District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Solvay UFSD	Jay Tinklepaugh

2022-23 Summary of Priorities

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

1	Create and implement social-emotional programming to build competencies on the PreK-12 continuum
2	Develop, implement, and sustain a culturally responsive district community
3	Enhance family, school, and community connections
4	Implement procedures and policies & systems that are responsive to our diverse student needs
5	Improve student academic achievement

PRIORITY 1

Our Priority	Create and implement social-emotional programming to build competencies on the PreK-12 continuum

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Considering the district's mission of creating confident, continual learners who are caring community members, focusing on this priority fits directly with the goals of the district. Furthermore, considering the impact of the COVID-19 pandemic on students SEL and mental wellness is even more important.

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?
Cleary and intentionally communicate the value and need of SEL to all stakeholders in the school community	Surveys of stakeholder groups will provide Solvay the opportunity to collect data about attitudes, culture and connectedness to the school community. This feedback can be used to identify areas of improvement and focus for ongoing SEL work.	Elicit feedback How do we integrate SEL into the school community in a meaningful way How do we already implement SEL, and how can we be more intentional about it Level of "buy-in"	Technical assistance from OCM BOCES CSS department Time for survey creation, distribution and analysis
Implement explicit SEL instruction for grades K-7 and create a plan for 8-12 SEL integration	A schedule was created to ensure explicit SEL instruction K-6 (and the majority of 7th grade) using the district chosen curriculum. In all grades, SEL is integrated into the MTSS framework. MTSS work will continue in the 2022-23 with a district-wide group and subgroups for each of the 3 buildings.	Written plan presented to district leaders Plan introduced to additional stakeholders The school year will allow for a review of the 6-7 program chosen as it will be the first year of implementation. Information from the program along with data from other sources; BIMAS, referrals, observations will be used to assess the social, emotional and behavioral needs of students.	Technical assistance from OCM BOCES CSS department Second Step K-8 curriculum Collaboration time for staff to map out explicit instruction, assess progress and make adjustments

		Options for a SEL curriculum in grades 9-12 are quite limited. A high school committee has identified a framework to address culture, climate & behavioral expectations. The committee used resources from area school districts to create a resource that will work for Solvay.9-12 will continue to build upon their framework to support SEL of the school community.	
Strengthen and promote SEL competencies and capacity	Clearly communicate the value and importance of SEL work to the school community while offering opportunities to gain capacity and knowledge through various offerings; SEL overview Adult SEL course SEL & Mental Health connection SEL as a lever for Equity Academic & SEL integration Provide explicit SEL instruction to students	Survey results from fall 2022 with potential follow-up survey in spring 2023/fall 2023 Feedback from professional development offerings	District survey to all stakeholder groups Opportunities for professional development; time out of classroom reimbursement for time out of school day

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 implementation of the SEL for 6-8 for the first time.

Progress made by the high school committee to have a plan in place for next year to begin more integration of explicit SEL instruction 9-12.

Share community understanding of SEL and why it is important to included in instruction.

Increased awareness of SEL in adults.

PRIORITY 2

Our Priority Develop, implement, and sustain a culturally responsive district community

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)?*	The district's mission is: "We develop confident, continual learners who are caring community members." In order to do this we must create a caring and inclusive community within the district, each school, and each classroom. The district's assessment data demonstrates the need to increase our cultural responsiveness. Additionally, the demographic changes of the district over the last 5 plus years has resulted in increased diversity within the district and surrounding community. Additionally, NYSED and the NYS Board of Regents has articulated the need for all districts to improve in this area specifically with the release of the CR-SE Framework.

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?
Deploy and analysze the Panoram survey to assess school and district climate as well as assess needs related to inclusivity.	Selection of what parts of the Panoram survey to use. Deployment of survey to students, staff, and community. Analyze data from survey	This will give us data on the perspectives of our broad community related to equity and inclusion and overall school and district climate. This will give us quantitative datea to analyze to identify future areas in need of improvement as well as construction focus group to obtain more detailed qualitative data.	Money to support the purchasing and deployment of the Panorama survey. Money and time for committee to review and analysize the results of the survey.
Develop focus groups to engage diverse stakeholders	The district will work to actively engage in discussion with various and diverse stakeholders in the district. The focus groups will be designed and facilitated based on the results of the Panorama survey.	The diversity of the participation in this work will be a key measure of success. The district aims to achieve participation for all stakeholder groups existing in the district.	Time and money to support the setting up and facilitation of the focus groups. Money for a facilitator to facilitate the focus groups. Processes for bringing together diverse groups to elicit feedback.
Develop a plan to begin reviewing school and district policies.	The district needs to develop a strategy and process for reviewing various policies and procedures such as:	The number of items selected for review. The amount and character of changes made.	Time to review policies and procedures.

