

Providing an Inclusive, Nurturing Environment



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Salmon River Central School	Dr. Stanley Harper

2022-23 Summary of Priorities

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

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

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Providing an Inclusive, Nurturing Environment</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>Our vision statement is, "The Salmon River Central School District values academic achievement, cultural diversity, and celebrates individuality within a safe, supportive learning environment." Our mission statement is, "The Salmon River Central School District values academic achievement, cultural diversity and celebrates individuality within a safe, supportive learning environment." To reach that vision and mission, the staff at Salmon River know that the social-emotional wellness of each of our students is an essential foundation to their success.</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, many students shared that they all have struggles and challenges that they are facing that dramatically impact their lives. Many parents in our district sent their children back to school in-person, but were concerned with both physical and mental health.</p> <p>This priority aligns with the SCEP and district initiatives for implementing the culturally responsive framework and SEL programming to provide a safe supportive learning environment while honoring individuality. The staff and parents emphasized the importance of the school addressing these</p>

Priority 1

	social-emotional needs of students so that they can feel secure enough to succeed academically.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop authentic connections with students	<p>Social-emotional check-ins for students in the district.</p> <p>Community-building circles for Secondary School students.</p> <p>Administrators, staff, and students continue to build relationships. Examples: Greeting students at the door in the morning, addressing each student by their preferred first name, 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>Poll parents for input on how to connect better with students.</p>	<p>Funding will be needed for the BIMAS program.</p> <p>Human resources- counselors, classroom teachers, administrators, coaches, PD consultants, and Staff Development Coordinator</p> <p>Funding for Triangle survey.</p>

Priority 1

<p>Building partnerships with families in the community.</p>	<p>Expand partnerships with community agencies to provide support to families.</p> <p>Forums for parents on trending topics and student-centered activities.</p> <p>Strengthen Parent-Teacher Organizations and involvement in each building. Provide alternative means for parent participation. Examples: Zoom, Facebook live, or other technological tools.</p> <p>Communication with families and community using multiple tools. Examples: Parent Square, Webpage, Facebook, Class Dojo, and Remind app, radio, and newspaper.</p>	<p>Triangle surveys will be completed by parents.</p> <p>Home-school coordinators and Ombudsman 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 through a combination of in person and alternative means.</p>	<p>Funding for the Data Triangle Surveys and parent-engagement activities.</p> <p>Human resources- Home-school coordinator, Ombudsman, staff and students</p> <p>Funding for Triangle survey</p>
<p>Provide activities and programming beyond the school day and school year for students to participate in order to develop deeper connections within the school community.</p>	<p>Offer numerous activities beyond the school day and year that include a variety of interests.</p> <p>Develop an explicit practice to partner with parents to enlist 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>

Priority 1

<p>Build school spirit.</p>	<p>Host multiple school-spirit events, such as Class Olympics, Pep Rallies, and Talent Shows.</p> <p>The student body will engage in school spirit building activities.</p> <p>Create positivity within our school culture and community in support of the PRIDE initiative.</p>	<p>Students will be surveyed.</p> <p>Participation in school spirit days will be monitored.</p>	<p>Scheduling and staffing to coordinate the activities</p> <p>Partnerships with outside community organizations/businesses</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.

BIMAS Surveys completed triannually. The BIMAS data will indicate that the percentage of students at the “Level of Concern” in the Social category will decrease by 5% from the Fall to Spring administration.

Walkthrough data will be collected and analyzed weekly by administrators to measure positive student-teacher and student-student interactions. Walkthrough data will indicate an increase in these interactions.

Triangle Surveys will be completed by students and staff annually to show improvements in school climate.

Poll parents for input on how to connect better with students in each building at the beginning and end of the year (PTO Meetings, Home-School Coordinator interviews, Open House, etc.)

Students will be surveyed at least two times a year. Surveys will indicate an increased level of connection and belonging within the school from the beginning to the end of the school year.

Increased student participation in extracurricular activities will be documented and analyzed throughout the school year.

