



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Salmon River Central School	Dr. Stanley Harper

## 2021-22 Summary of Priorities

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

1	<b>Providing an Inclusive, Nurturing Environment</b>
2	<b>Begin Restorative Practices District-Wide</b>
3	<b>Promote continued growth in curriculum and instruction.</b>
4	
5	

# PRIORITY I

## Our Priority

<b>What will we prioritize to extend success in 2021-22?</b>	<b>Providing an Inclusive, Nurturing Environment</b>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>After more than a year of remote/hybrid instruction, students and families expressed concerns about returning to full-time in-person instruction. In addition to health concerns related to the COVID-19 pandemic, students and families also expressed anxiety about the social aspects of returning to the classroom after students have been isolated for much of the past year. The district believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported.</p> <p>During discussions within our schools as they completed the Equity Self-Reflection, it became apparent that our district needs to put more attention toward affirming the identities of our students. This theme also came out during our interviews with students, where students shared that they feel a sense of loneliness, miss extracurricular activities, and want to have opportunities to talk one on one with their teachers. A lot of the parents in our district want to send their children back to school in-person, but are concerned with both physical and mental health.</p>

Priority 1

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>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Develop authentic connections with students.</p>	<p>Social-emotional check-ins for students in the Elementary.</p> <p>Community-building circles for Middle School students.</p> <p>Administrators and teachers address each student by their first name. Example: Greeting students at the door in the morning, acknowledging their presence in the hallway, cafeteria, shared area, etc.</p>	<p>BIMAS Surveys completed triannually.</p> <p>Walkthrough data will be collected and analyzed weekly by administrators to measure positive student-teacher and student-student interactions.</p> <p>Triangle surveys will be completed by students and staff.</p>	<p>Funding will be needed for the BIMAS program.</p> <p>Human resources- counselors, classroom teachers, administrators, coaches</p>
<p>Building partnerships with families in the community.</p>	<p>Improve partnerships with community agencies to provide support to families.</p> <p>Forums for parents on hot topics and student-centered activities.</p> <p>Strengthen Parent-Teacher Organizations and involvement in each building.</p>	<p>Triangle surveys will be completed by parents.</p> <p>Home-school coordinators will conduct a sampling of parent interviews to represent the views of each building during the beginning and end of the school year.</p> <p>Percentage of attendance at events.</p>	<p>Funding for the Data Triangle Surveys and parent-engagement activities.</p> <p>Human resources- Home-school coordinator, staff and students to plan and</p>

Priority 1

<p>Provide after-school activities for students to participate in to develop deeper connections with the school community.</p>	<p>Offer numerous after-school activities that include a variety of interests.</p> <p>Develop an explicit plan to recruit students who are struggling with attendance, social-emotional well-being, or academics.</p>	<p>Student participation in extracurricular activities will be documented and analyzed throughout the school year.</p>	<p>Human resources- staffing</p>
<p>Build school spirit.</p>	<p>Host multiple school-spirit events, such as Class Olympics, Pep Rallies, and Talent Shows.</p> <p>Older students engage in activities with younger students.</p>	<p>Student surveys will be used.</p> <p>Participation in school spirit days will be monitored.</p>	<p>Scheduling and staffing to coordinate the activities, outside community partners</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 2021-22 school year.

Staff, student, and family surveys will indicate an increased level of connection and belonging within the school from fall to spring.

Walkthrough data will indicate an increase in positive student-teacher and student-student interactions.

Student participation in after school activities and school spirit days will increase from fall to spring.

Increased parent participation in forums on hot topics and student-centered activities.

Behavior Intervention Monitoring Assessment System (BIMAS) data: Percentage of students at the “Level of Concern” in the Social category will decrease by 5% from the Fall to the Spring administration.

Responses to parent interviews by the Home School Coordinators will improve from the fall to spring.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Begin Restorative Practices District-Wide</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The COVID-19 crisis led to many students having a chaotic, untypical school year. Our students participated in a hybrid or a remote learning model throughout the 2020-2021 school year, causing an interruption in the routines, rituals, and expectations that they were used to in the school setting. Through our interviews with students, many indicated that they were nervous for the year to come and that their relationships with their peers had changed throughout the pandemic. Through completing the Equity Self-Reflection, the DCIP Committee also discussed a need for a safe place for students to be able to share their concerns for all buildings, as well as opportunities to reteach students the everyday routines and expectations of the school and classroom environments.</p> <p>Due to our school’s strong belief in providing a safe, supportive learning environment, we believe that implementing Restorative Practices will greatly enhance our school culture. We plan to begin to shift to restorative practices by implementing mindfulness, community-building activities, creating safe spaces for students, and shifting to a restorative approach to student behavior incidents by providing professional development for all staff on Restorative Practices.</p>

