

The Special Meeting of the Board of Education of Madison Central School was held on September 1, 2022 at 5:30 pm in the cafeteria.

**MEMBERS PRESENT:** Mrs. Laura Billings  
Mrs. Jennifer Lavoie  
Mr. Brett Reiter  
Mr. Jona Snyder  
Ms. Jennah Turner

**MEMBERS ABSENT:** Mr. Tobias Abrams  
Ms. Jessica Clark

**OTHERS PRESENT:** Mr. Jason Mitchell, Superintendent  
Ms. Tracey Lewis, District Clerk

- I. Call to Order
  - a. Mrs. Lavoie, president, called the meeting to order at 5:32 pm.
- II. Agenda Additions
  - a. None
- III. Consent Agenda
  - a. Approval of Agenda for this meeting

**MOTION # 1 - APPROVAL OF AGENDA**

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the agenda for this meeting. Motion carried 5 yes, 0 no.

- b. Approval of Minutes
  1. August 29, 2022 Special Meeting Minutes

**MOTION # 2 - APPROVAL OF MINUTES**

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the August 29, 2022 Special Meeting Minutes. Motion carried 5 yes, 0 no.

- IV. Public Forum
  - a. None
- V. Reports
  - a. Superintendent
    1. Approval of Non-Resident Students
      - a. Student entering grade 2
      - b. Student entering grade 4

**MOTION # 3 - APPROVAL OF NON-RESIDENT STUDENTS**

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve two non-resident students entering grades 2 and 4 for the 2022-23 school year. Motion carried 5 yes, 0 no.

- VI. New Business
  - a. Personnel
    1. Resignations
      - a. Nicole Winegard - Vocal Music Teacher effective September 2, 2022
      - b. Cassie Head - Elementary Education Teacher effective August 30, 2022
      - c. Suzette Santana-Secondary Spanish effective September 1, 2022

**MOTION # 4 - ACCEPTANCE OF RESIGNATIONS**

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to accept the resignations of Nicole Winegard as Vocal Music Teacher effective September 2, 2022, Cassie Head as Elementary Education Teacher effective August 30, 2022 and Suzette Santana as Secondary Spanish Teacher effective September 1, 2022. Motion carried 5 yes, 0 no.

2. Appointments

- a. Lauryn Blake - Probationary Full-Time Elementary Education Teacher effective September 1, 2022 with tenure anticipated September 1, 2025 in the area of Elementary Education at M6, Step 14, with Masters as per contract with Professional Certification in Childhood Education (Grades 1-6)

**MOTION # 5 - APPOINTMENT**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to approve Lauryn Blake as a Probationary Full-Time Elementary Education Teacher effective September 1, 2022 with tenure anticipated September 1, 2025 in the area of Elementary Education at M6, Step 14, with Masters as per contract with Professional Certification in Childhood Education (Grades 1-6). Motion carried 5 yes, 0 no.

VII. Question & Answer Opportunity

- a. None

VIII. Adjournment

**MOTION # 6 - ADJOURNMENT**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to adjourn the meeting at 5:38 pm. Motion carried 5 yes, 0 no.

Internal Claims Auditor Report  
August 2022

Warrant Number	Warrant Date	Check # Sequence	Fund	Date of ICA Review	Amount of		Internal Claims		Final Findings
					Warrant	Warrant	Auditor Findings/Questions	Findings	
2	8/1-8/5/2022	4354-4358	C	8/23/2022	\$4,229.52		OK	OK	OK
3	8/1-8/5/2022	3710-3711	FA22	8/23/2022	\$1,550.00		OK	OK	OK
7	8/1-8/5/2022	23706-23721	A	8/23/2022	\$10,541.10		OK	OK	OK
4	8/6-8/19/2022	3712-3717	FA22	8/31/2022	\$14,673.84		OK	OK	OK
8	8/6-8/19/2022	23722-23742	A	8/31/2022	\$46,158.25		OK	OK	OK
1	8/6-8/19/2022	1295-1296	HBUS	9/7/2022	\$5,490.00		OK	OK	OK
3	9/1-9/2/2022	4359-4361	C	9/7/2022	\$3,222.64		OK	OK	OK
1	9/1-9/2/2022	3718-3722	FA23	9/7/2022	\$4,924.16		OK	OK	OK
11	9/1-9/2/2022	23743-23760	A	9/7/2022	\$13,605.57		OK	OK	OK
5	8/1-8/31/2022	2095-2103;7211-7212	A	9/15/2022	\$234,012.49		OK	OK	OK
4	8/1-8/31/2022	3885	C	9/15/2022	\$25.00		OK	OK	OK
12	8/1-8/31/2022	21244	A	9/15/2022	\$100.00		OK	OK	OK
1	7/1-7/31/2022	2086-2094;7208-7210	A	9/15/2022	\$249,869.00		OK	OK	OK
54	6/1-6/30/2022	2074-2085;7172-7207	A	9/15/2022	\$501,669.59		OK	OK	OK
61	6/1-6/30/2022	6576;6578;7199;21243	A	9/15/2022	\$348.00		OK	OK	OK
<b>TOTAL</b>						<b>\$1,086,189.64</b>			

