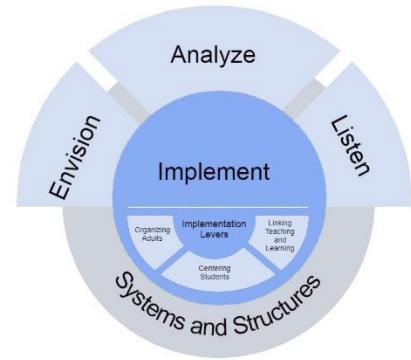




New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



DCIP Planning Document for 2023-24 DCIP

District

Oneida City School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2023-24 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District's ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District's vision, values, and aspirations
- Reviewing the 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2023-24 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

Mission: Educate, inspire, and empower students.

Vision: Students reach their fullest potential.

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

This current mission/vision statement was created in collaboration with staff and community members in the last three years. It is reflective of the pride, commitment and excitement of our students, staff, parents, community. We are striving for social emotional learning so that students can feel empowered and reach their fullest potential holistically.

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

OSMS:

Increased student voice, value in learning process, and awareness of importance of daily attendance. Implementation of student-driven initiatives and ideas.

What we noticed after conducting interviews and gathering student input, for most of the students' discussions, seemed to be welcomed and many offered suggestions. Some suggestions included allowing more opportunities for student voice and input into the decisions made in school. A Possibility of a suggestion box and issuing student surveys were recommended as forms of communication and feedback so students have opportunities for input.

When posing the question to students whether they felt comfortable talking to adults in the school, the majority indicated that yes, they did, while most others indicated sometimes. Many students reported that they felt more comfortable talking to their peers, or they were too shy in general to connect to adults. One student said that there was fear around "CPS" being contacted if sharing information with adults.

Student participation in the assistant principal's advisory group affirmed these findings.

Staff worked in Professional Learning Teams to help support a sub-set of students may have also contributed to these results.

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Student referrals for insubordination and suspensions have decreased over the prior year but remain a concern and an area of focus.

SECTION 2: SCHOOL COMMITMENTS

Section 2: School Commitments

<p>1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24?</p>
<p>OSMS:</p> <ul style="list-style-type: none"> ● We commit to individual student growth and success while supporting independent learning ● The faculty and staff at OSMS will commit to addressing the social emotional needs of our school community by implementing the Positivity Project ● We commit to improving student attendance and reducing chronic absenteeism by creating a welcoming school community environment ● We commit to building stronger relationships with families
<p>2. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?</p>
<p>Time for teacher collaboration and consultation—PLC team leader meetings and deans to support trauma informed approaches; professional Development for teachers to refine skills for working with students; using grade level and department time to enhance common formative assessment tools and unit end assessments. IXL Diagnostic Tool and STAR Universal screening tool Extended School Day programming for students. EIP at the MS and Night School at the MS. SEL program purchase and implementation—positivity project and PRIDE (a program built by our district -counselors and teachers)</p>
<p>3. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?</p>
<p>The district is committed to equity in services district-wide based on need analysis. Each building within the district has a shared decision-making team and a student leadership team to help guide the decisions which are data driven and aligned to our DCIP and TSI plans.</p>
<p>4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?</p>
<p>The best use of funds is to ensure that students are directly impacted by the supports selected. The funds must be utilized by directly servicing students, engaging students, and layering interventions to close the gaps. Time must be extended beyond the traditional school day to allow for learning to be continuous. Space must speak to the age of the students and be developmentally appropriate and inviting to all age learners that struggle with school.</p>

Section 3: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2022-23 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
District -wide survey data Family and Parent engagement results indicate: 91% of families feel that it is important that their children go to school every day. 61% believe they always have ample opportunity to voice their opinion or concern in support of their child's needs. 63% of parent always know who to contact at the school if their child needs social-emotional support. 51.9% always and 38.6% sometimes believe their child feels a sense of belonging at school. 51.5% always and 19.8% of families of all backgrounds reported feeling welcome at school.	We must continue to work to facilitate family and parent engagement. Progress being made pre-pandemic seems to have stagnated. This past year presented challenges as students and families readjusted to full-time attendance. Family and parent engagement remains one of our full priorities.
SIRS 107 Chronic Absenteeism Report as of 6/3/23 Durhamville 26.7 % North Broad 20.1% Seneca Street 21.4% Willard Prior 29.7% Middle School 29.3% High School 35.3%	Our chronic absenteeism rate has improved slightly in most buildings the Durhamville rate was reduced significantly, and Seneca Street and Willard Prior rates have remained stable. Our goal is to continue to promoting attendance and hope to have every building improve by 5%.
Student connection with school counselors and social workers	SCUTA was purchased by the district to enable us to document the types of work and percentage of time in which our counseling and social workers are engaged. They began using program in May and will help us study and adjust our services and deploy staff appropriately to meet the needs of students.
NYS State District Report Card	Our Pre-K-12 curriculum task forces have used the school report cards and results from testing data to analyze curriculum maps and review instructional practices to impact student learning. ELA and math have been working for 1.5 years on this and Social Studies and Science for ½ year. Principals are also comparing building level results with district-level at the elementary level and district results with BOCES and MORIC data at all levels to find resources to help enhance our student learning.
IXL Diagnostic Data in ELA and Math	Student growth progress in reading and math performance (DIBELS, STAR, iXL) Data was used during building data meetings to determine individual student growth, performance, and academic need for intervention needs. This spring, a committee was

