



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hudson Falls CSD	Daniel Ward

## 2022-23 Summary of Priorities

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

1	Attendance, Attendance, Attendance
2	<b>A greater number and wider selection of engaging offerings.</b>
3	Improved Culture and climate.
4	
5	

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Attendance, Attendance, Attendance</b></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>Mission: engagement, supportive relationships, opportunities, and high expectations</p> <p>Vision: optimistic, adapt, deliver greatness</p> <p>Values: supportive, community</p> <p>Why prioritize: Without attendance, we can’t achieve any of our other goals. Period. We need our students to engage and deliver that greatness.</p> <p>Truly, we are at a tough roadblock to raising test scores, performing better in the classroom, on the court, and in the broader community if we have half of our students absent 10% or more.</p>

## 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>Regular communications out around the importance of attendance</p>	<p>This strategy proactively is largely in the domain of our communications department with backpack notes, social media pushes, and videos stressing the importance.</p>	<p>We will know this is making a difference when we see an increase in daily attendance at our buildings. Good spots for metrics are at the 5- and 10-week marks in the secondary buildings and at the trimester mark in the elementary buildings.</p>	<p>Daily attendance <i>done accurately</i> by teachers, attendance officers in each building. Various CSTs in each building to look at trends.</p>
<p>Calls home by faculty</p>	<p>Additionally, we are adding phones to every classroom. As we expect faculty to have regular communication home, we are ensuring that there is little to stand in the way. For example, at the high school, all teachers are expected to make six proactive calls home per week.</p>	<p>This is a harder one to measure. The purpose of these calls is intended to change the feel or the climate and culture of the buildings. They are intended to improve the relationships between faculty and home, something that is often diminished at the high school level.</p>	<p>No resources aside from teachers using prep time to make calls</p>
<p>Home Visits</p>	<p>The key strategy in communicating the importance of attendance and school in general is our home visits. Each building has bee</p>	<p>This strategy is used sparingly as home visits can be sensitive matters. This will be used for the Tier Three and beyond students who are disengaging from school. The measure of success is when these (few) students return to school.</p>	<p>We intend to pay teachers for their time to do this work beyond the regular work day.</p>

Priority 1

<b>School Community Liaison</b>	To pick up where our communications, calls, and teacher home visits leave off. To employ someone who will be dedicated to attendance incentives, community relationships, home visits, and liaising with local community organizations to improve attendance.	This will be directly measured by month-over-month and year-over-year attendance increases.	This person will be where the majority of our money goes this year to support this strategy as well as the above rows.

## 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.

90% or greater daily attendance district-wide.

90% or greater daily attendance at the high school.

40% or less chronic absenteeism at the high school.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>A greater number and wider selection of engaging offerings.</b></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>Mission: Create opportunities, broad opportunities, high expectations, individual</p> <p>Vision: foster curiosity, adapt to a changing world</p> <p>Values: supportive, expectations for excellence</p> <p>Prioritize: For many years, the secondary buildings operated through attrition, with retiring and resigning teachers not being replaced. We compared our offerings and teacher:student ratio to our neighbors and realized we offered far less and, consequently, had a much higher number of students per teacher. When paired with the number of students not attending, this rises as a priority.</p>

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>Continue to build the roster of clubs and intramurals</p>	<ul style="list-style-type: none"> <li>- Listening to what students would like to see</li> <li>- Recruiting advisors</li> <li>- Recruiting students to the new offerings</li> <li>- Communicating the opportunities to the community</li> </ul>	<ul style="list-style-type: none"> <li>- Number of students participating is extracurricular offerings</li> <li>- Number of offerings</li> </ul>	<ul style="list-style-type: none"> <li>- Yearly calendar to communicate to families</li> <li>- Places to host – building use, free</li> <li>- Intramural rates of pay are built into the HFTA contract</li> <li>- Advisors and students</li> </ul>
<p>Continue to build the roster of electives and other courses students can take at the middle and high school levels</p>	<ul style="list-style-type: none"> <li>- Listen to what students would like to see</li> <li>- Recruit teachers to create electives</li> <li>- Promote during Counselors winter tours</li> <li>- Hiring</li> </ul>	<ul style="list-style-type: none"> <li>- Decrease in students in study halls</li> <li>- Decrease in number of students with late arrival and early dismissal</li> <li>- Increase in students credits</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Building master schedule</b></li> <li>- <b>“real esate” classroom space is limited</b></li> <li>- <b>District budget</b></li> <li>- <b>\$\$ Additional days for our School Counselors for expanded course selection and creating an</b></li> </ul>

Priority 2

			<b>improved Master Schedule.</b>



## 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.

- Decrease in students in study halls (decrease by 20%)
- Decrease in number of students with late arrival and early dismissal (decrease by 20%)
- Increase in students credits (increase number of students promoted with the right number of credits by 10%)

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Improved Culture and climate.</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>Mission: Engaged members, community, supportive relationships, high expectations</p> <p>Vision: Together, ever-optimistic</p> <p>Values: Tiger Pride, trust, respect, collaboration, communication, supportive community, expectations for excellence</p> <p>Why a priority: As we get our students back, both from the pandemic and with improved attendance, we are finding by way of our Climate and Culture survey that students still don’t feel connected. To put it simply: not only do we want to get our students to school but we want them to be here as well.</p> <p>Fit: this fits in very well with our other work. Our District Shared Decision Making Goal is built around improved climate and culture for attendance and engagement. Our draft Professional Learning Plan uses the same language.</p>

Key Strategies and Resources

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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?
Tiger Tuesdays	Green and white are our school colors. Every Tuesday will be Tiger Tuesday where dressing in green and white is encouraged. Our mascot is visiting each building across the weeks for photos and fun as the buses roll in.	We will be looking for improved responses when we follow up with our Climate and Culture survey in the spring.	Very little – our Communications Dept needs to be available. We need a volunteer to be the mascot. We need to cooperation from the buildings to show up every fifth week.
Social Events for the teachers – new teachers and HFTA	Our teachers association has social meetings afternoons after our Superintendents Days. AS Part of our Mentoring Program, new teachers are asked to attend two school events (basketball game, musical, etc.) on a social basis – not chaperoning. In these ways were trying to build a place where the adults are happy to be and stay.	Longer-term, we are looking to have less teacher turnover outside of retirements.	Minimal – organization from our union leadership and Mentor Coordinator.
ESSA Climate and Culture Survey	BOCES contracted services	Folow up work on a an annual basis	<b>\$\$money for service implementation</b>

Priority 3

## 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.

- % of students expressing connection to school increases by 15% year over year.
- # of teachers who leave for other districts decreases by 20%

## PRIORITY 4

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

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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>	

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## 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.



## PRIORITY 5

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

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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>	

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## 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.

## 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
Dan Ward	Superintendent	UPK – 12
Michael DeCaprio	ASI	UPK-12
Jim Bennefield	High School Principal, Parent	9-12
Justine Miles	Director of Special Education, Parent	UPK-12, HS parent
Victoria Peterson	Chair of Special Education	6-12
Rob Livingston	Chair of Science	6-12
April Maclean	Chair of ELA	6-12
Greg Smith	Parent	HS
Diane Havern	Music Chair	UPK-12

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
2/17/22	Virtual
3/18/22	HS Gym
5/23/22	Virtual
6/17/22	HS Library

### 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).