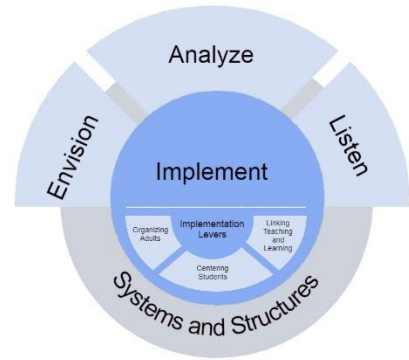




New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



# DCIP Planning Document for 2023-24 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 2023-24 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 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 DCIP (Re-identified districts only)

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 2023-24 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?

The Madison Central School District educates all students to achieve their personal and academic potential.

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?

Madison Central's Core Values As A Commitment For Excellence:

Leadership and Responsibility, Honesty and Integrity, Compassion and Understanding, Structure and Discipline, Respect for All

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

Strengthening healthy relationships student-student & student-teacher through compassion and understanding, as well as, displaying respect for all.

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Managing student behavior through structure and discipline.

## Section 2: School Commitments

<p>1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24?</p>
<p>Engaging, focused, and productive learning environments where students' behavior does not impact learning. Building and sustaining a culture of respect and professionalism that focuses on school connectedness.</p>
<p>2. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?</p>
<p>Professional Development opportunities, social-emotional learning (SEL) curriculum, salaries for after-school programming.</p>
<p>3. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?</p>
<p>Providing professional development for faculty/staff to advance commitments, deliver SEL curriculum PK-8, as well as, staff after-school learning club.</p>
<p>4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?</p>
<p>Utilizing time outside of the school day, and in turn providing compensation, to provide professional development for faculty and staff and providing additional learning opportunities for students located within the school building.</p>

## Section 3: 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 2022-23 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
Student survey/interview	85-90% of student respondents care about how they do in school
STAR Math/Reading Assessment Data	Tier 1 instruction needs improvement (ELA more than Math)
MTSS Attendance Data	Some students' perceptions are that their teachers do not care about them and won't help them.
MTSS Discipline Referral Data	33% of students shared that other students' behavior impacts student learning
After-school programming participation data	More than 50% of students in Grades 4-12 participated in at least one after-school program.

## Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

### Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

<p>Priority 1 in 2022-23 DCIP: We commit to fostering positive social and emotional relationships among students, staff and the community.</p>
<p>Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Yes, held 1st Community Picnic before school started, began “Houses”, and began implementation of SEL program - RULER.</p>
<p>If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.</p>
<p>Factors</p>
<p> </p>
<p> </p>
<p> </p>
<p> </p>

<p>Priority 2 in 2022-23 DCIP: We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students’ academic success.</p>
<p>Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Yes, began use of BOCES science kits, continued Orton-Gillingham multi-sensory approach, completed a K-5 ELA Curriculum review, and provided instructional coaching.</p>
<p>If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.</p>
<p>Factors</p>
<p> </p>
<p> </p>
<p> </p>
<p> </p>

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Priority 3 in 2022-23 DCIP:

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.

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

Not all, although we supported the Learning Club, we did not achieve end of year outcomes for other engagement programs, such as College/Community Night, Curriculum Nights, and Esports program.

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

Effective planning of action steps leading to implementation

Other priorities, such as behavior management and faculty/staff absences, taking the focus away from these programs.

Priority 4 in 2022-23 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?

Not all, although we took a deep dive into student data and set up data reviews, we did not offer data workshops for parents or offer data tutorials on our website.

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

Faculty/staff leading the data review were involved in too many other teams/activities to achieve all goals.

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Less is more! We tried to achieve too many goals/commitments in 22-23 and although we met many of those goals, we became too over taxed to achieve them all.

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Salaries
What was your goal in directing funds in this manner? Increasing support for students and opportunities for faculty/staff to plan, attend professional development, provide after-school support for students.
Have you met this goal? How do you know? Yes, opportunities were increased and content knowledge expanded.
What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure? More participation in after-school programming by students, as well as, additional avenues for students to receive support with learning during the school day. Increased participation in professional development.
#2 Recipient/Use of District Improvement Funds: Curriculum
What was your goal in directing funds in this manner? Providing research-based curriculum/instruction for students
Have you met this goal? How do you know? Yes, use of BOCES developed science kits, as well as, SEL curriculum PK-8.
What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure? Students are engaging in hands-on learning in science and developing an increased knowledge of social-emotional skills, leading to an increase in school connectedness.
#3 Recipient/Use of District Improvement Funds: Substitutes
What was your goal in directing funds in this manner? Providing professional development for teachers for school visits and curriculum planning.
Have you met this goal? How do you know? Yes, teachers participated in professional development in ELA and Math.
What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure? Newly developed curriculum maps for grade level content and an increase in project based learning.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Provide opportunities for faculty/staff to build programming that directly impacts students social/emotional health and well-being, while also providing additional opportunities for them to access their curriculum.



## Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 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 2023-24?**

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 the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

### Priority 2:

**What will the District prioritize to extend success in 2023-24?**

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 the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

### Priority 3:

**What will the District prioritize to extend success in 2023-24?**

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 the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

### Priority 4 (if applicable)

**What will the District prioritize to extend success in 2023-24?**

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)

## SECTION 5: PUTTING IT ALL TOGETHER

- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

### Priority 5 (if applicable):

<b>What will the District prioritize to extend success in 2023-24?</b>	
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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 the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, 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.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. In addition to the sample DCIPs available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2023-24 DCIP.**