



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Wilson Central School District	Timothy P Carter

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Increasing Mental Health Supports
2	Diversity Awareness
3	Professional Development - Academic Intervention Services and Curriculum

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	Increase Mental Health Supports
<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>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"> - due to the impact if COVID-19 on students accessibility to supports, services, social interactions, and extracurricular activities - increased need for mental health services for all students, staff, and families - increase in chronic absenteeism <p>How Learning Happens:</p> <ul style="list-style-type: none"> - Multidimensional - social emotional and cognitive learning develop together and students are more likely to achieve academic success. - Contextual - brain development if affected by one's environment, resources, and relationships - Relational - increasing supportive human connections <p>Equity Self-Reflection - Emerging Category</p> <ul style="list-style-type: none"> - Prioritizing social-emotional learning <p>Right Commitment for 21-22</p> <ul style="list-style-type: none"> - District Social Emotional Recovery from COVID-19 <p>WCSD Long term plans:</p> <ul style="list-style-type: none"> - Creating robust Family and Student Support Services

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>Creation of Family and Student Support Center</p>	<p>Hiring 1.0 FTE Social Worker</p> <ul style="list-style-type: none"> - support new social-emotional initiatives - support improving student attendance - support development of Diversity Awareness team(s) 	<ul style="list-style-type: none"> - Increasing # of students receiving access to mental health supports - Monthly staff meetings to discuss goals, progress, needs - Daily check-in with Director and staff - Student, parent, staff surveys to explore needs - On-going referral and discharge process - Monthly communication and collaboration meeting - Decrease in chronic absenteeism 	<ul style="list-style-type: none"> - Newly remodeled classroom for Resource Center - Social Worker, Director of Special Education, clerical staff, Guidance Counselors, and BOCES support staff - Technology for new hire - Supplies and materials for new hire - Supplies and materials for Support Center

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 2021-22 school year.

We believe that a fully functioning Student and Family Support Center by the end of the 21-22 school year will assist our District in making progress toward Priority 1.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Diversity Awareness Communities
<p style="text-align: center;">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> ● <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>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"> - changing diversity of students, staff, and the community population and their needs - Needs Assessment survey responses <p>How Learning Happens:</p> <ul style="list-style-type: none"> - Multidimensional - feeling safe and respected enhances the ability to learn - Contextual - racial, cultural, and individual identities play an important role in social, emotional, and cognitive development - Relational - Adults implicit and explicit beliefs about and relations to discrimination and oppression affect their interactions with young people <p>Equity Self Reflection - Emerging Category</p> <ul style="list-style-type: none"> - Highlighting materials that represent and affirm student identities - Establish inclusive spaces for all students <p>Right Commitment for 21-22</p>

Priority 2

- 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.

WCSD long term plan:

- Welcoming and affirming environment for all with continued assessment and development by the Diversity Awareness Communities.

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>Diversity Awareness Communities</p>	<ul style="list-style-type: none"> ● Creating the WCSD Diversity Communities (Teams) - Team names to be determined by groups <ul style="list-style-type: none"> ○ Create subgroups to explore ways to enhance instruction, awareness, etc. for each subgroup ● Develop District Policy for Diversity Awareness in relation to instruction, professional development, services, and supports ● Provide Professional Development for staff 	<ul style="list-style-type: none"> - Successful creation of Diversity Teams - Staff participation in Professional Development 	<ul style="list-style-type: none"> - Monthly Diversity Team meetings in Conference Rooms - Money for Professional Development Providers - Money for substitute teacher (approx 2 days)

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 2021-22 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

What will we prioritize to extend success in 2021-22?	Professional Development Opportunities
<p style="text-align: center;">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> ● <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>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"> - time restrictions due to digital COVID-19 responsibilities - creation of District Curriculum Coordinator position - District goal - curriculum mapping - need for additional Academic Intervention for at-risk learner due to COVID-19 <p>How Learning happens:</p> <ul style="list-style-type: none"> - Multidimensional - learning is cognitive, the ability to think, reason, and solve problems depends on understanding - Contextual - learning happens all the time, anywhere - Relational - adults in school settings play a key role in helping young people learn and grow <p>Equity Self-reflection - Emerging Category</p> <ul style="list-style-type: none"> - Learning communities - Training opportunities - Cross-curricular forums for planning, drafting, mapping, and aligning

Priority 3

	<p>Right commitment for 21-22</p> <ul style="list-style-type: none">- Shift instructional focus from reactive COVID-19 planning to research-based, evidence-based supports, planning, and instruction. <p>WCSD long term plan:</p> <ul style="list-style-type: none">- Continue to support educator's growth in maintaining high expectations and developing rigorous instruction while supporting the needs of the District's diverse learners.
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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>Provide meaningful Professional Development to staff</p> <ul style="list-style-type: none"> - Curriculum mapping - Academic Intervention Services 	<ul style="list-style-type: none"> - Professional Development provided by outside agencies (i.e. BOCES) to complete curriculum mapping - Professional Development for staff implementing Academic Intervention Services 	<ul style="list-style-type: none"> - Completion of course/grade curriculum maps - Posting of maps on District website - Implementation of more robust Academic Intervention services - Professional Development surveys 	<ul style="list-style-type: none"> - All staff participation - \$ for substitutes - \$ for Professional Development Providers - Tech support for site development

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 2021-22 school year.

The Wilson Central School District will strive to provide Professional Development to all staff providing AIS services.

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.

Name	Role	School <i>(if applicable)</i>
Timothy Carter	Superintendent	District
Scott Benton	MS Principal	MS
Amanda Schaus	Director of Special Education	District
Denise Phillips	Guidance Counselor	MS/HS
Alison Faery	Guidance Counselor	MS/HS
Daniel Lucinski	Special Education Teacher	MS
Ryan Friedrich	Special Education Teacher	MS
Theresa Reagan	General Education teacher	MS
Tara Wass	Special Education Teacher	MS
Alexander Bubar	Student	MS
Tami Day	Parent	MS
Karen Aloisio	General Education Teacher	MS
Lisa Condino	Special Education Teacher	MS
Maegan Zeller	Special Education Teacher	MS

Our Team's Process

Bonnie Simpson	Technology Coordinator	District
Linda Hurley	BOE Member	District
Corey McCarthy	Foreign Language Instructor	MS/HS
Marcita Shank	CSEA President	District

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
2/9/21	Middle School
2/24/21	Middle School
5/25/21	Middle School
5/28/21	Middle School
7/23/21	Middle 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	Teachers were members of the TSI committee and also participated in multiple needs assessments and interviews.
Parents with children from each identified subgroup	Parents participated in multiple needs assessments and a progress survey to gauge perspectives on multiple aspects of the TSI plan.
Secondary Schools: Students from each identified subgroup	Students participated in needs assessments and interviews through the mentoring program.

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 by July 30, 2021, 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).