## 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?
Mindfulness	Expanding and utilizing and building sustainable systems in mindfulness resources, such as Holistic Life Foundation, student ambassadors, and Mindfulness spaces.  PD sessions to build staff tool box	-Discipline data -Rates of attendance -PD attendance at sessions to build staff tool box -BIMAS	-Individuals- Holistic Life Foundation
Community-building activities	Social circles PTO events DEI Committee Open House Summer transitions/orientations for students.	-Participation rates -Data triangle surveys -Survey of students at the secondary level before and after the orientations. Survey of parents at the elementary level before and after the orientations.	-Individuals- Home-School Coordinator, outside agencies, Ombudsman, teachers, administrators  Funding- Vendors, supplies (Title I and SiGA)
Creating safe spaces for students	The development of an environment that provides students of all cultural identities (race, ethnicity, age, gender, sexual orientation, disability, language, religion, and socio-economic background) opportunities to share their thoughts, challenges, viewpoints, and ideas.	-Discipline data -Rates of attendance -Data triangle surveys -BIMAS results -PD feedback surveys	-Individuals- Holistic Life Foundation, Counselors, Sources of Strength  -Funding- Professional development and

Priority 2

	<p>The use of the Holistic Life Foundation and counselors to provide support in an area of the school that students can go to where their perspectives and differences are affirmed and valued.</p> <p>All buildings will have gender neutral bathrooms.</p> <p>Professional development on cultural sensitivity and trauma-informed practices.</p> <p>TCl training will be provided to staff to turnkey in the district for deescalation.</p> <p>Professional development and materials to support student choices and transitions.</p> <p>District crisis intervention process will be revisited and communicated to all staff. Training will be provided as needed.</p>		<p>materials to support student transitions.</p>
<p>Shifting to a restorative approach to student behavior incidents.</p>	<p>Challenging behavior will be met with a restorative approach, requiring students to reflect, have empathy, and take action to make things right.</p> <p>Explore restorative practices changes to the discipline matrixes and Code of Conduct to align with adopted practices.</p>	<ul style="list-style-type: none"> <li>-Discipline data</li> <li>-Rate of attendance of PD</li> <li>-Data triangle survey</li> <li>-BIMAS results</li> </ul>	<p>-Funding- BIMAS program, Triangle Surveys, Professional Development</p>

Priority 2

	<p>A system will be developed and utilized to transition students back into the classroom through repairing harm and restoring relationships.</p> <p>Provide professional development for all staff on Restorative Practices.</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 2021-22 school year.

Staff, student, and family surveys will indicate an increased level of understanding of restorative practices from fall to spring.

Chronic absenteeism rates will indicate a decreased level from fall to spring.

Student discipline referral rates will indicate a decreased level from fall to spring.

Student and parent participation in activities (i.e. Social circles, PTO events, DEI Committee, Open House) Summer transitions/orientations for students. will increase from fall to spring.

Behavior Intervention Monitoring Assessment System (BIMAS) data: Percentage of students at the “Level of Concern” in the Social category will decrease by 5% from the Fall to the Spring administration.

Follow-up interview data will indicate that students who have had disciplinary issues have successfully reintegrated into their classroom environment.

There will be an increased partnership with community agencies to improve restorative practices within the community.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Promote continued growth in curriculum and instruction.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>Within the upcoming 2021-2022 school year, we plan to create student-centered learning environments and provide a curriculum that is relevant and meaningful, affirms our students’ differing identities, fosters positive academic outcomes, and develops their abilities to connect across lines of difference. Through interviews with students, many shared that they wanted a school environment where they can be themselves and where their skills and differences are celebrated. When completing the Equity Self-Reflection, our team felt that we could improve on incorporating curriculum, texts, content, and assignments that activate connections to student experiences and identities, as well as including them as co-designers of the curriculum.</p> <p>Our district’s mission statement is, “The Salmon River School District values academic achievement, cultural diversity, and celebrates individuality within a safe, supportive learning environment.” Through this commitment, we plan to provide extensive professional development on culturally responsive practices, give staff time and resources to collaborate vertically and horizontally regarding their curriculum and teaching practices, increase our culturally relevant materials, and conduct a survey to ensure that students have an opportunity to share their perceptions on affirming cultural identity.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Professional Development on Culturally Responsive Practices</b></p>	<p>All staff will receive training throughout the year on the NYSED’s Culturally-Responsive Sustaining Education Framework, which includes four key principles: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning.</p> <p>Staff will be provided opportunities to receive trainings on topics related to diversity, equity, and inclusion, such as critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions, etc.</p>	<p>Staff responses on surveys will be analyzed to determine their understanding and application of culturally-responsive practices in their classrooms.</p> <p>Participation rates in staff trainings on diversity, equity, and inclusion will be recorded throughout the school year.</p>	<p>Individuals will be needed to provide Professional Development on NYSED’s Culturally-Responsive Sustaining Education Framework. Use of funds will be used to pay staff who participate in culturally responsive trainings.</p>

