



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Rondout Valley Central School District	Dr. Joseph Morgan

2022-23 Summary of Priorities

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

1	Data Governance to Improve Data Quality and to Increase the Ability to Inform Student Needs for the purpose of improving professional practice and increasing student performance.
2	Monitor and Utilize Intervening Strategies to Improve Student Attendance to Insure Academic, Social-Emotional Success and Connectedness/Belonging to the School Setting for the purpose of improving professional practice and increasing student performance.
3	Provide Continuing Staff Training in Social-Emotional Learning Strategies and Curriculum and facets of the Multi-Tier Systems of Support to Provide ALL Students with a Supportive Learning Environment for the purpose of improving professional practice and increasing student performance.
4	Expand Trainings in Restorative Practices to Additional Staff, Expand Restorative Responses and Dispositions for Student Discipline Referrals to Increase Student Time in the Classroom and Impact

DCIP Cover Page

	Student Growth in Academic and Social Learning for the purpose of improving professional practice and increasing student performance.
5	Institute Culturally Sensitive Instruction and Practices by Reviewing and Revising Curriculum, Pedagogy, Materials, and Instituting Practices in Equity for Social Justice to Improve Student Growth in Academics and Feelings of Connectedness/Belonging for the purpose of improving professional practice and increasing student performance.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Data Governance to Improve Data Quality and to Increase the Ability to Inform Student Needs for the purpose of improving professional practice and increasing student performance.</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? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Rondout Valley School District's:</p> <ul style="list-style-type: none"> • Mission: To create an inclusive, welcoming educational community where all students can find purpose and achieve their goals. • Vision: Our students will grow into critical thinkers and lifelong learners with integrity, confidence, and compassion. • Values: Diversity, kindness, creativity, and growth <p>Strategic Planning goals:</p> <ul style="list-style-type: none"> • As valued stakeholders, Rondout Valley students will be provided the foundations for continuous improvement, social emotional well-being, and academic success. • The school community will promote productive partnerships built on effective communication and collaboration strategies that contribute to positive culture. <p>To support our mission, we have established this commitment: "The Rondout Valley School District will provide a safe, welcoming, and inclusive learning environment that increases academic achievement and promotes the social-emotional well-being of all students." Established objectives are to: establish a strategic planning framework to ensure continuous school improvement; implement a strategic plan that identifies the goals, measurable objectives, and activities that RVCD has identified as essential to successfully execute its mission and vision; and regularly monitor student performance trends.</p> <p>During the 2021-22 school year the district created a Data Governance Strategic Action Plan to improve data quality and to increase the ability to inform student needs with the following objectives:</p> <p>(1) A common awareness of the roles and responsibilities for various stages of our data workflow</p>

Priority 1

- (2) Improved data systems through the creation and use of formal documentation of business rules
- (3) Improved data systems through the creation and use of calculations and procedures
- (4) A common awareness of data definitions and standards
- (5) Teachers can identify Multi-Tiered Systems of Support [MTSS] data [what it is, where it is located, and how to access it] in Infinite Campus and Illuminate *eduCLIMBER*, to drive instructional decisions

After reviewing and researching the reports in our current student management system *SchoolTool* and listing the different sources and platforms of student data, we found it difficult to obtain the data in a user friendly and manageable way. The district decided to transition to a new Student Management System *Infinite Campus* and the migration began in January of 2022 and it will be the district platform beginning September 1, 2022.

After researching improvement process models, the district has decided to implement the Data Wise protocols through Harvard University. Data Wise is a systematic approach to organizing the core work of schools around instructional improvement. The process includes 8 steps for using a wide range of data sources to drive collaborative improvement of learning and teaching. The Assistant Superintendent completed the Data Wise online course through Harvard University and will be training every building's team on the 8-step process in the 2022-23 school year. We will be instituting these protocols across buildings.

The district will be transitioning to and implementing Illuminate's three platforms in the 2022-23 school year:

- (1) Universal Screening and Progress Monitoring- *Illuminate FastBridge* is a research-based universal screening and progressing monitoring for academics and social-emotional behavior [SEB] with intervention recommendations.
- (2) Assessment creation and administration- *Illuminate DnA/SchoolCity and Content* contains the highest-quality, standards-based assessments with instant scoring, formative feedback, interactive reporting, and targeted activities.
- (3) MTSS Collaboration Collection and Management with real-time data dashboards- *Illuminate eduCLIMBER* is an interactive district-level to whole-child data management that strengthens MTSS implementations, including student need identification and intervention effectiveness.

Priority 1

The *How Learning Happens Framework* revealed these observations:

The priority to improve data quality and to increase the ability to inform student needs and implementing a systematic approach to organize the process for using a wide range of data sources to drive collaborative improvement of learning and teaching fits the “How Learning Happens Framework” in that it will develop common language around cognitive and social-emotional learning, provide consistent messages and a common purpose.

The *Equity Self-Reflection* revealed these observations:

- Faculty at the Intermediate School (Grade 4-6), our identified school stated, while students have increased their connections to multiple school adults, when they are assisted with problem-solving or support, feedback to classroom teachers need to be provided in a formalized manner.
- Each building uses different IST protocols and uses different data points when discussing student attendance and academic achievement.

The *Student Interviews* revealed these observations:

- Students explained how they know they are on track academically through feedback from teachers on their work and report cards.

SCEP Commitments from the Intermediate School:

- *Our commitment is to ensure that every student feels connected to the school community and to each other.*
- *Our commitment is to create a community of respect and clear expectations.*

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>Transition to and implement a new Student Management System <i>Infinite Campus</i>.</p>	<p>Assistant Superintendent and Director of Technology will continue to work with provider for the data conversation into Infinite Campus, attend trainings, and weekly status update meetings.</p> <p>Assistant Superintendent and Director of Technology will continue to provide professional development for staff and continued support for administrators, staff, Instructional Liaisons and Instructional Coaches.</p> <p>Instructional Liaisons and Instructional Coaches will provide turnkey training to their Grade level/Departmental, and buildings.</p>	<p>A Data Governance manual containing documents to create: a common awareness of the roles and responsibilities for various stages of our data workflow; documentation of business rules; creation and use of calculations and procedures; and data definitions and standards.</p> <p>Teachers can identify Multi-Tiered Systems of Support [MTSS] data [what it is, where it is located, and how to access it] in Infinite Campus, to drive instructional decisions.</p> <p>Continuous review of Infinite Campus implementation and modifications to user groups and tool rights, based upon need.</p> <p>Export reports to monitor use and provide feedback to administrators and staff.</p>	<p>Time to institute and complete this process.</p> <p>Time during conference days, during contractual day, Grade level/Departmental meetings, Faculty meetings, and Third Monthly meetings.</p>

