



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

| District                      | Superintendent |
|-------------------------------|----------------|
| Homer Central School District | Thomas Turck   |

## 2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

|   |   |
|---|---|
| 1 | Provide for a guaranteed and viable curriculum specifically identifying Essential Standards for math so that teachers can organize instruction and assessment to improve student achievement in math. |
| 2 | Identify and provide professional learning targeting effective instructional practices in math.   |
| 3 | Create and use Common Formative Assessments in math to support instruction and assessment in math.  |
| 4 | Strengthen the RtI / MTSS system to ensure all students learn at high levels in math.   |
| 5 | Improve School Culture as a vehicle to meet the Social-Emotional Learning needs of students.  |

**Approved by the Superintendent and Board of Education - August 25, 2020**

## 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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

### Meeting Dates

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

| Meeting Date | Location  | Meeting Date | Location          |
|--------------|-----------|--------------|-------------------|
| March 11     | In person | June 17      | Virtual           |
| April 22     | Virtual   | June 23      | Virtual           |
| May 8        | Virtual   | June 24      | Virtual           |
| May 21       | Virtual   | July 13      | Virtual           |
| May 28       | Virtual   | July 17      | Virtual           |
| June 8       | Virtual   | July 21      | Virtual           |
| June 10      | Virtual   | July 22      | In person/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 | Teachers from each grade-level (3rd-5th) who teach the identified sub group are part of the DCIP team and will be part of the SCEP  |
| Parents with children from each identified subgroup        | Because the subgroup has been so small and due to COVID-19, we were unable to include a parent of Hispanic student in the actual committee meetings; however, they will be included going forward.. |
| Secondary Schools: Students from each identified subgroup  | N/A   |

## Stakeholder Involvement Signature Page

### Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP.** If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

| Stakeholder Name    | Role                                    | Signature |
|---------------------|---|-----------|
| Ted Love            | Chair                                   |           |
| Eric Larison        | External Facilitator                    |           |
| Tom Turck           | Superintendent                          |           |
| Doug Pasquerella    | Elementary Principal                    |           |
| Stephanie Falls     | Intermediate Principal                  |           |
| Chrissy Hartnett    | Instructional Coach                     |           |
| Jennie Guy          | Instructional Coach                     |           |
| Kelly Reppenhagen   | Math Leadership Team & Kindergarten Rep |           |
| Jonathan Kirkwyland | Math Leadership Team                    |           |
| Jessica Nye         | Math Leadership Team                    |           |
| Stacy Porter        | Math Leadership Team                    |           |
| Megan Tracy         | Math Leadership Team                    |           |
| Erin Thide          | Junior High                             |           |
| Staci Heyer         | Pre-K Rep                               |           |
| Jamie Douglas       | First Grade Rep                         |           |

Stakeholder Involvement Signature Page

|                    |                     |  |
|--------------------|---------------------|--|
| Nancy Byrne        | Second Grade Rep    |  |
| Lisa Higgins       | Third Grade Rep     |  |
| Jacquie Linguvoski | Fourth Grade Rep    |  |
| Jackie Giamichael  | Fifth Grade Rep     |  |
| Allison Merkur     | Elementary Parent   |  |
| Kate Pitcher       | Int Spec Ed Rep     |  |
| Amy Kida           | Intermediate Parent |  |
| Amanda Gray        | Intermediate Parent |  |

**Please note: We included stakeholders from both our Intermediate and elementary school since the elementary school is the feeder for the intermediate school which is the TSI school. We will be developing a SCEP for both schools.**

Priority 1

Priority 1

|  |  |
|--|--|
| <b>What will the District prioritize to extend success in 2020-21?</b> | <b>Curriculum specifically identifying Essential Standards for math so that teachers can organize instruction and assessment to improve student achievement in math.</b> |
| <b>Why will this be prioritized?</b>                                   | <b>We have not had them and by identifying them we can ensure that we have a guaranteed and viable curriculum in math to meet student learning needs.</b>                |

**Measuring Success:** *What will the District look to as evidence of this being successful?*

| <b>Qualitative Improvement: Structures, Practices and Behaviors</b>   |   |
|---|---|
| What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?   | When would you expect to see this in place? |
| All teams have completed the districts essential standards identification process including the template and have submitted the documents to the District Curriculum Google shared drive. | By September 30, 2020                       |
| Team meetings and department meetings using essential standards to plan instruction and assessment.   | By October 2020                             |
| Follow up team and department meetings that use assessment data aligned to essential standards and Tier 2 and 3 interventions.  | By November 2020                            |

| <b>Quantitative Improvement: Outcomes</b>   |                             |                     |
|---|-----------------------------|---------------------|
| What data would you use to determine this is successful?  |                             |                     |
| Specific Data Point   | Baseline                    | Target              |
| Data Point 1 (required): Students who identified to be at some or high risk on the FastBridge aMath assessment (grades 1-5)                         | Middle of Year 2020         | Middle of Year 2021 |
|   | 36.4%                       | 34.5%               |
|   | End of Year 2020 (optional) | End of Year 2021    |
|   | N/A                         | 31%                 |
| Data point 2 (optional): Teacher surveys--percentage of teachers who agree that they are implementing essential standards to plan daily instruction | Middle of Year 2020         | Middle of Year 2021 |
|   | 0%                          | 85%                 |
|   | End of Year 2020 (optional) | End of Year 2021    |
|   | 0%                          | 100%                |

