



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Johnson City Central School District	Eric Race

2023-24 Summary of Priorities

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

1	The district will utilize collaborative teams to analyze data and create plans to adjust instruction and determine interventions based on the data.
2	The district will prioritize non-fiction writing across content areas and critical conceptual thinking in math to address student learning gaps.
3	The district will emphasize the strengthening of a welcoming, equitable, and supportive environment for all district stakeholders.
4	
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2023-24?	The district will utilize collaborative teams to analyze data and create plans to adjust instruction and determine interventions based on the data.
<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? • 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>The planning team and the district leadership team recognize that our current academic data is not at a level of desired proficiency. Data from assessments in grades 3-12 indicate a need to meet students where they are and adjust instructional plans and interventions accordingly. This priority matches the SCEP commitment to create formative assessments in reading and math across grade levels and to utilize collaborative teams to score and formulate plans in response to the data. This is the right priority to pursue at this time because our student population has demonstrated that large academic gaps still exist as a result of Covid.</p>

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?
Common formative assessments will be given in content areas throughout K-12.	<p>Staff will be provided with a workshop on establishing effective collaborative teams during professional learning days prior to the start of the '23-'24 school year.</p> <p>Guidance will be provided to teachers regarding how to design effective and reliable formative assessments.</p> <p>Collaborative teams will meet to design at least one common formative assessment per unit.</p>	<p>Teams will need time to establish their collaborative norms and meeting schedule.</p> <p>Teachers will be offered paid time outside of contract hours to work as collaborative teams.</p> <p>Building administration will establish expectations for meeting times and frequency.</p>

Priority 1

	<p>Teachers will agree on a calendar for giving common formative assessments.</p> <p>Teachers will collaboratively score common formative assessments.</p>	
Collaborative data analysis and instructional response plan meetings.	<p>Collaborative teams will use data from the common formative assessments to identify students who need more time for mastery and those who have demonstrated mastery.</p> <p>Teams will agree upon concepts or content that many students have not yet mastered based on common formative assessment data.</p> <p>Teachers will determine appropriate opportunities for readdressing content/concepts in a new way (examples, instructional strategies, etc.).</p> <p>Appropriate interventions will be developed for small groups of students who demonstrated the same misunderstandings on the common formative assessment.</p>	Teams will need to determine meeting times to analyze data and create instructional plans to respond to data.
Establishment of MTSS process in each building to support students who are consistently not mastering content.	<p>Teachers will monitor data of common formative assessments to determine students who are not responding successfully to Tier I instruction.</p> <p>MTSS teams will establish a framework for intervention plans at each building.</p> <p>Based on building resources, MTSS team will communicate with interventionists to respond to data from common formative assessments.</p> <p>Students will receive individualized or small group intervention to close academic gaps recognized through data analysis.</p>	<p>MTSS teams will need time to meet and determine appropriate Tier II and Tier III intervention supports.</p> <p>Financial resources will need to be committed to supporting after school programs for secondary students to receive extra instructional time.</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.

The district strives to realize improved academic achievement as a result of this Priority. A minimum 10% reduction in failing course grades in the core subject areas for grades 6-12 will be a marker of success. At least 80% of students in grades 3-5 will achieve at least 1 grade level of growth on STAR exams by the end of '23-'24 school year will represent success for elementary reading and math.

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 (complete after the date listed in the preceding column)
PD will be offered to staff on establishing collaborative teams	August 29 and 30, 2023	
Guidance will be provided to staff on developing effective formative assessments	by September 15, 2023	
Establishment of collaborative teams	by September 30, 2023	
At least 1 common formative assessment is given and data is analyzed	by November 9, 2023	
MTSS teams will be established in each building to support academic needs of individual and small group students.	by January 26, 2023	
Midyear academic data will be compiled and shared with staff in each building to measure progress as compared to '22-'23	by February 9, 2023	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	The district will prioritize non-fiction writing across content areas and critical conceptual thinking in math to address student learning gaps.
<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? • 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>The Covid pandemic brought about numerous learning challenges for students that are still hindering academic progress, especially in literacy and math. This is the right priority to pursue because strengthening these crucial skills for students in all grades will allow for the greater possibility of accelerated academic growth. This priority emerged from our data analysis of Regents exams, STAR exams, and historical 3-8 testing data. Research has clearly demonstrated that when students are given opportunities to think critically and to practice non-fiction writing, academic gains are realized. This also aligns to our school's SCEP commitment of implementing intentional instruction to meet their students' diverse needs..</p>