Priority 1

		<p>Records of trainings in Frontline Professional Growth [MLP].</p> <p>Develop and administer surveys to collect feedback on staffs' confidence of using system and what additional individual trainings they might need.</p>	
<p>Implement the Data Wise Improvement Process protocols through Harvard University.</p>	<p>Assistant Superintendent will train every building's team on the Data Wise process that includes 8 steps for using a wide range of data sources to drive collaborative improvement of learning and teaching. We will be instituting these protocols across buildings.</p> <p>We will progress monitor and build a district-wide calendar to review the effectiveness of implemented data protocols.</p>	<p>Record of meetings and agendas.</p> <p>Continuous review of Data Wise protocol implementation at each building.</p> <p>Teams can identify the Data Wise Improvement Process and how it can help them to improve teaching and learning; build skills in looking at a wide range of data sources; and identify next steps in supporting a culture of collaborative data inquiry in their buildings.</p> <p>Develop and administer surveys to collect feedback on staffs' confidence of using protocols and what additional team trainings they might need.</p>	<p>Time during building level team meetings and afterschool.</p>
<p>Transition to and implement <i>Illuminate</i> (1) Universal Screening and Progress Monitoring-<i>Fast Bridge</i> (2) Assessment creation and administration-</p>	<p>Assistant Superintendent, Director of Technology, and BOCES consultant will continue to work with provider for the implementation plan for all three platforms.</p> <p>Provider, BOCES consultant, Assistant Superintendent and Director of Technology will provide</p>	<p>Continuous review of platforms' implementation and modifications based upon district need.</p> <p>Export reports to monitor and provide feedback to administrators and staff on all three platforms.</p>	<p>Time to institute and complete this process.</p> <p>Time during conference days, during contractual day, Grade level/Departmental meetings, Faculty</p>

Priority 1

<p><i>DnA/SchoolCity and Content (3) MTSS Collaboration Collection and Management with real-time data dashboards- eduCLIMBER.</i></p>	<p>professional development for staff and continued support.</p> <p>Instructional Liaisons and Instructional Coaches will provide turnkey training to their Grade level/Departmental, and buildings.</p>	<p>Teachers can identify Multi-Tiered Systems of Support [MTSS] data [what it is, where it is located, and how to access it] in Illuminate <i>eduCLIMBER</i>, to drive instructional decisions.</p> <p>Records of trainings in Frontline Professional Growth [MLP].</p> <p>Develop and administer surveys to collect feedback on staffs' confidence of using the three platforms and what additional individual trainings they might need.</p>	<p>meetings, and Third Monthly meetings.</p>
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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.

Transition to and implement a new Student Management System *Infinite Campus* district wide.
End of Year 2023: 100% of staff will be trained and utilizing *Infinite Campus*.

Teachers can identify Multi-Tiered Systems of Support [MTSS] data [what it is, where it is located, and how to access it] in *Infinite Campus* and *Illuminate eduCLIMBER*, to drive instructional decisions.
End of Year 2023: 100% of staff will be trained and utilizing *Infinite Campus* and *Illuminate eduCLIMBER*.

Implement the Data Wise Improvement Process protocols through Harvard University in each of the buildings.
End of Year 2023: 5 out of 5 schools will be trained on and implement the Data Wise Improvement Process protocols.

Transition to and implement *Illuminate*:

(1) Universal Screening and Progress Monitoring- *Fast Bridge*

(2) Assessment creation and administration- *DnA/SchoolCity and Content*

(3) MTSS Collaboration Collection and Management with real-time data dashboards- *eduCLIMBER*.

End of Year 2023: 100% of staff will be trained and utilizing the three *Illuminate* platforms.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Monitor and Utilize Intervening Strategies to Improve Student Attendance to Insure Academic, Social-Emotional Success and Connectedness/Belonging to the School Setting for the purpose of improving professional practice and increasing student performance.</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? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Rondout Valley School District has established that “students will be provided the foundations for continuous improvement, social emotional well-being, and academic success.” Student subgroups in the district have struggled with maintaining consistent attendance which is an influencing factor in achieving academic success. Attending school consistently also has the expectation of helping students develop positive feelings of belonging along with desire to attend school to maintain social connections in addition to academic success.</p> <p>The commitment to this priority matches the district vision and desire that “our students will grow into critical thinkers and lifelong learners with integrity, confidence, and compassion” and our values of “diversity, kindness, creativity, and growth.” It is validated by the strategic planning goal set by the Board of Education: “Rondout Valley students will be provided the foundations for continuous improvement, social emotional well-being, and academic success.” It also fits with the academic goal of providing “a safe, welcoming and inclusive learning environment that increases academic achievement and promotes the social-emotional well-being of all students” and the accompanying objective, “regularly monitor student performance trends.”</p> <p>Each building closely monitored student attendance and all of the buildings utilized intervening strategies for attendance, but their effectiveness was mixed due to COVID illness and other circumstances related to family housing. The attendance rates were lower that we would like due to students having to stay home when they had COVID symptoms or being a <i>close contact</i>.</p>

Priority 2

Each building created opportunities for building relationships between students and all school staff. Our school climate surveys gathered feedback on relationships, and we have reviewed the survey data by school and by population subgroups. Each building created various events/opportunities and attempts at communication based upon their buildings' needs. They found high levels of parent participation and increased communication with families. Our school climate surveys gathered feedback on student and parent connections to the school community. (This includes data on parent involvement in school events/meetings, which can be used as a measure of parent participation and involvement.) We have reviewed the survey data by school and by population subgroups. Specific areas of improvement will be identified for each school, and for identified student/parent subgroups. In the fall, student, staff, and family focus groups will be conducted to gather additional input on potential solutions to identified areas of improvement.

The *How Learning Happens Framework* revealed these observations: Emphasizing the priority of improving student attendance in cooperation with academic improvement, social-emotional growth, feelings of belonging and connections fits the core messaging framework of "How Learning Happens." It recognizes the multidimensionality of learning: learning is social, emotions are essential to learning, learning is cognitive and "when the social, emotional and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy which help them thrive inside and outside of the classroom."

The *Equity Self-Reflection* revealed these observations:

- Faculty at the Intermediate School (Grade 4-6), our identified school, value the ability to create an environment where all students feel safe, welcome, valued, and heard.
- When sports and afterschool clubs were reinstated, we saw a large increase in student participation and motivation.
- Interest based after school programs/clubs were free, diverse, and transportation was provided resulting in increased participation and improved attendance from prior years.

Priority 2

- Each building uses different IST protocols and uses different data points when discussing student attendance and academic achievement.
- Building teams are focused on community building activities.
- Students have responded well to opportunities for leadership and engagement, with a very high percentage of students involved.

The *Student Interviews* revealed these observations:

- Students were “glad to be back in school with the in-person experience” and that “learning is better this year.”
- Students reported being more involved in school and after school clubs, that they have choice, there are new clubs, and that they are happy with making new friends.
- The students who were not selected for Student Council and PTSA representatives were given other roles and opportunities.
- Students have increased their connections to multiple school adults, when they are assisted with problem-solving or support.

