Community will come together to support and improve the attendance of all students. The students will be enveloped by both the school and community.</p> <p>We commit to developing and creating in-depth and thorough communication to the Onondaga Nation Community</p> <p>Teaching about culture to create a climate of empathy, acceptance and understanding</p> <p>Focusing on the district mission, an emphasis on the growth mindset will work to help students develop intrinsic motivation. Teachers will work to encourage students to view challenges as opportunities for growth and to focus on the process of learning rather than the end result.</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?
Attendance Commitment	Administration in collaboration with attendance committee, will develop a plan for: <ul style="list-style-type: none"> Acknowledging student attendance is critical to their overall success in school. 	Establish building level committees Attendance Data Funds to implement attendance incentives
Student Inventory of Engagement	As a district we acknowledge that student engagement is critical to academic success. As a result it is important to complete surveys of the students regarding their interest both academically as well as extracurricular when applicable.	Development of Google Survey Group analysis of data
Implementation of Parent Square	Implementation of a system that allows for easy communication between school and community. The system will use technology to allow for all teacher/administration to communicate with families regarding expectations, due dates, and other relevant information.	Purchase Parent Square Training for parents/staff Establish expectations around family communication

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.

The district will use the data gathered through IXL in the areas of Math and ELA.

**It should be noted that IXL is being used for the 1st time as a diagnostic tool. The goal is that all grade levels (K through 12) will see an increase by 10% in both academic areas.

Priority 2

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>
100% of the students will utilize the IXL performance indicator.	<p>First benchmark for all students will be completed by the end of September 2023.</p> <p>Second benchmark for all students will be completed by the first week of February, 2024.</p> <p>Final benchmark will be completed by the last week of May, 2024.</p>	
Learning Walks will be completed in the areas of ELA and Math	Administration, in collaboration with instructional coaches, will develop and implement a plan for Learning Walks. This is a non-evaluative measure that is meant to empower teachers with data to measure progress and identify opportunities for targeted support in the classroom.	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We will strengthen our capacity to support students’ social-emotional and mental health needs</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"> • 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>All students in Grades 7 through 12 in the Fall of 2022 took the BIMAS-2 self report and the number of students who fell within the “typical/strength” range for self-awareness was 40%. The Mental Health PLC goal was to increase the percentage of students who fall within this range to 55% by the end of the 23-24 school year.</p> <p>The vision statement in the district states: “Inspire, empower and prepare all students to achieve excellence.” Our district’s four core beliefs 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 • We are an institution of learning for all. • All students are known and are treated with dignity, respect and compassion.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES	
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</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</p>	<p>BIMAS-2 Data: Student self-report and teacher reports Mental Health agendas and minutes</p>	<p>Funds to access the BIMAS-2 ARP Funds to pay the salaries of two additional social workers</p>

Priority 3

	students and their families in times of crisis.		Time to administer the BIMAS-2 Time to analyze the BIMAS-2 data and set goals based on the data
Student-Based Initiatives (SBI) Expansion: School Based Mental Health Clinic (SBMH/SBMHC)	<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>PZSESs 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. PZSESs 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>	Discipline and mental referral data	<p>Create an introduction letter</p> <p>Set up monthly meetings between the building staff and the SBMHC staff.</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	Grimshaw Elementary and ONS will develop a 3-tiered SEL and MH framework to respond to students school-wide	<p>Implementation plans</p> <p>Data collected</p> <p>Schedule of lessons</p>	<p>Monthly meetings</p> <p>Training for DBT STEPS-A</p>

Priority 3

	<p>screening data elicited by the BIMAS by June 2024. JSBS will implement DBT STEPS-A as a Tier 1 support in 7th and 8th grade. BP will implement DBT STEPS-A as a Tier 1 support for 9th-12th grade.</p>		<p>SIG and ARP: Pay staff for attending training outside the contractual day</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>

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.

100% of PreK-5 grade students will receive the Second Step curriculum.

100 % of PreK - 6 will receive instruction in the implementation of PBIS

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

Students and families will receive appropriate Mental Health Services as the need arises.

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

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>
Students and families will be provided the necessary connections to mental health services	75% of the families will be appropriately identified and receive mental health support services	
Second Step Curriculum scheduled Prek - 5	All teachers will be scheduled for the 2nd Step Modules by January, 2024	
BIMAS Data	100% of the 7 through 12 students will have taken the initial BIMAS student report by November, 2023	

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 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 design)

