



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Worcester Central School District	Timothy Gonzales

## 2022-23 Summary of Priorities

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

1	Build a highly functioning SEL team to develop a plan for schoolwide SEL implementation.
2	Implement a School Climate Improvement Plan to address areas of concern for students and staff.
3	Focus on Principal development to foster strong school building leadership.
4	N/A
5	N/A

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><i>Build a highly functioning Social Emotional Learning (SEL) team to develop a plan for schoolwide SEL implementation.</i></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority represents a continuation of our work that began via the 2021 - 2022 SCEP. It initially emerged in response to survey data, as well as the influence of COVID - related safety precautions which impacted students’ social emotional development. In 2021 - 2022, a team of district and building leaders and school counselors participated in professional learning about Collaborative for Social Emotional Learning’s (CASEL) SEL framework and NYSED’s SEL benchmarks, and engaged in planning next steps for schoolwide implementation. In 2022 - 2023, we will focus on expanding membership on the SEL team and engaging new team members in professional learning activities as a foundation for developing a comprehensive, multi - year plan for schoolwide SEL implementation.</p> <p>This priority aligns with our district vision, which states “<i>Everyone will work together to support our students.</i>” It also intersects with elements of the <i>How Learning Happens</i> document, including:</p> <ul style="list-style-type: none"> <li>● <b>Intentionality:</b> <i>Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.</i></li> <li>● <b>Relationships:</b> <i>Every child has strong, trusting relationships with adults and peers.</i></li> </ul> <p>Spring 2022 survey data also supports the selection of SEL as a districtwide priority. A recent staff survey found that 39% of instructional staff disagree with the statement “<i>This school places a priority on helping students with their social, emotional, and behavioral problems.</i>” In addition, 41% disagree with the</p>

Priority 1

statement *“This school provides the materials, resources, and training necessary for me to support students’ social or emotional needs.”*

In our student interviews, we heard concerns about the quality of some relationships with both peers and adults. Several interviewed students also shared that some peers do not know how to have civil disagreements. They reported that peers react in anger, and may tease and pick on classmates. These student concerns align with several areas of CASEL’s framework, including self - management and relationship skills.

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?
Engage in Professional Learning	Interested faculty will be invited to participate in a professional learning series about social emotional learning, the CASEL framework, and NYSED’s SEL benchmarks during faculty meetings and early release sessions. (September - March)	Attendance sheets from PD sessions	Time for professional learning  Funds for BOCES Staff Developer  Space to host meetings
Develop an Implementation Plan for Schoolwide SEL	<p>All faculty who participated in professional learning will be invited to join the SEL team, which currently consists of district and school leaders and school counselors.</p> <p>The SEL team will meet to develop a multi - year implementation plan for schoolwide SEL (April - June).</p> <p>The SEL team will present the draft plan to faculty to get feedback, and make adjustments if appropriate.</p>	<p>SEL Team minutes and attendance</p> <p>Written SEL implementation Plan with 2023 - 2024 calendar of activities (completed by June 2023)</p>	<p>Time for SEL Team meetings</p> <p>Space to host the meetings</p> <p>Funds for BOCES Staff Developer to facilitate planning sessions</p>

Priority 1

	<p>The SEL team will present the plan for schoolwide SEL implementation to the district Board of Education.</p> <p>The SEL team will develop a monthly calendar for implementation activities for the 2023 - 2024 school year.</p>		
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Priority 1

## 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.

By June 2023, Worcester CS will have a comprehensive multi - year plan for implementing schoolwide SEL.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Implement a School Climate Improvement Plan to address areas of concern for students and staff.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>A healthy school climate is a critical foundation for promoting student learning. This priority will continue work we began in 2021 - 2022, which emerged as a result of responses to the Equity Self Reflection. Year 1 actions included:</p> <ul style="list-style-type: none"> <li>● Administering the USDE School Climate Survey to students, staff and families</li> <li>● Conducting a follow - up survey with staff and interviews with students to gather additional information</li> <li>● Selecting two areas of focus to address needs identified in survey data:             <ul style="list-style-type: none"> <li>○ Create a shared decision making process to provide opportunities for staff and students to have a voice in key decisions</li> <li>○ Plan opportunities to foster professional and personal connections among staff</li> </ul> </li> </ul> <p>Spring 2022 USDE Climate Survey data supports the two areas of focus for the climate team:</p> <ul style="list-style-type: none"> <li>● Staff at this school have many informal opportunities to influence what happens within the school (53% Agree/Strongly Agree)</li> <li>● Administrators involve staff in decision - making (55% Agree/Strongly Agree)</li> <li>● People at this school care about me as a person (82% Agree/Strongly Agree)</li> <li>● This school inspires me to do the very best at my job (79% Agree/Strongly Agree)</li> </ul>

## 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>Expand School Climate Team</p>	<p>The Climate Team will identify additional team members and invite them to join the team for 2022 - 2023. New team members will be a broader sampling of the faculty and staff to increase breadth and depth of the team membership.</p>	<p>Climate Team roster and meeting minutes will demonstrate team expansion</p>	
<p>Develop and Implement School Climate Improvement Plan</p>	<p>The Climate Team will develop a School Climate Improvement plan with an initial focus on addressing faculty concerns identified in the USDE Climate Survey and in follow up surveys. The goals will focus on developing and implementing a district shared decision making policy and connecting staff through building relationships. The plan will include which subscales of the USDE School Climate Survey will show an improved positivity rating on the April 2023 administration of the survey.</p>	<p>Written 2022 - 2023 School Climate Improvement Plan by September 2022</p> <p>Faculty meeting agenda for presentation of plan</p> <p>Monthly calendar of activities and attendance at events</p> <p>Board of Education approved district shared decision making policy</p> <p>Roster of Shared Decision Making Committee members</p>	<p>Time and space for Climate team meetings</p> <p>Time and space for planned activities</p>



