



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hadley-Luzerne CSD	Mr. Beecher Baker, Sr.

2021-22 Summary of Priorities

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

1	School Environment: Welcoming, trusting and supportive environment for all students and staff through meaningful learning and extracurricular experiences
2	Curriculum and Instruction: Rigorous, engaging and relevant instruction and curriculum aligned with the NYS standards to ensure success in college and careers
3	Family and Community: Strong partnerships with families and community based on support, communication and respect to ensure our students' social-emotional and academic growth
4	
5	

PRIORITY I School Environment

Our Priority

What will we prioritize to extend success in 2021-22?	School Environment: Welcoming, trusting and supportive environment for all students and staff through meaningful learning and extracurricular experiences
<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>● <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>	<ul style="list-style-type: none">● Our mission is to foster a positive, safe, and healthy environment that will enable every student to achieve their highest potential. The district will partner with parents and the community to empower students, celebrate their successes, and support them along their educational journey. During the 21-22 school year this mission will guide our efforts K-12 in meeting critical needs which have clearly arisen due to COVID and learning loss.● Based on teacher and student surveys and the lack of response for much outreach, we know as a district that we must find new ways to offer more engaging and connected learning and extracurricular experiences.● 7-12 student interviews revealed that there has been inconsistency in which student voices have been routinely heard by teachers and administrators. They noted that there is sometimes a lack of trust regarding personal information students share with some teachers. Students would like mutual respect from teachers.● As "How Learning Happens" notes, the COVID-19 pandemic " has deepened inequities and brought even greater attention to the whole child approaches to learning."

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Activities for welcoming staff and students to school	The district will continue to build connections with parents and community for a successful, healthy school opening. This will entail social media, website information, monthly newsletters and SEL supports	Surveys will be sent to parents regularly for feedback, The district will conduct parents focus groups for each level.	Processes for developing information Timeline for planning Funds for programs
Care Program	The district will offer professional development for all staff on the Care Program, facilitated by the Garrison Institute. This three day program centers on staff calmness, compassion, empathy, trust and listening skills to better communicate with students. Follow up discussions will offer support to staff in order to ensure all strategies are consistently implemented.	Student surveys will show a decrease in stress levels. Decrease in disciplinary referrals Feedback from staff on what worked and what did not will be collected.	Garrison Institute PD Mandatory attendance LGI room use Teacher surveys

<p>Newsletters will be sent out monthly for information updates on programs which will support family and student academic, wellness and extra-curricular opportunities,</p>	<p>The monthly newsletters for each school will address wellness and academic programs available such as No Place for Hate, PBIS, Restorative Justice, Care Program, attendance updates, teacher/classroom updates, Parsons Extended Day Program, and after school tutoring. Extra-curricular information shared will include Sports updates and Booster club info. PTSA meetings and Meet & Greet sessions will be regularly held.</p>	<p>The district and each school will keep track of materials sent home, parent responses and the calendar for events. Participation in activities will be collected and data will be shared. Mid year and End of year surveys will be sent to parents on the usefulness of surveys.</p>	<p>Money for publications Time Planning meetings with staff</p>
<p>Elementary Student Leadership</p>	<p>Stuart M. Townsend Elementary School will develop a Leadership Team for grades 5 and 6. This team would receive district support to teach student government and leadership skills.</p>	<p>Teachers and school leadership will plan the goals of the team and incorporate student voice. A process for selecting diverse student members will be developed. Agendas will be shared. Student interviews will be conducted to get student input.</p>	<p>Saff Time Materials</p>

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.

20% of K-12 students' families at each school will use one or more of the support programs or resources available through school SEL offerings.

Attendance rates will improve by 20%

Student focus groups will support an increase in student voice.