SCEP Commitments from the Intermediate School:

- *Our commitment is to ensure that every student feels connected to the school community and to each other.*
- *Our commitment is to create a community of respect and clear expectations.*

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>Utilize intervening strategies for attendance</p>	<p>Build in times for teams to work together during the contractual day to review the effectiveness of the implementation of the absenteeism strategies.</p>	<p>Record of meeting times and minutes notating strategies attempted. Team notes with comments on whether strategy resulted in improvement, decrease or no change in attendance.</p>	<p>Time for team to review, revise and collect information about implementation challenges and results of strategies.</p>
<p>Create opportunities for building relationships between students and all school staff</p>	<p>Building teams and principals to devise time or methods to provide opportunities for authentic relationship-building.</p>	<p>IS to develop and administer surveys to collect feedback on relationships.</p>	<p>Surveys can be completed during set aside class time.</p> <p>Time for appropriate teams to review results and determine next steps.</p>
<p>Increase student feelings of belonging</p>	<p>Add additional clubs and activities (to include alternate sports/recreation) that encourage student exploration of current interests and new experiences.</p> <p>Student, staff, and family focus groups will be conducted to gather additional input on potential solutions to identified areas of improvement.</p>	<p>Review of School Climate survey data by school and by population subgroups. Specific areas of improvement will be identified for each school, and for identified student subgroups. (The surveys will also allow us to look at students who participate in sports and/or clubs in comparison to students who do not, to see if there is a correlation with feelings of belonging.)</p>	<p>Time for appropriate teams to review results and determine next steps.</p> <p>Time to meet with student, staff, and family groups to gather and collect evidence and process suggestions.</p>

Priority 2

		IS to develop and administer surveys to collect feedback on feelings of belonging during school year.	Surveys can be completed during set aside class time.
Build student and parent connections to school community	<p>Share results of school initiatives frequently with parents. Include parent groups: PTA, CSE parent representatives in planning of activities.</p> <p>Student, staff, and family focus groups will be conducted to gather additional input on potential solutions to identified areas of improvement.</p>	<p>Review of School Climate survey data by school and by population subgroups. Specific areas of improvement will be identified for each school, and for identified student subgroups. (This includes data on parent involvement in school events/meetings, which can be used as a measure of parent participation and involvement.)</p>	<p>Time to meet with student, staff, and family groups to gather and collect evidence and process suggestions.</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.

Utilize intervening strategies for attendance: implement the list of district-wide developed strategies created in 2021-2022 and monitor their effectiveness.

End of Year 2023: 5 out of 5 schools will have implemented the districtwide developed strategies based upon needs and effectiveness.

Create opportunities for building relationships between students and all school staff: create a list of opportunities/events and monitor their effectiveness.

End of Year 2023: 5 out of 5 schools will have developed a list of opportunities/events based upon needs and effectiveness.

Build student and parent connections to school community: create a list of types of events/opportunities, attempts at communication, and monitor their effectiveness.

End of Year 2023: 5 out of 5 schools will have developed a list of types of events/opportunities, and attempts at communication, based upon needs and effectiveness.

Create student, staff, and family focus groups to gather additional input on potential solutions to identified areas of improvement.

End of Year 2023: The student, staff, and family focus groups will be conducted.

End of Year 2023: Results for the School Climate surveys will be shared widely within the school community.

Through an intentional focus on intervention strategies for attendance, building relationships between students and all school staff, and to build student and parent connection to school community, we seek to:

Reduce chronic absenteeism rates by 10%

Decrease the number of referrals by 10%

Priority 2

The rate of Chronic Absenteeism from September to March of 21-22 was compared to the same period in 20-21, 19-20 and 18-19. These are the results for 21-22, 20-21, 19-20, and 18-19:

Building	Timeframe	# of All students	# of Chronic Abs.	% of Chronic Abs.
KES	9/2018 - 3/2019	234	50	21.40%
KES	9/2019- 3/2020	242	57	23.60%
KES	9/2020 – 3/2021	204	42	20.59%
KES	9/2021 – 3/2022	205	110	53.65%
MES	9/2018 - 3/2019	320	60	18.80%
MES	9/2019 - 3/2020	294	43	14.60%
MES	9/2020 – 3/2021	265	47	17.74%
MES	9/2021 – 3/2022	271	81	29.77%
IS	9/2018 - 3/2019	431	78	18.10%
IS	9/2019 - 3/2020	407	39	9.50%
IS	9/2020 – 3/2021	377	68	18.04%
IS	9/2021 – 3/2022	391	184	47.05%
JHS	9/2018 - 3/2019	284	42	14.80%
JHS	9/2019 - 3/2020	273	38	13.90%
JHS	9/2020 – 3/2021	286	159	55.59%
JHS	9/2021 – 3/2022	283	127	44.87%
HS	9/2018 - 3/2019	647	157	24.30%
HS	9/2019- 3/2020	621	100	16.10%
HS	9/2020 – 3/2021	605	288	47.60%
HS	9/2021 – 3/2022	606	267	44.05%

Priority 2

Climate Survey: This chart represents parent responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at Kerhonkson, Marbletown, Intermediate, Junior High, and High Schools.

Survey statement	Year	KES	MES	IS	JHS	HS
At this school, my child feels he/she belongs.	Jan. 2020	There were too few respondents	81% agree	83% agree	78% agree	67% agree
	June 2021	There were too few respondents	93% agree	86% agree	74% agree	69% agree
	May 2022	100% agree	93% agree	64% agree	71% agree	80% agree
Goal	May 2023	95-100% agree	95% agree	75% agree	80% agree	85% agree

Climate Survey: This chart represents student responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at the Intermediate, Junior High, and High Schools.

Survey statement	Year	IS	JHS	HS
Students feel they belong.	Jan. 2020	67% agree	67% agree	64% agree
	June 2021	82% agree	77% agree	73% agree
	May 2022	48% agree	64% agree	59% agree
Goal	May 2023	75% agree	75% agree	75% agree
Students stay home because they don't feel safe.	Jan. 2020	13% agree	14% agree	12% agree
	June 2020	13% agree	9% agree	6% agree
	May 2022	33% agree	15% agree	14% agree
Goal	May 2023	15% agree	10% agree	10% agree

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Provide Continuing Staff Training in Social-Emotional Learning Strategies and Curriculum and facets of the Multi-Tier Systems of Support to Provide ALL Students with a Supportive Learning Environment for the purpose of improving professional practice and increasing student performance.</p>
<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 priority on providing staff with training in social-emotional learning standards, benchmarks, strategies and curriculum, and the multi-tiered supports of academic interventions, behavioral interventions, classroom management strategies, is aligned with the Board of Education’s objective of “providing funding for professional development and training in areas related to creating and maintaining a positive school climate for students and staff.” It also works in tandem with the strategic planning goal statement, “As valued stakeholders, Rondout Valley students will be provided the foundations for continuous improvement, social emotional well-being, and academic success.” The district set this as a goal: “The school community will promote productive partnerships built on effective communication and collaboration strategies that contribute to positive culture.” This goal will provide added value to the mission, “To create an inclusive, welcoming educational community where all students can find purpose and achieve their goals.”</p> <p>This priority emerged because we envision students who are making academic success and the connection with value between cognitive growth and social-emotional growth and wellness. In the 2020-2021 school year, we underwent a year of study about root causes of the excessive use of exclusionary practices with our students with disabilities in response to their social-emotional challenges and behavior. It also became evident as we processed the equity reflections and comments by students during interviews that we wanted to offer more diverse opportunities for training to our staff to give our students more diverse exposure to ideas and experiences.</p>

Priority 3

The district is committed to prioritizing social emotional well-being, not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. The Mental Health team was created to develop a cohesive and strategic plan, to support students and staff; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined strategies employed by those dealing with difficult situations. This plan focuses specifically on how to best support students and staff in all learning models.

