



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hadley Luzerne Central School District	Burgess Ovitt

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 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

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>School Environment: Welcoming, trusting and supportive environment for all students and staff through meaningful learning and extracurricular experiences</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 22-23 school year, this mission will guide our efforts K-12 in meeting critical needs which have clearly arisen in the 21-22 school year due to COVID, learning needs and social-emotional issues. ● Based on teacher and student surveys, we know as a district that we must continue our work on providing more engaging and connected learning and extracurricular experiences for all students. ● 7-12 student interviews revealed that we need to continue our efforts at including student voice in classrooms and school activities. They were concerned about wellness and conflicts which started on social media and affected school behavior. ● As "How Learning Happens" noted, the COVID-19 pandemic "has deepened inequities and brought even greater attention to the whole child approaches to learning."

Priority 1

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?
Continued attention to welcoming staff and students to school	The district will continue to build connections with both parents and community throughout the school year.	The district will conduct parent focus groups at each level. We will maintain a welcoming school website and send surveys to parents throughout the school year.	Processes for developing information and sharing with parents and community Timeline for 22-23 planning Funds for programs
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 parent 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	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

Priority 1

	ensure all strategies are consistently implemented.		
Newsletters for each school will be sent out monthly for information updates on programs which will support family and student academic, wellness and extra-curricular opportunities	The monthly school newsletters 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 and Greet sessions will be regularly held.	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.	Money for publications Time Planning meetings with staff Materials
Elementary Student Leadership	Stuart M. Townsend Elementary School will continue the Leadership Team for grades 5 and 6. This team would receive district support to teach student government and leadership skills.	Teachers and school leadership will further progress toward the goals of the team, and incorporate student voice. A process for selecting diverse student members will be developed. Agendas will be shared and notes taken. Student interviews will be conducted to get student input.	Staff Time 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 2022-23 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 15%

Student interview groups will support an increase in student voice.

At least 10% of grade 5-6 students will have participated in student government.

PRIORITY 2 Curriculum and Instruction

Our Priority

<p>What will we prioritize to extend success in 2022-23?</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? <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 instructional programs have been implemented. 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, we learned a great deal about student instructional needs this year. In 2022-23 the school will continue to design curriculum and instruction to ensure we improve attendance and engage students.</p> <p>Instructional walkthroughs will occur regularly.</p> <p>Due to the COVID19 pandemic and the return to full-time learning we know that our students still feel that they are challenged to a standard that is set too high. The student interviews also revealed that they felt that there was not adequate support for them as they face many issues.</p>

Priority 2

We seek to continue to build better 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>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>Curriculum alignment and development K-12</p>	<p>School leaders and teachers will work with CASDA consultants to align curriculum to the NYS Learning Standards for ELA, math, social studies and science. Work on the curriculum will continue. Elementary teachers will continue to implement a standards-based literacy program K-5. Improved access to books and learning tools will be emphasized. AIS and Special Education staff will be included in job specific and generalized training and planning related to curriculum.</p>	<p>School leaders will conduct walkthroughs to monitor the progress of implementation of standards-based instruction and new elementary ELA program. Teachers will participate in focus groups to offer feedback on progress with curriculum development, and standards-based lessons.</p>	<p>Time Consultants Subject-related materials PD</p>
<p>Instructional Walkthroughs</p>	<p>School leaders will visit classrooms K-12 to do informal walkthrough visits. Our updated walkthrough tool will be fully implemented. Principals will have a PD update and decide on a plan for scheduling visits.</p>	<p>School leader walkthroughs revealed 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.</p>	<p>Time scheduling for walkthroughs PD on walkthroughs</p>

Priority 2

		APPR evaluations will result in more teachers aligning lessons with the NYS Learning standards.	
Data analysis to identify gaps and adjust curriculum and instruction K-12	<p>Teachers K-8 grade will use STAR (or other comparable tool) data to assess students to see where the strengths and gaps in learning are for their incoming students, in order to differentiate instruction.</p> <p>Teachers in grades 7-12 will develop curriculum which include tools for assessments across subject areas.</p> <p>Professional development for teachers through book groups and training on best practices in teaching will be offered.</p>	<p>CASDA consultants will meet with 100% of ELA elementary and math teachers and work on using data to develop and differentiate K-6 instruction.</p> <p>CASDA consultants will also work with grades 7-12 teachers on curriculum development 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 interviews to determine student needs and their assessment regarding curriculum and instruction.</p>	<p>PD Time</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 2022-23 school year.

Student surveys will show 30% 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

Our Priority

<p>What will we prioritize to extend success in 2022-23?</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 2022-23 school year this mission will guide our efforts K-12 in meeting continued critical needs which still remain due to COVID and learning loss. ● Our parent surveys indicate that we need to reach out to parents to share our philosophy and goals for 2022-23 in view of challenges last year. ● The Equity Self-Review showed that while we worked on fostering close relationships with families, students still need social-emotional support and a voice in school issues. ● The mid-year parent survey showed that over 51% of parents strongly agreed or agreed that, "This school helps me figure out what social emotional skills my child needs."

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?
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 use of the portal.	Parent Portal costs Staff time
Community Outreach	The district team will continue to 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, including in partnership with parents engaged in the DCIP planning process.	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 successes. Data on attendance at school events will be collected and shared. Each school/community program will be evaluated. Examples include Community Outreach Clothing Swap, Parsons extended day program, Choose Love program, Backpack program and Bill Osborn fund.	Surveys Meeting Minutes Board of Education meeting discussions PTSA meeting minutes

Priority 3

<p>Parent and Family Meet and Greets to increase student and family comfort level with school staff</p>	<p>The districts will work with schools prior to and throughout the school 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.</p>	<p>Attendance data on events with students, staff and parents Principal participation Surveys of students, staff, parents</p>	<p>Scheduling Time Food and materials</p>
<p>Parsons Program from Northern Rivers Counseling Program</p>	<p>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.</p>	<p>Report on progress from Parsons Parent and student surveys</p>	<p>Funding Space 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 2022-23 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.

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>
Burgess Ovitt	Superintendent	Hadley Luzerne CSD
Dan Hamm	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

Our Team's Process

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
July, 6	DCIP, SCEP Team Library Elementary School
July 18	Hadley-Luzerne District Office

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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Submission Assurances

Directions

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

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