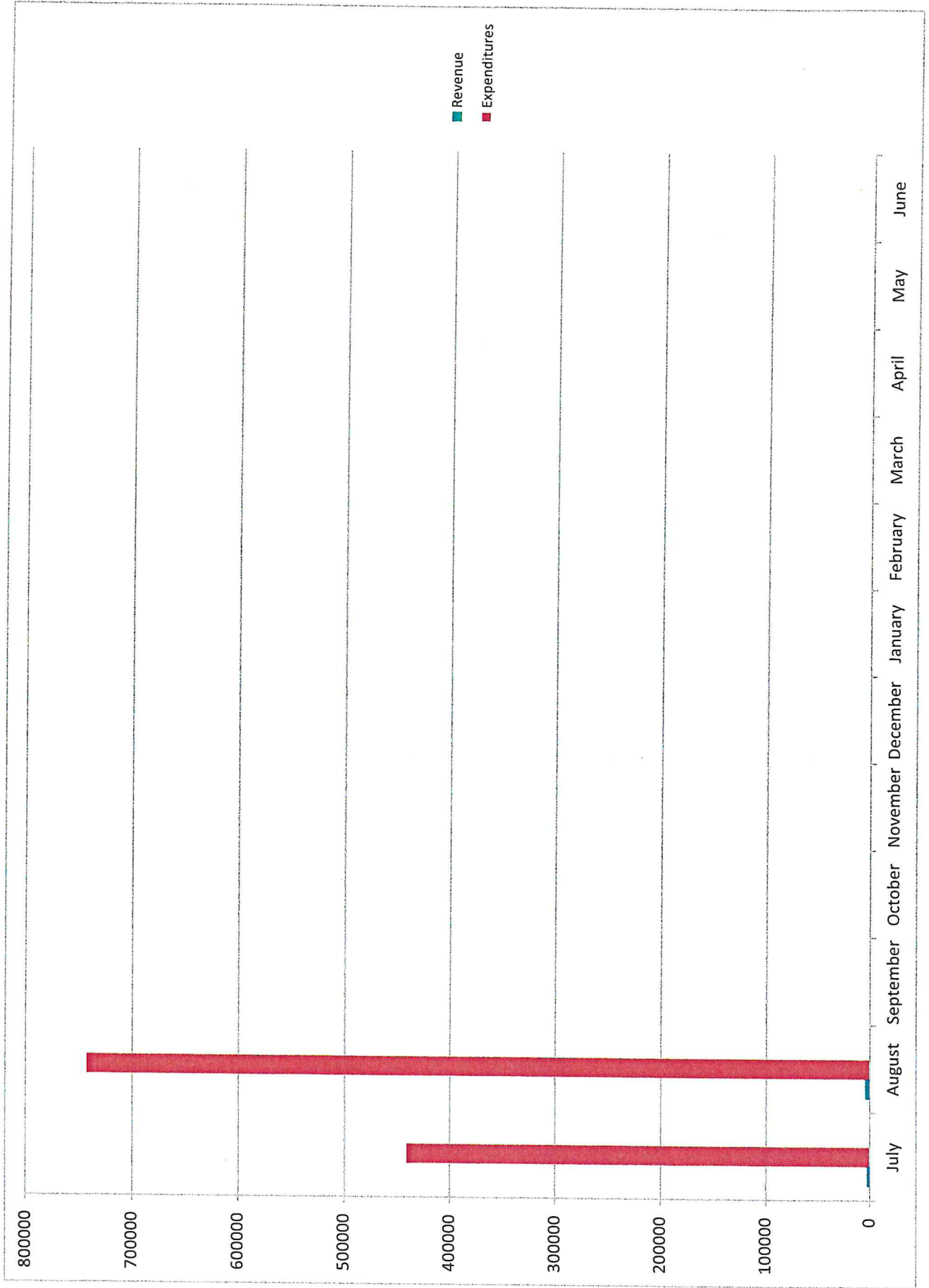
*Amanda Barber*  
9/15/2022

MADISON CENTRAL SCHOOL DISTRICT

Expenditures

MAJOR BUDGET CATEGORIES =====	End Of Year 2021-2022	Adjusted Budget 2022-2023	Expected Fund Balance 6/30/2023
Board Of Education	11,169	17,805	15,757
Central Administration	189,595	194,738	148,245
Finance	201,945	216,001	191,687
Staff	31,752	45,225	45,012
Central Services	606,645	668,270	569,891
Special Items	136,509	139,876	105,345
GENERAL SUPPORT	1,177,615	1,281,915	1,075,937
Instruction, Admin. & Improv.	242,608	266,107	192,307
Teaching-Regular School	2,078,509	2,413,403	2,298,551
Special Programs	988,172	1,358,588	1,318,935
Occupational Education	340,722	367,425	364,122
Teaching-Special Schools	76,459	109,470	101,492
Instructional Media	153,841	147,512	139,919
Pupil Services	319,977	583,089	447,180
INSTRUCTION	4,200,287	5,245,594	4,862,506
PUPIL TRANSPORTATION	487,517	575,207	530,442
COMMUNITY SERVICE	-	-	-
Employee Benefits	2,969,450	3,457,876	2,856,970
Debt Service	1,098,273	1,117,423	12,500
Interfund Trx	34,602	2,000	(1,994)
UNDISTRIBUTED	4,102,325	4,577,299	2,867,476
TOTAL GENERAL FUND = = = >>>>	9,967,745	11,680,015	9,336,361

#1 = Budget approval of \$11,660,590 + carry over purchase orders of \$19,424.59 from 2021-2022 school year (encumbrance)





# School Boards Institute

*"Children First"*

## ***"General Membership Meeting School Law and Legal Overview Update"***

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**Date:** Thursday, September 29, 2022  
**Time:** 5:30-6:00- Check-In  
6:00 pm- Dinner  
6:45 pm- Program Begins  
**Presenter:** Kathleen Gavett, Jennifer Matthews, Ferrara, Fiorenza PC Law Firm  
**Site:** Oneida BOCES 4747 Middle Settlement Rd. New Hartford