Priority 3

<p><b>Vertical and Horizontal Collaboration</b></p>	<p>Regular opportunities for teachers within each department/grade level to share strategies that work for their students.</p> <p>A focus on developing a clear scope and sequence for each content area that aligns to state standards.</p> <p>Consultant/instructional coach to guide continued development and implementation of best practices (For example, but not limited to: Readers and Writers Workshop, Math, Social Studies, Science).</p>	<p>Teachers are connecting with colleagues in their department and grade level regularly, beginning in September, to share strategies, resources, and mnemonic devices students are using.</p> <p>Common strategies are used across classrooms and are monitored by the school leaders.</p>	<p>Time will be needed for teachers to collaborate with their departments and grade level colleagues. Guidance will be provided from the Instructional Coaches in developing a scope and sequence, as well as analysis of student work and interim assessments.</p>
<p><b>Increasing instructional capacity and raising student achievement</b></p>	<p>Consistently implementing a process that includes data collection and provides actionable feedback to teachers regarding Week at a Glance, walkthrough data, observation post-conferences, self-reflection conferences, and Professional Development surveys.</p> <p>Professional development for administrators for observation look-fors, inter-rater reliability, curriculum mapping/flows.</p>	<p>Walkthrough data, Professional Development surveys to gauge staff understanding and ability to implement practices, student assessment data</p>	<p>Individuals- Classroom teachers, Peer facilitators, Administrator, Instructional coaches, Staff Developer</p> <p>Funding- Professional development, classroom libraries and materials, assessment materials</p> <p>Time- Regularly scheduled time for administrative</p>

Priority 3

	Instructional coaching rounds		discussions regarding the system
<b>Increasing student-centered, content-driven, non-fiction, culturally relevant curricular materials</b>	<p>In the beginning of the school year, teachers have an opportunity to discuss how, what, and whom individuals read shapes their perspectives and their learning.</p> <p>Student books that include a variety of authors, characters, and viewpoints will be ordered to enhance classroom libraries.</p>	<p>Student books that include a variety of authors, characters and viewpoints will be ordered for classroom libraries by October and will be in the hands of students by November.</p>	<p>Funding to purchase additional student-centered, content-driven, non-fiction (ex. Science) relevant curricular materials will be needed.</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 2021-22 school year.

By the end of the school year, staff responses on surveys will indicate an increased understanding and application of best practices in their classrooms.

High participation rates in staff trainings.

Department and grade level meeting minutes will provide evidence that staff have regularly shared strategies, resources, and strategies students are using.

School leader walkthrough data will indicate that an increased use of common strategies are used across classrooms throughout the school year.

In 2021-2022, all building-level ELA State Test/local assessment proficiency will increase by 5%.

In 2021-2022, all building-level Math State Test/local assessment proficiency will increase by 5%.

## PRIORITY 4

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

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>NA</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	

Key Strategies and Resources

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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?

## 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.

## PRIORITY 5

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

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>NA</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	

Key Strategies and Resources

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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 2021-22 school year.

## Our Team's Process

### 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>
Dr. Stanley Harper	Superintendent	
Angela Robert	Assistant Superintendent	
Allen Gravell	Director of Special Education	
Tammy Russell	Principal	Salmon River Middle School
Melissa Childs	Assistant Principal	Salmon River Middle School
Teresa VanDunk	Principal	Salmon River High School
William Jagers	Assistant Principal	Salmon River High School
Ben Barkley	Elementary Principal	Salmon River Elementary
Dylan McDonald	Teacher	Salmon River Elementary
Danielle French	Teacher	Instructional Support
Alison Benedict	Principal	St. Regis Mohawk School
Lorraine Childs	Assistant Principal	St. Regis Mohawk School
Erin LaMora	Parent	Elementary, Middle
Jacoba Freeman	Parent	High School
Hailey Jacob	Home School Coordinator	All Buildings

## Meeting Dates

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

Meeting Date	Location
July 13, 2021	Professional Development Room
July 14, 2021	Board of Education Room
July 21, 2021	Board of Education Room
July 26, 2021	Board of Education Room
July 29, 2021	Board of Education Room

## 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	NA
Parents with children from each identified subgroup	NA
Secondary Schools: Students from each identified subgroup	NA

## Submission Assurances

### Submission Assurances

#### Directions

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

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

#### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by 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).