



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Wilson Central School District	Timothy P Carter

## 2022-23 Summary of Priorities

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

1	Increasing Mental Health Supports
2	Equity in Education
3	Professional Development - Academic Intervention Services and Curriculum

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	Increasing Mental Health Supports
<p><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>The District is committed to the Health and well-being of all students.</p> <p>This Priority emerged:</p> <ul style="list-style-type: none"> <li>- due to the impact if COVID-19 on students and families accessibility to supports, services, social interactions, and extracurricular activities</li> <li>- increased need for mental health services for all students, staff, and families</li> <li>- increase in general school anxiety and increase in reported mood disorders</li> </ul> <p>How Learning Happens:</p> <ul style="list-style-type: none"> <li>- Multidimensional - social emotional and cognitive learning develop together and students are more likely to achieve academic success.</li> <li>- Contextual - brain development if affected by one’s environment, resources, and relationships</li> <li>- Relational - increasing supportive human connections</li> </ul> <p>Equity Self-Reflection - Emerging Category</p> <ul style="list-style-type: none"> <li>- Prioritizing social-emotional learning</li> </ul> <p>Right Commitment for 21-22</p> <ul style="list-style-type: none"> <li>- District Social Emotional Recovery from COVID-19</li> </ul> <p>WCSD Long term plans:</p> <ul style="list-style-type: none"> <li>- Creating robust Family and Student Support Services</li> </ul>

## 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>Continued Development of the Family and Student Support Centers</p>	<p>Maintain 1.0 FTE Social Worker Hire</p> <ul style="list-style-type: none"> <li>- support new social-emotional initiatives</li> <li>- support improving student attendance</li> <li>- support continued work of Equity in Education team</li> <li>- Increasing # of students receiving access to mental health supports</li> <li>- Monthly staff meetings to discuss goals, progress, needs</li> <li>- Daily check-in with Director and staff</li> </ul>	<ul style="list-style-type: none"> <li>- Student, parent, staff surveys to explore needs</li> <li>- On-going referral and discharge process</li> <li>- Monthly communication and collaboration meeting</li> <li>- Decrease in chronic absenteeism</li> <li>- Social Worker</li> </ul>	<p>Staff: Director of Special Education, clerical staff, Guidance Counselors, and Social Worker</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>-Supplies and materials for Family and Student Supports</li> <li>-Furniture and supplies for Outside agency use office</li> <li>-Furniture and supplies for Guidance Center</li> <li>Conference Room</li> </ul>

## 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 fully functioning Student and Family Support Center has assisted our District in making progress toward Priority 1.

For the 22-23 school year we will work to improve the spaces for outside providers to meet with students and families in the MS/HS Guidance Center.

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	Equity in Education
<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>The District is committed to being a welcoming and affirming environment for all students, staff, and the community.</p> <p>The priority emerged:</p> <ul style="list-style-type: none"> <li>- changing diversity of students, staff, and the community population and their needs</li> <li>- Needs Assessment survey responses</li> </ul> <p>How Learning Happens:</p> <ul style="list-style-type: none"> <li>- Multidimensional - feeling safe and respected enhances the ability to learn</li> <li>- Contextual - racial, cultural, and individual identities play an important role in social, emotional, and cognitive development</li> <li>- Relational - Adults implicit and explicit beliefs about and relations to discrimination and oppression affect their interactions with young people</li> </ul> <p>Equity Self Reflection - Emerging Category</p> <ul style="list-style-type: none"> <li>- Highlighting materials that represent and affirm student identities - Establish inclusive spaces for all students</li> <li>- Communicating correctly and openly about gender, race, and sexual identity in safe spaces with staff.</li> </ul> <p>Right Commitment for 22-23</p> <ul style="list-style-type: none"> <li>- Creating spaces for exploration, understanding, and respect for all members of the Wilson Central School District community will enhance learning and overall safety and well-being.</li> </ul> <p>WCSD long term plan:</p>

Priority 2

- Welcoming and affirming environment for all with continued assessment and continued development of the Equity in Education Advisory Team .

