



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Westhill Central School District	Mr. Stephen R. Dunham

2022-23 Summary of Priorities

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

1	The District will continue to build awareness, build capacity, and implement, through a phase-in process, the Culturally Responsive-Sustaining Education Framework through New York State.
2	The District will continue to grow in our ability to offer a Multi-Tiered System of Supports (MTSS) in the academic domain at all grade levels.
3	The District will continue to grow in our ability to offer a Multi-Tiered System of Supports (MTSS) in the three domains of behavior, social-emotional learning, and mental health at all grade levels.

PRIORITY I

Our Priority: The District will continue to build awareness, build capacity, and implement, through a phase-in process, the Culturally Responsive-Sustaining Education Framework through New York State.

What will we prioritize to extend success in 2022-23?	The District will continue to build awareness, build capacity, and implement, through a phase-in process, the Culturally Responsive-Sustaining Education Framework through New York State.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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>	Culturally Responsive Education is a priority for several reasons: <ul style="list-style-type: none">● events in the nation● NYS Board of Regents creation of policy and framework● our own District's increase in diversity● the adoption of our DEI policy by our Board of Education● a desire to meet the needs of ALL our students

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of principle one for the CR-SE Framework.	A DRAFT action plan will be created by the administrative team. The DRAFT will then go to the building leadership teams for further feedback. The plan will be implemented in the 22-23 school year.	The action plan for principle one is complete and implemented by those identified in the action plan.	template for action plan
Building capacity of principles 2, 3, and 4 of the CR-SE Framework.	Training staff members to go beyond building awareness to building capacity. Most of this will be done during faculty meetings, department/grade level meetings, and PLC meetings.	All staff members will have capacity in principles 2, 3, and 4 by the end of the year.	time during faculty meetings time during department/grade level meetings time during PLC meetings resources for information
Collaborate with the BOCES Diversity Liaison.	Sign up for the PREMIUM plan to collaborate with the BOCES Diversity Liaison.	The District will be signed up for the PREMIUM plan and paid. The work for the first year will be complete.	money to pay for the plan hiring of BOCES diversity liaison time to meet regularly
Continue the Diversity Committee's work.	Revise the process of the Diversity Committee in its sixth year by having the community members and parents serve as the family and community engagement committee.	The Diversity Committee will focus on family and community engagement events and opportunities.	meeting times people on committee supplies and resources as needed

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 determine the successful implementation of this priority when the items below are measured:

- all staff implemented the action plan for principle one: A Welcoming and Affirming Environment.
- the Diversity Liaison worked with the district through the PREMIUM plan..
- the Family and Community Diversity Committee met a minimum of five times during the year.
- the CR-SE Framework for principles 2, 3, and 4 are unpacked for building capacity.

PRIORITY 2

Our Priority: The District will continue to grow in our ability to offer a Multi-Tiered System of Supports (MTSS) in the academic domain at all grade levels.

<p>What will we prioritize to extend success in 2022-23?</p>	<p>The District will continue to grow in our ability to offer a Multi-Tiered System of Supports (MTSS) in the academic domain at all grade levels.</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> 	<p>Academic interventions and extensions will help all students learn grade level standards. When students master grade level learning standards, they are well-prepared for the next year. At the high school level, mastering NYS Learning Standards helps our students meet their graduation requirements. This meets our BOE Goals by providing a comprehensive, standards-based educational program for all students.</p> <p>This priority is an important commitment to closing the gap that exists in our subgroups. We need to simultaneously provide grade level content while filling in gaps in mastery of standards. A strong Response to Intervention Program will help us meet this goal.</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>Universal screening for all students K-8 through one screening tool.</p>	<p>Use iReady for the screening of all students three times per year in math and reading.</p>	<p>iReady will be purchased for use in math and reading. All students K-8 will be screened in the fall, winter, and spring on iReady in both math and reading.</p>	<p>money for iReady rostering all K-8 students schedule for screenings devices to complete screenings data analysis after screenings</p>
<p>Build the capacity of teaching staff in Tier 1 instruction in core programs.</p>	<p>Utilize Better Lesson and Curriculum Associates to offer ongoing, job embedded professional learning for all K-6 teachers.</p>	<p>Better Lesson will be purchased for professional development in EL. Curriculum Associates will be purchased for professional development in math. A PD plan for both will be developed, implemented, and completed by the end of the year.</p>	<p>money for Better Lesson money for Curriculum Associates plan for PD sessions space for PD sessions participants for PD sessions follow-up support for PD sessions</p>
<p>Analyze data to place students into proper reading and math interventions and improve Tier 1 instruction as needed.</p>	<p>Hold building level data teams at least three times per year after each screening window with each grade level team.</p>	<p>At least three data team meetings will take place at all grade levels K-8. Intervention plans will be in place.</p>	<p>a team of participants data to analyze from the screenings</p>