### The program will include sessions focus

- ❖ Update on IDEA format and responsibilities
- ❖ COVID response and responsibilities
- ❖ Student Management topics and concerns (cell phones, SEL, Gender Identity, Suspensions
- ❖ DEI focus & updates and district responsibilities

**To register for "School Law and Legal Overview Update General Membership meeting":**  
Fill out the form & E-mail to [cpriola@herkimer-boces.org](mailto:cpriola@herkimer-boces.org) Any questions, contact Charley Priola, Herkimer BOCES, School Boards Institute at (315) 867-2000

### **\*\* Register by Monday, September 26<sup>th</sup> \*\***

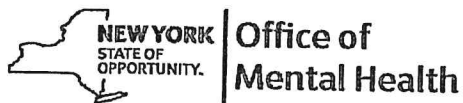
(Please note: dinner will be catered by Michael's Fine Foods and Spirits therefore they will need an appropriate head count on time)

SCHOOL DISTRICT: \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_ Telephone \_\_\_\_\_



KATHY HOCHUL  
Governor

ANN MARIE T. SULLIVAN, M.D.  
Commissioner

MOIRA TASHJIAN, MPA  
Executive Deputy Commissioner

August 9, 2022

Jason Mitchell  
Superintendent  
Madison Central School District  
7303 State Route 20  
Madison, NY 13402

Dear Superintendent Mitchell:

In response to the proposal that was submitted by your school district under the RFP entitled "Student Mental Health Support Grants to School Districts", released on March 29, 2022, OMH is pleased to inform you that your district has received an award. The amount funded to Madison CSD is \$1,050,054.

This award is conditional, pending approval of an operating contract by the NYS Attorney General (AG's) and the Office of the State Comptroller.

Please confirm in writing to [carol.swiderski@omh.ny.gov](mailto:carol.swiderski@omh.ny.gov), your school district's acceptance of this award.

The contract package/instruction letter will be sent to the individual identified as responsible for "Contract Handling" on the Provider Contact Form submitted with the proposal in the next several weeks. Should you have any questions, please contact me at either 518-473-1985 or via email at [carol.swiderski@omh.ny.gov](mailto:carol.swiderski@omh.ny.gov).

OMH appreciates the time and effort district staff spent in submitting a proposal and we look forward to working with you on this critical program for youth in New York State.

Please distribute/communicate this notification as necessary through your school district.

Sincerely,

Carol Swiderski  
Issuing Officer

cc: Meredith Ray-Labatt



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Madison CSD	Madison	PK-12

## Collaboratively Developed By:

The Madison Central School SCEP Development Team

Kati Strong, Michelle Nolan, Darcy Beeman, Cheryl Livermore, Tyler Fellows, Fiona Abrams, Andrew Nichols, Skye Millington, Margaret Craver, Jessica Chenel, Amber Neiss, Amanda Barton, LeeAnn Cucci, Larry Nichols, Brian Latella.

*And in partnership with the staff, students, and families of Madison Central School.*



## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

### Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Writing Your SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)

# COMMITMENT I

## Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p> <p><b>Why are we making this commitment?</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 school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</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 school's long-term plans?</i></li> </ul>	<p>We commit to fostering positive social and emotional relationships among students, staff and the community.</p> <p>We want students to feel safe and have a sense of belonging at school. This commitment is important to pursue because students cannot learn if they are not feeling mentally stable and mentally supported. Every student needs to be able to develop trusting relationships with adults and other students. Through our student interviews we learned that students had the perception of not being heard, experiencing stress/pressure in and out of school (both academically and socially), and the perception that testing occurs on the same days for several subject areas. We aim to prioritize restoring and building connections within our school and within our community to help build these relationships.</p>
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## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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><b>Second Step SEL Program</b></p>	<p>Social Emotional Learning PK-8 (ongoing). Through our student interviews we learned that students have felt stress and pressure inside and outside of school. This directly impacts how students interact with each other. Second Step helps address this need.</p>	<p>Survey data (Fall, Winter, Spring). Use sources of data the program can/will provide.</p>	<p>PD for staff new to our district.</p>
<p><b>Yale Center for Emotional Intelligence: RULER Approach</b></p>	<p>Social Emotional Learning K-5</p>	<p>Survey data (Fall, Winter, Spring). Explore any sources of data the program can/will provide.</p>	<p>Professional Development, licensing, ancillary activities.</p>
<p><b>Restorative Practices</b></p>	<p>Social Emotional Learning 6-12. We learned from our student interviews that students feel they have little or no voice being heard and student-to-student and student-to-adult interactions need to improve. Restorative Practices help address this concern.</p>	<p>Survey data (Fall, Winter, Spring).  Disciplinary referral data.</p>	<p>Professional Development and ancillary activities to support the program.</p>
<p><b>Positive Behavioral Interventions and Supports</b></p>	<p>Social Emotional Learning PK-5</p>	<p>Survey data (Fall, Winter, Spring).</p>	<p>Professional Development and ancillary activities that</p>

