



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Oneida City School District	Matthew Carpenter

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We commit to enhancing individual student academic growth and success while supporting independent learning.
2	We commit to addressing the social-emotional needs of our learning community by building relationships with students and providing the tools to overcome challenges.
3	We commit to strengthening and building relationships with families so that students and families from all backgrounds feel welcome in the school community.
4	We commit to improving student attendance and decreasing chronic absenteeism by empowering and educating students and families.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2023-24?	We commit to enhancing individual student academic growth and success while supporting independent learning.
<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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? 	<p>During the 19-20 school year, Otto Shortell Middle School was identified as a TSI building, specifically due to the economically disadvantaged sub-group not showing measurable success on their math and ELA scores on the 3-8 exams. Faculty, students, and staff are poised to review multiple data measures to monitor student learning. Such multiple data measures as IXL diagnostic,</p>



- *How does this fit into other Priorities and the District's long-term plans?*
- *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

unit tests, and concept exit tickets will be reviewed monthly and discussed with all constituent groups.

A district-wide committee is analyzing the universal screening and progress monitoring tools used for ELA and Math at all levels to ensure the data is meaningful and being used to its fullest potential.

As defined in the district wide MTSS system each building in the district is using the data to enhance support for student learning in the classroom (Tier 1 support), Lab and Academic intervention providers are reviewing their plans and strategies to support students with more intensive needs (tier 2 and 3). Middle Staff members are preparing an AIS handbook to ensure consistent support for all students with varying levels of need in their building. This document will be shared as a model with the district-wide Screening and Progress Monitoring Committee. Pre-K-12 faculty are working to study, analyze, reflect, and revise curriculum in ELA, math, social studies, and science to ensure vertical and horizontal alignment.

Based upon student equity self-reflection feedback, students want to have more involvement in participating in decisions that are made around learning in school. Faculty are working to incorporate choice and project-based learning in their classes.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monthly data meetings will monitor student growth	IXL data, Unit and section tests, labs, writing samples and projects will be reviewed and documented to ensure that students are achieving appropriate grade-level growth.	Time for teachers to meet to review data and collaborate and problem-solve as needed to identify and implement interventions. Money to compensate teachers outside the



		school day or pay for substitute teachers.
Madison Oneida BOCES professional development staff will support teachers	MOBOCES staff will provide training, observe classes, and provide feedback on instructional strategies (e.g., engagement) to enhance student learning.	Time for collaboration with teachers and time for teachers to attend professional learning sessions. Money to compensate teachers outside the school day or pay for substitute teachers.
Departments and grade level meetings	These meetings will provide faculty with the opportunity to collaborate to ensure vertical and horizontal curriculum alignment, share instructional strategies, and refine common formative assessments to be used as data measures.	Time
Screening and Progress Monitoring Committee	This group will study the universal screening, progress monitoring and diagnostic tools used at each grade level to ensure that the data is collected efficiently, is meaningful to teachers and used appropriately at all levels for ELA and math.	Money to compensate teachers outside of the school day and time.
Professional Learning Groups	Teacher led groups will focus on sharing instructional strategies and resources to enhance student learning (e.g., writing revolution, reading rev, using happy numbers).	Time and money to pay teachers for time outside of the workday.
Extended school day learning opportunities	Time for students to work in smaller groups with teachers to enhance learning (e.g., night school at the HS, regents review time, EIP at the MS)	Money to pay teachers, transportation for students
Curriculum Task forces	K-12 teachers and administrators focus on self-reflection, continuous improvement, data analysis, and common, aligned curriculum	Time to meet, Money for substitutes or compensation outside the work day, Money to provide new resources to meet student learning needs

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.



By the end of the year, on the NYS 3-8 computer-based ELA and math tests for Regents exams 3% more students will achieve level 3, 4 or 5. Increased credit accrual for high school students to help meet graduation standards. In particular, night school will provide an extended day opportunity for students who are struggling to meet standards during the school day.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Diagnostic testing scores in ELA and math will chart student progress on mastering ELA and math grade level content. 55% of students will be at or above the grade level for each sub-category in math and ELA.	September, January, March	
80% of students in AIS programs will show RTI graphs with an upward trajectory every 6 weeks.	Every six weeks beginning in November	
Extended School Day learning: Night School will improve student academic outcomes for at-risk students, including course completion, increased test scores, and closing skill gaps to enable this success	Monthly data meetings, diagnostic analysis (e.g., IXL) and quarterly progress monitoring.	90% of all participants will accrue credits toward graduation (e.g., successfully complete the course and/or pass the regents).

