**New York State EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

# District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---|---|
| **Greater Johnstown School District** | Dr. William Crankshaw |

## 2022-23 Summary of Priorities

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

| | |
|---|---|
| 1 | We commit to continue to deepen connections among students, staff and the community |
| 2 | We continue to be committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating from JJSHS |
| 3 | We will continue to prioritize offering a multi-tiered support system that reflects what students' need socially, emotionally and academically. |
| 4 | |
| 5 | |

DCIP Cover Page

# PRIORITY 1

## Our Priority

| What will we prioritize to extend success in 2022-23? | We commit to continue to deepen connections among students, staff and the community |
|---|---|
| **Why is this a priority?** <br> *Things to potentially take into consideration when crafting this response:* <br> • *How does this commitment fit into the District's vision, values and aspirations?* <br> • *Why did this emerge as something to prioritize?* <br> • *What makes this the right commitment to pursue?* <br> • *How does this fit into other commitments and the district's long-term plans?* <br> • *For Districts with identified schools:* <br>   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* <br>   ○ *In what ways does this support the SCEP commitments of your identified school(s)?* | For more than two years, we've been either isolated or not operating in the same capacity as pre pandemic. We heard this often in our interviews with students. Nearly 20% of students were all-virtual during the 2020-21 school year. Those that attended in person remained 6 feet apart from their peers and were on an alternating schedule with only 40% of their classmates in attendance with them. During the 2021-22 school year, we had students and staff impacted by Covid at the highest rates we had seen since the beginning of the pandemic. Some students were forced to quarantine 3 or more times. We saw students' anxiety and behaviors increase. <br><br> In 2021 -22 we were able to bring back clubs and extracurriculars; however the participation was not nearly as strong as pre pandemic levels. While students wanted and needed these activities there was still a sense of fear especially through the first semester of 2021-22. Once restrictions began to lift and we were seeing less of COVID in our schools, participation began to increase. <br><br> Meanwhile, when completing the Equity Self-Reflection and student interviews, we discussed the need to give students more say in the learning that occurs within the school community. Students during the interview process stressed a need for a student group that solely supports DEI in the school. They stressed that this is different from our current alliance groups we have. <br><br> A driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead |

3

| | healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs. |
| --- | --- |

## 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? |
| Targeted efforts to increase participation in after-school clubs | Students will be surveyed in the month of September on clubs they would like to see the district add for the 22-23 school year.  Up to 5 new clubs will be created and funded for the 22-23 school year based solely on student interests. | At least 50% of students will sign up for at least one extracurricular activity  80% attendance at extracurricular activities throughout the Fall  By December, at least 60% of students will stay after school at least once a week | funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors |
| Creation of Student advisory group for DEI | | | funding of materials, staff to organize and lead advisory group, |
| | | | |
| | | | |
| | | | |

## 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. |
| --- |
| High Participation in after-school clubs (60% of students staying at least once a week) |

# PRIORITY 2

## Our Priority

| What will we prioritize to extend success in 2022-23? | We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating from JJSHS. |
| --- | --- |
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the district's long-term plans?*<br>● *For Districts with identified schools:*<br>　○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>　○ *In what ways does this support the SCEP commitments of your identified school(s)?* | During the 21-22 school year we implemented Success Mentors, a strategy brought to us through consultation and professional development with Attendance Works. We were unable to start this program until January due to the complexities of COVID. However, the results from this experience far outweighed our expectations.<br>● 23% of students who were at risk of becoming chronically absent had less than 10% of total enrollment by the end of the year<br>● 48% of students had less absences than the number projected based on the trajectory of absences from Sept. - January.<br>● 57% of the students in grades 9-12 saw a decrease in course failures<br>Students stated that having the support of their success mentor made all the difference. One student stated, "It is nice to know someone has your back and that they will look out for me." Another student shared, "because of my success mentor I was able to make the honor roll for the very first time. No one in my family has ever achieved this."<br><br>The How Learning Happens document, Student interviews and working with Attendance Works this year showed us the power of adult-student relationships and also what student-student relationships can do to support us to moving towards excellence. Students repeatedly shared the importance of having close relationships as an indicator of success in the classroom.The equity self-reflection caused us to consider "facilitate and learning practices that enable individuals to grow as independent |

| | learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations." Through student interviews, we heard repeatedly that student valued staff that cared about them as an overall person vs. those perceived only caring about grades. |
|---|---|