During the 2021-22 school year, due to COVID isolations/quarantines there was decreased time of student-teacher interaction and adjustment had to be made to the scope and sequences for instruction. Students had to transition back to in-person learning, which was a change in daily environment, morning routines, study habits, assignment completion, and social interactions. We saw an increase in student misbehaviors and students not have the skills for social interaction that are age appropriate. We had to re-teach students in building expectations: social interactions, classroom, hallways, recess, bus, etc. Teachers' social and emotional needs increased, and we needed to provide them with resources to address their needs. Students' social and emotional connections with teachers and staff required a significant amount of time in building relationships and communicating with families.

We added a curriculum to the SEL offerings, which is currently being piloted in the 5th grade, Toolbox project. All 5th grade classroom teachers received 5 hours of training over 2 days and began teaching the new curriculum in February/March of 2022. In the fall, we will work to create a district vision and implementation plan.

In May of 2022, all staff in grades K-8 participated in an introduction to MTSS and key terminology during staff meeting time, and the HS will get introduced in the fall of 2022.

In the fall, we will work to create a district vision and implementation plan for SEL K-12, with input from staff, students, and families. This will include

Priority 3

identifying a professional development plan to increase staff ability to implement and respond to student social-emotional and behavioral needs. This will also include beginning use of a SEL/Behavior screening tool, *Illuminate Fast Bridge*.

The school climate survey gathered feedback on student and parent perceptions of SEL/mental health, bullying/harassment/school safety. (We will be able to report on progress toward goals, as well as identify new targets based on additional questions.)

The *How Learning Happens Framework* revealed these observations: We value the shift in the narrative that the “How Learning Happens” framework provides, encouraging an emphasis on the whole child mindset and the interconnectedness of social, emotional, and academic development. It also takes the emphasis off “fixing” the child rather than the learning environment and encourages us to continue to examine and correct persistent inequities.

The *Equity Self-Reflection* revealed these observations:

- Faculty at the Intermediate School (Grade 4-6), our identified school, stated that Social Emotional Learning was prioritized as evidenced in weekly SEL committee meetings that resulted in decisions followed by action.
- School Staff were able to handle inappropriate comments through comprehensive educational programs and sensitivity training in real-time.
- Staff have been trained in Restorative Practices at many levels and its implementation is being discussed and practiced often.
- They are creating an environment where all students feel safe, welcomed, valued, and heard was prioritized.
- School-wide assemblies and shared reading activities written and developed by racially, culturally, and linguistically diverse perspectives are occurring throughout the building.
- Through the *Relationship Mapping Survey*, it was found that most students felt that they have an adult to go to.
- Staff indicated they are focused on creating a respectful classroom community by better listening to students’ concerns.

Priority 3

- Staff reported that there is a gap between the staff's focus on creating a cohesive respectful environment and the respectful reciprocation of some students' social and academic behavior.
- Staff revisited PBIS with school-wide expectations to "be on the same page with expectations."

The *Student Interviews* revealed these observations:

- Students stated that schoolwork is hard and can be overwhelming with home situations. ["It can be overwhelming because you might have a lot going on at home and so it's hard to get your work done" and "Kids just have struggles, at home with schoolwork, something might be going on at home."]
- Students reported that they are concerned that COVID might come back.

SCEP Commitments from the Intermediate School:

- *Our commitment is to ensure that every student feels connected to the school community and to each other.*
- *Our commitment is to create a community of respect and clear expectations.*

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 provide staff with training and support to teach SEL best practices</p>	<p>Provide staff with training on core elements of social-emotional learning including adult SEL practices.</p> <p>During the school year and summer, each building will be provided time for training/support with consultants.</p>	<p>Administer the staff SEL/Restorative Practice survey twice a year.</p> <p>Review survey data and identified areas of improvement.</p> <p>Inform administrative staff of faculty who have completed training.</p> <p>Track offerings and participation on Frontline Professional Growth [MLP].</p>	<p>Schedule common planning and training time for teams of staff.</p> <p>Funding for consultants for teacher trainings.</p> <p>Funding to supplement curriculum materials.</p>
<p>Create district vision and implementation plan for SEL and Multi-Tier Systems of Support [MTSS] K-12, to increase ability to implement and respond to student social-emotional and behavioral needs.</p>	<p>Work with staff, students, and family groups to develop goals and implementation plan specific to DEI, MTSS, and SEL/Restorative Practices.</p> <p>Create a professional development plan to increase staff ability to implement and respond to student social-emotional and behavior needs.</p>	<p>Review of School Climate survey data on student and parent perceptions of SEL/mental health, bullying/harassment/school safety. (We will be able to report on progress toward goals, as well as identify new targets based on additional questions.)</p> <p>Review the recommendations for the implementation plan.</p>	<p>Time to meet with student, staff, and family groups to gather and collect evidence and process suggestions.</p> <p>Time for appropriate teams to review results and determine next steps.</p> <p>Professional Development release time and funding</p>

Priority 3

	<p>Offer professional development topics in academic interventions, behavioral interventions, and classroom management.</p> <p>Offer professional development on SEL/Behavior screening tool, <i>Illuminate Fast Bridge</i>.</p>	<p>Track offerings and participation on My Learning Plan.</p> <p>Inform administrative staff of faculty who have completed training.</p> <p>APPR evaluators make positive notices and suggestions in teacher and teacher assistant observation reports.</p>	<p>to support after-school and summer trainings.</p> <p>Process and time for administrative assistants to track participation.</p>
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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.

Continue to provide staff with training and support to teach SEL best practices: Record of Trainings, discussions at meetings.
End of Year 2023: opportunities during the schoolyear and summer for staff to be trained.

Create a district vision and implementation plan for SEL and MTSS K-12 and professional development plan to increase ability to implement and respond to student social-emotional and behavioral needs: Record of trainings, discussions at meetings
End of Year 2023: opportunities during the schoolyear and summer for staff to be trained.

Through an intentional focus on SEL and MTSS targeted supports to meet the diverse needs of our students, we seek to:
Reduce chronic absenteeism rates by 10%
Decrease the number of referrals by 10%
Identify and address SEL needs at building monthly meetings, using district developed resource tools and *Illuminate* platform, including articulation of tiered SEL interventions.
Monthly data discussions about *Illuminate* data to identify students in need of more intensive SEL supports

Climate Survey: This chart represents student responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at the Intermediate, Junior High, and High Schools.

Survey statement	Year	IS	JHS	HS
Students are often bullied.	Jan. 2020	45% agree	49% agree	48% agree
	June 2021	20% agree	37% agree	26% agree
	May 2022	27% agree	69% agree	60% agree
Goal	May 2023	20% agree	55% agree	50% agree
Students are teased or picked on about their physical or mental disability.	Jan. 2020	53% agree	49% agree	58% agree
	June 2021	19% agree	34% agree	43% agree
	May 2022	53% agree	54% agree	64% agree
Goal	May 2023	45% agree	45% agree	45% agree

Priority 3

Students talk about the importance of understanding their own feelings and the feelings of others.	Jan. 2020	73% disagree	82% disagree	81% disagree
	June 2021	39% disagree	64% disagree	45% disagree
	May 2022	64% disagree	36% disagree	34% disagree
Goal	May 2023	50% disagree	25% disagree	25% disagree

Climate Survey: This chart represents parent responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at Kerhonkson, Marbletown, Intermediate, Junior High, and High Schools.

