



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Madrid-Waddington Central School District	Mr. Eric Burke

## 2022-23 Summary of Priorities

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

1	Deepening connections and building positive relationships between home and school.
2	Strengthening our ability to provide a cohesive, relevant curriculum.
3	Increasing Student Connectedness with the school.

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Deepening connections and building positive relationships between home and school.</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>	<p>Madrid-Waddington’s DCIP will support and expand on the Elementary School’s SCEP.</p> <p>The Madrid Waddington School District’s vision places a strong emphasis on its relationship with families and the community. It states: <i>The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student’s achievement in all domains regardless of learning style or ability.</i></p> <p>Over the years, Madrid-Waddington Central School has developed a reputation as a family and community centered school district. It is proud of its standing with the community, and works diligently to maintain its close relationship with families. The school is dedicated to fortifying their commitment to a strong and mutually beneficial relationship with their families and community.</p> <p>The “How Learning Happens” document reminds us that learning happens all the time and everywhere, not just in the school setting. The district does not want to be seen as a self-contained entity, and wants to use the school setting to unite families through athletics, extracurricular activities, open houses, and other unifying events to reinforce the school district as a welcoming and inviting setting for all. The document also reminds us that learning is relational, and by fostering a strong school to family connection, the school is “creating a web of supportive human connection that is crucial to every young person’s well-being and sense of belonging.”</p> <p>The Equity Self Reflection identified a need to continue to foster closer relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences.</p>

## Priority 1

The elementary student interviews also reinforced their sense that the social events and school wide celebrations are essential. Students are proud of their accomplishments, learning experiences, and relationships with others.

The district understands the value and educational benefit to students when home school relationships are strong. The district also implemented a new web-based communication tool, Parent Square, which allows for an easy flow of communication between parents and teachers.

The district feels that it is critical to continue to pursue this commitment, as the district is committed to home-school relationships and working collaboratively for student achievement and growth. The district truly understands the value and educational benefit to students when these bonds are strong.

This priority is viewed as the cornerstone for all other commitments, and fostering collaboration between home and school allows for other commitments to be implemented with support from all stakeholders. In particular, our third priority focuses on creating a school environment that supports **ALL** students, regardless of their ethnicity, ability, or socioeconomic status. This first priority opens the door to allowing our third priority to succeed, as excellent rapport with families will lead to a school environment that welcomes and supports all students.

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>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>Parent Square Communication</p>	<p>Web-based communication tool.</p> <p>Parent Square videos will be shared with staff and parents to encourage use of and increase communication between home and school.</p> <p>Training will be provided on the use of Parent Square.</p>	<p>Increased parent/school communication will be monitored to gauge an increase in frequency.</p>	<p>Training on Parent Square</p> <p>Parent Square Software</p> <p>Videos</p> <p>Data Coordinator</p>
<p>Home- School Liaison</p>	<p>A Home-School Liaison will be employed to allow for increased interaction between families and school and community.</p> <p>The Home-School Liaison will work with the Student Assistance Team (SAT) to identify students and families.</p> <p>The Home-School Liaison will work with at-risk families to overcome barriers to regular school attendance.</p>	<p>Student attendance will increase.</p> <p>Documentation that families in need will receive resources and support.</p> <p>Surveys report that parents and teachers both report an increase in communication between home and school.</p>	<p>Home-School Liaison</p>

Priority 1

	The Home-School Liaison will make referrals to state and community agencies that promote and support student attendance.		
Student Support Team (SST)	<p>The district will form a Student Support Team (SST) dedicated to student SEL.</p> <p>A portion of staff development day will be devoted to SEL awareness and referral process, protocols and procedures.</p> <p>Throughout the year, staff will refer students to the SST using the SST referral form.</p> <p>Monthly, or as needed, the SST will meet to review referrals, identify students on track for chronic or problematic social emotional issues and discuss social emotional needs of students to identify barriers and concerns to refer to or provide needed interventions and supports.</p>	<p>Student attendance will increase.</p> <p>SST documentation that students and families received additional support.</p>	<p>Student Support Team</p> <p>Substitutes to allow team meetings</p> <p>Home-School Liaison</p> <p>Data Coordinator</p>
SEL Program	Elementary staff will implement a new SEL Program to encourage in school support and inclusion for all students.	Positive student discussions	SEL Program