	● Code of conduct ● BOE policies ● Pronoun uses and identification ● Increase gender neutral restrooms. ● District and building level celebrations	Increases diversity and inclusiveness of celebrations.	Process for reviewing policies and procedures.
Development of building level cabinets consisting of students, staff, and care givers to inform each building and the district on important student and community issues around school climate, inclusions, and equity.	Identification of a diverse group of students, staff, and caregivers to serve on each building's student cabinet.	Diversity of cabinets at each building. Engagement of students, staff and caregivers, in each cabinet. Feedback provided by each cabinet.	Development of existing leaders in each building to lead these groups. Results of Panorma survey to leverage for the discussions.

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 measure success by:

1. Response rates and responses to the Panorama survey.
2. Engagement in the focus groups and the qualitative data that comes from the discussions.
3. The number of meetings of each building's cabinet meetings and the action items developed.
4. Increases in participation and diversity of participation in district and school based activities (academic and extra-curriculuar).
5. Student data related to attendance, discipline, and academic achievement.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Enhance family, school, and community connections

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Research shows that the school home connection is a key component in student achievement outcomes. We need to better understand the community and their needs to coordinate and provide better communication and connections.
	
	As previously mentioned the demographics of the district have changed in the last few years. Thus our current and historical methods of family and community engagement are likely not as appropriate as they used to be as the community we serve has changed.

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?
Feedback from community about district climate and inclusivity.	Deployment and analysis of results fo Panorama survey. Focus groups to obtain more detailed information.	Qualitative data and quantitative data from the survey and the focus groups.	Panorama Survey (money to support deployment) Time and money for team to analyze the results.
Increase and diversify the family and community events held at each school.	We need to first better understand the community and families' needs to then develop events and connections that are more welcoming to them.	Success will be based on the number of new events and the increased involvement in school/district events.	Time to develop the events. Money to support the staff and materials for events.
Develop a family and community support information and resource center district wide and for each school.	Increase the accessibility of in district and outside of district supports for families. Improve the district's web site and other resources to better serve our community and have an organized and easily accessible place for families to find district and community resources.	Increased traffic to our resources page.	Time for someone to identify needs and resources. Time and money to support a person updating and then maintaining our website.
Develop a diverse committee to plan and facilitate family and community events	This entails the active recruitment of diverse committee members to work together to plan community events.	The diversity of the committee. Number of events planned and the attendance at the events.	Time and money to support the creating and facilitation of the committee. TIme and

district wide and at each building.			money to support the holding of various events.
Monitor and analyze family and community involvement in school throughout the year.	This will help us better understand who is coming to events and who is not. This will support the work of the committee noted above to increase and diversify involvement.	This is a measurement collecting to better understand involvement. The collection of data throughout the year is the goal.	Focused and intentional data collection by school 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.

Success will be measured by the number of additional events held throughout the year and the increase in overall and diversity of attendance. The district will also collect data through surveys to better understand family and community connectedness and sense of inclusion within school/district events.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	Implement policies, procedures, and systems that are responsive to diverse students' need

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	A review of district data indicates disproportionality of suspensions, chronic absenteeism, and student achievement by accountability sub groups. Additionally, as previously mentioned the district has seen a change in the demographic of students and families we serve. The district recognizes the need to improve systems, policies, and procedures to better support our students.

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?
Develop a committee to review district and building policies, procedures, and structutures for equity.	Creation of a committee that has diverse administrative, staff, and student representation.	The creation and diversity of the committee. The committee meeting at least 3 times.	Time and people to serve on the committe.
Engage in an equity audit of policies, procedures, and structures.	A systematic review of district and building policies, procedures, and systems with a focus on equity and inclusion. This will include the priortizing of the reviews as well as a timeline for completing them.	The creation of the prioritized list and timeline. The review of the top priority items.	Knowledge and resources to support the committee doing this work well. Leadership to facilitate this work.

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 the end of the school year the district should have a list of policies, systems, and practices that need to be reviewed. This will include a timeline of how this will be accomplished. Additionally, the district hopes to have begun a review of the first top priority policies, systems, and procedures that the committee identified.

The district will have building and district level teams identified and trained to do this work.

