



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Holley Central School District	Brian Bartalo

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Equity: We commit to ensuring that every child can see themselves reflected in teachers, leaders, curriculum, and learning materials.
2	Student-Centered Learning: We commit to ensuring that every child is engaged in meaningful learning.
3	Multi-Tiered System of Supports: We commit to ensuring that every child is supported academically, socially, and emotionally.
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PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?	Equity: We commit to ensuring that every child can see themselves reflected in teachers, leaders, curriculum, and learning materials.
<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>Our district equity team completed a reflection of our progress on our equity goals from last year, as well as how well we've established sustaining practices for each of the CRS Framework's principles:</p> <p>Welcoming and Affirming Environment: A Welcoming and Affirming Environment feels safe. It is a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning. 80% marked us as integrating; 20% marked us as emerging.</p> <p>Ongoing Professional Learning and Support is rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes. 10% marked us as sustaining; 70% marked us as integrating; 10% marked us as emerging.</p> <p>This showed tremendous growth from previous self-reflections, as most practices were in the emerging stage. However, we would like to have more of our practices be sustaining. We know this is important as students who feel seen by their teachers and peers and feel like their cultures are acknowledged and celebrated will be more successful. Continuing to provide teachers with professional learning on the CRS Framework and other topics related to equity will help this occur.</p>

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?
Growing the district equity team	The district will have a team of stakeholders that help guide the equity work. The team will now include students and community members/families to be a part of this work. The team will make recommendations on how to move the work forward and what professional learning our staff should engage in.	The team will present at a BOE meeting in the winter to describe their vision, what has been accomplished, and what will be occurring. Progress on NYSED's Culturally Responsive-Sustaining Framework roadmap.	Incentive –SIG Funds to pay staff to be a part of the team. SIG funds for professional development. Space to meet.
Professional development opportunities for staff	Through the Director of Teaching and Learning's monthly newsletter, professional development offerings related to equity and identity will be highlighted to encourage staff to attend.	Teachers implement and share their professional learning.	Funds to pay for registration fees for professional development.
Development of a Culturally Responsive Calendar	Staff members and students were unaware of several cultural holidays and awareness months. The goal of this calendar is to list important dates for diverse communities.	The school will highlight days through announcements and multimedia.	SIG funds to pay a team to develop the calendar and to create ways to recognize and provide

Priority 1

	Resources will be included with each date so staff members can learn more about those dates if a student asks or if they want to be more culturally responsive to their students.	Educators will use resources to educate students on specific important dates/holidays/awareness months.	resources for important dates.
Book study	Small group book studies will occur to discuss topics on diversity and inclusion.	Action-planned goals after the completion of a text. New learning that can be shared in PLCs.	SIG Funds to pay for professional texts. Space to meet.
Increase visibility of equity work	Create a page that documents the district's vision for equity work on the school website. Communicate progress on equity commitment in Dimension newsletter.	Families and the community will be more informed about what is occurring with our equity commitment.	Time.

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.

The District Equity Team will mark ourselves as 50% sustaining practices for a Welcoming and Affirming Environment. (Baseline: 80% marked us as integrating; 20% marked us as emerging).

The District Equity Team will mark ourselves as 50% sustaining practices for Ongoing Professional Learning. (Baseline: 10% marked us as sustaining; 70% marked us as integrating; 10% marked us as emerging).