Commitment 1

<p><b>Welcome back event</b></p>	<p>Students and staff - this September we are having a community picnic leading up to Open House.</p>	<p>Disciplinary referral data.</p>	<p>support the program (Student oriented assemblies, celebrations, etc.) \$500 for celebrations Planning, supplies</p>
<p><b>Houses (staff-student mentoring)</b></p>	<p>Students and staff. Staff mentor small groups of students (check-in/check-out, bonding activities, etc.). This is a direct result from student interviews (feeling unheard and requests to do more House activities). With that we plan on scheduling House meetings at least 1x month with mini/informal meetings to supplement the monthly meetings. These meetings will consist of circles, student feedback/input, competitions, etc.</p>	<p>Feedback from a survey pertaining to how well this piece is working.</p>	<p>Planning and supplies for events done to support this. \$500 - food &amp; supplies</p>
<p><b>College and Career Ready Night</b></p>	<p>Student/community outreach. Area colleges/universities and employers set up in the gymnasium, allowing students and parents to visit, ask questions, and get information.</p>	<p>Attendance at the event. Suggestions/comments box at the event.</p>	<p>Planning, materials/supplies needed for the evening. \$200 - refreshments</p>
<p><b>Community Garden</b></p>	<p>Parents, students, and staff create and cultivate a community garden with potential uses for students and the community.</p>	<p>Survey data</p>	<p>Planning, materials, equipment, and supplies. Cost of seeds.</p>
<p><b>Testing Schedule</b></p>	<p>Staff will develop a weekly testing schedule. We learned from the Student Interview session that students feel that multiple tests occur on the same day, thus adding to their stress level.</p>	<p>Administrator Evaluation</p>	<p>Time for teams to develop a schedule.</p>

## Commitment 1

Commitment 1

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	I feel safe at Madison Central School	85% agree
	Do you feel bullying is a problem at Madison Central School	45% disagree
	Do you feel cyberbullying is a problem at Madison Central School	65% disagree
	Does Madison Central School do enough to educate students about the issue of bullying/cyberbullying	65% agree
<b>Staff Survey</b>	Do you feel bullying is a problem at Madison Central School	60% disagree
	Is Madison Central School doing enough to address the issues of bullying/cyber bullying	70% yes
<b>Family Survey</b>	My child feels connected to Madison Central School	70%
	Staff at Madison Central School care about my child	70%
		70%

Commitment 1

	Madison Central School is meeting the needs of my child(ren) both academically and social emotionally	60%
	I feel better connected to Madison Central School	

**We believe having the following occur will give us good feedback about our progress with this commitment:**

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
We would like to see our survey numbers trend in a positive direction from our base percentages in September. We would like to see at least an increase of 10 percentage points from September to January and an increase of another 10 percentage points from January to May.
We would like to see decreases in behavioral/counselor referrals over the course of the year.
Entering year 3 of the program, we would like to see students and staff engaging in more “restorative practice” conversations and strategies throughout the year.
Through survey data, see if parent connectedness to the school district increases and through attendance at community events.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p> <p><b>Why are we making this commitment?</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 school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</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 school's long-term plans?</i></li> </ul>	<p>We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic and social emotional success.</p> <p>We believe that as a school we have the responsibility to prepare our students to feel successful for life after high school. We are continuing to work on reaching across grade levels with staff training and consistency among content areas. Teachers recognize that they need time to reflect on their curriculum that is being taught and time to collaborate with other staff. We also learned from our Equity Self-Reflection document that although we have grown in this area over the past year, there is still room for growth in some areas. We are working, in conjunction, with our BOCES to provide current PD strategies to address this area.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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><b>OHM BOCES Science Kits</b></p>	<p>Alignment to the Next Gen Science Standards and future 5, 8 assessments.</p>	<p>Principal observation.</p>	<p>School visitations/PD opportunities</p>
<p><b>Orton-Gillingham Instructional approach</b></p>	<p>Direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals</p>	<p>Benchmarking throughout the year.</p>	<p>Funding for materials and supplies \$300</p>
<p><b>Units of Study for teaching Reading &amp; Writing with Olivia Wahl: K-12</b></p>	<p>Supporting Readers and Writers through Conferring and Small Group Instruction</p> <p>Reaching and engaging every child as readers and writers across content areas: ELA, Special Ed teachers, Science Teachers, Social Studies Teachers, Math Teachers, Health Teacher, Business Teacher, Agriculture Teachers, and Teaching Assistants who support instruction at all levels.</p>	<p>17 days over the school year</p> <p>Principals will observe these strategies being used throughout the year.</p> <p>Positive growth results from STAR assessments.</p>	<p>Funding for PD</p>
<p><b>Math Specialist Support</b></p>	<p>Working with teachers PK-12.</p>	<p>Positive growth results from 3-8 assessments and STAR assessments.</p>	<p>Funding for substitutes.</p>

Commitment 2

<p><b>On-site coaching, curriculum planning with district mathematics coach.</b></p>	<p>Mathematics coach will be working with Elementary and Secondary staff every day throughout the school year.</p>	<p>STAR testing results and NYS Assessment results.</p>	<p>Funding for PD, substitutes, and any books/supplies needed for supporting staff.</p>
<p><b>Equity Professional Development</b></p>	<p>Staff development in the area of Equity and Diversity. This will be year two of this as we work in conjunction with our BOCES. We have worked on diversifying our classroom libraries this past year and will continue looking at this.</p>	<p>Principal observations</p>	<p>Funding for PD</p>
<p><b>SCEP Development</b></p>	<p>Developing, implementing, and following up.</p>	<p>Calendar and SCEP Strategy update/tracking.</p>	<p>Funding for committee members. \$500</p>

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	Do you feel that all students are treated with respect and dignity?	65%
	Do you feel all cultural identities are affirmed, valued, and represented?	65%
<b>Staff Survey</b>	Do you feel Madison Central School is providing enough quality professional development?	70%
	Do you feel supported professionally by the district?	70%
	Do you feel the district is providing enough professional development designed around equity?	70%
<b>Family Survey</b>	Do you feel that all students are treated with respect and dignity?	65%
	Do you feel all cultural identities are affirmed, valued, and represented?	65%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

## Commitment 2

We would like to see positive growth trends in our survey data at year's end.

Through administrative observations, see more of the concepts and strategies being used in daily instruction throughout the school year.

Ultimately see growth/higher scores in formative assessments, STAR assessments, and NYS assessments.

