



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Alexandria Central School District	Christopher Clapper

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	The district will prioritize supporting the promotion of student attendance across the school district in the 23-24 school year.
2	The district will prioritize support for the promotion of student literacy across the school district in the 23-24 school year, with a particular focus on students with disabilities.
3	In 23-24, the district will prioritize support for greater communication of initiatives with all stakeholder groups (students, staff, and families).

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The district will prioritize supporting the promotion of student attendance across the school district in the 23-24 school year.</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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>A priority to attendance aligns with our vision of Alexandria CSD as a place students want to attend every day. Currently, in surveying staff, there was not a strong agreement that students are in attendance regularly. Moreover, when reviewing our SIRS chronic absenteeism data from the 21-22 and 22-23 school years, we found increasing chronic absenteeism rates, growing by more than 5% from 17.2% last year to 22.6% this school year at the elementary school. The JR/SR HS has an even higher chronic absenteeism rate of 19.2% at the 7-8 grade level and a 34.4% chronic absenteeism rate at the 9-12 grade level for 22-23. While chronic absenteeism and daily attendance are two different measures, committing to supporting students’ daily attendance will in turn support a decrease in chronic absenteeism rates. This priority is in alignment with the SCEP commitments identified by the elementary school.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Personalized postcards for students who are attending school</p>	<p>Teachers will send postcards out monthly to families of students who are attending school daily or have made growth in their attendance from month to month. These personalized postcards will be encouragement to improve and maintain good attendance. It will also help build relationship between families and school.</p>	<p>Resources needed to support this strategy include: printing, postage, and teacher time to complete the postcard</p>
<p>Positive attendance incentives for chronically absent students</p>	<p>School support staff will meet monthly with the MTSSi team to discuss chronically absent students. The MTSSi team will work with the</p>	<p>Resources needed to support this strategy include:</p>

Priority 1

	classroom teacher and student to set a goal for positive attendance for the upcoming month and provide support needed to be successful. Students will receive an ice cream coupon for meeting their monthly goals.	Incentives, and counselor, SRO, and social worker availability
Accurate attendance data reporting	School administration and office staff will receive training on school management system best practices with regard to attendance data entry and report verification	Resources needed to support this strategy: Professional development support from RIC and time and salary for training
Attendance data meetings	Monthly MTSSi meetings will include the sharing of attendance data by the school support staff. This information will be shared with staff at faculty meetings, grade level meetings, and through electronic communication.	Resources needed to support this strategy: Printed reports and RIC staff to access and aggregate the data
Book study about positive relationship building	Educators will voluntarily participate in a book study related to the building of positive relationships with students.	Resources needed to support this strategy: Books, time and salary for professional development
Attendance data walls	Daily attendance rates for the school will be posted in the hallway for students to share in and celebrate together every morning as encouragement and support positive daily attendance behaviors.	Resources needed to support this strategy: Collection plan, materials for wall display, incentives

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

At the end of the 23-24 school year, we will know if these actions were successful if the chronic absenteeism rates at the elementary and the JR/SR high school have decreased and the daily attendance rates have increased. The long term target for chronic absenteeism rates is 5%.

Priority 1

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Decreased chronic absenteeism rates by grade level	A 1% decrease per month	
Increased daily attendance rates by grade level	A 1% increase per quarter	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The district will prioritize support for the promotion of student literacy across the school district in the 23-24 school year, with a particular focus on students with disabilities.</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"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Our second priority is the promotion of literacy, as it aligns with the mission/vision of Alexandria CSD to support all learners in achieving academic excellence. When interviewing students, we learned that students did not reference ELA as part of what makes the school day the best day they have ever had. One student even said that ELA makes them fall asleep. Additionally, in reviewing our ELA state test scores from 21-22 at the elementary school, we found that a third of our students earned a Level 1 on the state assessment, and all but 1 student from the SWD subgroup earned a Level 1 on the ELA state assessment. Moreover, we found 18% of 7th and 8th graders earned a Level 1 on the ELA assessment in Spring 2022 as well. Through greater support of literacy initiatives, student performance in ELA should increase, specifically at the elementary school level. This is a commitment on the SCEP for the elementary school.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Literacy Professional Development</p>	<p>Educators will receive professional development regarding literacy best practices and instructional strategies</p>	<p>Resources needed to support this strategy include: Funds for training, time and salary for staff, purchasing of support materials</p>
<p>Vocabulary in Daily Announcements</p>	<p>Students will hear tier two vocabulary daily in the morning announcements and teachers will incorporate the daily vocabulary into their ELA lessons and interventions.</p>	<p>Resources needed to support this strategy include: time and salary for staff planning and coordination</p>