Survey statement	Year	KES	MES	IS	JHS	HS
This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others).	Jan. 2020	There were too few respondents	40% disagree	52% disagree	67% disagree	75% disagree
	June 2021	There were too few respondents	25% disagree	27% disagree	55% disagree	63% disagree
	May 2022	0% disagree	7% disagree	36% disagree	29% disagree	20% disagree
Goal	May 2023	0-5% disagree	0-5% disagree	25% disagree	20% disagree	15% disagree
Bullying of students at school or school activities is a problem at this school.	Jan. 2020	There were too few respondents	36% agree	46% agree	69% agree	60% agree
	June 2021	There were too few respondents	26% agree	34% agree	56% agree	44% agree
	May 2022	25% agree	25% agree	81% agree	70% agree	52% agree
Goal	May 2023	15% agree	15% agree	70% agree	60% agree	45% agree

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Expand Trainings in Restorative Practices to Additional Staff, Expand Restorative Responses and Dispositions for Student Discipline Referrals to Increase Student Time in the Classroom and Impact Student Growth in Academic and Social Learning for the purpose of improving professional practice and increasing student performance.</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? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Rondout Valley students will be provided the foundations for continuous improvement, social emotional well-being, and academic success. The Board of Education and District are committed to providing funding for professional development and training in areas related to a creating and maintaining a positive school climate for students and staff and to regular monitoring of student performance trends.</p> <p>Historically, the district has struggled with the disparity in student time spent in ISS and OSS for its Students with Disabilities (SWDs). As a result of citations by the state education department in the area of disproportionality of student suspensions for SWDs, the district has worked with NYU-Steinhardt on a project to examine the current system of referrals and dispositions and the root causes of student behavior. The committee was ready to implement the plan at the start of the 2021-22 school year as our past work on integrating restorative actions and the work with NYU-Steinhart, fit nicely with the above work.</p> <p>Discipline referrals have decreased, and the number of positive referrals has increased, and there has been a reduction of the use of exclusionary discipline and an increase of use of Restorative Practices. Teachers are using more Restorative Practices/circles in their classrooms, writing less behavior referrals, writing more positive referrals, and it restores/preserves building relationships which leads to less decisions made solely at the administrative level. Teachers</p>

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are demonstrating proactive de-escalation strategies. Building principals reported:

- Restorative Circles as a regular classroom “circle time” practice. Teachers were given additional opportunities for training in Restorative Practices and the counselor and SEL guests were pushed into classes run/demonstrate them.
- Majority of behavior incidents were managed through Restorative Practice methods.
- Responsive Practices and counseling of students by administrators and staff: Practices include restorative circles with small and large groups of students, counseling, repairing harm, verbal or written apology, instruction and/or assignment.
- Principal has met with staff to explore alternative response to behavior.
- Instructional coach provided support with classroom management and covered classes so teachers could observe colleagues.
- Teachers use proactive and responsive restorative circles in the classroom to address behaviors.
- Consultant explicitly taught students’ appropriate ways to respond to behaviors as well has own to monitor their own actions.
- Positive referrals were also monitored monthly and highlighted in school newsletter.
- Quarterly reviewed types of infractions and dispositions (Restorative vs punitive responses).
- Instituted more hallway supervision (proactive responses).
- Student Behavior Flow Chart was revamped & rolled out to JHS & HS faculty.
- We reviewed behavior at grade level and IST meetings.
- Ulster Prevention Council pushed into all 9th and 10th grade English classes weekly [January – May] to work on conflict resolution, peer pressure, social media, and communication.

All staff received a 1.5-hour introduction to Restorative Practices training at a Superintendent Conference Day, led by district trainers. The substitute shortage created barriers to having district trainers lead intensive Restorative Practices training during the school year, so instead we offered training in the Spring and Summer 2022 through IIRP (International Institute for Restorative Practices). The IIRP training is a 9-hour Restorative Practices for Educators training. All buildings have reviewed the current year discipline data as a part of the Code of Conduct committee in February and March 2022. (Types of

Priority 4

dispositions utilized and proportion of restorative vs exclusionary practices were among the many data points reviewed.) Code of Conduct revision goals and priorities for revision have been established. Goals include reduction of use of exclusionary discipline and increasing use of Restorative Practices and other evidence-based interventions. In the fall, the Code of Conduct revision will continue during 2022-2023 school year and students, staff and family stakeholders will participate in the revision.

The *How Learning Happens Framework* revealed these observations: The “How Learning Happens Messaging Framework” speaks to us in that we aspire to “using consistent messages- in frame, words and tone.” This can help us to effectively advocate for necessary changes in systems and practices so that each and every child can reach their full potential as learners and as human beings. Consistent use of messaging about expectations and responding with restorative actions and practices across people and places in the district will aide this process. We also recognize “that relationships are a “must have” for the growth of young people” and have a strong desire to build these with our students and parents. Our plans fit with shifts in the narrative in that they will move us away “from ‘fixing’ young people to improving learning environments.” Because, according to the “How Learning Happens” messaging framework, “Adults in school and community setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential.” Restorative and non-exclusionary practices empower students and teachers and put the ownership for change in their hands rather than having it done to them from the top-down.

The *Equity Self-Reflection* revealed these observations:

- Faculty at the Intermediate School (Grade 4-6), our identified school, have prioritized creating an environment where all students feel safe, welcome, valued, and heard.
- Staff reported that Restorative Circles were implemented throughout the school and that teachers have developed confidence in the strategy, as they thought it was a good tool and they were supported.

Priority 4

- That circles evolved from an adult lead conversation to student choice topics, to discuss issues in class, in the community, current events, social scenarios, and as a check-in.
- Students demonstrate more self-advocacy and risk taking, asking to talk about problem solving skills, and sharing their ideas more which carried over into academics where there was more participation and students would ask for help.
- We have made advances in Social Emotional Learning programs, especially Restorative Justice. We also have a faculty and staff that recognizes the need for both accountability and praise.
- Positive referral numbers increased due to Restorative Practices circles and social & emotional support for students.
- An area to work on is having consistency from the beginning and throughout the year. A system in place to consistently recognize positive behavior publicly.

The *Student Interviews* revealed these observations:

- Students were “glad to be back in school with the in-person experience” and that “learning is better this year.”
- Students have increased their connections to multiple school adults, when they are assisted with problem-solving or support.
- At recess, some students are passing boundaries because they don’t think they are being observed by staff.
- They have witnessed bullying and concerned with older students. [“I’ve seen kids being mean, so teachers need to look out for bullying” and “The older kids are taller and bigger and think they have a higher status. What I’m really worried about is getting bullied when we move around without teachers.”]