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p> <p><b>Why are we making this commitment?</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 school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</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 school's long-term plans?</i></li> </ul>	<p>We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p> <p>This commitment emerged as an important topic based on a questionnaire that was given to a cross section of students. According to the mission statement of MCS, we are cultivating a community of lifelong learners and critical thinkers, so it is essential that we provide skills necessary to achieve these goals. Ultimately, students will have the skill set to choose their own paths for learning and or feel ready for a career after high school. We also learned from our Student Interviews that students want more opportunities to participate in "activities that are fun to do, distract us, and give us a break". We feel the strategies listed give students a well-rounded opportunity to get involved in some way.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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><b>College and Career Night</b></p>	<p>Community engagement and preparing students for post graduation. This is offered to every student in grades 9-12 with the opportunity for transportation to the event for any student in need.</p>	<p>Attendance at the event and graduation survey.  Post graduation survey 1 year after graduation.</p>	<p>Planning (committee), communication to the community, supplies needed for the event.</p>
<p><b>Learning Celebrations</b></p>	<p>Community engagement with focus on what students are learning throughout the year.</p>	<p>Attendance to these events  Parent Survey</p>	<p>Planning, supplies needed for the event. \$400 for food.</p>
<p><b>Curriculum Night(s)</b></p>	<p>Community engagement - inviting families to our school to look at and discuss curriculum. Our Learning Coach has hosted 2 meetings and is scheduling more for this school year.</p>	<p>Attendance to these events  Parent Survey</p>	<p>Planning, dinner/desserts, and any supplies.</p>
<p><b>Learning Club</b></p>	<p>Helping students with and feeling successful. Program will run 3 nights per week, 1 hour for each session, starting the first week of October and running until the second week of June (if necessary).</p>	<p>Attendance, grades, and improved grades on assessments.</p>	<p>Staff monitoring homework club each night (2 staff each night - with an additional 2 staff if attendance numbers warrant it) and providing food</p>

Commitment 3

<b>Intramurals</b>	Helping students feel successful socially and emotionally. Program will begin in October and run 1-2 nights per week depending on space availability.	Attendance Student survey	(snack) for students attending. Staff monitoring the activities (1 staff member), snacks, and any supplies needed for the club.
<b>Builders Club</b>	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 night per week	Attendance	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
<b>STEM Club (Elementary students)</b>	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 nights per week	Attendance	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
<b>Lego Robotics (Drone technology, and other robotics as well)</b>	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1-2 nights per week	Attendance Student survey	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
<b>E-Sports Club</b>	Helping students feel successful socially and emotionally. Providing students with a non-traditional opportunity to excel in competition that is not athletic, musical, or art related - in essence providing a path to those students not engaged in school with what we currently provide for competition. Providing students with an opportunity to take a path toward higher education.	Attendance Academic success Student Survey	Staff monitoring the activities (1-2 staff members) and equipment necessary to provide students with the means to have a successful experience with this club.

Commitment 3

<b>Reading/Writers Club</b>	Will allow students to have opportunities to be readers and authors using the strategies from the Units of Study.	Attendance Academic success Student Survey	Staff monitoring the activity (1), supplies, and snacks.
<b>Community Garden</b>	Allowing parents, students, and staff to come together to cultivate a vegetable garden and ultimately cultivate deeper relationships with each other.	Attendance Survey data	Staff monitoring the activity (2), equipment necessary to do this, and supplies/materials.
<b>Community Night</b>	Guest speakers; activities; demonstrations (various topics/opportunities such as cooking, technology, safety, etc.)	Attendance Parent Survey Data	First Wednesday of each month beginning in October.  Funding for staffing and supplies.
<b>Community Classes</b>	Through the use of our Distance Learning Lab, provide adults in the community an opportunity to take courses/trainings after normal school hours. Connectivity has been an issue for some families in our district, this could be another pathway for them to advance their career goals.	Attendance Parent Survey Data	Funding for staffing (2 staff).
<b>Technology Team</b>	Committee of students and staff to assess our technology we currently have and then look at possibilities of implementing more technology (ie. 3D printers, drone technology, etc.)	Student and staff survey data.	Funding for technology.
<b>Community Library</b>	Through the use of our school library, provide our community the opportunity to come in for storytime, independent reading, open library time, and snack.	Community attendance.	Funding for staffing and a snack. Once per week, 1-2 hours per session.



Commitment 3

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	Do you feel Madison Central School offers a wide range of activities/clubs for you to be part of?	80%
	Do the activities/clubs offered to students at Madison Central School allow people like you to be part of them?	80%
	Do you feel that Madison Central School could provide more activities/clubs for students?	80%
	Do you feel that Madison Central School is offering enough opportunities to connect with your community with the school district?	75%
<b>Staff Survey</b>	Is Madison Central School providing students enough opportunities for after school involvement (ie. clubs)?	70%
	Is Madison Central School offering enough opportunities for the community to engage more with the district?	70%
	Is Madison Central School providing students with opportunities for after school involvement beyond athletics?	70%
<b>Family Survey</b>	Is Madison Central School providing the community the opportunity to engage more with the school district?	70%

Commitment 3

We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.</p> <p>High participation in after school activities/clubs (at least 50% for students not engaged in athletics).</p> <p>Improvement in the areas of academics, attendance, and SEL - 20% over the course of the school year.</p> <p>Survey data - especially with the community to see if we are trending in the right direction and getting feedback to see where we can be more effective.</p>
---

