



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|-----------------------------|-------------------|
| Oswego City School District | Dr. Mathis Calvin |

2022-23 Summary of Priorities

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

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| 1 | The Oswego City School District is committed to fostering cultural awareness, promote mutual understanding and respect, and celebrate diversity and inclusion in the academic environment. |
| 2 | The Oswego City School District is committed to focusing on the social-emotional well-being of our students. |
| 3 | The Oswego City School District is committed to focusing on improving literacy rates for all students. |
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PRIORITY I

Our Priority

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| <p>What will we prioritize to extend success in 2022-23?</p> | <p>The Oswego City School District is committed to fostering cultural awareness, promote mutual understanding and respect, and celebrate diversity and inclusion in the academic environment.</p> |
| <p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | <p>This commitment is directly a part of the District’s vision, mission, and core beliefs.. The District’s mission is, <i>We educate, inspire, and empower all students.</i> The District’s core beliefs state that:</p> <p>Students come first.</p> <p>Everyone can learn and grow.</p> <p>We ensure equity and create access and opportunity for all.</p> <p>Diversity is embraced and celebrated.</p> <p>We provide a safe environment that supports and engages learners.</p> <p>Everyone is treated with respect and dignity.</p> <p>We value honesty, integrity, and perseverance.</p> <p>The Oswego Middle School is the identified school (CSI). Student interviews were conducted and the following are the themes that emerged that informed the District work has to be made toward the vision, values, and aspirations:</p> <ul style="list-style-type: none"> ● The District has made growth in the area of social emotional learning, however, students expressed they feel a “disconnect” from teachers and peers. The outcomes of this disconnect can be seen in the District’s attendance rate (chronic absenteeism) and graduation rate. This disconnection feeling from students also informs the District that continuous work needs to be made in the area of |

Priority 1

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| | diversity, equity, and inclusion. Staff need professional development in cultural competence and cultural responsiveness. |
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Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|--|---|--|--|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Raise awareness of diversity, equity, and inclusion in our schools and support of the NYSED Culturally Responsiveness Sustaining Framework | <p>Share Framework, Briefs and Roadmap of CR-S Education Framework Implementation with all District employees</p> <p>District employees will unpack the CR-S Education Framework which include key vocabulary and concepts</p> <p>Examine and explore resources that may be available for implementation of CR-S Education Framework</p> <p>Staff will attend professional development opportunities where the learning taking place is on diversity, equity, and inclusion</p> | <p>Critical conversations between District employees around their understanding of the CR-S Education Framework</p> <p>Catalog resources available for implementation of CR-S Education Framework</p> <p>Attendance at professional development events and reflections of learning from the events</p> | <p>September 1 and November 4th Superintendent’s Day will focus on professional development for employees on CR-S Education Framework</p> <p>Development of a resource catalog (electronic) for materials to support CR-S Education Framework</p> <p>Professional development/workshops/conferences for diversity, equity, and inclusion</p> |

Priority 1

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| <p>Keynote Guest Presenters for Superintendent’s Conference Days (September 1, November 4, and March 13)</p> | <p>The keynote guest presenters will focus their presentation on cultural competence, self- identity work, and bias work</p> | <p>Relationship building among staff and students</p> <p>Use of CR-S Education Framework terminology</p> <p>Critical conversations between District employees around their understanding of CR-S Education Framework</p> | <p>ESSA/Title 1 School Improvement Grant (SIG) funds will be allocated to support the keynote speakers</p> |
| <p>Development of a District Diversity, Equity, and Inclusion Committee</p> | <p>This committee will support the Districts journey to learn and education employees, students, and families on Diversity, Equity, and Inclusion</p> <p>This committee will work to improve restorative practices in all district schools</p> | <p>Creation of a District DEI Plan including action steps for implementation of the CR-S Education Framework</p> <p>Committee meeting minutes</p> | <p>Meeting dates</p> <p>Committee members</p> <p>Office supplies for meetings</p> |
| <p>Book Study on Diversity, Equity, and Inclusion</p> | <p>A book study will be conducted with the DEI committee and administrative team that focuses on the Culturally Responsive Teaching and the Brain written by Zaretta Hammond</p> | <p>Critical conversations occurring with committee members and the administrative team around their understanding of culture, the opportunity gap, learning, and mindsets</p> <p>Committee meeting minutes</p> | <p>Meeting dates</p> <p>Committee members and administrative team</p> <p>Office supplies</p> <p>Copies of the book for the study</p> |
| <p>Enhancement of books in all school libraries centered around the diversity, equity, and inclusion theme</p> | <p>Resources to promote personal awareness and help us build collections for our students that reflect themselves and the world around them.</p> | <p>Adding books with themes centered around diversity, equity, and inclusion will encourage conversations and dialogue to help enrich our student learning experiences and understanding of others</p> | <p>Purchased copies of books with the diversity, equity, and inclusion theme</p> |
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Priority 1