SCEP Commitments from the Intermediate School:

- *Our commitment is to ensure that every student feels connected to the school community and to each other.*
- *Our commitment is to create a community of respect and clear expectations.*

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 provide staff with training and support in Restorative Practices (circles, etc.)</p>	<p>Implement Restorative Practices strategies and Restorative Circles into classrooms.</p> <p>During the school year and summer, each building will be provided time for training/support.</p>	<p>Administer the staff SEL/Restorative Practice survey twice a year.</p> <p>Review survey data and identified areas of improvement.</p> <p>Inform administrative staff of faculty who have completed training.</p> <p>Track offerings and participation on Frontline Professional Growth [MLP].</p>	<p>Time for teacher discussions about use of Restorative Practices by teachers and administration.</p> <p>Schedule common planning and training time for teams of staff.</p> <p>Funding for district trainers.</p>
<p>Continue the Code of Conduct revision</p>	<p>Students, staff, and family stakeholders will participate in the revision.</p>	<p>Code of Conduct revision goals and priorities for revision have been established. Goals include reduction of use of exclusionary discipline and increasing use of Restorative Practices and other evidence-based interventions.</p>	<p>Time to meet with student, staff, and family groups to gather and collect evidence and process suggestions.</p>
<p>Quarterly review of ISS periods and days of OSS in each building</p>	<p>Student Review Team or other teams will analyze ISS and OSS data in each building with one member from Special Education.</p>	<p>Continuous review of results to determine effectiveness and try new strategies.</p>	<p>Time for reviewing, reporting out of dispositions and strategies</p>

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		Decrease of exclusionary practices of ISS and OSS and increase in number of restorative dispositions.	to determine revisions and next steps.
Quarterly review of Dispositions entered in SMS.	Collect and analyze the data of Restorative vs. Exclusionary responses to student behavior.	Charting of teacher and administrator use of Restorative Practices and Restorative Circles as alternatives to exclusionary dispositions. Reduction in ISS. OSS utilized exclusively for serious Code of Conduct violations, VADIR and DASA reportable events. Comparison of reportable incidents to 2018-2019 and prior school years to review results.	Time to meet to facilitate data conversations with administrators and leadership teams. Communication of results with faculty.

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.

Continue to provide staff with training and support in Restorative Practices (circles, etc.): Record of Trainings, discussions at meetings.
End of Year 2023: opportunities during the school year and summer for staff to be trained.

The majority of behavior incidents will be managed through non-punitive measures.
End of Year 2023: 10% increase.

Continue Code of Conduct revisions with students, staff and family stakeholders.
End of Year 2023: Goals will include reduction of use of exclusionary discipline and increasing use of Restorative Practices and other evidence-based interventions.

Quarterly review of ISS periods and days of OSS in each building. A district-wide calendar will be created indicating review dates.

Quarterly review of Dispositions entered in SMS to determine number of Restorative vs. Exclusionary responses to student behavior. A district-wide calendar will be created indicating review dates.

Through an intentional focus on Restorative Practices (circle, etc.), we seek to:
Reduce chronic absenteeism rates by 10%
Decrease the number of referrals by 10%
Decrease the number of ISS periods and days of OSS by 10%

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ISS and OSS data:

Building	School Year	# of ISS Students	# of ISS days	# of OSS Students	# of OSS days	Enrollment
KES	2018-2019	0	0	0	0	232
KES	2019-2020	0	0	0	0	258
KES	2020-2021	0	0	0	0	204
KES	2021-2022	0	0	0	0	216
KES	2022-2023 Projections	0	0	0	0	
MES	2018-2019	0	0	3	3	327
MES	2019-2020	0	0	0	0	301
MES	2020-2021	0	0	0	0	265
MES	2021-2022	0	0	0	0	258
MES	2022-2023 Projections	0	0	0	0	
IS	2018-2019	31	49	39	191	427
IS	2019-2020	20	33	8	20	408
IS	2020-2021	0	0	9	17	377
IS	2021-2022	22	29	24	73	377
IS	2022-2023 Projections	Decrease the number of ISS periods and days of OSS by 10%				
JHS	2018-2019	27	52	26	145	286
JHS	2019-2020	23	40	24	164	277
JHS	2020-2021	0	0	3	65	286
JHS	2021-2022	5	7	21	197	268
JHS	2022-2023 Projections	Decrease the number of ISS periods and days of OSS by 10%				
HS	2018-2019	38	79	73	1,216	660
HS	2019-2020	32	60	24	129	648
HS	2020-2021	5	13	0	0	605
HS	2021-2022	32	52	40	193	597
HS	2022-2023 Projections	Decrease the number of ISS periods and days of OSS by 10%				

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Climate Survey: This chart represents parent responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at Kerhonkson, Marbletown, Intermediate, Junior High, and High Schools.

Survey statement	Year	KES	MES	IS	JHS	HS
School rules are applied equally to all students.	Jan. 2020	There were too few respondents	19% disagree	39% disagree	43% disagree	56% disagree
	June 2021	There were too few respondents	20% disagree	22% disagree	40% disagree	50% disagree
	May 2022	8% disagree	12% disagree	41% disagree	47% disagree	54% disagree
Goal	May 2023	0-5% disagree	5-10% disagree	30% disagree	40% disagree	45% disagree
Discipline is fair.	Jan. 2020	There were too few respondents	14% disagree	13% disagree	43% disagree	59% disagree
	June 2021	There were too few respondents	18% disagree	19% disagree	36% disagree	51% disagree
	May 2022	7% disagree	7% disagree	42% disagree	47% disagree	38% disagree
Goal	May 2023	0-5% disagree	0-5% disagree	30% disagree	40% disagree	35% disagree
This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others).	Jan. 2020	There were too few respondents	40% disagree	52% disagree	67% disagree	75% disagree
	June 2021	There were too few respondents	25% disagree	27% disagree	55% disagree	63% disagree
	May 2022	0% disagree	7% disagree	36% disagree	29% disagree	20% disagree

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Goal	May 2023	0-5% disagree	0-5% disagree	30% disagree	20% disagree	20% disagree
Bullying of students at school or school activities is a problem at this school.	Jan. 2020	There were too few respondents	36% agree	46% agree	69% agree	60% agree
	June 2021	There were too few respondents	26% agree	34% agree	56% agree	44% agree
	May 2022	25% agree	25% agree	81% agree	70% agree	52% agree
Goal	May 2023	15% agree	15% agree	65% agree	60% agree	45% agree

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Institute Culturally Sensitive Instruction and Practices by Reviewing and Revising Curriculum, Pedagogy, Materials, and Instituting Practices in Equity for Social Justice to Improve Student Growth in Academics and Feelings of Connectedness/Belonging for the purpose of improving professional practice and increasing student performance.</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? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Rondout Valley School District’s:</p> <ul style="list-style-type: none"> • Mission: To create an inclusive, welcoming educational community where all students can find purpose and achieve their goals. • Vision: Our students will grow into critical thinkers and lifelong learners with integrity, confidence, and compassion. • Values: Diversity, kindness, creativity, and growth <p>Strategic Planning goals:</p> <ul style="list-style-type: none"> • As valued stakeholders, Rondout Valley students will be provided the foundations for continuous improvement, social emotional well-being, and academic success. • The school community will promote productive partnerships built on effective communication and collaboration strategies that contribute to positive culture. <p>Culture and Climate are one of the goal areas of the strategic plan. The goal states, “The District will cultivate a climate of mutual respect, collaboration, and trust among all stakeholder groups.” To support culture and climate initiatives, the Board of Education has set the objective to “provide funding for professional development and training in areas related to a creating and maintaining a positive school climate for students and staff.”</p> <p>The priority of instituting culturally sensitive instruction and practices came about when the Black/African American was identified as an underperforming</p>

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subgroup at our Intermediate School. This is the third year in which we are working to improve that narrative at the Intermediate School and district wide. We also have a large percentage of the school population who meet the poverty-level qualifications. It is historically over 40% at all component schools. That also calls for culturally sensitivity to the needs of that subgroup as well. During the pandemic, we found that students and their families were experiencing high levels of food insecurity.