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We commit to addressing the social-emotional needs of our learning community by building relationships with students and providing the tools to overcome challenges.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>A healthy social-emotional well-being of our students empowers them with self-awareness that leads to the ability to self-manage and make responsible decisions to effectively connect and contribute to our community. The social-emotional well-being is an important factor that leads to increased attendance and enhanced academic performance. This commitment was influenced by the “How Learning Happens” document through the lenses of belonging and relationships, both of which are focused on as part of these action steps. Student interviews stressed the importance of relationships and student recognition. The Equity Self-Reflection further influenced this commitment through the focus on the creation of a welcoming environment for students. Social-emotional instruction and support has always been a priority in our district and this work now has an increased emphasis for our students.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>K-12 SEL committee</p>	<p>This committee of counselors and teachers K-12 is reviewing the integration of SEL content and skills into curriculum across content areas that are founded in the District’s PRIDE initiative. Their work will build upon current programs being used: second step (elementary) and positivity project (secondary).</p>	<p>Time, money for planning meetings outside the school day.</p>

Priority 2

District counseling staff will be providing training and resources to students, staff, and families	Using the training resources from Kimberly Morrow and Elizabeth Dupont, our counselors and social workers will assemble resources and create training sessions for each of the three constituent groups: for faculty members, families, and students regarding coping with anxiety.	Anxiety for Schools Training Bundle Time and Money to create and assemble resources
Hire behavior specialists	These new hires will help provide Tier one support to teachers for managing students with challenging behaviors. Helping them to build skills so students can succeed. When Tier one interventions aren't successful they will provide Tier 2 and 3 support through behavior plans and assist teachers with data collection.	Money to hire new staff and provide time and money for them to work with teachers outside the school day.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.
Student attendance chronic absenteeism will decrease by 5%.
DESSA, the universal behavior screening tool our district is piloting in the Middle School and Seneca Street elementary school indicators will decrease by 3%.
Student referrals for insubordination will decrease by 5% in each building.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Weekly review of Chronic absenteeism attendance data from SIRS 107 remains below 20%	Weekly reviews	
Quarterly review of DESSA data by data teams less than 20% of students at risk	Quarterly	
Quarterly review of referral data—less than 15 insubordination referrals each quarter	Quarterly	

Priority 2

Decrease in student suspensions from the same point in time the prior year	Monthly reviews	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We commit to strengthening and building relationships with families so that students and families from all backgrounds feel welcome in the school community.</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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Parent and guardian collaboration and partnership is critical to ensuring the success of each student. Ongoing communication in multiple languages, opportunities for family involvement, and creation of a welcoming environment inclusive of ALL families and backgrounds is a priority District-wide for the 2023-24 school year.</p> <p>This commitment was influenced by the “How Learning Happens” document through the lenses of belonging and relationships, both of which are focused on as part of these action steps. Student interviews stressed the importance of relationships and student recognition. The Equity Self-Reflection further influenced this commitment through the focus on the creation of a welcoming environment for students.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Communication</p>	<p>Weekly or Monthly newsletters will be sent by each building to parents via Parent Square District Newsletters will be mailed home and sent via Parent Square quarterly. Facebook and Instagram will share building level and district news regularly.</p>	<p>BOCES Communication person will guide the district’s communication efforts. Time to prepare for communication. Money to produce Newsletters.</p>
<p>Parent Involvement</p>	<p>Parents will be encouraged to attend academic (e.g., civic night), music, art, and sports events at all levels.</p>	<p>Recruiting and maintaining PTO involvement</p>