## 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? |
| **Prioritize mentoring relationships for students** | ●Development of Success Mentor handbook with roles, responsibilities and documentation. <br>●Recruitment and training of teacher mentors as Success Mentors <br>● Bi-monthly coaching calls with Attendance Works to work through "problems of practice" or enhance success mentors <br>● Conduct quarterly community of <br>practice sessions with attendance teams and Attendance Works to explore and share implementation successes, best practice and challenges | Staff facilitate focus groups with success mentors and students to gain insights into the success mentor program and experiences | Schedule, space for meetings, money, individual teacher mentors, support from Attendance Works |
| **Conduct Climate Assessment** | ● Train students, staff, community members, and family members on | Climate Assessment Teams share results with faculty. | Release time from classroom duties to |

| | Attendance Works Scan of Environment and Attendance Tool (SEAT)<br>● Teams of 2 will use the SEAT to complete observations of the school in the Fall, Winter and Spring | Climate Assessment Team will see improvements in areas of focus during subsequent visits | conduct walk-throughs, Space and time for debriefing, and time for staff to learn about the findings. Potential money for PD. |
|---|---|---|---|
| **Community Messaging Campaign on Importance of Attendance** | ● Attendance Works will work with student attendance group to train them on chronic absenteeism causes and effects<br>● Student group will build an attendance messaging campaign to be utilized in the Johnstown School District | District will see a decrease in the number of students being absent for reasons other than illness. | Schedule, space for meetings, money, support from Attendance Works |
| | | | |
| | | | |
| | | | |

## 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.

Chronic Absenteeism Rate is reduced in comparison to the 21-22 school year. A specific decrease is not noted due the unpredictability of Covid-19.

Based on previous data we know students who are failing 2 or more core classes will be less likely to graduate from JJSHS in 4 years. For students in 9th, 10th, and 11th grade who were failing 2 or more core classes at the end of the 2022-23 school year will be scheduled for a late August or Early September session with their school counselor to determine opportunities for monitoring, support, and student self-management. In addition students, who were at risk of being chronically absent or were chronically absent will automatically be paired with a success mentor in the first two weeks of the 23-24 school year.

# PRIORITY 3

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2022-23?** | We will prioritize offering a multi-tiered support system that reflects what students' need socially, emotionally and academically. |
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the district's long-term plans?*<br>● *For Districts with identified schools:*<br>   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>   ○ *In what ways does this support the SCEP commitments of your identified school(s)?* | The district strives to provide educational support that allows all students to be successful academically, socially and emotionally. We recognize that in order to accomplish this teachers, support staff and administrators need to be able to plan and implement multi-tiered supports that are matched to individual student needs.<br><br>In student interviews, students stated that they struggle most in classes where their teachers solely see them as the grade they get; instead, of the individual with differing needs. During our team reviews of "How Learning Happens", the idea that learning is multidimensional and that when the social, emotional, and cognitive dimensions of learning are in unison our students are more likely to achieve greatness continued to be a theme or focus in our discussions. During the 2022-23 school year we realized the scope of learning gaps our students had as a result of the pandemic, which has ultimately changed the landscape of the way in which we need to teach and support our students and their families. While academic success is always at the forefront, we also need to be intune with the social and emotional needs of our students and their families. |

## 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? |
| Increased emphasis on ensuring tier 1 curriculum, SEL and behavior supports are being implemented with full fidelity | Coaches, administrators, curriculum and instructional leaders will work with staff to ensure pacing of curriculum and strategies are being implemented with fidelity<br><br>Teachers will have access to embedded coaching cycles with a reading league instructional coach to ensure tier 1 instructions is being completed with fidelity<br><br>Staff will be offered on-going PD based on needs of classroom to ensure research based instructional practices are being implemented | Implementation of instructional practices are used across classrooms, and with fidelity to the program. | schedule - monthly grade level meetings<br><br>Time - making sure the instructional coach has time in schedule to meet with teams. |
| Curriculum pacing conversations and student data reviews | Principals will meet with Dir. of curriculum and PD, coaches, and SBIT members to review data protocol<br><br>District coaches will train teachers on understanding the data reports that are available within iReady and Oral | Grade levels or departments will utilize the data protocol to identify student needs and inform instruction.<br><br>All teacher will have a plan in place for supporting individual students based on assessment data. | One instructional coach per elementary building.<br><br>Time for trainings and meetings with grade levels/departments |