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?
Broadening staff knowledge of writing in the content areas.	<p>Assistant Superintendent will provide staff with research on the impact of non-fiction writing practice through sharing of articles on a weekly basis.</p> <p>Instructional coaches (K-5) and content area coordinators (6-12) will participate in professional learning and planning exercises on the topic of non-fiction writing across content areas.</p>	The district will need to provide financial support of this initiative to pay teachers for attending workshops outside of contractual time.

Priority 2

	Teachers will have the opportunity to participate in a PD workshop on the topic of writing across the content areas.	
Secondary math teachers and elementary teachers will participate in regional professional learning on the topic of teaching critical conceptual thinking for math problem solving.	<p>Superintendent and Assistant Superintendent will attend regional (B-T BOCES) meetings to plan professional learning opportunities for staff.</p> <p>Teacher reps from throughout the district will attend regional sessions to learn strategies for teaching critical conceptual thinking and problem solving in math.</p> <p>Teachers will attend professional learning with Dr. Kara Imm to see math strategies modeled in Johnson City classrooms and to create action plans for implementing critical thinking strategies.</p>	Staff will need release time to attend regional and in-district professional learning opportunities.
Teachers across all grade levels will implement non-fiction writing practice opportunities.	<p>Assistant Superintendent, coaches, coordinators, and principals will provide guidance on the consistent use of non-fiction writing prompts across content areas.</p> <p>Teachers from common content areas (secondary) and grade levels will plan for increased non-fiction writing practice (inform, persuade, describe).</p> <p>ENL staff will provide guidance to teachers at each school relative to considerations for differentiating the non-fiction writing tasks for ELLs.</p> <p>Teachers will agree on common writing prompts that align to their content area standards and assessments.</p> <p>Teachers will set and communicate expectations for student writing and provide feedback to students on their responses to writing prompts.</p> <p>Students will be included in the writing process by learning how to read and give feedback on peer responses.</p>	Teachers will need time to meet to agree on writing practice process in their classes.
Math teachers will employ critical conceptual thinking strategies and monitor	Instructional coaches, teachers, and math coordinator will share strategies and guidance	Teachers will need time for planning meetings and collaborative team meetings.

Priority 2

students' ability to describe their analytical process in writing.	<p>with all teachers on the consistent use of critical conceptual thinking strategies in math.</p> <p>Math teachers will meet to agree on the design of formative practice tasks to allow students to demonstrate their critical thinking on constructed response problems.</p> <p>Data will be collected, analyzed, and acted upon in collaborative team meetings to measure progress on constructed response problems aligned to standards and assessments.</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.

The district strives to increase academic achievement in all content areas, particularly in ELA and math. Administration will qualitatively measure progress through attending teacher meetings to assess group needs and to gather feedback on next steps. A consistent use of non-fiction writing prompts (multiple times per week) across content areas and critical conceptual thinking practice in math (multiple times per week) will be signs of progress toward achieving this priority. Quantitatively, the district will look for improved results on all state assessments over the '22-'23 school year as a sign that efforts to increase non-fiction writing and critical conceptual thinking in math had an impact on students' academic growth.

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 (complete after the date listed in the preceding column)
Asst. Supt. will attend planning sessions for regional PD to coordinate in-district participation.	by 9/30/23	