## COMMITMENT 4

*This section can be deleted if the school does not have a fourth commitment.*

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to improving our data goals by having students meet benchmark targets throughout the year.</p>
<p><b>Why are we making this commitment?</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 school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</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 school's long-term plans?</i></li> </ul>	<p>We believe as a school that we are dedicated to making improvement across the entire school by showing academic growth throughout the school year.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</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><b>Continuation of “Data Days” with the Data Team.</b></p>	<p>Opportunities for our Data Team to work with staff in groups and 1 to 1 about looking at student assessment data at the state and local assessment (STAR, Module, end of unit, and formative assessment) levels.</p>	<p>Improved assessment scores.  Allowing more opportunity for the Data Team and new Mathematics Coach to have data conversations with teaching staff during staff development days and planned “Data Days” throughout the school year.  Data meetings will commence in October and run through June.</p>	<p>Funding for substitutes; Professional Development (Data Team and staff if necessary), supplies that may be needed.</p>
<p><b>Data Bootcamp for Parents</b></p>	<p>Provide an opportunity to explain/show parents on the importance of data, how we collect data, how we analyze data, and then use that data to drive instruction.</p>	<p>Attendance - offer a fall and spring session  Parent Survey Data</p>	<p>Funding for presenters, supplies, and food.</p>

Commitment 4

<p><b>Sharing Data with students and parents</b></p>	<p>Allow parents to ask questions for better understanding.</p> <p>The Data Team works with staff on providing student data to students and parents - what it shows, what it means, and how to achieve and maintain a growth mindset.</p>	<p>Increased growth through STAR and NYS Assessments.</p> <p>Increased growth through local measures (formative assessments).</p> <p>Parent Survey Data.</p>	<p>Funding for substitutes, Professional Development, and any supplies that might be needed</p>
<p><b>Data tutorial on the District website</b></p>	<p>For parents that do not attend Data Bootcamp, a tutorial on the District website explaining the importance of Data and how we use it.</p>	<p>Parent Survey Data.</p>	<p>Funding for staff to create the tutorial.</p>

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	Do you feel your teachers adequately explain why they collect and use student data?	55%
	Do you feel Madison Central School is providing you enough opportunity to have discussions regarding your students' data?	70%
<b>Staff Survey</b>	Do you feel comfortable with data conversations?	70%
	Do you need more professional development working with and understanding student data?	70%
<b>Family Survey</b>	Do you feel MCS provides you enough information regarding how we collect, analyze, and use data to drive instruction?	70%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

#### Commitment 4

Increasingly higher percentage of staff understanding data, having comfortable/informed data conversations, increased usage of data to drive instruction, and ultimately improved assessment grades.

Students and parents understand the process and the importance of data - all within a growth mindset.

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

### X State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Restorative Practices - year 3
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<p>Commitment 1: We commit to fostering positive social and emotional relationships among students, staff and the community.</p> <p>Commitment 2: We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p>



**Clearinghouse-Identified**

If "X" is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

<p><b>Evidence-Based Intervention Strategy Identified</b></p>
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>

**Clearinghouse used and corresponding rating**

- What Works Clearinghouse**
  - Rating: Meets WWC Standards Without Reservations
  - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
  - Rating: Top Tier
  - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
  - Rating: Model Plus
  - Rating: Model
  - Rating: Promising

**School-Identified**

If "X" is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<p><b>Evidence-Based Intervention Strategy Identified</b></p>	<p><b>Second Step, The Ruler Approach</b></p>
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<p><b>Commitment 1:</b> We commit to fostering positive social and emotional relationships among students, staff and the community.</p>

Evidence-Based Intervention

Commitment 2: We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic and social emotional success.

Commitment 3: We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.

The Ruler Approach

**Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)**

[http://www.rulerapproach.org/wp-content/uploads/2019/04/pub328\\_Hagelskamp\\_et al\\_InPress.pdf](http://www.rulerapproach.org/wp-content/uploads/2019/04/pub328_Hagelskamp_et al_InPress.pdf)

[http://www.rulerapproach.org/wp-content/uploads/2019/04/pub319\\_Brackettetal\\_2011\\_JCI.pdf](http://www.rulerapproach.org/wp-content/uploads/2019/04/pub319_Brackettetal_2011_JCI.pdf)

<https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1524767?journalCode=hisp20>

<https://psycnet.apa.org/record/2012-05721-001>

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Darcie Beeman	Parent
Kati Strong	Parent
Michelle Nolan	Parent/Teacher
Cheryl Livermore	Parent
Tyler Fellows	Student
Fiona Abrams	Student
Andrew Nichols	Student
Skye Millington	Student
Margaret Craver	Student
Gabe Geiger	Student
Amber Neiss	Teacher
Jessica Chenel	Teacher
Amanda Barton	Learning Coach
LeeAnn Cucci	Administrator
Larry Nichols	Administrator
Brian Latella	Administrator

## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
6/16/22	X	X	X	X		
6/20/22	X					
7/6/22		X	X	X		
7/20/22			X	X	X	
7/27/22					X	

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

#### Student Interviews

##### **Describe how the Student Interview process informed the team's plan**

Once again this year our questions were generated from conversation and in conjunction with some of the template questions. Once we had student feedback, we analyzed the responses and worked on implementing those responses into our commitment action plans. Student feedback was very informative and eye-opening in some areas.....especially in student-teacher relations. For example students felt that the transition from closure to hybrid to normal session was too fast and felt that the expectations teachers had were greater now than before the pandemic. This tied into their feeling of increased pressure to pass/achieve better grades. We also learned from our students that they feel perhaps adults do not understand the stresses/strains that students are going through. From this and future student input we plan on a larger focus on professional development planning from their view point. Survey's and meetings will continue to be a key piece in this. The dialogue we had with them was very beneficial.

