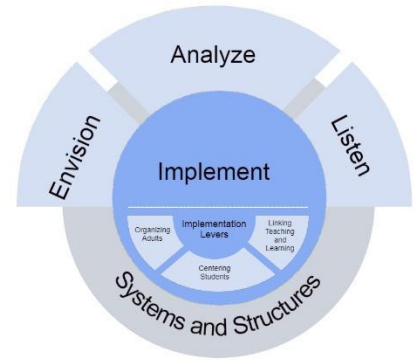




New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity



DCIP Planning Document for 2024-25 DCIP

District

Central Valley CSD

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

1. What is the District's vision?

On February 12, 2013, voters of the former Ilion and Mohawk central school districts overwhelmingly approved a plan to merge their schools—setting aside proud traditions and age-old school rivalries to embrace a vision that would provide the communities' students with ever-expanding education and career opportunities. That vision remains the overarching goal of the board of education, administration, faculty, staff, parents, students and community.

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?

- For students and their parents—We are constantly working to make meaningful changes in what students learn and how they are taught. It represents a commitment to our students' college and career success.
- For residents—We are investing the community's hard-earned tax dollars to yield the greatest return for all students. When students are successful, they contribute back to the community. A vibrant and successful school attracts residents, improves property values and strengthens the local tax base.
- For staff—We are committed to continued growth and professional excellence. We will continue our upward march toward excellence only with the most qualified staff armed with the best tools and support.
- For employers—We are striving to provide students with the entry level skills needed to become valued employees.

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?

Themes that emerged from the envision-analyze-listen activities that let us know we are making progress towards our values, vision, and aspirations include a recognition of staff and families commitments to the success of students and a belief that opportunities for students and staff are bountiful.

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?

Themes that emerged from the envision-analyze-listen activities that let us know we still need to make progress towards our values, vision, and aspirations include feedback related to school climate and culture and insight about the successfulness of students in core academic subjects.

Section 2: LISTEN: School Commitments

This section provides the opportunity for districts to consider what schools are indicating through their needs assessment and plan development process. To best position the district for success, NYSED strongly encourages members of the school-level planning teams to assist in developing the DCIP.

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 2024-25?

Prioritizations in the SCEP include a focus on ELA and math achievement as well as a desire to increase student engagement.

2. What Key Strategies are the schools prioritizing? How might the district create opportunities for schools to pursue similar strategies to learn from one another?

Key strategies that the school is pursuing that the district can pursue as well include enhanced cross-curricular instructional practices, utilization of the MTSS-I framework, and data-driven practices.

3. 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)?

The three largest expenses will be sub pay, stipends, and data support

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 People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

In reviewing our resources the best way to effectively utilize people is to have commitments with aligned practices so when staff attend PD, the skills learned can be applied to more than one commitment.

5. 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?

In reviewing our resources, the most effective way for the district to use money, space and time is to find synergies between commitments and priorities for the identified subgroup but also for all students.. For example, using data-driven practices transcends the boundaries of three SCEP commitments as data-driven practices are important to supporting ELA, Math, and attendance initiatives. This practice will save time and money.

Section 3: ANALYZE: Understanding Local Data

District-level Data Reviewed	What We Noticed When Reviewing this Data
SIRS 106: 22-23 ELA Core Performance Score	The score for SWDS was 33.18
SIRS 106: 22-23 ELA Weighted Achievement Score	The score for SWDS was 33.18
SIRS 106: 22-23 Math Core Performance Score	The score for SWDS was 33.18
SIRS 106: 22-23 Math Weighted Achievement Score	The score for SWDS was 33.18
SIRS 106: 22-23 Science Core Performance Score	The score for SWDS was 68.75
SIRS 106: 22-23 Science Weighted Performance Score	The score for SWDS was 68.75

Section 5: Putting it all Together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2023-24 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 2024-25?

We are committed to academic success on NYS ELA assessments, with a specific focus on students with disabilities.

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)
- ☐ What was learned in 2023-24 (Section 4)

Priority 2:

What will the District prioritize to extend success in 2024-25?

We are committed to academic success on NYS mathematics assessments, with a specific focus on students with disabilities.

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)
- ☐ What was learned in 2023-24 (Section 4)

Priority 3:

What will the District prioritize to extend success in 2024-25?

We are committed to student engagement through increased attendance and decreased behaviors.

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)
- ☐ What was learned in 2023-24 (Section 4)

NEXT STEPS

Please submit this document to dcip@nysed.gov when you submit your 2024-25 DCIP.