

DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)

&

SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)



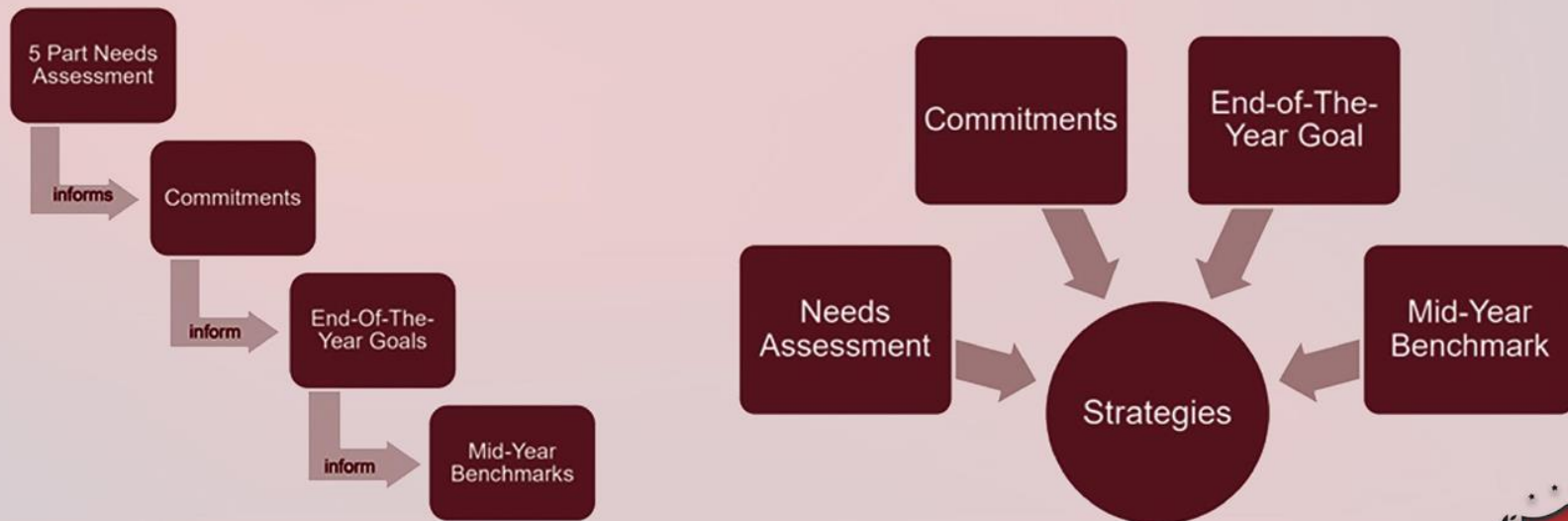
WHY DO WE DO THEM?

1. Any school identified as a TSI, ATSI, or CSI must complete a SCEP plan.
2. Any district with an identified school, must complete a DCIP
3. Best practice
4. Drives Title Grant and other programmatic and financial decisions



SCEP Process (at the school level)

Focused on increasing the quality of instruction, improving the effectiveness of the leadership and teacher; and improving student achievement and graduation rates for all students with emphasis on identified subgroups.



DCIP Process (at the district level)

Focuses on developing a plan to support the building SCEPs and develop district wide priorities based on district wide data and SCEP Plans

- Review District-wide data-quantitative and qualitative
- Review building level SCEP Commitments and Plans
- Progress made towards previous DCIP Plan
- Set new priorities and action steps



2023-2024 PRIORITIES

- 1 Improved academic performance including 3-8 State Testing, Regents Scores, and graduation rate by providing quality researched based effective instruction and interventions.
- 2 Increased emphasis on the social-emotional needs of students through a tiered system of intervention and support.
- 3 Continuation of encouraging parental involvement by providing multiple opportunities and resources throughout the school year for student academic and social/emotional support.



PRIORITY 1:

FOCUSED ON ACADEMIC ACHIEVEMENT & SUCCESS

Why?