Priority 2

	<p>The Climate Team will present the plan to faculty in Fall 2022.</p> <p>The Climate Team will develop a monthly calendar of activities and events to implement the plan.</p>		
<p>Monitor School Climate and Revise Plan</p>	<p>The Climate Team will develop a plan to increase stakeholder completion of the climate survey, to ensure faculty, staff, students, and families have a voice.</p> <p>The Climate team will administer the School Climate survey to stakeholders (instructional, non - instructional, family, student) in April 2023. The Climate team will analyze the survey results and determine if additional data is needed (follow up survey, interviews).</p> <p>The Climate Team will identify initial areas of focus for student - focused climate goals to implement in 2023 - 2024.</p>	<p>Increased participation rate for survey all stakeholder groups when administered in April 2023</p> <p>Draft student focused climate goals for implementation</p>	<p>A process for administering the USDE Climate Survey to all stakeholders</p> <p>Time for the Climate Team to meet to analyze data and set preliminary goals for 2023 - 2024</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.

The district will have a BOE approved Shared Decision Making policy. Members will be identified to form the Shared Decision Making Committee.

Spring 2023 USDE Climate Survey results will demonstrate improvement on the following survey items:

- Staff at this school have many informal opportunities to influence what happens within the school (75% Agree/Strongly Agree)
- Administrators involve staff in decision - making (75% Agree/Strongly Agree)
- People at this school care about me as a person (95% Agree/Strongly Agree)
- This school inspires me to do the very best at my job (90% Agree/Strongly Agree)

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Focus on Principal development to foster strong school building leadership</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority is a continuation of our 2021 - 2022 DCIP commitment to developing strong building leadership. It aligns with District vision in that <i>“Everyone will contribute and be accountable for our success.”</i></p> <p>Over the past four years, there has been annual turnover in either the elementary or secondary principal position each year. Currently, our elementary and secondary principals are untenured, with our elementary principal finishing her first year and our secondary principal finishing her third year at Worcester CS. This priority represents the district’s commitment to developing and retaining strong building leaders. Investing in the development of our school leaders provides the necessary support and guidance to implement the SCEP commitments identified by the school team.</p> <p>Additional data from the staff survey points to areas of focus for the coming year:</p> <ul style="list-style-type: none"> <li>● I feel comfortable discussing feelings, worries, and frustrations with my supervisor (77% Agree/Strongly Agree)</li> <li>● This school inspires me to do the very best at my job (79% Agree/Strongly Agree)</li> </ul>

## 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>District Level Mentorship and Guidance</p>	<p>The District Leader and Building Principals will collaborate to define individual and shared leadership roles.</p> <p>The District Leader will work with each principal to set individual goals in MPPR Domain 2: School Culture and Instructional Program.</p> <p>At weekly leadership meetings, the District and School Leaders will monitor progress toward individual goals. The District Leader will assist with introducing leadership strategies.</p> <p>The District Leader will meet with each Principal in January 2023 to discuss progress toward individual goal(s) and provide actionable feedback.</p>	<p>At the midyear progress monitoring meeting, school leaders will be able to identify specific achievements and detail the actions that contributed to success. They will also identify barriers and make an action plan for moving forward.</p> <p>MPPR Domain 2 rating will be Level 3 (Effective) or higher by January 2023.</p>	<p>Time and space for weekly leadership meetings and observation by District Leader</p>

Priority 3

	<p>The District Leader will observe principal-led meetings and activities to provide actionable feedback.</p> <p>The District Leader will meet with each principal to assess goal attainment for the 2022 - 2023 school year and provide actionable feedback for next steps.</p>		
<p>Targeted Professional Learning Opportunities for School Leaders</p>	<p>The Elementary and Secondary School Leaders will both attend monthly professional development provided by ONC BOCES Principal Academy.</p> <p>The Elementary and Secondary School Leaders will both continue participating in NYSED's Enhancing Principal Leadership PLC.</p> <p>The Elementary Principal will participate in the ONC BOCES New Principal Mentor Program.</p>	<p>The School Leaders will share resources and knowledge from professional learning opportunities at weekly leadership meetings, as evidenced by the running meeting agenda.</p> <p>Attendance at monthly Principal Academy meetings from My Learning Plan.</p> <p>Attendance at group meetings and individual sessions with ONC BOCES Mentor Coordinator/assigned mentor.</p>	<p>Time for School Leaders to attend the monthly Principals Academy sessions. Time for District Leader and Intern to cover day to day operations of the building for this release time.</p> <p>Time for Mentor Program group meetings and mentoring sessions for Elementary Principal</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.

By June 2023, each School Leader will have a rating of 3 (Effective) or higher on Domain 2: *School Culture and Instructional Program* of the MPPR

Spring 2023 USDE Climate Survey results will demonstrate improvement on the following survey items:

- I feel comfortable discussing feelings, worries, and frustrations with my supervisor (90% Agree/Strongly Agree)
- This school inspires me to do the very best at my job (90% Agree/Strongly Agree)

## 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>
Timothy Gonzales	Superintendent	
Katie Sill	Elementary Principal	Worcester CS
Melissa Leonard	Secondary Principal	Worcester CS
Winsome Zinkievich	Student Support Services Coordinator	Worcester CS
Maizy Jaklitsch	ONC BOCES Staff Developer	
Steve Fancher	Parent	

## Meeting Dates

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

Meeting Date	Location
6/1/22	District Office
6/13/22	District Office
6/22/22	District Office
7/18/22	District Office
7/27/22	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.  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](mailto: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).