SECTION 3: UNDERSTANDING LOCAL DATA

	<p>formed to assess the screening, diagnostic and progress monitoring tools that the we have information needed and that once gathered it is used effectively to have the desired impact on student learning.</p>
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Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

Priority 1 in 2022-23 DCIP: We commit to improving student attendance and decreasing student chronic absenteeism by empowering and educating students and families.
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? yes
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
Overall, the district make notable progress with Chronic Absenteeism although Willard Prior Chronic Absenteeism rate increased .6% all other building improved by decreasing their percentage by the following amounts: Seneca Street .4%, North Broad 2.4%, MS and HS 3.6%, and Durhamville 24.3 %.
Willard Prior had a new principal this year and had an early outbreak of COVID. All buildings still had students who had to miss school because of testing positive for COVID. Our goal is to continue this improvement upon our Chronic Absenteeism rate.

We commit to addressing the social-emotional needs of our learning community by building relationships with students and providing the tools to overcome challenges.
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Yes
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
Positivity Project and the elementary PRIDE programs have helped with this, but continued work is needed.
Some school staff expressed burnt out and found it challenging to commit to after school meetings for planning and collaboration.
Student needs have been plentiful, and more students have expressed concerns about anxiety and their ability to connect with classmates.

We commit to individual student growth and success while supporting independent learning.
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? No

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Student growth is headed in a positive trajectory, but we still have academic and behavioral gaps to fill and our MTSS plan is being refined this summer to help better support our students' independent learning and growth.

Priority 4 in 2022-23 DCIP (if applicable): We commit to strengthening and building relationships with families so that families of all backgrounds feel welcome in the school community.

Was the District able to achieve the End-of-Year Outcomes identified for this Priority? NO

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the district not achieving these outcomes.

Factors

Our District-wide survey data did not improve this year. One of the factors is that many of our students and families seem to have had trouble readjusting to a full-day in-person school schedule.

Our School Family Liaisons were focused on attendance and addressing the needs of our homeless students. A new person has been added to help coordinate better communication with families and more family events.

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

It is essential that we focus on the following areas:

- Attendance
- Social Emotional Learning
- Academic Growth
- Family Engagement

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Night School

What was your goal in directing funds in this manner?

Night School was provided for students who had not been engaged in the learning process, or had fallen behind, felt buried in their work to re-engage students in school. Our goal was to have students with multiple failures learn and understand the content and pass as many courses as possible.

Have you met this goal? How do you know? Yes. Students had the opportunity to take advantage of 53 seats in the four core content areas during night school. Students successfully completed nearly 55% of the class and 60% passed regents exams. Priorities for enrollment were given to upper class students. Next year we will be exploring the possibility of offering transportation as we believe our numbers would have been higher if we offered transportation. We would also like to expand the program to offer more opportunities for under class students.

What **practices (including student practices and teacher practices)** look different in the district now because of this expenditure? Student completion has enabled them to earn credit and the students who have participated have not dropped out of school.

#2 Recipient/Use of District Improvement Funds: NA

What was your goal in directing funds in this manner?

Have you met this goal? How do you know?

What **practices (including student practices and teacher practices)** look different in the district now because of this expenditure?

#3 Recipient/Use of District Improvement Funds: NA

What was your goal in directing funds in this manner?

Have you met this goal? How do you know?

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

What **practices (including student practices and teacher practices)** look different in the district now as a result of this expenditure?

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Utilization of resources will focus on the direct impact on student programs and student-based initiatives.

Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2023-24?	We commit to enhancing individual student academic growth and success while supporting independent learning.
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 2:

What will the District prioritize to extend success in 2023-24?	We commit to addressing the social-emotional needs of our learning community by building relationships with students and providing the tools to overcome challenges.
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 3:

What will the District prioritize to extend success in 2023-24?	We commit to strengthening and building relationships with families so that students and families from all backgrounds feel welcome in the school community.
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2023-24?	We commit to improving student attendance and decreasing chronic absenteeism by empowering and educating students and families.
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)

SECTION 5: PUTTING IT ALL TOGETHER

- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2023-24?	
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NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District’s vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. In addition to the sample DCIPs available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2023-24 DCIP.