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

By the end of the 2022-2023 school year, the District plans to be at the end of the building awareness phase of implementing the CR-S Education Framework.

Evidence (data) would include professional development sign-in sheets, professional development reflection forms, DEI committee meeting minutes, and critical conversations among District employees around the CR-S Education Framework.

PRIORITY 2

Our Priority

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| <p>What will we prioritize to extend success in 2022-23?</p> | <p>The Oswego City School District is committed to focusing on the social-emotional well-being of our students.</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 commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | <p>The District has developed priorities and strategies during the creation of the 2021-2024 Strategic Plan.</p> <p>Address students’ diverse social, emotional and academic needs-Expand and provide supportive structures that improve the achievement of all students</p> <ol style="list-style-type: none"> 1. Foster students’ social and emotional development 2. Utilize protocols and supports that improve the attendance of our chronically absent students 3. Implement trauma-informed and restorative practices with fidelity <p>The Oswego Middle School is the identified school (CSI). Student interviews were conducted and the following are the themes that emerged that informed the District work has to be made toward the vision, values, and aspirations:</p> <ul style="list-style-type: none"> ● The District has made growth in the area of social emotional learning, however, students expressed they feel a “disconnect” from teachers and peers. The outcomes of this disconnect can be seen in the District’s attendance rate (chronic absenteeism) and graduation rate. This disconnection feeling from students also informs the District that continuous work needs to be made in the area of social emotional learning. |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|--|---|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Use of the Responsive Classroom approach to learning</p> | <p><i>Responsive Classroom</i> is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.</p> | <p>Reduction in student discipline referrals and a decrease in student suspension rates</p> <p>Increase attendance rates</p> <p>Four practices: <i>Engaging Academics</i>-Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.</p> <p><i>Positive Community</i>-A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.</p> <p><i>Effective Management</i>-A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.</p> | <p>Paid summer PD training for teachers</p> <p>Coser with OCM BOCES</p> <p>Large room such as a school's library to host the training</p> <p>Responsive Classroom books and materials</p> |

Priority 2

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| | | Developmental Responsive Teaching-Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development. | |
| Use of the Therapeutic Crisis Intervention System (TCIS) developed by Cornell University | The TCI system assists organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, reducing potential and actual injury to children and staff, teaching children adaptive coping strategies, and developing a learning organization. This model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. TCI addresses six general domains: 1. Leadership and program support 2. Child and family inclusion 3. Clinical participation 4. Supervision and post-crisis response 5. Training and competency standards 6. Documentation, incident monitoring, and feedback | Reduction in student discipline referrals and a decrease in student suspension rates Increased attendance rates Less students in the "flight and fight" mode Less creation of Function Improvement Plans (FIPs) and Behavior Intervention Plans (BIPs) | TCIS trainer Large room such as a library for the training TCIS materials-handbook |
| Social Emotional Learning Assessment through the use of the SEL Panorama Platform | <i>Building each students' SEL competencies</i> -SEL skills are critical to school, career, and life success. Panorama's assessment tools help you measure and support each students' soft skills like growth | SEL Panorama Platform data reports Reduction in student discipline referrals and decrease in suspension rates Increase in attendance rates | SEL Panorama Platform Printing of SEL data reports SEL Panorama Platform trainer (in-district) |

Priority 2

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| | <p>mindset, self-efficacy, social awareness, and self-management.</p> <p><i>Creating an environment where each student thrives</i>-School climate impacts students' academic success and ability to develop social-emotional competencies. Educators and administrators use Panorama to build more positive, equitable, and supportive environments for student learning.</p> <p><i>Develop staff and teacher SEL and well-being</i>-Teachers and staff play a significant role in helping students develop strong social-emotional skills. Administrators use Panorama to understand and develop adult well-being and capacity to support every student's social and emotional development.</p> | | <p>Professional develop on how to use the SEL Panorama system</p> |
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

