New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

# District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---|---|
| **Greater Johnstown School District** | Dr. William Crankshaw |

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

| | |
|---|---|
| 1 | We commit to deepening connections among Students, Staff and the Community. |
| 2 | We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating from JJSHS. |
| 3 | We will prioritize offering a multi-tiered support system that reflects what students' need socially, emotionally and academically. |

# PRIORITY 1

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2021-22?** | We commit to deepening connections among Students, Staff and the Community. |
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the district's long-term plans?*<br>● *For Districts with identified schools:*<br>    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>    ○ *In what ways does this support the SCEP commitments of your identified school(s)?* | For more than a year, we've been isolated. We heard this often in our interviews with students. Nearly 20% of students were all-virtual during the 2020-21 school year. Those that attended in person remained 6 feet apart from their peers and were on an alternating schedule with only 40% of their classmates in attendance with them. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a child. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends and strengthening existing friendships. Meanwhile, when completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. From here, the idea of service learning, which also came up in Student interviews, emerged. A driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs. |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| **Extend opportunities for students to engage with one another particularly at the start of the school year.** | Modify first week of school schedule for 7th -12th grade students<br>● team building activities<br>● community circles<br>● Extracurricular Fair<br>● student inventory/interest survey for extracurriculars<br><br>Return to school Pep Rally<br><br>K-6 students will have orientation and meet and greets with the principal the last week in August. Personal invites will be communicated to all students who were remote and returning and new students to Johnstown. | We will have feedback forms following activities that align with the end-of-the-year survey questions regarding student connectedness to their school. | funding for staff planning and student activities |
| **Targeted efforts to increase participation in after-school clubs** | 7-12:<br>Extracurricular interest survey, then a schoolwide fair on clubs available | At least 50% of students will sign up for at least one extracurricular activity | funding of materials for clubs, staff to organize and lead clubs, stipends for club |

3

| | | 80% attendance at extracurricular activities throughout the Fall<br><br>By December, at least 60% of students will stay after school at least once a week | advisors |
|---|---|---|---|
| | Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance.<br><br>K-6:<br>Survey students and families on interests for after-school enrichment or evening family events.<br><br>Develop a schedule of family evening events and after-school enrichment opportunities. | | |
| **Service-learning projects** | Social Studies classes begin service-learning explorative study by examining needs and wants of the community (Nov) Social Studies classes implement projects (Dec to June). | Classes will select service-learning projects by the end of December. Students will be instrumental in identifying the project and planning steps to implement the project. | Materials for projects (TBD), potential transportation costs, time for SS teachers to plan service-learning projects |

## 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 2021-22 school year.

High Participation in after-school clubs 7-12 (60% of students staying at least once a week)

All 12th grade Government/Economics students complete Service-learning projects, which are showcased in the community.

End of year survey, K-12 Family Survey 80% of responses indicate "My child feels connected to this school."

# PRIORITY 2

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2021-22?** | We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating from JJSHS. |
| **Why is this a priority?**<br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the district's long-term plans?*<br>● *For Districts with identified schools:*<br>  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>  ○ *In what ways does this support the SCEP commitments of your identified school(s)?* | Students shared in interviews that they would not have been able to get through the 2020-21 school year without some of the relationships that they had with some of their teachers. Students shared that they were more likely to attend classes or participate when they felt their teachers had a relationship with them beyond just academically.<br><br>The How Learning Happens document, Student interviews and working with Attendance Works this year showed us the power of adult-student relationships and also what student-student relationships can do to support us to moving towards excellence. Students repeatedly shared the importance of having close relationships as an indicator of success in the classroom.<br><br>The equity self-reflection caused us to consider "facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations." Through student interviews, we heard repeatedly that student valued staff that cared about them as an overall person vs. those perceived only caring about grades. |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| **Prioritizing mentoring relationships for students** | ● Recruitment and training of teacher mentors as Success Mentors<br>● Bi-monthly coaching calls with Attendance Works to work through "problems of practice" or enhance success mentors<br>● Conduct quarterly community of practice sessions with attendance teams and Attendance Works to explore and share implementation successes, best practice and challenges | Staff facilitate focus groups with success mentors and students to gain insights into the success mentor program and experiences | Schedule, space for meetings, money, individual teacher mentors, support from Attendance Works |
| **Conduct Climate Assessment** | ● Train students, staff, community members, and family members on Attendance Works Scan of Environment and Attendance Tool (SEAT) | Climate Assessment Teams share results with faculty.<br><br>Climate Assessment Team will see improvements in areas of focus during subsequent visits | Release time from classroom duties to conduct walk-throughs, Space and time for debriefing, and time for staff to learn about the |