Priority 2

JC elementary teachers will attend regional trainings for critical conceptual thinking in math.	10/1/23 - 5/31/23	
Asst. Supt. and NYS Master Teacher rep will attend planning meetings for math PD by Dr. Kara Imm.	by 9/30/23	
K-12 math teachers will participate in math PD by Dr. Kara Imm.	10/18, 1/31, 3/21, 5/17	
JC math teachers will design formative assessments for constructed response questions to measure growth with critical conceptual thinking.	by 11/30/23	
Instructional coach and math coordinator will lead data analysis of common formative assessments.	by 1/20/24	
Principals at each building will work with teachers to determine agreed upon number and format of non-fiction writing tasks.	by 10/1/23	
Asst. Supt. will provide staff with research and resources for implementing non-fiction writing across content areas.	by 10/1/23	
Teachers will be surveyed on the implementation and impact of non-fiction writing to plan for next steps.	by 1/30/24	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	The district will emphasize the strengthening of a welcoming, equitable, and supportive environment for all district stakeholders.
<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 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 district recognizes that in order for academic gains to occur, student attendance needs to improve, and the strengthening of a welcoming, equitable, and supportive environment for all will play a large part in that effort. This priority aligns with the district's mission and vision and it aligns directly with a SCEP commitment. The team prioritized this initiative after reviewing student attendance data and qualitatively assessing current district practices.</p>

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?
Strengthening connections with families of Johnson City students.	<p>Increasing celebrations of student success and progress at each school, and inviting families to attend celebrations.</p> <p>Creating opportunities for demonstrations of progress/achievement in related arts & other academic programs throughout the school year.</p> <p>School events will be hosted at sites within the Johnson City community.</p>	

	The district will strive to reach more families with communications by requesting phone number and email updates on a quarterly basis.	
Students will be an active part of creating a safe, supportive, and welcoming environment in each school.	<p>Developmentally appropriate surveys will be given to students at each school to determine environmental concerns.</p> <p>A communication will be provided to students regarding what was learned from the survey and what is being done in response.</p> <p>A representative student committee will be formed at each school to develop surveys for students, analyze results, and create action plans based on data.</p>	
Staff will be offered opportunities to engage in professional learning on equity-based practices.	<p>Staff will be invited to participate in a book study to further knowledge of DEI principles.</p> <p>JC grading committee will share equity-based practices with staff in grades 6-12 and create action plans for changes to practices.</p> <p>The district will provide opportunities for staff to begin learning about Project Based Learning as a methodology for including all students in demonstrations of learning.</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.

The district will strive to achieve the following to measure success for this priority:

- The district will support at least 2 events hosted in the community.
- Each school will offer at least 1 additional opportunity for families and community members to see demonstrations of student progress/achievement.
- At least 75% of students will agree or strongly agree that their school has a safe, supportive, and welcoming environment on an end-of-year survey.
- A representative group from each building will participate in equity-based professional learning during the school year.

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 (complete after the date listed in the preceding column)
Student groups will be established to create surveys.	By Sept 30, 2023	
Grading committee reps from each building and district level will share equity-based practices.	By Sept 30, 2023	
A school or district event is hosted in the community for families.	By Oct 15, 2023	
DEI book study group will begin to meet and learn together.	By Oct 15, 2023	
The district will communicate with all families to request updates on phone numbers and email addresses.	By Nov 10, 2023	
A group of teachers will begin professional learning on Project Based Learning.	By Nov 30, 2023	

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)
Judy Gleason	Social Studies Teacher	High School
Debbie Miller	Special Education Teacher	Middle School
Jenna Mauro	Teaching Assistant	Elementary School
Christina Zawerucha	ENL Teacher	High School
Ahlpheh Wilson	Dean of Students	Middle School
Denise Riley	Principal	Elementary School
Kylie Hrehor	PE Teacher	Elementary School
Christi McCoy	Special Education Teacher	High School
Nikki Barrett	Parent	
Matt Barrett	Parent	
Cynthia Rohde	Parent	
Chris Rohde	Parent	
Susan VanDeventer	Parent	

Meeting Dates

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

Meeting Date	Location
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Stakeholder Participation

8/2/23	JCHS
8/3/23	JCHS
8/11/23	JCHS
8/21/23	Google Meet
8/28/23	JCHS

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?
Teachers responsible for teaching each identified subgroup	Teachers' voices were heard in the DCIP planning process through the team members and their outreach to colleagues throughout the process. The principal from the identified school also provided input based on her planning with teachers on her SCEP team.
Parents with children from each identified subgroup	Parents from the subgroup attended planning sessions and provided valuable input regarding the needs of their students. This is reflected in the planning for student groups to design and analyze surveys for students.
Secondary Schools: Students from each identified subgroup	N/A

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 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).