| | | | |
|---|---|---|---|
| | Reading Fluency assessment.<br><br>District coaches will provide training to staff on implementation of the data protocol and will co-facilitate with grade level teams/departments.<br><br>Instructional coaches will meet a minimum of one time per month with classroom teachers in K-6 ELA/Math to review classroom and individual student data to inform tier 1 instructional interventions<br><br>Instructional coaches will visit ELA and Math classrooms to observe implementation of tier 1 strategies. | | Time for classroom visits |
| Regular walk-throughs in ELA/English and Math Classrooms | Principals, Curriculum and Instruction Teacher Leaders, Director of Curriculum & Instruction will conduct walk-throughs of classrooms using a walk-through tool provided by Amplify and Curriculum Associates<br><br>Staff will be trained on Walk-through protocols<br><br>Feedback will be provided to staff based on areas of need/successes seen during the walk-throughs | The District will work with Teacher Leaders and building principals to determine areas of focus for the 22-23 walk-throughs.<br><br>Staff will have access and PD on areas of the walk-through tool that the district will be monitoring throughout the year. | Time for walk-throughs and PD<br><br>Money for additional PD depending on staff and student needs |

| | Instructional Coaches will help staff with implementation of Ready Classroom and CKLA/Amplify ELA | | |
|---|---|---|---|
| Embedded Coaching in the Science of Reading | All K-6 staff attend on-going/embedded training from the Reading League on the Science of Reading<br><br>Instructional coaches and AIS providers work on enhance current or revise interventions at tier 1, 2, and 3. | Teachers gain perspectives on the Science of Reading and how it could be implemented in the classroom.<br><br>Teachers begin implementing materials in the second half of the school year. | Schedule- Time for Professional Development<br><br>Time for review of literacy practices and intervention data. |
| | | | |
| | | | |

## 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.

Grade-level and department teams will be effectively implementing the data protocol with limited support from district coaches.

During follow-up student interviews/surveys:

● 80% of students surveyed will agree or strongly agree with "My teacher challenges me to learn as much as I can."

● 85% of students surveyed will agree or strongly agree with "My teacher assigns work that I can complete independently."

During follow-up teacher interviews/surveys:

● 70% of teachers surveyed will agree or strongly agree with "The feedback I receive connects to the school's priorities."

● 70% of teachers surveyed will agree or strongly agree with ""I have opportunities to learn from a range of colleagues."

# PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2022-23?** | |
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the district's long-term plans?*<br>● *For Districts with identified schools:*<br>   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>   ○ *In what ways does this support the SCEP commitments of your identified school(s)?* | |

# 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? |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## 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. |
| --- |
| |

# PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2022-23?** | |
| **Why is this a priority?** *Things to potentially take into consideration when crafting this response:* <br> ● *How does this commitment fit into the District's vision, values and aspirations?* <br> ● *Why did this emerge as something to prioritize?* <br> ● *What makes this the right commitment to pursue?* <br> ● *How does this fit into other commitments and the district's long-term plans?* <br> ● *For Districts with identified schools:* <br>  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* <br>  ○ *In what ways does this support the SCEP commitments of your identified school(s)?* | |

## 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? |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## 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. |
| --- |
| |

## 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 (if applicable) |
|------|------|------------------------|
| Scott Hale | Building Principal | JJSHS |
| Nicole Panton | Dir. of Curr. and Instruction | All |
| Matt Lewis | Asst. Principal | JJSHS |
| Anne Bagot | Asst. Principal | JJSHS |
| Meredith Fagan | Teacher/ELA TL | JJSHS |
| Chris DeConno | Teacher/SPED | JJSHS |
| Andy La Coppola | K-12 Teacher Leader | All |
| Deborah Orsell | Teaching Assistant | JJSHS |
| Amanda Bernaski | Math Curriculum Leader | All |
| Cory Cotter | Building Principal | Pleasant |

Our Team's Process

| Nancy Lisicki | Instructional Coach | Pleasant Ave |
|---|---|---|
| Theresa House | Instructional Coach | Warren Street |

## Meeting Dates

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

| Meeting Date | Location |
|---|---|
| April 14, 2022 | Virtual Zoom |
| April 27, 2022 | Virtual Zoom |
| June 1, 2022 | Virtual Zoom |
| **June 7, 2022** | In-Person |
| **July 6-7, 2022** | In-Person |

## 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 | Teacher input and feedback has been solicited during the review process through surveys and during school improvement planning meetings. This stakeholder group has been incorporated in the development action steps and measuring success |
| Parents with children from each identified subgroup | Family input and feedback has been solicited during the review process through school improvement planning meetings. This stakeholder group has been incorporated in the development action steps and measuring success |

Stakeholder Participation

| Secondary Schools: Students from each identified subgroup | Student input and feedback has been solicited during the review process through focus group meetings. Student advisory committees from both our Junior and Senior High School participated in the discussions. Students provided feedback on how to improve student achievement in English/ELA and Math, insight on students with chronic absenteeism, and student concerns/needs with social,emotional learning, thoughts on learning during 20-21 and the pandemic. |
|---|---|

# 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).