## 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.

- End of year Climate Survey results.
  - 70% of families agree or strongly agree with, “Teachers contact me, not just in times of concern.”
  - 70% of families agree or strongly agree with, “As a parent/family member, I feel connected to our school.”
- Student Support Team Referrals.
- Home-School Liaison documentation.
- Parent Square usage.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</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>	<p>This critical commitment is embedded in the district’s vision statement. It reads: <i>The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student’s achievement in all domains regardless of learning style or ability.</i></p> <p>A cohesive, relevant curriculum that reflects the needs of ALL students is essential to promoting student growth and success during their school years and beyond.</p> <p>This priority continues the important work of curriculum alignment that began in the 2020-21 school year. Now that the groundwork has been established, it is necessary to reexamine this work through the lens of the “How Learning Happens Messaging Framework” and facilitate the transfer of curriculum to instruction.</p> <p>The “<i>How Learning Happens</i>” document will play an important role as work on this commitment continues. It will serve as a guide as the school continues to create an aligned curriculum that is rigorous and relevant to all learners and includes opportunities for students to engage in learning opportunities that build social and emotional skills as well as cognitive skills.</p> <p>Student interviews clearly indicated that students relate to and require learning that is multidimensional, and that social opportunities are critical to their learning. They also reinforced the presence of strong adult/ student relationships as an important element of their ability to succeed.</p>

## Priority 2

The Equity Self Reflection indicated a continuing need to incorporate curriculum texts, content, and assignments that activate connections to student experiences with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

This is the right commitment to pursue because curriculum alignment that articulates the depth and breadth of learning at each grade level is critical and ongoing. This commitment allows for continuing dialog amongst the faculty and fosters integrity and collaboration that results in better learning outcomes for all students.

Our identified priorities are interconnected. All priorities focus on creating connections. Connections with home and community, connections with all learners, and creating and aligning a curriculum that in addition to identifying what is taught, allows for fostering deeper connections with learners.



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>Update and revise curriculum maps based on instructional implementation.</p>	<p>Instructional Coach will meet with grade level/department area teams to continue addressing priority standards, incorporate them into curriculum, and modeling instructional strategies and routines (counting collections, number talks).</p> <p>Vertical alignment meetings focused on ELA and Math will be held bi-monthly to address curriculum, standards, and instructional practices that flow from one grade level to the next. The Instructional coach and technology coach will be available to infuse technology /strategies into lessons.</p> <p>Teachers will have the opportunity to work after school collaboratively to vertically align and adjust curriculum maps as needed.</p> <p>The Instructional Coach will update the building principal on progress and identify gaps as curriculum maps and instruction are revised.</p>	<p>ELA and math curriculum maps are completed and continue to be revised based on implementation in grades K-8.</p> <p>Curriculum is continued to be vertically aligned K-8 in ELA and math to include instructional practices.</p>	<p>Substitutes</p> <p>Instructional Coach</p> <p>Data Coordinator /Instructional Technology</p> <p>Stipends</p> <p>Time for meetings within and between grade levels</p>

Priority 2

<p>Consistent use and common vocabulary between grade levels</p>	<p>During vertical alignment between grade levels, teachers will converse and agree upon common vocabulary use and instruction across grade levels in ELA and math.</p> <p>Grade level teams will determine to have consistent methods/approaches to solve math word problems, implement math word walls and anchor charts.</p> <p>Teachers will use the acronym's SWAG and RADD-C to support ELA instruction, specifically writing responses.</p>	<p>Analysis of students' assessment results depict use and understanding of common vocabulary.</p> <p>Students' written responses indicate use of identified writing steps and components.</p>	<p>Substitutes</p> <p>Instructional Coach</p> <p>Stipends</p> <p>Time for meetings within and between grade levels</p>
<p>Support Edmentum benchmarking program with supplemental software</p>	<p>Teachers will receive additional professional development on assessment administration, data analysis and the use of student instructional goal reports.</p> <p>Teachers will identify students' skills and determine instructional planning utilizing supplemental software for additional support and practice, and for enrichment.</p> <p>The principal will provide opportunities for grade level and department area meetings to review student assessment and intervention results.</p> <p>Student growth results will be tracked and shared with parents and students regularly.</p>	<p>Increase in student growth and learning based on benchmarking assessment data.</p> <p>Implementation of supplemental instructional software.</p>	<p>Edmentum</p> <p>PD for staff</p> <p>Supplemental software program</p> <p>Data Coordinator /Instructional Technology</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.

On a Spring Climate Survey, 75% of staff agree or strongly agree, “We work together across grade levels and content areas in order to provide an integrated approach to student learning.”

Curriculum maps and vertical alignment are complete for ELA and math in grades K-8.