Increased engagement in school spirit days, monitored by student participation data.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Restorative Practices District-Wide</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>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. The DCIP Committee also discussed a continued need for a safe place for students to be able to share their concerns within all buildings. Due to an unanticipated extended acclimation period, the team discussed the need to continue to reteach students the everyday routines and expectations of the school and classroom environments. The Equity Self-Reflection discussion within the SCEP Committee indicated a continued need for restorative practices.</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, adding crisis counselors/assistants, creating safe spaces for students, providing continued training for staff, and continuing to shift 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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Mindfulness practices	Expanding and utilizing and building sustainable systems in mindfulness resources, such as Holistic Life Foundation, student ambassadors, and Mindfulness spaces. PD sessions to build a staff tool box. Opportunities for parents to learn mindfulness/yoga practices.	Discipline data BIMAS data Rates of attendance Attendance at PD sessions Triangle surveys Mindfulness sign-in sheets and data	Holistic Life Foundation Space for Mindfulness Rooms Funding for Holistic Life Foundation
Social-Emotional Learning Curriculum	Second Step curriculum is taught and reinforced Pre-K through 8th grade.	Discipline data BIMAS data Bully reports	Funding for Second Step curriculum Pacing calendar Teachers of curriculum share topics and themes with all staff to reinforce practices schoolwide
Community-building activities	Social circles PTO events DEI Committee Open House/Parent Nights	Participation rates at events Data Triangle Surveys Surveys parents and students after orientations	Home-School Coordinator Outside agencies Ombudsman

Priority 2

	<p>Summer transitions/orientations for students.</p>		<p>Teachers and administrators Attendance supervisors</p> <p>Funding- Vendors, supplies</p>
<p>Creating safe spaces for students</p>	<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>Continued professional development on cultural sensitivity and trauma-informed practices.</p> <p>TCI training will be provided to staff to turnkey in the district for deescalation.</p> <p>District crisis intervention process will be revisited and communicated to all staff. Training will be provided as needed.</p> <p>Consistently incorporate district transition protocol (Title I) for students returning to school from an extended absence.</p> <p>Counselor assistants will provide additional support to our intervention system.</p>	<p>Discipline data Student attendance Attendance from Mindfulness room Data triangle surveys BIMAS results PD feedback surveys</p>	<p>Holistic Life Foundation Counselors/Assistants Sources of Strength Attendance Supervisors Ombudsman Home-School Coordinators</p> <p>Funding- PD costs and survey costs</p>

Priority 2

<p>Shifting to a restorative approach to student behavior incidents.</p>	<p>Challenging behavior will be met with a restorative approach by teachers, support staff, and administrators as needed, requiring students to reflect, have empathy, and take action to make things right. Partner with parents as appropriate.</p> <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>	<p>Discipline data PD attendance Anecdotal notes from counselor assistants BIMAS data Data triangle data Bully report data</p>	<p>Funding- Surveys PD BIMAS</p> <p>Individuals- Counselor assistants Psychologists/ Counselors Ombudsman Home-School Coordinator</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.

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

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.

Walkthrough data will indicate an increase in mindfulness practices in the classrooms. Week at a Glance will be monitored for an increase in use of mindfulness practices.