By the end of the 2022-23 school year, OSCD will decrease student suspension rates (ISS and OSS) by 3% in all buildings.

| 2022 OCSD Suspension Rates by Building | | |
|---|------------|------------|
| Schools | ISS | OSS |
| CER | 0.5% | 3.3% |
| FPS | 0.0% | 7.2% |
| KPS | 1.0% | 1.7% |
| FLS | 0.7% | 6.8% |
| MIN | 0.3% | 2.9% |
| OMS | 9.5% | 16.7% |
| OHS | 4.2% | 11.3% |

By the end of the 2022-23 school year, OSCD will decrease student chronic absenteeism by 15% in all buildings.

| 2022 Chronic Absenteeism Report by Building | |
|--|-------------|
| School | CA % |
| CER | 38.3% |
| FPS | 38.5% |
| KPS | 34.9% |
| FLS | 35.2% |
| MIN | 28.6% |
| OMS | 52.2% |
| OHS | 23.1% |

Priority 2

PRIORITY 3

Our Priority

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| <p>What will we prioritize to extend success in 2022-23?</p> | <p>The Oswego City School District is committed to focusing on improving literacy rates of all students.</p> |
| <p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | <p>The District has developed priorities and strategies during the creation of the 2021-2024 Strategic Plan.</p> <p>Addresses the delivery of exceptional learning experiences-Ensure rigorous, aligned and relevant curriculum and instruction</p> <ol style="list-style-type: none"> 1. Increase literacy rates of all students <p>The Oswego Middle School is the identified school (CSI). Student English Language Arts benchmark assessment data was collected and analyzed for each building. Based on the data analysis, the District understands progress needs to be made in student learning and teacher practice to increase student literacy rates across the District (see priority #3 Measuring Success for 2022 benchmark data).</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|--|--|---|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>All ELA teachers, special education teachers, and ENL teachers will be trained on LETRS (Language Essentials for Teachers of Reading and Spelling)</p> | <p>The <i>LETRS</i>® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by renowned literacy experts Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, it is a flexible literacy professional learning solution for educators and administrators. <i>LETRS</i> teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.</p> | <p>Increase in benchmark assessment scores (DIBELS for K-6 and STAR Reading for grades 7-8)</p> <p>K-PSF Grades 1-6 ORF 7-8 STAR Reading</p> | <p>DIBELS/MClass Program</p> <p>STAR Reading Program</p> <p>Chromebooks</p> <p>Data meetings-3x a year</p> <p>MTSS (Interventions)-TEAMTime</p> |
| <p>mClass Training for Teachers</p> | <p>mCLASS is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early</p> | <p>Teacher understanding and use of the mClass system for DIBELS screening and report generation</p> | <p>mClass trainer</p> <p>mClass System</p> <p>mClass Data Reports</p> |

Priority 3

| | Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments. | Use of mClass reports to help with data analysis | |
|---|--|--|---|
| Upgrading to Amplify CKLA Edition 2 for grades K-2 (grades 3-5 already are using Edition 2) | <p>Built on the science of reading, Amplify Core Knowledge Language Arts® (CKLA) sequences deep content knowledge with research-based foundational skills. With new digital features and multimedia resources, it's now more remote-learning friendly and flexible than ever.</p> <p>Using a fundamentally different approach to language arts, Amplify Core Knowledge Language Arts (CKLA) is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic instruction in foundational skills.</p> | Increase in student literacy rates | <p>Amplify CKLA Edition 2 materials for grades k-2</p> <p>Amplify CKLA Edition 2 Technology System for Learning</p> <p>Amplify Trainer</p> <p>Professional Development for K-2 teachers, special education teachers, and ENL teachers</p> |
| Prioritizing Next Generation Standards in ELA grades K-12 | Prioritizing certain standards over others without eliminating any of them, provide in-depth instruction coupled with focused assessment of those priority standards. By emphasizing depth over breadth, teachers can do a much better job of helping all students retain what they've been taught and move forward to the next grade or course better prepared to take on the standards at that next level. | Increase in student literacy rates | <p>Prioritizing Standards Trainer from Citi BOCES</p> <p>Professional development on how to prioritize standards</p> <p>Student literacy data from prior school years-benchmark assessments and state testing data</p> |

Priority 3

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| | | | Work time to prioritize standards at grades K-12 |
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

By the end of the 2022-23 school year, literacy rates for all grade levels will increase by 10% from the prior school year.

