



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Homer	Thomas Turck

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	We commit to strengthening our ability to provide a cohesive, relevant curriculum.
2	We commit to providing an inclusive, nurturing environment
3	We commit to providing high-quality math instruction at all tiers.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</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>We believe as a district that our students need to share common curricular experiences to prepare them for success in school and beyond. We also would like to make insure these experiences and related materials connect to our community of students.</p> <p>Students shared in interviews that they are looking forward to returning to school for the hands-on experiences that they have had in past years. As we look at our guaranteed and viable curriculum we need to spiral the experiences that students have PreK-12. The experience and the curriculum covered should look similar no matter who is providing the instruction.</p> <p>When completing the Equity Self-Reflection, the team found that teachers recognized the need to prioritize curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.</p> <p>This commitment is influenced by the "How Learning Happens" document through the areas of Identity, Agency, and Intentionality.</p> <p>In reviewing the results of our PLC Associates, Inc surveys it was evident that teachers, parents, and students see the importance of focusing our work this year on curriculum. The Intermediate SCEP Development Team also chose to focus on curriculum as one of the 2 priorities addressed in the SCEP.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Structured grade-level collaboration that emphasizes common strategies and appropriate materials (PLC)</p>	<p>Teachers will align curriculum during weekly grade-level meetings, with the assistance of the instructional coach.</p> <p>The instructional coach will provide specific support directed toward each grade level ensuring that all teachers are using the same instructional practices.</p>	<p>Common strategies are used across classrooms.</p>	<p>Schedule – grade-level meetings</p> <p>Time – making sure the instructional coach has her time protected and is not diverted toward other responsibilities.</p>
<p>Structured vertical collaboration that emphasizes sharing strategies students used in previous grades</p>	<p>Creating a structured time for collaborative discussion. (ILC)</p> <p>Improve the structure of existing meetings to better meet the needs of all grade levels.</p>	<p>Develop a flowchart to show where information will go. Minutes from the meetings that have occurred are shared with grade levels and relevant staff</p>	<p>Schedule Flow chart Minutes Time</p>
<p>Student voice and choice</p>	<p>Creating opportunities for student voice and choice</p>	<p>Students choose how to share and display their work and learning</p>	<p>Time Professional Learning</p>

Priority 1

			Resources
PreK-5 CFA (ELA and math)	Continue developing and implementing CFAs	Student completion of CFAs and data collection	Time Structured meetings (collaboration and data meetings) Standard materials for CFA collection for students

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 2021-22 school year.

Learning progressions are complete in ELA and math.
Vertical alignment for PreK-12 in ELA and math is in progress.
District staff are sharing the essentials and progressions with families and students.

PLC Associates, Inc. School Performance Scan Survey Data

C22. Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs (Currently 63.6 % of staff agree or strongly agree, increase to 68.6%)

PLC Associates, Inc. School Family Engagement Survey Data

C 12. Our school provides information to families families on the learning standards and the school curriculum (Currently 48.8% of families agree or strongly agree, increase to 53.8%)

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We commit to providing an inclusive, nurturing environment</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>After more than a year of remote/hybrid instruction, students and families expressed concerns about returning to full-time in-person instruction. In addition to health concerns related to the COVID-19 pandemic, students and families also expressed anxiety about the social aspects of returning to the classroom after students have been isolated for much of the past year. The district believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported.</p> <p>During discussions within our schools as they completed the Equity Self-Reflection, it became apparent that our district needs to put more attention toward affirming each individual student's identity. This theme also came out during our interviews with students, where students shared that at times there can be a sense that some students are favored more than others.</p> <p>When reviewing district survey data on the PLC Associates, Inc. Staff, Student, and Family Surveys revealed that we have some additional work to do on creating a culture that is positive and upbeat and is welcoming to all students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop authentic connections between and with students	<p>Make a commitment for all staff to greet students at the door.</p> <p>Implement positive greeters at the door (adults and students)</p>	Teachers and students will greet each other by name.	<p>Time</p> <p>Commitment to holding each other accountable to the practice</p>
Roll out of PreK-12 SEL work	Common language/vocabulary, curriculum, and use of a screener	<p>Administrative walkthrough data will show that teachers PreK through 12 are using common language and curriculum to address SEL</p> <p>Common language on behavior referrals that is restorative in practice</p>	<p>Professional Learning on SEL curriculum, vocabulary, and screener</p> <p>Time</p> <p>Commitment, holding each other accountable to the practice</p>
Create explicit and designated time(s) for buildings, grade levels and classrooms to provide community building PreK-12.	The District, building, grade level and classroom must share a Common Language, Common understanding, set practices/protocol to foster community building.	<p>Survey students and staff based on but not limited to: completion of course content, social emotional support, feeling valued, feeling safe, feeling academically challenged</p> <p>Copy of the master schedule with SEL time indicated</p>	<p>Time</p> <p>Commitment, holding each other accountable to the practice</p>

Priority 2

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 2021-22 school year.