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

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Promote continued growth in curriculum and instruction.</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>Key aspects of Salmon River District’s vision are valuing academic achievement and cultural diversity. Therefore, the team believes that a goal of having a strong curriculum, effective instruction, and academic success for students is essential. Within the student interviews, many shared that they want to do well and need some additional support. During the Equity Self-Reflection discussions, the team shared their ideas regarding taking the classroom activities to the next level.</p> <p>The team plans on implementing many strategies to reach this goal. We plan to further our understanding and use of culturally-responsive practices, continue opportunities for vertical and horizontal collaboration, provide more PD on effective teaching practices, implement more authentic learning experiences, and utilize data to provide targeted support for students in academic need.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Culturally Responsive Practices</p>	<p>Professional Development will be provided to staff to further their understanding of culturally-responsive practices.</p> <p>Trainings for students and staff surrounding race and racism throughout the school year.</p> <p>321 Insight digital program for Parasharp and Trauma Informed Trainings during grade level meetings.</p> <p>Consistent practices for grade level/department meetings will be used by leaders that focus on the CRF to build acceptance for others</p>	<p>Use of culturally-responsive practices by students and staff throughout the school year.</p> <p>321 Insight digital program for Parasharp and Trauma Informed - use the monitoring component in the program</p> <p>Walk through data and discipline referrals will be used to gauge success of the openers to grade level/department meetings that focus on the CRF to build acceptance for others by using the openers.</p>	<p>Funding for trainers and consultants to work with staff and students regarding culturally-responsive practices.</p> <p>District will participate in a BOCES coser for staff and students to attend culturally responsive practices professional development</p>

Priority 3

<p>Vertical and Horizontal Collaboration</p>	<p>Teams will collaborate on student needs, cross-curricular planning, grade level decisions, curriculum alignment, interim assessment data, and state testing planning.</p> <p>Guidance will be provided to vertical teams by administration and PD Coordinator.</p> <p>Extend curriculum flows to create curriculum maps (general to more specific) that include writing and teaching methods on how to teach content while bringing in authentic practice, voice, & choice for students.</p> <p>Continue PD to implement writing across all content areas.</p>	<p>A systematic alignment and follow-through from PD, curriculum flows is evident in administrative classroom walkthroughs.</p> <p>Teachers are connecting with colleagues in their department and/or grade level regularly throughout the school year to share strategies and resources.</p> <p>Continue progression with implementation of Next Generation Standards.</p> <p>PLC's, grade level meetings, and department meetings will be held to discuss and share research-based strategies.</p>	<p>Scheduling of meetings. Structured agendas and protocols to ensure efficient use of time in meetings.</p> <p>Consultants for Science, Social Studies, and Math standards connections.</p>
<p>Increasing instructional capacity and raising student achievement</p>	<p>Continue implementation of a consistent system that includes data collection and provides actionable feedback to teachers regarding Week at a Glance, walkthrough data, observation process (clear expectations and reflections), and Professional Development surveys.</p> <p>Plan and implement effective teacher trainings for staff to develop their classroom strategies and authentic teaching and learning experiences.</p> <p>Learning walks conducted in classrooms.</p>	<p>Walkthrough data, learning walks, Professional Development surveys, week at a glance documents, student assessment data</p> <p>Administrative walkthrough data will be shared with staff on a regular basis.</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 administrator discussions regarding monitoring of systems and structures</p>

Priority 3

	Coaching cycle menu will offer training on effective teaching practices and writing instruction to all teachers.		Use of extended Professional Learning Community/Meeting time (example: Monday from 2:45-3:45).

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

By the end of the school year, 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 agenda/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.

MIPs for each building will increase by expected NYSED (MIP charts) goals for targeted areas.

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>NA</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> 	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	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 2022-23 school year.

PRIORITY 5

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

Our Priority

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

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	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 2022-23 school year.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

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
Ben Barkley	Elementary Principal	Salmon River Elementary
Alison Benedict	Principal	St. Regis Mohawk School
Lorraine Childs	Assistant Principal	Salmon River High School
Brandi Harris	Staff Developer	
Rebecca Huiatt	Teacher	St. Regis Mohawk School
Jacoba Freeman	Parent	Salmon River High School

Our Team's Process

Jarrett St. Ann	Student	Salmon River High School
Kayla Johnson	Parent	Salmon River Elementary
Hailey Cartier-Jacob	Home School Coordinator	
Michelle Law	Teacher	Salmon River High School
Danielle French	Teacher	Salmon River Elementary

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
May 12, 2022	BOE room
Jun 21, 2022	BOE room
Jun 22, 2022	BOE room
Jun 23, 2022	BOE room
July 13, 2022	BOE room

Districts with TSI Schools Only Not applicable

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

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).