



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Oppenheim Ephratah St. Johnsville CSD	Adam Heroth

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	This district is committed to ensuring that the written mission and vision reflect the core values of the OESJ school district.
2	This district is committed to building a stronger school culture around curriculum implementation and assessments.
3	This district is committed to recentering the district's relationships with school staff, students, families, and community members.

BOE Approved: August 21, 2024

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>This district is committed to ensuring that the written mission and vision reflect the core values of the OESJ school district.</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"> • 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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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>The OESJ school district is a merged district that has undergone my transitions and changes throughout the last decade. As a result of this history of many changes and the recent designation of the MS/HS building as a TSI, the members of the DCIP planning team felt that it was appropriate to revisit the current mission and vision of the school district to ensure that it is reflective of the current shared values and core beliefs of the OESJ school district.</p> <p>The decision to revisit the mission and vision of the OESJ school district came after the analysis of the SCEP team and the DCIP team of local district data, as well as through the engagement with the protocols in the Envision-Analyze-Listen activities during the TSI process. These activities highlighted the district’s need to relook at its mission and vision to ensure that it was not only reflective of the core values and beliefs of the district, but that it was able to appropriately anchor the district as it moves forward with setting goals and planning improvement initiatives.</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>Regular team meetings with various stakeholder groups (ie COMPASS team, Instructional Teacher Leaders, BOE, parents, students, and community members).</p>	<ol style="list-style-type: none"> 1. Collaboration amongst various building level and district level committees and teams. 2. Ongoing, intentional collaboration and communication with stakeholder groups. 3. Dissemination and analysis of surveys from stakeholder groups across various building level and district level committees and teams. 4. Development of district mission and vision 	<ol style="list-style-type: none"> 1. Established, regular meeting schedule with various stakeholder groups. 2. Consultation contract with NYS Kids Project to facilitate feedback, development, and implementation of mission/ vision across various stakeholder groups.

Priority 1

	statement that is reflective of the core values and beliefs of the OESJ CSD based on stakeholder collaboration, feedback, and survey results.	
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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 2024-25 school year.
At the end of the 24-25 school year, the OESJ school district will have engaged with various stakeholder groups to gain feedback in order to develop and implement a mission and vision statement that is reflective of the core values of the OESJ school district.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
Elementary and Secondary COMPASS teams meet to develop processes for development and implementation timeline for OESJ mission and vision.	September/ October 2024	
Elementary and Secondary COMPASS teams share scope of work and engage with stakeholders for feedback on OESJ mission and vision.	November 2024 - February 2025	
Elementary and Secondary COMPASS teams conduct analysis and synthesis of stakeholder feedback on OESJ mission and vision.	March 2025	
Elementary and Secondary COMPASS teams work with administration to develop and implement a draft OESJ mission and vision.	May 2025	
Administration partners with the BOE to	July 2025	

Priority 1

refine, adopt, and implement a finalized OESJ mission and vision.		
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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>This district is committed to building a stronger school culture around curriculum implementation and assessments.</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 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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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>Throughout the “Five-Part Needs Assessment” process, the OESJ SCEP identified the following vision during the “Exploring Our Vision, Values, and Aspirations” protocol for examining “Linking Teaching and Learning:”</p> <ul style="list-style-type: none"> - The district and school will have an aligned, mapped curriculum that lives in a more transparent space (ie the district website). - The district and school will provide more curricular support to staff to allow for more consistency with curriculum implementation; this will be inclusive of more communication and curriculum planning between and within departments and grade level meetings. <p>During the course of the needs assessment of the SCEP team it was determined that many 7th and 8th grade staff members feel as though there has been inconsistency over the years as to how staff across grade levels and within departments have approached curriculum development and implementation.</p> <p>Furthermore, the SCEP team discussed the need by staff to be more intentional with their analysis of assessment data to drive instructional practices and curriculum development in the classroom.</p> <p>Lastly, the SCEP team analyzed staff and parent survey results and found that both groups reflected wanting a more developed home to school connection to support student success and buy-in around student engagement with the 7th and 8th grade NYS assessments.</p> <p>As a result of the outcomes of the SCEP team, the DCIP team felt that this commitment was an appropriate priority for the district, K-12 to engage in to support better learning outcomes for all of its students.</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>Regular and ongoing curriculum mapping, which will be inclusive of explicit CBT assessment practice.</p>	<ol style="list-style-type: none"> 1. Teachers will meet with an instructional coach and administration on a monthly basis, both as grade levels and as a department to review state and local assessment data and review implications for instruction. 2. Curriculum maps will be modified and updated monthly to reflect changes in classroom instruction supported by analysis of student performance on NYS standards tied state and local assessment data. 3. Teachers will implement regular and ongoing explicit instruction and practice with CBT assessments. 	<ol style="list-style-type: none"> 1. HFM BOCES Instructional Coach 2. State and local assessment data from Tableau and/or local unit assessments 3. Access to CBT platforms (ie iReady and Datamate) 4. Curriculum mapping time during summer of 2024 and ongoing throughout the 24-25 school year.
<p>More intentional, transparent, and explicit communication regarding classroom happenings and curriculum with parents and families to support student engagement.</p>	<ol style="list-style-type: none"> 1. Curriculum maps to be posted on OESJ website to support parent understanding and engagement with grade level curriculum expectations and learning outcomes. 2. Ongoing information, communication, and support for parents related to upcoming happenings, events, and academic information to support student success (ie more structured open house, regular communication about homework and academic expectations, regular and ongoing communication regarding behavior, both positive and areas for improvement). 	<ol style="list-style-type: none"> 1. Curriculum mapping time during summer of 2024 and ongoing throughout the 24-25 school year. 2. Educational Technology Support Specialist to support more regular, transparent, and consistent communication.