- Academic success provides greater opportunities for students
- Every Student Succeeds Act (ESSA)
- Success for all students-look at sub-categories



GRADUATION RATE

Cohort	UCSD	Proctor High School
2013 Class of 2018	69%	74%
2014 Class of 2019	69%	75%
2015 Class of 2020	70%	75%
2016 Class of 2021	74%	78%
2017 Class of 2022	82%	86%
2018 Class of 2023	84%	87%

Notes: 2018 Cohort - Does not include August grads

Graduation Rates were sourced from the SIRS 105 Accountability report for the Utica CSD. All years include June and August graduates.

*District- Includes all students enrolled at Thomas R. Proctor High School and students enrolled in outside placements (i.e. Middle Settlement Academy, OHM BOCES Special Education, HGS, etc.)



GRADUATION REQUIREMENTS

Successfully earn 22 credits (with the minimum for each subject)
and

Pass 5 Regents Exams (65 or high, SPED 55 or higher)

- Math-Algebra 1
- ELA
- Global History 2
- US History
- Science-Living Environment or Earth Science

The safety net for students achieving a 50-64 on required Regents exams has EXPIRED.



Regents Exam Results 2022

Level 1	0-54
Level 2	55-64
Level 3	65-79
Level 4	80-84
Level 5	85-100

Sept 2022 (includes June and August 2022) Proctor
Source SIRS 653 Annual Regents Examination Report

Exam	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5	
Regents Common Core Algebra I	480	143	29.8%	95	19.8%	185	38.5%	47	9.8%	10	2.1%
Regents Living Environment	441	138	31.3%	83	18.8%	180	40.8%	40	9.1%	0	0.0%
Regents NF Global History	565	58	10.3%	98	17.3%	236	41.8%	100	17.7%	73	12.9%
Regents Common Core English Language Arts	539	40	7.4%	44	8.2%	101	18.7%	86	16.0%	268	49.7%
Regents US History&Gov't (Framework)	0	0		0		0		0		0	



Regents Exam Results 2019

Level 1	0-54
Level 2	55-64
Level 3	65-79
Level 4	80-84
Level 5	85-100

Sept 2019 (includes June and August 2022) Proctor
Source SIRS 309 Annual Regents Report

Exam	Number of Students	Level 1		Level 2		Level 3		Level 4		Level 5	
Regents Common Core Algebra I	761	127	16.7%	134	17.6%	359	47.2%	117	15.4%	24	3.2%
Regents Living Environment	743	181	24.4%	153	20.6%	313	42.1%	96	12.9%	0	0.0%
Regents Global History Transition	828	217	26.2%	147	17.8%	300	36.2%	164	19.8%	0	0%
Regents Common Core English Language Arts	718	55	7.7%	31	4.3%	173	24.1%	141	19.6%	318	44.3%
Regents US History & Gov't	663	96	14.5%	88	13.3%	255	38.5%	224	33.8%	0	0%



PRIORITY 1:

STRATEGIES

- **Use of building level data teams**
- **Aligned benchmark exams with teacher and building analysis**
- **New K-6 ELA program**
- **K-6 Math curriculum review and selection of new program for 24-25**
- **New pre-K curriculum and assessment**
- **On-going PD of best practices**
- **Development of comprehensive K-12 CTE curriculum**
- **Realignment of special education programs**
- **Conduct and ENL/ELL graduation evaluation use State protocol**



PRIORITY 2 & 3:

FOCUS ON SEL & ENGAGEMENT

Why?

- **Relationship building**
- **Improves academic performance**
- **High student needs-mentally, economically, socially, etc.**



CHRONIC ABSENTEEISM

Student who is absent more than 10% of the time (18 days for students enrolled for the full year)

School Year	Elementary/Middle Accountability Chronic Absenteesim (Grades 1-8 & Ungraded Students)			High School Accountability Chronic Absenteeism (Grades 9-12 & Ungraded Students)		
	# of Students 10 or More Instructional Days	Students Absent 10% or More of Enrolled Instructional Days	% of Students Chronically Absent	# of Students 10 or More Instructional Days	Students Absent 10% or More of Enrolled Instructional Days	% of Students Chronically Absent

District	2022-2023	5952	2219	37.3%	2839	1586	55.9%
	2021-2022	6214	3010	48.4%	2833	1708	60.3%
	2020-2021	6473	2006	31.0%	2756	757	27.5%
	2019-2020	6566	1224	18.6%	2800	832	29.7%
	2018-2019	6772	1558	23.0%	2871	904	31.5%



AVERAGE DAILY ATTENDANCE RATES

The percent of students attending school during each day.