Grades K-8 Edmentum Benchmarking Spring 2023 results:

- 60% of students are at or above the 50<sup>th</sup> percentile in Reading;
- 60% of students are at or above the 50<sup>th</sup> percentile for Math.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>We commit to increasing Student Connectedness with the school.</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>	<p>As clearly articulated in its vision statement, the district is deeply committed to all students, and strives to ensure that all aspects of their development are supported by the school: <i>“The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student’s achievement in all domains regardless of learning style or ability.”</i></p> <p>This priority will assist the schools in providing experiences for students that foster their total development, and focus on students that would benefit from additional support.</p> <p>The district wants to ensure that all students feel a positive connection with the school. They fear this connection might have been lessened by the pandemic. They are committed to make sure that no students “fall between the cracks”, and will make a concerted effort to provide resources to address this concern.</p> <p>The elementary student interviews, along with results from the climate survey clearly reinforced the need for a feeling of connection with the school as being critical to their success. They provided multiple examples of the ways the school provides these connections (athletics, clubs, special events including families, etc.). They emphasized the importance of social connections with peers, and that their enjoyment of school is closely connected to their relationship with their teachers.</p> <p>The document “How Learning Happens” serves as a guidepost for the school as they pursue this commitment. It is a powerful reminder that student</p>

### Priority 3

engagement is a product of building trusting relationships with all stakeholders, and building supportive networks that support all students.

The Equity Self Reflection identified the need to continue to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, and make meaning of new concepts in multiple ways, and apply learning to meaningful, real world situations.

As mentioned previously, the district wants to bolster its commitment to engaging all students post pandemic. Now is the time to ensure that all students feel valued and a part of the school community. The district will carefully examine its current practices, and provide additional necessary support, programs and events that support this commitment.

This priority is closely tied to the others. Engaging families and the community is integral to student engagement. Parents and families can be powerful allies in the attempt to provide an engaging environment for all students. Providing students with a carefully constructed curriculum that aligns content and allows for all learners to succeed also results in deeper student engagement. This priority also ties to the district's vision.

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?
After School Clubs-Enrichment	The district will offer a variety of afterschool activities that appeal to a wide range of student interests.	Student participation will be monitored.	Teacher stipends Snacks Supplies
Cooperative/Group Work/Project Based Learning	Students will engage in increased opportunities to work as part of a group or team, both in the classroom and other enrichment opportunities.	The number of opportunities for students to work cooperatively will increase. Opportunities will be monitored throughout the year.	Teacher Stipends PD for teachers Materials and Supplies
Student Engagement Strategies	Teachers will expand their repertoire of instructional strategies to engage more students during instruction.	The number of opportunities for students to respond during instruction will increase. Opportunities will be monitored throughout the year.	Teacher Stipends PD for teachers
Summer Programming	School will offer summer programming to students K-5	Student participation will be monitored.	Teacher Stipends Snacks Materials and Supplies

## 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.

Climate Survey results:

- 80% of families agree or strongly agree, “Our school has clubs, activities, and events to help students engage and connect to schools.”
- 80% of faculty and staff agree or strongly agree, “As a school, we talk about and reinforce the role of productive teacher/student /family relationships.”
- 80% of junior/senior high students agree or strongly agree, “I feel welcomed and part of my school.”

Student attendance will increase.

- At faculty meetings, teachers will report *when/during what activities* students are more “engaged” and interested in learning.

## 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>
Eric Burke	Superintendent	District
Joe Binion	Jr. Sr. High Principal	Jr. Sr. High School
Nicole Weakfall	Elementary Principal	Elementary School
Toni Siddon	CSE Chairperson/Guidance	District
Katrina Bailey	Math AIS Teacher	Jr. Sr. High School
Conner Eldridge	ELA Teacher	Jr. Sr. High School
William Todd	Special Education Teacher	Elementary School
Nicole Baxter	Parent	Elementary School
Brenda McCall	6 <sup>th</sup> Grade Teacher	Jr. Sr. High School
April Sharlow	Teacher Assistant	District
Melissa Madlin	Elementary Teacher	Elementary School



## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
<b>June 1, 2022</b>	District Office
<b>June 13, 2022</b>	LGI 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	District Staff Survey requesting feedback, priorities, and PD needs. Teachers of subgroup were SCEP and DCIP team members.
Parents with children from each identified subgroup	Climate Survey sent to parents requesting feedback and commentary. Parents participated on the SCEP and DCIP team.
Secondary Schools: Students from each identified subgroup	Students in grades 5-12 were surveyed.

## 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 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).