Measuring Success

END OF THE YEAR

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

Priority 2

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

At the end of the 24-25 school year, the OESJ school district will have more complete and detailed curriculum maps for all courses and departments in grades PK-12, which are aligned with NYS Standards and reflect intentional and explicit instruction in CBT. All curriculum maps, for all grade levels and departments will be posted to the district website.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	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>
Teachers will meet with an instructional coach and administration on a monthly basis, both as grade levels and as a department to review state and local assessment data and review implications for instruction.	September 2024 - June 2025	
Curriculum maps will be modified and updated monthly to reflect changes in classroom instruction supported by analysis of student performance on NYS standards tied state and local assessment data.	September 2024 - June 2025	
Curriculum maps to be posted on OESJ website to support parent understanding and engagement with grade level curriculum expectations and learning outcomes.	June 2025	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>This district is committed to recentering the district’s relationships with school staff, students, families, and community members.</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"> • 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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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>The OESJ school district is a merged district that has undergone many transitions and changes throughout the last decade. As a result of this history of many changes and the recent designation of the MS/HS building as a TSI, the members of the DCIP planning team felt that it was appropriate to recommit and recenter our approach to how we communicate and build relationships within the school community, as well as outside the school community with various stakeholder groups.</p> <p>The DCIP team’s decision to recenter the district’s approach to communication and relationship building with school staff, students, families, and community members was based on the needs assessment conducted by the SCEP team, family and instructional staff survey results both indicated a need to include families and parents more in the education of our students. Both parties’ responses pointed to a need for a more developed and ongoing partnership to support student success.</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>Regular and intentional communication with families and the community.</p>	<ol style="list-style-type: none"> 1. Monthly K-12 communication/ messaging highlighting key happenings and events in both the elementary and MS/HS buildings 2. Regular, positive communication with parents and families throughout the school year, especially with pre-identified, harder to reach families. 	<ol style="list-style-type: none"> 1. Partnering with community agencies, members, retirees, parents, and parent-teacher organizations. 2. Consultation contract with NYS Kids Project to support survey development

Priority 3

	3. Identifying and offering innovative ways to enhance student experiences and build community.	
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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 2024-25 school year.

Increase parent and community involvement in school activities with a special focus on harder to reach parents being more involved in identifying and offering innovative ways to enhance students’ experiences and build more community-school goodwill and connection.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
Develop an action plan with monitoring tools for measuring parent and community involvement in school activities with a special focus on harder to reach parents being more involved in identifying and offering innovative ways to enhance students’ experiences and build more community-school goodwill and connection.	October 2024	
Implement an action plan with monitoring tools for parent and community involvement in school activities with a special focus on harder to reach parents being more involved in identifying and offering innovative ways to enhance students’ experiences and build more community-school goodwill and connection.	January 2025	
Monitor and review the outcomes of the action plan for parent and community involvement, with a goal of seeing an increase in parent and community involvement in school activities with a special focus on harder	June 2025	

Priority 3

<p>to reach parents being more involved in identifying and offering innovative ways to enhance students' experiences and build more community-school goodwill and connection. This will be measured via communication logs and parent/ community surveys from the beginning to the end of the school year.</p>		
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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>
Adam Heroth	Superintendent	OESJ CSD
Jessica Derwin	Director of Curriculum & Student Services	OESJ CSD
Timothy Barnes	MS/HS Principal	OESJ MS/HS
Kyle O'Brien	Elementary Principal	OESJ Elementary
Kristen Wilcox	NY Kids Project - Consultant	N/A
Nancy Andress	NY Kids Project - Consultant	N/A
Susan Tangorre	NY Kids Project - Consultant	N/A
Lorri Sammons Wilbur	Teacher	OESJ MS/HS
Brittany Pawalek	Teacher	OESJ MS/HS
Kristen Kelly	Teacher	OESJ MS/HS
Kristie Sinner	Teacher	OESJ MS/HS
Julia Hudyncia	Teacher	OESJ MS/HS
Rebecca McAdams	Teacher	OESJ MS/HS
Scott Miles	Teacher	OESJ MS/HS
Amanda Blanc	Teacher	OESJ Elementary
Danielle Schoff	Teacher	OESJ Elementary
Heather Smith	Teacher	OESJ Elementary
Brooke Cuddy	Teacher	OESJ Elementary
Kayla Sergott	Teacher	OESJ Elementary

Our Team's Process

Skyler Viveros	Teacher	OESJ Elementary
Jodi Eakin	Parent	N/A
Nicole Haversat	Parent	N/A

Meeting Dates

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

Meeting Date	Location
July 24, 2024	OESJ District Office & MS/HS Library
July 25, 2024	OESJ MS/HS Library
July 30, 2024	OESJ MS/HS Library
July 31, 2024	OESJ MS/HS Library

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teacher feedback and perspectives were gained via instructional staff surveys, focus groups, COMPASS team meetings, and direct teacher participation in the SCEP and DCIP process.
Parents with children from each identified subgroup	Parent feedback and perspectives were gained via parent surveys and direct participation in the SCEP and DCIP process. Parents polled were representative of parents with children who were identified as receiving special education services, as well as children who were economically disadvantaged.
Secondary Schools: Students from each identified subgroup	Student feedback and perspectives at the secondary level were gained via student surveys and focus groups. Students who participated in the surveys and focus groups were representative of students identified as receiving special education services, as well as children who were economically disadvantaged.

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 by July 31, 2024, 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).