#### Equity Self-Reflection

##### **Describe how the Equity Self-Reflection informed the team's plan**

Because the self-reflection piece revolved more around equity and diversion, many of our categories were emerging....this year there was growth and we continue to show growth as we continue professional development in this area. Our BOCES representatives have done an excellent job helping us navigate through this. The equity self-reflection plan will continue to imbed into what we do here but we still have focus in other areas such as data-driven instruction (assessment based) and professional development focused on academic areas.

## Next Steps

### Next Steps

#### 1. Sharing the Plan:

- a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
- b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
- c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.

#### 2. Implementing the Plan (for all schools):

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
- d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.

# District Comprehensive Improvement Plan



## DCIP Planning Document for 2022-23 DCIP

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**District**

Madison Central School District

## A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2022-23 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District's ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District's vision, values, and aspirations
- Reviewing the 2022-23 Commitments made by CSI/TSI schools in the district
- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2021-22 DCIP
- Understanding local data

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2022-23 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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## Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

**Our vision is to foster positive social and emotional relationships among students, staff, and community. We also aim to teach leadership and responsibility, honesty and integrity, and respect for all.**

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

**From our student interviews post-COVID-19, we've learned there needs to be more focus on Social Emotional Learning as our students are struggling with many different forms of stress in and out of school.**

3. What themes emerged through the Student Interviews in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?

**Over the course of the year we offered more opportunities for students that addressed Social Emotional issues, but realize there is still much work to be done yet in this area.**

4. What themes emerged through the Student Interviews in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

**Students want their voice to be heard from the pressures that they are feeling at school and outside of school. Students are feeling more pressure than ever. Continue staff development training and additional outside support from Connected Community School, Ican, Second Step training and Restorative practice training.**

5. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?

**We have identified that we are making progress in this area. We continue to offer professional development (in conjunction with our BOCES provider) and are mapping out what professional development opportunities will be available to our staff this coming school year.**

6. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

**Through our SCEP committee we have documented that we have made progress, but we still have more growth in the area of social emotional relationships.**

## Section 2: School Commitments

1. What Commitments did your identified school(s) make in their 2022-23 SCEP(s)? *Provide the Commitments for each identified school.*

**Commitment to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.**

**Commitment to helping students and our community achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.**

**Commitment to improving data goals by having students meet benchmark targets throughout the year.**

2. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document for each identified school (if completed), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

**Our biggest expenses come from Wahl Educational Consulting (Literacy Consultant), our Learning Coach (both math and ELA), and from professional development stipends that are helping to provide the most up-to-date instructional strategies with a solid vertical foundation.**

3. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school (if completed), what are the most effective ways for the District to use People to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?

**The most effective ways are to use a team approach, not a top-down approach to bring about the change we desire. Our professional development is designed to not be a "one and done", but to be ongoing and sustainable moving forward.**

4. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school (if completed), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?

**We feel that we are using the money to advance these commitments by offering support for our staff. We will continue to work on providing students more opportunities to voice their concerns and help staff make the changes necessary as we keep striving toward more and more student growth.**

## Section 3: Considering What was Learned in 2021-22

### Evaluating the Impact of COVID-19

What needs have been identified as a result the COVID-19 pandemic?

**The students are in need of social emotional support. There is also a need for learning study skills, time management skills, and how to cope with typical adolescent issues.**

What has the District learned through its efforts to address these needs?

**We have learned that we need some extra people in the building to help address these needs. We have also learned that we need to listen to what our students are saying about how they're feeling.**

How will these lessons learned be incorporated into the 2022-23 DCIP?

**In the spring of last year, our district opened a hub of the Connected Community School, which provides school supplies, food, clothing, services for families etc. In the 22-23 school year, we will continue to utilize and grow this program so that more families and staff members are aware of what they offer. Via a student survey, we know of some of the issues that we need to be cognizant of so the students can be more successful.**

### Evaluating the Success of the 2021-22 DCIP

Refer to the 2021-22 DCIP to complete the information below.

Priority 1 in 2021-22 DCIP:

**We commit to fostering positive social and emotional relationships among students, staff, and the community.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

**Not fully. We were able to offer more Social Emotional Learning opportunities though. We were not as successful in this area as we hoped we would be. The scope of the social emotional issues our student faced was broader than anticipated. Although we offered more social emotional support as the year progressed (Restorative Practices, ICAN, Connected Community School), student behavior and negative interactions continued to happen at an alarming rate.**

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

**Teachers feeling pressure from Covid and the gap that was left behind.**

**Some support for students was not secured until the end of the year (Ican)**

**Some teachers felt their own struggles with social emotional struggles.**

**Some students struggled being back full time socially and academically because they were virtual or hybrid and not engaging with others.**

Priority 2 in 2021-22 DCIP:

**We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.**

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

**Yes. Our goal was to continue offering meaningful professional development that addressed the areas identified by our district data.**

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Priority 3 in 2021-22 DCIP:

**We commit to helping We students and our community to achieve a foundation to feel successful and engaged with learning Pre-K to post grade 12.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

**Yes\*\* - our goal was to provide students and the community with more opportunities/resources to be more engaged with the district. Although we were not able to offer everything in our plan, we are committed to fulfilling everything in our plan and looking for more ways to expand in this area.**

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

**Trickle down of Covid led us to start the year still socially distant and masked. We had to limit gathering size and spaces so not all of our ideas were fully developed.**

**With our population able to be connected now, some opportunities are no longer necessary to promote community involvement**

Priority 4 in 2021-22 DCIP (if applicable):

**We are committed to improving our data goals by having students meet benchmark targets throughout the year.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

**No. This past year COVID-19 was a major factor in the slower than anticipated growth in both ELA and Math.**

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

**Due to Covid-19, there are large gaps in learning. Many students were absent from school (quarantined) upwards of 20-30 days in some cases this past year. Although absences were supplemented through on-line resources, on-line learning was not a reliable/viable substitute for in-person learning (our data supports this).**

**A lot of our students are still dealing with some emotional fallout from the pandemic, so schoolwork is not a priority. They are still learning how to behave appropriately in a classroom, and how to navigate peer relationships.**

**According to data from the end of the 20-21 year compared to the start of 21-22, there was a significant drop in benchmark scores over the summer months.**

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Priority 5 in 2021-22 DCIP (if applicable):

N/A

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

After reviewing your success in achieving the 2021-22 DCIP Priorities, what lessons have you learned that can be incorporated into your 2022-23 DCIP?