PRIORITY 2 Curriculum and Instruction

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Curriculum and Instruction: Rigorous, engaging and relevant instruction and curriculum K-12 aligned with the NYS standards to ensure success in college and careers</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> ● <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>We are committed to fostering and implementing a rigorous and more engaging K-12 curriculum.</p> <p>Prior to COVID-19, the junior high school was targeted as a result of low proficiency on the seventh and eighth grade NYS ELA and math assessments. In the elementary school new ELA and math programs are being implemented as well. Work needs to continue K-12 this year on curriculum development and research-based instructional strategies. As the <i>How Learning Happens</i> document points out, “Learning is cognitive: the ability to think, reason, and solve problems deepens our understanding.”</p> <p>After a challenging year with remote and hybrid learning, the school will refocus on better curriculum and instruction to ensure we improve attendance through an engaging curriculum and teaching as well as strategic tracking of student attendance.</p> <p>Instructional walkthroughs began last year but COVID issues prevented the full implementation of walkthroughs. This must be revisited in 21-22.</p> <p>Since March of 2020 our students K-12 have had significant interruptions for learning in a traditional educational setting. Due to the</p>

Priority 2

COVID19 Pandemic remote and hybrid learning, students feel that they are challenged to a standard that is set too high. The students' interviews also revealed that they felt that there was not adequate support for them.

We seek to prioritize restoring and developing connections both within our school and within our community to strengthen our students' educational experiences in a safe and engaging learning environment.

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>Curriculum alignment and development K-12</p>	<p>School leaders and grade K-6 and 7-12 teachers will work with CASDA consultants to align curriculum to the NYS Learning Standards for ELA, math, social studies and science. Work on curriculum maps will continue 7-12. Elementary teachers will implement a standards-based literacy program K-5.</p>	<p>School leaders will conduct walkthroughs to monitor the progress of implementation of standards-based instruction and new ELA program K-5. Teachers will participate in focus groups to offer feedback on progress with curriculum maps and standards-based lessons.</p>	<p>Time-Consultants Professional materials-books PD</p>
<p>Instructional Walkthroughs</p>	<p>School leaders will visit classrooms K-12 to do informal walkthrough visits. The walkthrough tool will be revisited and a new non-evaluative tool will be developed and shared with teachers. Principals will have a PD update and decide on a plan for scheduling visits.</p>	<p>School leader walkthroughs reveal that teachers are offering standards-based lessons with inclusive instructional strategies to meet the needs of all students. The elementary principal will see more pacing and differentiation due to the new elementary ELA program. APPR evaluations will result in more teachers aligning lessons with the NYS Learning standards.</p>	<p>Time scheduling for walkthroughs PD on walkthroughs</p>
<p>Data analysis to identify gaps and</p>	<p>Teachers K-8 grade will use iReady/STAR (or other</p>	<p>CASDA consultants will meet with 100% of ELA elementary and math teachers</p>	<p>PD Time</p>

Priority 2

<p>adjust curriculum and instruction K-12</p>	<p>comparable tool) data to assess students to see where the strengths and gaps are in learning for their incoming students, in order to differentiate instruction.</p> <p>Teachers in grades 7-12 will develop curriculum maps which include tools for assessments across subject areas.</p> <p>Students 7-12 interviewed indicated that they would like more voice in self-evaluation of their work.</p> <p>Professional development for teachers through book groups and training on best practices in teaching will be offered</p>	<p>and work on using data to develop and differentiate K-6. instruction.</p> <p>CASDA consultants will also work with gr 7-12 teachers on curriculum maps and use data to develop instructional strategies.</p> <p>Feedback from teachers and teacher focus groups will be offered to gauge needs and successful practices in redesigning curriculum and instruction.</p> <p>Student focus groups on determining student needs and voice in their assessments and developing curriculum and instruction.</p>	<p>Text, materials, trade books</p>

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.

Student surveys will show 20% more positive responses on student voice and school safety.

Student focus group feedback on student voice will show 30% more positive responses.

100% of ELA, math science and social studies curriculum maps will be completed 7-12.

Data from assessments will show ELA and math improvement by 10%.