| | | | findings. Potential money for PD. |
|---|---|---|---|
| | • Teams of 2 will use the SEAT to complete observations of the school in the Fall, Winter and Spring<br>• After each Walkthrough teams will debrief and set goals for improving culture and relationships<br>• After each walkthrough results will be shared with school staff during faculty meeting and strategies will be shared. | | |
| **Monitor the "ABC's" Attendance, Behavior and Course Performance** | Establish an early warning team with clear roles<br><br>Establish team meeting protocol<br><br>Schedule monthly meetings<br><br>Consider tracking other indicators that may have an impact on whether or not a student completes high school (achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, Involvement with social services or foster care, Reports of substance abuse, | Track frequency and profiles of students who are receiving early warning system interventions and consider practices that could be stopped or amplified | School Counselors, Psychologist, Community Support Liaison and administrators need time in their schedules to build and monitor this early warning system |

| | overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences). | | |
| --- | --- | --- | --- |

## 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 2021-22 school year.

4-year Graduation Rate: 80%


Based on previous data we know students who are failing 2 or more core classes will be less likely to graduate from JJSHS in 4 years. Students in 9th, 10th, and 11th grade who are failing 2 or more core classes at the end of the 2021-22 school year will be scheduled for a late August or Early September session with their school counselor to determine opportunities for monitoring, support, and student self-management.

At-Risk students for being Chronically Absent will all have the student attendance success plan completed with student, student's family, success mentor and administrator.

# PRIORITY 3

## Our Priority

| What will we prioritize to extend success in 2021-22? | We will prioritize offering a multi-tiered support system that reflects what students' need socially, emotionally and academically. |
| --- | --- |
| **Why is this a priority?** *Things to potentially take into consideration when crafting this response:* <ul><li>*How does this commitment fit into the District's vision, values and aspirations?*</li><li>*Why did this emerge as something to prioritize?*</li><li>*What makes this the right commitment to pursue?*</li><li>*How does this fit into other commitments and the district's long-term plans?*</li><li>*For Districts with identified schools:*<ul><li>*In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*</li><li>*In what ways does this support the SCEP commitments of your identified school(s)?*</li></ul></li></ul> | The district strives to provide educational support that allows all students to be successful academically, socially and emotionally. We recognize that in order to accomplish this teachers, support staff and administrators need to be able to plan and implement multi-tiered supports that are matched to individual student needs. <br><br> In student interviews, students stated that they struggle most in classes where their teachers solely see them as the grade they get; instead, of the individual with differing needs. During our team reviews of "How Learning Happens", the idea that learning is multidimensional and that when the social, emotional, and cognitive dimensions of learning are in unison our students are more likely to achieve greatness continued to be a theme or focus in our discussions. During the 2020-21 school year our students K-12 experienced situations that changed the landscape of the way in which we need to teach and support our students and their families. While academic success is always at the forefront, we also need to be intune with the social and emotional needs of our students and their families. |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Increased emphasis on ensuring tier 1 curriculum, SEL and behavior supports are being implemented with full fidelity | Coaches, administrators, curriculum and instructional leaders will work with staff to ensure pacing of curriculum and strategies are being implemented with fidelity<br><br>Teachers will align curriculum during monthly curriculum meetings with the assistance of the instructional coach at the K-6 level.<br><br>Staff will be offered on-going PD based on needs of classroom to ensure research based instructional practices are being implemented | Implementation of instructional practices are used across classrooms, and with fidelity to the program. | schedule - monthly grade level meetings<br><br>Time - making sure the instructional coach has time in schedule to meet with teams. |
| Develop and implement a protocol for teachers to analyze data and use it to inform instructional planning and intervention | Principals will meet with Dir. of curriculum and PD, coaches, and SBIT members to develop data protocol<br><br>District coaches will train teachers on understanding the data reports that are available within iReady and Oral Reading Fluency assessment. | Grade levels or departments will utilize the data protocol to identify student needs and inform instruction.<br><br>All teacher will have a plan in place for supporting individual students based on assessment data. | One instructional coach per elementary building.<br><br>Time for trainings and meetings with grade levels/departments<br><br>Time for classroom visits |