For the 2022-23, Benchmark data will be analyzed using 1) DIBELS for grades K-6 (K measure will be PSF, grades 1-6 measure will be ORF), 2) STAR Reading at grades 7-8, and 3) Regents English Exam in June.

Baseline Data:

| 2022 DIBELS Spring Benchmark Summary % of Students at or above the 40th Percentile Rank | | | | | | | |
|--|--------------------------|---------------|----------------|----------|---------|-------|------------------|
| Grade Levels | Measure | Fitzhugh Park | Kingsford Park | Leighton | Minetto | Riley | District Average |
| Kindergarten | Phonemic Awareness (PSF) | 18% | 63% | 14% | 27% | 20% | 28% |
| | Letter Sounds (NWF-CLS) | 33% | 77% | 33% | 50% | 53% | 49% |
| Grade 1 | ORF (Accuracy) | 31% | 54% | 42% | 45% | 37% | 42% |
| | ORF (Fluency) | 28% | 58% | 41% | 37% | 40% | 41% |
| Grade 2 | ORF (Accuracy) | 50% | 39% | 42% | 69% | 60% | 52% |
| | ORF (Fluency) | 30% | 32% | 34% | 47% | 60% | 41% |
| Grade 3 | ORF (Accuracy) | 62% | 86% | 69% | 84% | 83% | 77% |
| | ORF (Fluency) | 31% | 58% | 48% | 66% | 34% | 47% |

Priority 3

| 2022 Star Reading Spring Benchmark Summary | | | | | | | | |
|--|---------------------|---------------|----------------|----------|---------|-------|---------------|------------------|
| Grade Levels | Performance Levels | Fitzhugh Park | Kingsford Park | Leighton | Minetto | Riley | Oswego Middle | District Average |
| Grade 4 | At/above Benchmark | 48% | 58% | 48% | 53% | 29% | | 47% |
| | On watch | 15% | 10% | 8% | 16% | 33% | | 16% |
| | Intervention | 15% | 8% | 30% | 16% | 14% | | 17% |
| | Urgent intervention | 22% | 24% | 15% | 16% | 24% | | 20% |
| Grade 5 | At/above Benchmark | 47% | 48% | 44% | 41% | 42% | | 44% |
| | On watch | 12% | 13% | 19% | 19% | 16% | | 16% |
| | Intervention | 16% | 17% | 21% | 12% | 20% | | 17% |
| | Urgent intervention | 25% | 22% | 17% | 28% | 22% | | 23% |
| Grade 6 | At/above Benchmark | 24% | 33% | 50% | 45% | 47% | | 40% |
| | On watch | 19% | 13% | 12% | 17% | 9% | | 14% |
| | Intervention | 26% | 19% | 19% | 16% | 21% | | 20% |
| | Urgent intervention | 31% | 35% | 19% | 22% | 23% | | 26% |
| Grade 7 | At/above Benchmark | | | | | | 34% | 34% |
| | On watch | | | | | | 20% | 20% |
| | Intervention | | | | | | 19% | 19% |
| | Urgent intervention | | | | | | 26% | 26% |
| Grade 8 | At/above Benchmark | | | | | | 42% | 42% |
| | On watch | | | | | | 20% | 20% |
| | Intervention | | | | | | 24% | 24% |
| | Urgent intervention | | | | | | 14% | 14% |

June 2022 Regents English Exam 71.5% (33 students) of all students (242 students) who took the exam were scored proficient (65% or greater), 24% (33 students) of all students (242 students) who took the exam scored an 85% or greater)

Stakeholder Participation

Meeting Dates

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

| Meeting Date | Location |
|-----------------|------------------|
| June 23, 2022 | Education Center |
| July 11, 2022 | Education Center |
| July 15, 2022 | Education Center |
| August 10, 2022 | Education Center |
| August 26, 2022 | Education Center |

Districts with TSI Schools Only

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

| Stakeholder group | How the perspectives of this group have been incorporated into the DCIP? |
|--|--|
| Teachers responsible for teaching each identified subgroup | |
| Parents with children from each identified subgroup | |
| Secondary Schools: Students from each identified subgroup | |

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 August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).