Principal walkthrough for 100% of teachers will show an improvement in student engagement.

PRIORITY 3 Family and Community Partnerships

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Family and Commitment: Strong partnerships with families and community based on support, communication and respect to ensure our students’ social-emotional and academic growth</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> ● <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> 	<ul style="list-style-type: none"> ● Our mission is to foster a positive, safe, and healthy environment that will enable every student to achieve their highest potential. The district will partner with parents and the community to empower students, celebrate their successes, and support them along their educational journey. During the 21-22 school year this mission will guide our efforts K-12 in meeting critical needs which have clearly arisen due to COVID and learning loss. ● As “How Learning Happens” notes, the COVID-19 pandemic “has deepened inequities and brought even greater attention to the whole child approaches to learning.” Our parent surveys indicate that we need to reach out to parents to share our philosophy and goals for 21-22 in view of challenges last year. ● The Equity Self-relationship survey revealed that we are emerging in fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences. ● The most recent parent survey showed that on the mid-year parents survey, 60% parents agreed with the statement, “My child’s teachers communicate with me at least monthly, including positive comments about my child.” The goal was 70%.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The use of Parent Portal will increase	Once per quarter parent training on use of the Parent Portal and Google Classroom will be offered. Follow up will be available online.	The district will keep track of parent engagement through the portal regarding attendance, student grades and teacher communication.	Parent Portal costs Staff time
Community Outreach	The district team will develop a strategic process for outreach to the community and developing programs and resources to support parent and family needs in conjunction with local resources.	The district will continue partnerships with local community services such as the health department, law enforcement and social services for input on family and community resources. The district will use surveys throughout the school year to measure needs and success. Data on attendance at school events will be collected and shared. Each school/community program will be evaluated. This may include Community Outreach Clothing Swap, Parsons extended day program, Choose Love program, Backpack program and Bill Osborn fund.	Surveys Meeting Minutes Board of Education meetings and presentations PTSA meeting minutes
Parent and Family Meet & Greets to	The districts will work with schools prior to and throughout the school	Attendance data on students, staff and parents	Scheduling Time

Priority 3

increase student and family comfort level with school staff	year in offering events for students and families to come to school for social events. This interaction will be welcoming and casual and will develop a sense of comfort and community	Principal participation Surveys students, staff, parents	Food, materials funding
Parsons Program from Northern Rivers Counseling Program	The district will again offer families the Northern Rivers counseling program. This partnership offers student counseling as well as support for families. The emphasis is on building coping skills, student engagement and family outreach.	Report on progress from Parsons Parent interviews Parent and student surveys	Funding Space materials

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.

90% of families who will check Parent Portal will strongly agree with the statement they receive frequent updates from schools.

The percentage of parents using the Parent Portal on a regular basis will increase by 20%

20% of families will attend Meet and Greets

80% of parents using the Parsons Program will report favorable results for their child.

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>
Beecher Baker	Superintendent	Hadley Luzerne CSD
Burgess Ovitt	JSHS Principal	Hadley Luzerne JSHS
Jonathan Baker	Elementary Principal	Stuart M. Townsend Elementary
Mary Alice Barnaby	Parent	Hadley Luzerne CSD
Robert Mark	Director of Special Education	Hadley Luzerne CSD
Nancy Andress	CASDA Consultant	Capital Area School Development Association, UAlbany School of Ed.
Susan Stoya	CASDA Consultant	Capital Area School Development Association, UAlbany School of Ed

Meeting Dates

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

Meeting Date	Location
6/1/21	virtual
6/25/21	virtual
7/22/21	virtual
7/26/21	virtual
7/27/21	virtual
8/3/21	in-person
8/4/21	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 surveys -Teacher Meetings -SCEP meeting feedback
Parents with children from each identified subgroup	-Parent surveys -Parent SCEP team members
Secondary Schools: Students from each identified subgroup	Student interviews 7-8, 9-12: May 18, 2021 in school

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X 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. X 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. X 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).