In 2021-2022 the district created a new administrative position, Director of Diversity, Equity, and Inclusion [DEI]. The Director of DEI is responsible for guiding efforts and creating opportunities to define, assess, and promote diversity, equity, and inclusion of educational opportunities for all students. The Director of DEI is responsible for managing School Counseling, Behavioral Interventions and Supports, Social Emotional Learning, College and Career readiness, School Climate and the MTSS/RTI process. Director of DEI led and/or planned multiple professional development sessions for staff including: 1-hour introduction to DEI for all staff; 2-hour implicit bias and microaggressions training for all staff; 2-hour LGBTQ-inclusivity training for staff of grades 4-12; and MTSS introduction. The HS will receive this training in the fall.

The NYU Root Cause report was completed in the 2021-22 school year, and was shared with the Board of Education, as well as with all district and building administrators. Time was spent reviewing each part of the report and creating a list of action items that will become a part of a multi-year DEI action plan.

In 2022-23, the district in partnership with the New York University's Metropolitan Center for Research on Equity and the Transformation of Schools (*Innovations in Equity and Systemic Change (IESC)*) will engage in a collaborative technical assistance support. This partnership project will be comprised of technical assistance work and district leadership training and technical assistance support. The proposed scope of work will focus on: (1) offering technical assistance support to revise the student code of conduct, (2) offer guidance on developing districtwide messaging for CR-SE and equity and

Priority 5

selection of equity team members, and (3) district, school and board leadership development in CR-SE and equity centered work.

In the fall, staff will begin to look at school and district data through the lens of disproportionality, using the *Illuminate* platforms and the Data Wise protocol. The DEI Director will also begin implementation of District and building-level Equity teams (as outlined in the Board Policy), which will further develop district-level and school-level action plans.

In the fall, the DEI Director will work with various stakeholder groups to develop goals and implementation plans specific to DEI, MTSS, and SEL/Restorative Practices. The DEI Director will also begin implementation of District and building-level Equity teams.

All of the questions from the school climate survey that we based DCIP goals on were included in the 2021-2022 school climate survey. We have also added a large number of questions that further assess student and parent perceptions and experiences of Diversity, Equity and Inclusion, which will be used to set additional goals for the 2022-2023 school year. We will also be reviewing survey response data by demographic groups (i.e. students of color, LGBTQ+ students), which will allow us to look more closely at identified areas of concern from the perspective of those most impacted.

The *How Learning Happens Framework* revealed these observations: As the core messaging framework of “How Learning Happens” states, “Learning is Multidimensional” because “feeling safe and respected enhances our ability to learn.” Also, “Learning is Contextual,” and “racial, cultural and individual identities play an important role in social, emotional, and cognitive development.” Additionally, “Learning is Relational,” and therefore, “Adults’ implicit and explicit beliefs about and reactions to discrimination and oppression affect their interactions with young people; they have the opportunity to challenge long-held mindsets and approaches and enable healthy, supported development.”

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The *Equity Self-Reflection* revealed these observations:

- Faculty at the Intermediate School (Grade 4-6), our identified school, reported that the faculty and staff is truly committed to student equity and inclusion. They continue to explore ways to address DEI issues through curriculum, read-alouds, and classroom meetings.
- Staff reported that they were able to handle inappropriate comments through comprehensive educational programs and sensitivity training in real time.
- The librarian and classroom teachers work with students to be prepared about characters, and concepts of equality, diversity, and understanding racism for the virtual author visits.
- They have had school wide assemblies and shared reading activities that are written and developed by racially, culturally, and linguistically diverse perspectives are occurring throughout the building.
- Staff reported that they have a more inclusive environment and that they continue to add to our collection of books that represent all students.
- The building principal described doing morning walk arounds and informal visits to classrooms. He reported on conversations between students and how they felt and how their experiences would relate to the story they were discussing; students stepped into the lives of the characters; observed students on the edge of their seat reading *Reach for the Stars*, in preparing for the Holocaust Museum visit.
- Area to work on: While we have encouraged student-led civic engagement projects, we should do more to nurture student-led projects on social justice, as well as supporting classroom discussion of social justice, power, and privilege.

The *Student Interviews* revealed these observations:

- At recess, some students are passing boundaries because they don't think they are being observed by staff.
- They have witnessed bullying and concerned with older students. ["I've seen kids being mean, so teachers need to look out for bullying"; "The older kids are taller and bigger and think they have a higher status. What

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I'm really worried about is getting bullied when we move around without teachers."

- Student discrimination against girls in the Gaga pit when they were judging.

SCEP Commitments from the Intermediate School:

- *Our commitment is to ensure that every student feels connected to the school community and to each other.*
- *Our commitment is to create a community of respect and clear expectations.*

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>Partnership with NYU Metropolitan Center for Research on Equity and the Transformation of School-Innovations in Equity and Systemic Change (IESC) to engage in collaborative technical assistance support and district leadership training.</p>	<p>Offering technical assistance support to revise the student Code of Conduct</p> <p>Offer guidance on developing districtwide messaging for CR-SE and equity and selection of equity team members</p> <p>District, school and board leadership development in CR-SE and equity centered work</p>	<p>Code of Conduct revisions, referrals, and ISS/OSS data.</p> <p>Review of the plan for messaging the work across the district.</p> <p>Targeted plan goals centering equity.</p>	<p>Contract with NYU</p> <p>Time to meet with administrators, BOE members, and committees.</p> <p>Time for teams to review results and determine next steps.</p>
<p>Create district vision and implementation plan for SEL and Multi-Tier Systems of Support [MTSS] K-12, to increase ability to implement and respond to student social-emotional and behavioral needs.</p>	<p>Work with staff, students, and family groups to develop goals and implementation plan specific to DEI, MTSS, and SEL/Restorative Practices.</p> <p>Create a professional development plan to increase staff ability to implement and respond to student social-emotional and behavior needs.</p>	<p>Review of School Climate survey data on student and parent perceptions of SEL/mental health, bullying/harassment/school safety. (We will be able to report on progress toward goals, as well as identify new targets based on additional questions.)</p> <p>Review the recommendations for the implementation plan.</p>	<p>Time to meet with student, staff, and family groups to gather and collect evidence and process suggestions.</p> <p>Time for appropriate teams to review results and determine next steps.</p>