Priority 3

	<p>Each building will have a parent advisory group. Parents will also be invited to volunteer for such activities as: Chaperoning field trips Reading aloud to students Planning class and classroom activities (e.g., holiday celebrations and senior class breakfasts on Fridays) Sharing information about their careers and other special interests (e.g., drones, firefighters) Supporting class projects</p>	<p>Time for administrators and staff to meet with families outside the school day. Money or time to fundraise to help provide resources for those in need</p>
<p>School Family Liaisons will build connections with community organizations</p>	<p>Partnerships will be established and improved to assist families with such needs as: food and necessities, mental health services, legal advocacy, literacy education, parent education, housing needs, childcare, finding employment, translation services.</p>	<p>Money to hire school community liaisons at each level.</p>
<p>Welcome packets will be created to provide families who are new to the District or a school.</p>	<p>Welcome packets will include calendars, handbooks and forms but also information about community events and resources, apparel order forms, BOE meeting dates, and opportunities to join parent-school organizations.</p>	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

A survey will be administered to all families and 95% of all respondents will indicate they feel welcome in our schools.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
75% of all Families will attend curriculum/ open house nights, career nights, college showcases	Fall and Winter	
Each HS graduate will have family representation	June	

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We commit to improving student attendance and decreasing chronic absenteeism by empowering and educating students and families.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The mission of the Oneida City School District is to educate, inspire and empower students. The vision of the Oneida City School District is that students reach their fullest potential. To accomplish this goal, students must be in attendance.</p> <p>Since 2019-20 and the unique learning modalities (i.e., in-person, hybrid, remote, and fully virtual), there have been many inconsistencies with student attendance. This is due in part to illness/use of caution by parents, in part due to learning modality, and in part due to circumstances outside the control of the school district (i.e., quarantine expectations). As students, families and schools have built upon what we have learned and health concerns have been mitigated, promoting regular attendance will promote learning, socialization and prepare our students for success in the future.</p> <p>Building level motivational strategies that recognize students for their attendance with quarterly recognition and class incentives for outstanding attendance will supplement parent education, ongoing communication and attendance and a Miss School, Miss Out campaign.</p> <p>Principals will analyze attendance data weekly. Families of students who are absent will be notified by telephone each morning. If a student is absent for consecutive days a counselor, the nurse or an administrator will reach out to families to identify reasons for absence and plan to remove barriers to attendance.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 4

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Motivational accolades to students for attendance	Assemblies where students earn certificates, or small gifts recognizing their attendance.	Time and Money for gifts
Daily telephone calls for students who are absent	Administrators, nurses, or automated telephone calls (depending on the level) will be made to families informing them if students are not in school.	Time
Families of students missing consecutive days will meet with school representatives	Administrators, Counselors, and/or teachers will meet with families to help continue the education of students who miss several consecutive days. If possible, they will try to remove barriers (e.g., transportation if the bus is missed, trouble waking up) and/or set up a plan so students do not miss the opportunity to learn.	Time
whole-school, class, and individual tiered supports to provide intervention for students	Interventions will include mentorship, incentives, and goal-setting.	Time, money to provide incentives

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.
Chronic absenteeism in each building will drop by a minimum of 5% as compared to their 2023 rate.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Priority 4

Weekly chronic absenteeism from SIRS 107 will be reviewed and not climb above 20%.	Weekly reviews	
75% of students in each grade or class will miss fewer than 2 days each quarter	Quarterly	

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>
Kelli Claflin	AIS Teacher	North Broad Elementary
Eric Coriale	Principal	North Broad Elementary
Kristine Engler	1st Grade Teacher	Durhamville Elementary
Matthew Shene	Counselor	Willard Prior/Seneca St Elementary
Brian Gallagher	Principal	Oneida High School
Alana Boylan	Principal	Willard Prior Elementary
Matthew Carpenter	Superintendent	District Office
Sarah Kelsey	2nd Grade Teacher	Willard Prior Elementary
Mandi Larson	Principal	Otto Shortell Middle School
Megan Kelly	SS Teacher	Otto Shortell Middle School
Stacey Tice	Assistant Superintendent	District Office

Meeting Dates

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

Meeting Date	Location
March 23, 2023	OHS Library Classroom
June 13, 2023	OHS Library Classroom

Districts with Schools Identified for TSI/ATSI Supports 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?
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Stakeholder Participation

Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, 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).