Below are the district average for each year K-12:

2022-2023 86.8%

2018-2019 92.3%



SUSPENSION RATE

	Number of Students Suspend 1 or more days		Number of Suspension days per year		Rates	
	ISS	OSS	ISS	OSS	ISS	OSS
District	160	1094	185	6361	1.1%	11.6%
Elementary					0-6%	6-15%
Secondary					1-6%	17-20%



PRIORITY 2 & 3:

STRATEGIES

- **School Social Workers**
- **Building level IST teams**
- **Trauma-informed instruction and restorative practices**
- **Positivity Project (K-6) and Second Step (7)**
- **Community agencies**
- **Building level community events**
- **Ready For Kindergarten Program**

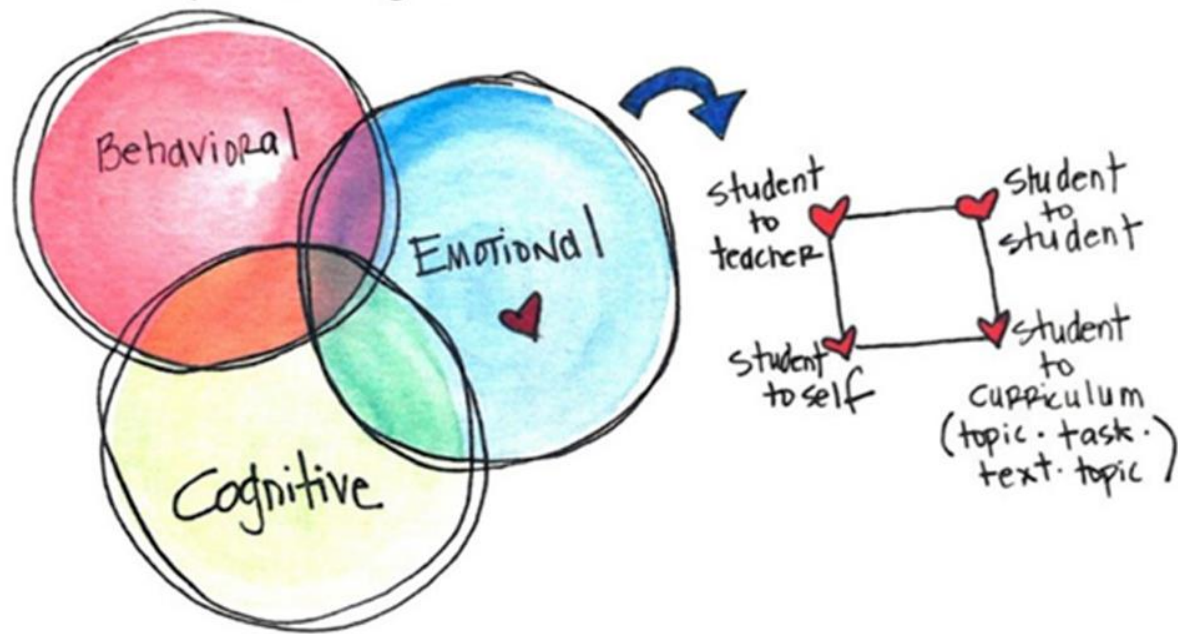


Some Thoughts...

- Teaching is an incredibly complex endeavor. No one has it nailed. There are always ways to get better for students.
- Teachers play a critical role.
- Everyone does the best they can until they know better, and then they do better.
- We are smarter together-Students, Families, Teachers, and Community



Types of Engagement



Credit: Samantha Bennett

Figure 1.1
Circles of Engagement

**CALL IN
AND
CALL UP**

**NOT CALL
OUT**