The District Equity Team will complete 100% of Phase 1 activities from the Culturally Responsive Sustaining Framework Roadmap.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Student-Centered Learning: We commit to ensuring that every child is engaged in meaningful learning.</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?</i> ○ <i>The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Our district has worked hard on providing student-centered learning experiences for our students. Through professional development, teachers have learned ways to provide clarity to students about the learning objectives and how to use engagement and collaboration protocols in their lessons. Some of our data is showing that students are not feeling challenged or have the opportunities to collaborate with their peers. As How Learning Happens states, learning is relational. We want students to critically think with their classmates and grapple with the content or problems. Recommitting to this work will ensure that students have carefully designed lessons that strive to cognitively engage them. Additionally, our ELA and Math scores are not where we would hope they would be in our MSHS. While the most alarming scores are at the MSHS, we recognize that the elementary feeds into the MSHS, and we've noticed that after third grade there is a decline in scores.</p>

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?
Classroom walkthroughs	Administrators will conduct classroom walkthroughs to provide feedback to teachers on their use of engagement protocols.	Administrators will review their feedback to determine patterns and trends to focus future professional development on, as well as to measure if teachers are implementing engagement protocols.	Time. Scheduling class visits.
Content-specific engagement protocols professional development	Our students continue to struggle in math and ELA. Teachers will receive professional development on literacy and math instruction, specifically looking at the foundational reading standards.	Increased growth on diagnostic assessments.	Funds for purchasing the service of PLC consultants to lead this professional learning.
Professional Learning Communities	Professional learning communities will review student work to determine if foundational literacy skills are improving.	Richer conversations around teaching and learning.	Time.
Engagement Professional Development	Teachers will receive professional development on engagement strategies.	Students will be collaborating with peers resulting in greater student talk and a more student-driven classroom. Teacher focus groups will indicate that they are finding the professional development to be meaningful and relevant.	Funds for consultation services from PLC Associates to run professional development for staff.

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.

District survey data will indicate that 75% of teachers strongly agree or agree that school leaders share information from school-wide walkthroughs with faculty and grade level/content area teams for discussion (Baseline: 49%).

Teachers are sharing instructional practices that are working in their classroom with their colleagues.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Multi-Tiered System of Supports: We commit to ensuring that every child is supported academically, socially, and emotionally.

In talking with our teachers, students, and families through focus groups and student interviews, it is very clear that there are concerns about students' behavior. District survey data indicated that 10% of teachers strongly agree or agree that student behavior does not interfere with instruction. Students need to be engaged and feel safe in school for them to be able to learn, according to How Learning Happens. Ensuring that a strong MTSS system is in place is essential so that students can be monitored and receive the supports they need, whether it's academically or emotionally.

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?
Restructuring of MTSS teams	<p>Director of Special Programs will oversee both buildings' MTSS teams.</p> <p>Interventions, forms, and processes will be shared between building for greater consistency.</p>	MTSS meetings are meeting regularly and are efficiently identifying students who need Tier 2 and Tier 3 supports.	Processes
Trauma-Invested Practices	Teachers will work with a consultant on trauma-invested practices to support students in hopes of curbing undesirable and disruptive behaviors.	Students will feel safe and feel like their needs are being supported.	SIG Funds to pay for Kristin Souers, consultant.

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.

District survey data will indicate that 50% of teachers strongly agree or agree that student behavior does not interfere with instruction (Baseline: 10%).

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)
Brian Bartalo	Superintendent	
Sue Cory	MSHS Principal	MSHS
Dan Courtney	MSHS Assistant Principal	MSHS
Karri Schiavone	Elementary Principal	Elementary
Tim Artessa	Elementary Assistant Principal	Elementary
Brendan Keiser	Director of Teaching and Learning	
Stephanie Sanchez	Director of Special Programs	
Sharon Zacher	Assistant Superintendent for Business	
Crystal Elliott	Teacher	Elementary

Our Team's Process

Chris Langelotti	Teacher	Elementary
Melanie Montague	Teacher	Elementary
Jean Smith	Teacher Aide	Elementary
Nicholas D'Amuro	Teacher	MSHS
Kelly Frost	Teacher	MSHS
Sarah Misco	Instructional Technology Specialist	
Heather Kelley	Parent	
Mary Beth Lindsay	Parent	
Anne Smith	Board of Education Member	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
5/9/22	MSHS Library
6/6/22	MSHS Library
7/26-7/28/22	BOCES

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

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 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).