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2022-23?	Improve student academic achievement
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)?*	Our state assessment and benchmarking assessment data demonstrate a level of student achievement that is below where the district would like to be. The district aspiries to provide inclusive, rigorous, and appropriate learning opportunities that are equitable. The district recognizes a need to improve student learning opportunities and outcomes K-12.

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?
Develop a shared structure for curriculum maps and a shared understanding of the purpose of mapping as a whole and of each part.	Develop an agreed upon curriculum mapping formate and process to be used PreK-12.	The development of a shared form that works for all areas PreK-12. It is recognized that there might be some slight differences but the core should be the same. A shared understanding of why the district is investing in this and the overall goal.	Curriculum mapping tool or process. Money to pay teachers out of contractual work time to engage in work. Leaders to facilitate this work in each department. PD for teachers to do the work effectively.
Develop a process and timeline for updating/creating curriculum maps in each content area PreK-12 and a regular process for reviewing and updating.	Leverage the existing teacher leader network within the district to identify a process and procedure for regular review of curriculum maps in all content areas. This should include a regular analysis of student learning outcomes to identify areas in need of improvement including analysis of relevance and inclusivity of the curriculum.	There will be coherent, vertically aligned curriculum maps in each core area within 3 years. The goal for this year is to identify a review process, curriculum mapping tool or format, and timeline for implementation of the first round of this work.	Curriculum mapping tool or process. Money to pay teachers out of contractual work time to engage in work. Leaders to facilitate this work in each department.

Review various student support processes such as RtI, AIS, and building level student in need meetings.	The district will convene a district wide team to review, assess, and adjust the district's student support process such as AIS and RtI.	This year will be focused on understanding our current practices to analyze areas in need of improvement. Completion of a program assessment to review the appropriateness and efficacy of our current RTLI and AIS process and programs.	Program assessment tool. Time to conven the group Whiling participants from each building to identify a diverse committee. Data to support the analysis of the current program.
Implementation of new K-5 math curriculum	The district is implementing Reveal math K-5.	All teachers K-5 using Reveal math for their core instruction.	The curriculum materials. Professional Development.
New AIS curriculum and benchmarking tool for 5-8 literacy/ela.	The purchasing and implementation of Read 180 for AIS literacy/ELA 5-8.	The implementation of the program. The data from benchmarking progress reports gauge impact. Teacher feedback.	The Read 180 curriculum and online access for students. Teacher PD.

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.

1. A "map" of all student support processes, how they fit together, their purpose, and who is involved created.
2. A review and summary of how RtI, AIS, and other student support systems operate in each building.
3. Curriculum map template and timeline for creation/updating of all curriculum maps in each area content area completed.
4. Implementation of Read 180.

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)
Kelly Monaghan	Teacher	Solvay High School
Jennifer Chrysler	Teacher	Solvay Middle School
Michaela Keener	Teacher	Solvay Middle School
Rory Malone	Assistant Principal	Solvay High School
Jill Weston	Teacher	Solvay Elementary
Kathleen Klier	Teacher	Solvay High School
Elizabeth Geist-Lobczowski	Teacher	Solvay Middle School
Chris Jabot	Teacher	Solvay Middle School
Neil Gottlieb	Assistant Principal	Solvay Middle School
Jessica Whisher-Hehl	Assistant Superintendent	Solvay UFSD
Allison Medsger	Teacher	Solvay Middle School

Our Team's Process

Jay Tinklepaugh	Superintendent	Solvay UFSD
Ellen Sheehan	Director of Special Education	Solvay UFSD
Jessica Caputo	Teacher	Solvay Middle School
Diane Hagemann	Principal	Solvay High School
Adam Sgroi	Teacher	Solvay Middle School
Linda Ponza	Teacher	Solvay High School
Christine Miczan	Principal	Solvay Elementary
Beth Hylen	Teacher	Solvay Elementary
Jess Sudal	Promise Zone Specialist - County Partner	Solvay Elementary
Hannah Kuhn	School Psycologist	Solvay Elementary
Karen Picket	School Social Worker	Solvay Elementary
Chris Rufo	School Social Worker	Solvay High School
Terrence Case	Administrative Intern	DO
Russ Stanton	Principal/Parent	Solvay Middle School
Sampson Saclzo	Student	Solvay High School

Meeting Dates

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

Meeting Date	Location
7/21/22	District Office
7/22/22	District Office
7/13/22	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

Directions

Place an "X" in the box next to each item prior to submission.

1. X☐ 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. X☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X☐ 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. X☐ 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. X☐ 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).