## 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>Equity in Education</p>	<p>Creating the WCSD Equity in Education Advisory Team</p> <ul style="list-style-type: none"> <li>- Meet bi-weekly and then monthly to develop priorities and focus for the 22-23 school year with the group.</li> <li>- Review District Policy for Diversity Awareness in relation to instruction, professional development, services, and supports</li> <li>- Provide Professional Development for staff</li> </ul>	<p>Maintain the participation of the Equity in Education Advisory Group and gain members</p> <p>Staff participation in Professional Development</p>	<ul style="list-style-type: none"> <li>- Monthly Equity in Education Advisory meetings in Conference Rooms</li> <li>- Money for Professional Development Providers</li> <li>- Money for substitute teacher (approx 2 days)</li> <li>- Money for Equity in Education events held and supported by the Advisory group in school and at community events</li> </ul>

## 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.

Every student and staff member of the Wilson Central School District will participate in an activity/assignment/professional development opportunity related to diversity awareness.



## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Professional Development - Academic Intervention Services and Curriculum</p>
<p><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>The Wilson Central School District is committed to all students' mastery of NYS standards.</p> <p>This priority emerged:</p> <ul style="list-style-type: none"> <li>- continued support of District Curriculum Coordinator position</li> <li>- District goal - Academic Intervention Services and Literacy</li> <li>- Closing the instructional gaps from COVID-19</li> </ul> <p>How Learning happens:</p> <ul style="list-style-type: none"> <li>- Multidimensional - learning is cognitive, the ability to think, reason, and solve problems depends on understanding</li> <li>- Contextual - learning happens all the time, anywhere</li> <li>- Relational - adults in school settings play a key role in helping young people learn and grow</li> </ul> <p>Equity Self-reflection - Emerging Category</p> <ul style="list-style-type: none"> <li>- Learning communities</li> <li>- Training opportunities</li> <li>- Developing a congruent literacy and writing plan for K-12 students</li> </ul> <p>Right commitment for 21-22</p> <ul style="list-style-type: none"> <li>- Literacy and Writing initiatives that are research-based and evidence-based and allow for planning, and instruction to reflect new initiatives.</li> </ul>

Priority 3

WCSD long term plan:

- Continue to support educator's growth in maintaining high expectations and developing rigorous instruction while supporting the needs of the District's diverse learners.

## 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>Provide meaningful Professional Development to staff - Academic Intervention and Literacy</p>	<p>Continued growth and development of the 21-22 Priority - Strengthening AIS services</p> <p>Researching, Designing, and Implementing Literacy and Writing Program K-12</p> <p>Continued support of Interactive Evaluation Process</p>	<p>All Staff Participation</p> <p>Decrease in students identified in need of Special Education due to increased supports through AIS</p> <p>Efficient evaluation process for at-risk learners</p>	<ul style="list-style-type: none"> <li>- Professional Development for staff implementing Academic Intervention Services</li> <li>- Completion of course/grade curriculum maps</li> <li>- Posting of maps on District website</li> <li>- Implementation of more robust Academic Intervention services -</li> <li>- Professional Development <u>surveys</u></li> <li>- All staff participation</li> <li>- \$ for substitutes</li> </ul>

Priority 3

			<ul style="list-style-type: none"><li>- \$ for Professional Development Providers</li><li>- Tech support for site development</li></ul>
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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 Wilson Central School District will strive to provide Professional Development to all staff providing AIS services.

The Willson Central School District will identify and develop a K-12 Literacy and Writing approach beginning in 22-23.

## 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
Timothy Carter	Superintendent	District
Scott Benton	MS Principal	MS/HS
Paul Galgovich	HS Principal	MS/HS
John Diodate	Elem Principal	Elem School
Amanda Schaus	Director of Special Education	District
Amy Seeley	Curriculum Coordinator	District
Denise Phillips	Guidance Counselor	MS/HS
Morgan Taylor	Social Worker	District
Carolyn Oliveri	Business Official	District
Jackie Hardy	Teacher	Elem School

Our Team's Process

Kate Peck	Teacher	Elem School
Jill Wagner	Parent	MS/HS
Tracy Kent	Board Member	District
Bonnie Simpson	Tech Coordinator	District
Corey McCarthy	Teacher	MS/HS
Scott Harvey	Teacher	MS/HS

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
10/20/21	MS/HS Library
1/26/22	MS/HS Library
3/16/22	MS/HS Library
5/18/22	MS/HS Library
8/9/22	District Auditorium

### 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	Teachers were members of the TSI committee and also participated in the review of the Needs Assessment.
Parents with children from each identified subgroup	Parents participated in the TSI team, could view information regarding surveys, and allowed permissions for student’s participation in the Equity in Education Advisory Team
Secondary Schools: Students from each identified subgroup	Student participation in needs assessment and student participation in the Equity in Education Advisory Team.



## Stakeholder Participation

## Submission Assurances

### 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).