| | District coaches will provide training to staff on implementation of the data protocol and will co-facilitate with grade level teams/departments.<br><br>Instructional coaches will meet a minimum of one time per month with classroom teachers in K-6 ELA/Math to review classroom and individual student data to inform tier 1 instructional interventions<br><br>Instructional coaches will visit ELA and Math classrooms to observe implementation of tier 1 strategies. | | |
| --- | --- | --- | --- |
| Staff-Student Focus groups | Every quarter our 3-6 building and 7-12 building will pull groups of children who represent different economic status, abilities, and interest groups. Staff will ask students to share about their classroom experience and ways that staff could improve instruction in the coming weeks. Students and staff will develop strategies to be implemented in the classroom based on needs and experiences | Teachers will implement instructional strategies that are cooperatively developed based on academic and emotional needs. | Time and space to meet with students. |
| Principal Monitoring through scheduled walk-throughs | Principals and Director of Curriculum will meet to review priorities for each quarter to focus on during walkthroughs.<br><br>During each quarter principals will complete walk-throughs in the math | The principal is able to provide helpful feedback related to curriculum. | Time - Making sure principal has time dedicated to walk-throughs |

| | classroom utilizing the Ready Math Look For tool and the priorities selected.<br><br>Instructional Coaches will support staff with implementation of Ready Classroom. | | |
|---|---|---|---|
| Professional Development on the Science of Reading | Support staff (psychologists, AIS Providers, Principal, and instructional coaches) attend Summer Institutes on the Science of Reading with the Reading League<br><br>All K-6 staff attend on-going/embedded training from the Reading League on the Science of Reading<br><br>District Literacy Team begins meeting in November to review ELA curriculum and interventions based on newly learned information from the Reading League.<br><br>Instructional coaches and AIS providers work on enhance current or revise interventions at tier 1, 2, and 3. | Teachers gain perspectives on the Science of Reading and how it could be implemented in the classroom.<br><br>Teachers begin implementing materials in the second half of the school year. | Schedule- Time for Professional Development<br><br>Time for review of current literacy practices. |
| | | | |

## 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 2021-22 school year.

Grade-level and department teams will be effectively implementing the data protocol with limited support from district coaches.

During follow-up student interviews/surveys:

- 80% of students surveyed will agree or strongly agree with "My teacher challenges me to learn as much as I can."
- 85% of students surveyed will agree or strongly agree with "My teacher assigns work that I can complete independently."

During follow-up teacher interviews/surveys:

- 70% of teachers surveyed will agree or strongly agree with "The feedback I receive connects to the school's priorities."
- 70% of teachers surveyed will agree or strongly agree with ""I have opportunities to learn from a range of colleagues."

# 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) |
|---|---|---|
| Scott Hale | Building Principal | JJSHS |
| Nicole Panton | Dir. of Curr. & PD | All |
| Christina Lais | Asst. Principal | JJSHS |
| Anne Bagot | Asst. Principal | JJSHS |
| Meredith Fagan | Teacher | JJSHS |
| Chris DeConno | Teacher | JJSHS |
| Heidi Bolebruch | JTA member | All |
| Jessica Stock | Parent | |
| Andy LaCoppola | K-12 Teacher Leader | All |
| Amanda Bernaski | Math Curriculum Leader | All |
| Cory Cotter | Principal | Pleasant Ave |

Our Team's Process

| Robert Kraemer | Principal | Warren Street |
|---|---|---|

## Meeting Dates

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

| Meeting Date | Location |
|---|---|
| 5/20/21 | Zoom |
| 6/16/21 | Zoom |
| 7/9/21 | Zoom |
| 7/26/21 | Zoom |
| | |

## 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 | Teacher input and feedback has been solicited during the review process through surveys and during school improvement planning meetings.  This stakeholder group has been incorporated in the development action steps and measuring success |
| Parents with children from each identified subgroup | Family input and feedback has been solicited during the review process through school improvement planning meetings.   This stakeholder group has been incorporated in the development action steps and measuring success |
| Secondary Schools: Students from each identified subgroup | Student input and feedback has been solicited during the review process through focus group meetings. Student advisory committees from both our Junior and Senior High School participated in the discussions. Students provided feedback on how to improve student achievement in English/ELA and Math, insight on |

| | students with chronic absenteeism, and student concerns/needs with social,emotional learning, thoughts on learning during 20-21 and the pandemic. |
|---|---|

# 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 30, 2021, 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).