PLC Associates, Inc. School Performance Scan Survey Data

S68. Our school purposefully encourages student/ family/ teacher relationships (Currently 69.8 % of staff agree or strongly agree, increase to 74.8%)

S75. Our school has a positive and upbeat school culture (Currently 61.2% of staff agree or strongly agree, increase to 66.2%)

S77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties (29.8% increase to 34.8%)

PLC Associates, Inc. Family Engagement Survey Data

S37. My child(ren) has adults in school to “go to” for discussing problems or concerns (Currently 71% of parents agree or strongly agree, increase to 76%)

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We commit to providing high-quality math instruction at all tiers.</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>In order to provide high quality math instruction at all three tiers we must implement a strong Rtl / MTSS system to ensure that we individualize instruction so that all students learn at high levels. This area was identified in the 2020-2021 DCIP but due to COVID, not enough time has been spent on this work. The return to brick and mortar school will require a strong implementation of math support to be put in place in September that puts all students on a winning streak so that we can be proactive and not reactive. We need to use strong diagnostic assessments to find out where each student is with their knowledge of the NYS Standards and Skills. Once we have that information we need to determine what individual supports will be put in place to insure that all students master the essential math standards at their current grade level/course.</p> <p>This commitment can also be linked to priority 1. The work in priority one will help to ensure that all teachers are providing their students with a strong Tier 1 guaranteed and viable curriculum. This priority will ensure that all teachers have the right instructional strategies to engage and support their students in math. This priority will also identify the specific skill/resource to support struggling learners.</p> <p>From ‘The How Learning Happens’ document this ties directly into Agency, Meaningful Learning, and Belonging. With regard to the Equity Self-Reflection, the area this ties into is: Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of</p>

Priority 3

	new concepts in multiple ways, and apply learning to meaningful, real-world situations.
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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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Concentrated professional learning for K-12 Math Core Instruction	<p>Guaranteed professional Learning opportunities provided by the District.</p> <p>The instructional coach will provide specific support directed toward each grade level ensuring that all teachers are using the same instructional practices.</p>	Professional learning opportunities will be offered and taken throughout the school year.	<p>Professional Learning,</p> <p>Time for Teachers, Math Interventionist, and Instructional Coach to collaborate</p>
Development of K-12 Math Tier 2 and 3 Interventions	Determining and developing Strategies (If/Then charts)	Staff and district personnel would have support to develop and use a google drive and procured intervention materials to support Tier 2 and Tier 3 instruction.	<p>Professional Learning</p> <p>Time</p> <p>Resources</p>

Priority 3

			Time with Math Interventionist/ Instructional Coaches
Continue to develop the K-12 Math Data Meeting Protocol	Non-Negotiable Math Data Meeting times	Schedule of Math Specific Meetings Agenda and minutes Detailing the instructional response	Time and a Schedule for Teachers, Instructional Coach, Principal, and Math Interventionists to delve into the Math Data Coverage
Peer Learning Walks	Opportunities to visit a colleague's classroom during math instruction.	Cohesive and consistent instruction across the grade level	Time Schedule Coverage

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 2021-22 school year.

Increased student growth on locally agreed upon measures.

Teacher identified resources of interventions to support Tier 2 and Tier 3 instruction

Clear and purposeful grade level meetings that supports ongoing conversation for math instruction

Staff feedback and support from learning walks and professional learning

PLC Associates, Inc. School Performance Scan Survey Data

T59. We have an effective RtI program which provides targeted assistance for students in need. (Currently 31.8 % of staff agree or strongly agree, increase to 36.8%)

PLC Associates, Inc. Family Engagement Survey Data

T29. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning. (Currently 68.9 % of parents agree or strongly agree, increase to 73.9%)

C18. I receive specific test/assessment information about my child(ren)'s progress. (Currently 53.3 % of parents agree or strongly agree, increase to 58.3%)

Priority 5

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Douglas Pasquerella	Principal	Elementary
Jonathan Kirkwyland	Math AIS Teacher	Elementary and Intermediate
Kelly Reppenhagen	Teacher	Elementary
Jamie Douglas	Teacher	Elementary
Stephanie Falls	Intermediate Principal	Intermediate
Lisa Higgins	Teacher	Intermediate
Jaquelyn Linguvoski	Teacher	Intermediate
Christine Hartnett	Teacher	Elementary
Robert Felt	Parent	District

Our Team's Process

Jennie Guy	Instructional Coach	Instructional Coach Intermediate
Nancy Byrne	Teacher	Elementary/ Intermediate
Ted Love	Administrator	District
Betsy Conners	Consultant	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
5/26/2021	District Office
6/16/2021	District Office
7/14/2021	Virtual

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	<p>Instructional Coaches and Teachers were involved in both the SCEP and DCIP work</p> <p>Results from the PLC Associates, Teacher School Performance Scan Survey and Commentary were used to develop the DCIP</p>
Parents with children from each identified subgroup	<p>Results from the PLC Associates, Family Engagement Survey and Commentary were used to develop the DCIP</p> <p>Parent Representative on the DCIP Team</p>

Stakeholder Participation

Secondary Schools: Students from each identified subgroup	N/A
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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 July 30, 2021, 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).