**We have recognized that we are on the right path towards reaching our vision. We have commitments in place that are starting to align with this vision. With continued professional development opportunities, additional support services, and student surveys, we will continue to bridge the gaps that we are seeing due to Covid and our students' social emotional well being. Making sure that this is in our forefront, we will be able to continue to work toward this vision throughout the upcoming school year.**

### Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2021-22 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: **Literacy Consultant Olivia Whal**

What was your goal in directing funds in this manner? **Reaching and engaging every child as readers and writers across content areas.**

Have you met this goal? How do you know? **Work in progress-more student growth to be measured this year as we have more of a "normal" year and address more social emotional needs that has impacted student learning**

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

**Progress monitoring monthly to better track data and student learning**

**Vertical alignment and curriculum map development to address gaps**

**Continued professional development**

#2 Recipient/Use of District Improvement Funds: **Learning Coach (Math and ELA)**

What was your goal in directing funds in this manner? **On-site coaching and curriculum planning.**

## SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Have you met this goal? **Yes** How do you know? **Our Learning Coach works with our Elementary and Secondary Staff daily through meetings, professional development, and push-in/support coaching.**

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? **We have seen some specified growth with improved classroom behavior and openness toward new strategies in delivering content by some staff.**

#3 Recipient/Use of District Improvement Funds: **Professional Development**

What was your goal in directing funds in this manner? **Our goal was to offer the faculty and staff various opportunities to learn strategies for engagement, developing curriculum, working with data, and restorative justice practices.**

Have you met this goal? How do you know? **We have the data that proves that our students have grown over the past school year. They have not grown at the rate we would have liked, but they have grown. We can only assume this is due in part to our unity as a team to work with our students as we learn how to best keep up to date with our curriculum. We will continue to grow in the area of engagement and social emotional needs to best help and engage our students.**

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

**Better implementation of our Second Step program for social emotional teaching and role playing**

**Student surveys and reflection and application of them**

**Teachers planning over the summer and during staff development days to continue to best meet the needs of our diverse students**

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2022-23 DCIP?

**Continued room for growth related to data with our Literacy Consultant**

**Continued growth with our learning coach and curriculum planning vertically and horizontally**

**Teachers buy in with our professional development and seeing the need for some these changes and growing as professionals**

### Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2021-22 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data

#### STAR Reading and Math

**Star ELA Benchmark Assessment % of students at or above benchmark level**

**Fall: 39%**

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

**Winter: 42%**

**Spring: 45%**

**Star Math Benchmark Assessment % of students at or above benchmark level**

**Fall: 35%**

**Winter: 38%**

**Spring: 38%**

**Student Survey results:**

**73% of students surveyed thought bullying was a problem in some way this past year, yet 94% felt safe at school.**

**Student Disciplinary/Attendance data:**

**Attendance % absent first half of the year K-12 %92.82**

**Attendance % absent second half of the year K-12 %91.70**

**Disciplinary Referrals first half of the year K-12: 361**

**Disciplinary Referrals second half of the year K-12: 421**

**Assessment Data (3-8 and Regents)**



## Section 4: Putting it all together

Review your responses to sections 1, 2 and 3 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

### Priority 1:

What will the District prioritize to extend success in 2022-23?

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 2:

What will the District prioritize to extend success in 2022-23?

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 3:

What will the District prioritize to extend success in 2022-23?

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 4 (if applicable)

What will the District prioritize to extend success in 2022-23?

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 5 (if applicable):

What will the District prioritize to extend success in 2022-23?

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2022-23 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the identified school(s) in your district, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2022-23 DCIP.**

## ADMINISTRATION

**JASON A. MITCHELL**

*Superintendent*

**BRIAN J. LAELLA**

*Director of Curriculum,  
Instruction and Special  
Education*

**LARRY NICHOLS**

*Middle/High School Principal*

**LEEANN CUCCI**

*Elementary Principal*

**MELANIE BROUILLETTE**

*Treasurer*



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# Madison Central School District

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[madisoncentralny.org](http://madisoncentralny.org)

September 14, 2022

To: Board of Education

From: Melanie Brouillette

Re: Equipment

I am requesting that the Board of Education surplus the following equipment. These items are not being used.

- 2 – Hotsy – Power Washer
- 1 - Children's toy - wooden iron board, high chair, bench seat
- 6 – floor book bin
- 1 – sand table
- 1 - wooden floor balance beam
- 2 - metal bin with plastic buckets
- 5 – wooden chairs
- 19 – plastic student chair 16”
- 100 – hard plastic chair 18”
- 30 – hard plastic chair 16”
- 80 – double desk tables




Madison Central School

# SUMMER 2022 LIBRARY REPORT

## Library Project Plans

- Reorganize the library collection
- Weed the library collection



242 books checked out during Summer Enrichment Program



Most Popular book:  
Underwater Animals

**71 Kids and 29 adults attended throughout the Summer Reading Program**  
**Most Successful Week: Touch a Truck**



**Thank you for all your continued support of our school library**