Priority 2

<p>Ensure every classroom in K-4 has adequate ELA and math time built into their schedule.</p>	<p>Every classroom will need 60 minutes of math instruction, 60 minutes of module instruction, and 60 minutes of Skills Block/Flex Block.</p>	<p>Schedules will be created with 60 minutes for math and 120 minutes for ELA including module and skills/flex times. Schedules will be implemented.</p>	<p>creation of schedules administrator and teachers time</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 determine the successful implementation of this priority when the items below are measured:

- Student achievement data will document growth with skills that were assessed to be at-risk.
- iReady will be used to screen all K-8 students three times per year for reading and math.
- All teaching staff participated in professional learning opportunities through Better Lesson and Curriculum Associates.
- Data team meetings will have been held with all grade levels (K-8) at least three times per year.

PRIORITY 3

Our Priority: The District will continue to grow in our ability to offer a Multi-Tiered System of Supports (MTSS) in the three domains of behavior, social-emotional learning, and mental health at all grade levels.

<p>What will we prioritize to extend success in 2022-23?</p>	<p>The District will continue to grow in our ability to offer a Multi-Tiered System of Supports (MTSS) in the three domains of behavior, social-emotional learning, and mental health at all grade levels.</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> 	<p>Our students' emotional well-being is always a priority. For the second year, we will screen all students to determine areas of need for each student. This will allow our classroom teachers and mental health providers the opportunity to address the areas of need. School staff will communicate with parents and guardians as needed. This year, we will move beyond the screening into a more defined set of interventions for each of the domains.</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?	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)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue to build our MTSS plan in behavior, mental health, and social-emotional wellness.	The District’s mental health team will join year 2 of the MTSS Leadership Network with BOCES.	The team will be signed up for year 2 of the MTSS Leadership Network. The team will have attended all meetings for the year.	time to attend meetings money to sign up if needed
Collaborate regularly as a mental health team.	The District will meet one time per month as a full mental health team.	The team will have a monthly meeting schedule. The team will have met one time per month.	schedule space to meet participants agenda for each meeting
Provide counseling services in all four buildings.	Partner with Helio Health to maintain site-based clinics in all four schools.	The partnership will be established. The Helio Health professionals will meet with students regularly.	money for partnership Helio Health professionals students to see
Screen all K-12 students through the BIMAS three times per year.	Screen all students in the fall, winter, and spring in the domains of behavior, mental health, and SEL through the BIMAS.	BIMAS will be purchased to use with all K-12 students. The BIMAS screener will have been given in the fall, winter, and spring. Data will have been analyzed.	money for purchase schedule for screenings

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 determine the successful implementation of this priority when the items below are measured:

- The BIMAS will be successfully administered to all students three times per year as measured by participant rates.
- The District Mental Health Team will join year 2 of the MTSS Leadership Network and attend all meetings.
- Helio Health will have worked with students in all four schools.
- The District Mental Health Team will have met one time per month throughout the school year.

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>
Darcy Woodcock	Assistant Superintendent	All
Kathlene Hunter	Teacher, Parent	Cherry Road School
Steve Dunham	Superintendent	All
Katie Harmon	Director of Technology	All
Marietta Lachenauer	Director of Special Education	All
Lee Roscoe	Principal	Westhill High School
Dan Dolan	Assistant Principal	Westhill High School
Mark Bednarski	Principal	Onondaga Hill Middle School
Katie Ta	Assistant Principal	Onondaga Hill Middle School
Jeremie Auge	Principal	Cherry Road School
Beth Kramer	Principal	Walberta Park School
Meghan Stanton	Math Coach, Parent	All, Walberta Park School
Mary Pat Hoag	ELA Coach	All

Priority 3

Amy White	Teacher	Walberta Park School
Angie McShane	Teacher	Walberta Park School
Mary Ellen Guinto	Teacher	Cherry Road School
Jennifer Hodgens	Teacher	Cherry Road School
Wendy Smith	Teacher	Cherry Road School
Molly Jackson	Teacher	Onondaga Hill Middle School
Bart Scibeci	Teacher	Onondaga Hill Middle School

Meeting Dates

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

Meeting Date	Location
July 25, 2022	District Office
July 26, 2022	District Office
July 28, 2022	District Office
July 12, 2022	District Office
June 27, 2022	District Office
June 15, 2022	District Office

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 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).