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	<p>Offer professional development topics in academic interventions, behavioral interventions, and classroom management.</p> <p>Offer professional development on SEL/Behavior screening tool, <i>Illuminate Fast Bridge</i>.</p>	<p>Track offerings and participation on Frontline [MLP].</p> <p>Inform administrative staff of faculty who have completed training.</p> <p>APPR evaluators make positive notices and suggestions in teacher and teacher assistant observation reports.</p>	<p>Professional Development release time and funding to support after-school and summer trainings.</p> <p>Process and time for administrative assistants to track participation.</p>
Continue the Code of Conduct revision	<p>Students, staff, and family stakeholders will participate in the revision.</p>	<p>Code of Conduct revision goals and priorities for revision have been established. Goals include reduction of use of exclusionary discipline and increasing use of Restorative Practices and other evidence-based interventions.</p>	<p>Time to meet with student, staff, and family groups to gather and collect evidence and process suggestions.</p>
Purchase of culturally diverse materials.	<p>Networking between building-level administration, DEI director, Standards Area Chair/Data Coordinator, department and grade-level liaisons and assistant superintendent.</p>	<p>Listings of culturally diverse materials are posted in hallways, libraries, RVCSD Website and flyers available for all district employees, parents, and community members.</p>	<p>Funding for materials already identified and for those newly identified through continuous review cycle.</p>
Plan for inclusion of more social justice.	<p>Integrate themes of social justice into all curriculum areas and encourage inter-disciplinary study and projects around issues of social justice.</p>	<p>Commercial and student-made photos, drawing and posters in the hallways. Welcome and informative signage in different languages.</p> <p>Wise Projects, Seal of Biliteracy Projects, Human Rights Club, Diversity Club, to tackle social justice issues and themes.</p>	<p>Time for planning and discussion.</p> <p>Supplies and materials for posters and signage.</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.

Create a district vision and implementation plan for SEL and MTSS K-12 and professional development plan to increase ability to implement and respond to student social-emotional and behavioral needs: Record of trainings, discussions at meetings
End of Year 2023: opportunities during the schoolyear and summer for staff to be trained.

Continue Code of Conduct revisions with students, staff and family stakeholders.
End of Year 2023: Goals will include reduction of use of exclusionary discipline and increasing use of Restorative Practices and other evidence-based interventions.

Through an intentional focus on instituting Culturally Sensitive Instruction and Practices, we seek to:
Reduce chronic absenteeism rates by 10%
Decrease the number of referrals by 10%

Climate Survey: This chart represents student responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at the Intermediate, Junior High, and High Schools.

Survey statement	Year	IS	JHS	HS
Students are teased or picked on about their cultural background or religion.	Jan. 2020	38% agree	41% agree	43% agree
	June 2021	15% agree	28% agree	31% agree
	May 2022	31% agree	45% agree	47% agree
Goal	May 2023	25% agree	35% agree	40% agree
Students are teased or picked on about their race or ethnicity.	Jan. 2020	38% agree	43% agree	49% agree
	June 2021	13% agree	30% agree	27% agree
	May 2022	39% agree	49% agree	53% agree
Goal	May 2023	30% agree	40% agree	40% agree

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Climate Survey: This chart represents parent responses. The Climate Survey was administered in January of 2020, June 2021, and May 2022 at Kerhonkson, Marbletown, Intermediate, Junior High, and High Schools.

Survey statement	Year	KES	MES	IS	JHS	HS
This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Jan. 2020	There were too few respondents	16% disagree	27% disagree	25% disagree	33% disagree
	June 2021	There were too few respondents	18% disagree	22% disagree	32% disagree	35% disagree
	May 2022	2% disagree	13% disagree	22% disagree	23% disagree	29% disagree
Goal	May 2023	0-5% disagree	10% disagree	15% disagree	15% disagree	25% disagree
This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).	Jan. 2020	There were too few respondents	19% disagree	28% disagree	28% disagree	29% disagree
	June 2021	There were too few respondents	10% disagree	9% disagree	24% disagree	28% disagree
	May 2022	14% disagree	0% disagree	47% disagree	22% disagree	22% disagree
Goal	May 2023	10% disagree	0-5% disagree	40% disagree	15% disagree	15% disagree
Racial/ethnic conflict among students is a problem at this school.	Jan. 2020	There were too few respondents	30% agree	27% agree	41% agree	36% agree
	June 2021	There were too few respondents	7% agree	30% agree	34% agree	33% agree
	May 2022	17% agree	9% agree	37% agree	36% agree	41% agree
Goal	May 2023	10% agree	5% agree	30% agree	30% agree	35% agree

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This school communicates how important it is to respect the practices of all cultures.	Jan. 2020	There were too few respondents	90% agree	81% agree	69% agree	70% agree
	June 2021	There were too few respondents	93% agree	84% agree	68% agree	73% agree
	May 2022	98% agree	97% agree	83% agree	91% agree	74% agree
Goal	May 2023	95-100% agree	95-100% agree	90% agree	95% agree	80% agree
This school communicates how important it is to respect students of all sexual orientations.	Jan. 2020	There were too few respondents	86% agree	82% agree	76% agree	76% agree
	June 2021	There were too few respondents	86% agree	86% agree	75% agree	78% agree
	May 2022	97% agree	96% agree	79% agree	91% agree	75% agree
Goal	May 2023	95-100% agree	95-100% agree	85% agree	95% agree	80% 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>
Lisa Pacht [D-TSI]	Assistant Superintendent	District-wide
Anne Kelly [D-TSI]	K-12 Standards Area Chair Data, ENL and LOTE	District-wide
Kirsten Ruglis [D-TSI]	Consultant	District-wide
Nicole Kappes-Levine	Director of Diversity, Equity and Inclusion	District-wide
Jill Grasso	Parent and Teacher	Intermediate School
Victoria Saffioti	Principal	Junior High School
Jessica Torok	Principal	High School
Drebra Sterling	Parent	Junior High School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
11/4/2021 [D-TSI] Initial Implementation	Intermediate School
12/15/2021 [D-TSI] Stakeholder Feedback	Intermediate School
2/16/2022 [D-TSI] Mid-Year Progress	Intermediate School
2/17/2022 [D-TSI]	District Office
4/7/2022 [D-TSI] Supporting the 2022-23 SCEP	Intermediate School
4/22/2022 [D-TSI]	Virtual Zoom
5/17/2022 [D-TSI]	District Office
5/24/2022 [D-TSI]	District Office
6/8/2022 [D-TSI] Concluding Visit and 2022-23 SCEP	Intermediate School
6/13/2022 [D-TSI]	District Office
6/16/2022 [D-TSI]	District Office
6/16/2022	Virtual Zoom
6/22/2022	Virtual Zoom
7/22/2022 [D-TSI]	District Office
8/1/2022	Virtual 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	District DCIP team, Building SCEP/TSI team, building surveys, and climate survey.
Parents with children from each identified subgroup	District DCIP team and climate survey
Secondary Schools: Students from each identified subgroup	N/A

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).