Priority 2

<p>Pilot Tiered Fluency Interventions</p>	<p>Tiered fluency strategies and interventions will be piloted in the classroom to create personalized, student-centered learning experiences for all students.</p>	<p>Resources needed to support this strategy include: time and salary for professional development about tiered interventions, materials to support tiered interventions, space and time to implement fluency strategies, meeting time to review data collected from the pilot and make adjustments to the implemented strategy</p>
<p>Hands-on literacy manipulatives for learners</p>	<p>Students will have access to daily literacy manipulatives that engage and have the student putting their hands on the learning during periods of reading and writing</p>	<p>Resources needed to support this strategy include: Purchasing hands-on manipulatives, training time and salary for professional development and integration of new resources into lesson plans, instructional coach to support with implementation in the classroom</p>
<p>Curriculum/Data mapping for alignment of literacy practices</p>	<p>Teachers will review ELA assessment data and align curriculum mapping to leverage the most frequently assessed reading and writing standards</p>	<p>Resources needed to support the strategy include: Time and salary for staff to review data reports and complete curriculum maps, RIC staff member to provide data professional development, data wall/project/dashboard for viewing the data</p>
<p>Formalizing MTSSi Process for ELA</p>	<p>School leadership, through collaboration and continuous review, will define the process which all stakeholders will follow regarding MTSSi in the elementary school</p>	<p>Resources needed to support the strategy include: Time and salary for meeting, planning, and developing MTSSi process, staff member to lead and support MTSSi process across the elementary school as this is ongoing work</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Success for this priority will be evident at the end of the school year if students earning Levels 2-4 on the ELA state assessment have increased, specifically for the SWD subgroup of learners.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
STAR Fall Benchmark	% of students on grade level at the beginning of the school year	
STAR Winter Benchmark	100% of students show growth from fall to winter	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>In 23-24, the district will prioritize support for greater communication of initiatives with all stakeholder groups (students, staff, and families).</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The third priority of communication came from the themes noted in the student interviews and from the staff and family surveys. In the staff survey, 6 staff members reported only “somewhat” of a clear process for students who need academic or social-emotional support. Furthermore, just over a quarter of families responded as somewhat agreeing, disagreeing, or strongly disagreeing that they are informed as to how their child is progressing in school. Although this is not a specific commitment of the SCEP at the elementary school, as a district it is a priority to continue to grow in our communication practices and strategies, to deliver clear messaging about district and school initiatives, and ensure all stakeholders feel supported, understood, and heard.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increased Parent Communication</p>	<p>Faculty and staff will reach out to families using email, parent square, and personalized post cards to increase communication and awareness of student progress.</p>	<p>Resources will include postcards, postage, and staff time.</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

At the end of the school year, we will know this priority was successful based on the feedback received from students, staff, and families on the spring surveys. We strive for 100% positive, agree, and strongly agree responses from stakeholder groups.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Parent Teacher Conferences	Parents would respond positively to being asked if they feel informed about student progress	
Parent Square Messaging	We would see increased communication through our school messaging platform	
Website Traffic	We would see increased traffic at our school website, specifically in sections with events and updates	

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>
Kylie Morgia	Principal	
Meredith Graveline	Parent/Guardian	
Betty Compeau	Parent Guardian	
Jess Durand	Special Education Teacher	
Chelsea Foster	Special Education Teacher	
Julie Henry	Special Education Teacher	
Andrea Miller	School Psychologist	
Pam Monica	CSE Chairperson	
Katie Durand	School Counselor	
Michele Carr	Speech Pathologist	

Meeting Dates

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

Meeting Date	Location
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Stakeholder Participation

3-23-23	Alexandria CSD
3-28-23	Virtual
4-27-23	Alexandria CSD
5-25-23	Alexandria CSD
6-14-23	Virtual

Districts with Schools Identified for TSI/ATSI Supports 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	Teachers responsible for teaching SWD at the elementary school were part of the DCIP and SCEP planning committees
Parents with children from each identified subgroup	Parents of students from the SWD subgroup were a part of the SCEP and DCIP planning committees
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. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X 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. X 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. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, 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).