Priority 1

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

| <b>August Through January</b> |                     |   |
|-------------------------------|---------------------|---|
| <b>Start</b>                  | <b>End</b>          | <b>Action</b>   |
| <b>7/1/2020</b>               | <b>July 8, 2020</b> | Essential Standards facilitator training using Solution Tree model (PLC at Work)  |
| <b>7/1/20</b>                 | <b>8/28/20</b>      | Grade level (PreK-5) and department (6-12) meetings to identify essential standards in math   |
| <b>9/1/20</b>                 | <b>9/25/20</b>      | Teams meet to review and revise essential standards as needed.  |
| <b>10/1/20</b>                | <b>10/30/20</b>     | Teams meet to plan for units of instruction including formative assessments to measure student success in meeting the essential standards.  |
| <b>11/2/20</b>                | <b>11/30/20</b>     | District coaches will train teams/departments in the use of data from CFAs  |
| <b>11/3/20</b>                | <b>11/3/20</b>      | Teams will meet to refine, reflect on, and plan instruction based on essential standards  |
| <b>12/1/20</b>                | <b>12/18/20</b>     | Teams will review CFA data by essential standard for further planning   |
| <b>January Through June</b>   |                     |   |
| <b>Start</b>                  | <b>End</b>          | <b>Action</b>   |
| <b>1/4/21</b>                 | <b>3/29/21</b>      | Teams continue to review the identified essential standards and revise as needed along with planning instruction and assessment   |
| <b>3/15/21</b>                | <b>3/15/21</b>      | Grade levels will meet to vertically align essential standards  |
| <b>4/1/21</b>                 | <b>6/30/21</b>      | Teams will continue to monitor implementation of essential standards and plan instruction and assessment (specifically further CFAs)  |
| <b>4/1/21</b>                 | <b>6/30/21</b>      | Refine and adjust essential standards to address proficiency, rigor, breadth, and depth of the curriculum and instruction. In doing this teams will identify opportunities to teach extension skills for the essential standards. |

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

| <b>Need</b>  | <b>Strategy to Address</b>   | <b>When</b>                              |
|--|--|--|
| <i>Ex: Curriculum Maps need updating</i>   | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>   | <i>August</i>                            |
| Difficulty for staff to meet because of shut down and/or modified schedules based on restrictions for social distancing as well as further directives from NYSED, NYS DOH, Governor's Office, etc. | We will continue to monitor and adjust the above schedule so that the most important parts of using essential standards are in place by the end of the year: what are they, how to use them to plan instruction, and how to measure student success in meeting them. | August 2020 to January 2021              |
| Depending on the form school takes, we may not be able to use FastBridge with students not in school   | We will use common formative assessments as part of the process to identify students at "high risk/low risk" in need of Tier 2 and 3 Rtl/MTSS interventions  | October 2020, January, and May/June 2021 |

Priority 2

Priority 2

|  |  |
|--|--|
| <b>What will the District prioritize to extend success in 2020-21?</b> | <b>Identify and provide professional learning targeting effective instructional practices in math</b>  |
| <b>Why will this be prioritized?</b>                                   | <b>This is needed to support further improvement in student achievement. A lot of effort has gone into literacy and we want to build on that success to improve math instruction and assessment.</b> |

**Measuring Success:** *What will the District look to as evidence of this being successful?*

| <b>Qualitative Improvement: Structures, Practices and Behaviors</b>  |   |
|--|---|
| What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?  | When would you expect to see this in place?                     |
| We want to see teachers using identified research based instructional practices to support student learning and achievement.   | Phase one of this by the end of the first semester in Jan. 2021 |
| We want to see teachers use assessment to measure the impact of instructional practices and provide information for teachers to use in further planning for both professional learning and student learning. | Jan. 2021 to June 2021  |

| <b>Quantitative Improvement: Outcomes</b>   |                             |                     |
|---|-----------------------------|---------------------|
| What data would you use to determine this is successful?  |                             |                     |
| Specific Data Point   | Baseline                    | Target              |
| Data Point 1 (required): Teacher professional learning survey about the effectiveness of the training provided--specifically the value of professional learning to improve instruction and student learning in math | Middle of Year 2020         | Middle of Year 2021 |
|   | 91%                         | 93%                 |
|   | End of Year 2020 (optional) | End of Year 2021    |
|   | Did not happen.             | 95%                 |
| Data point 2 (optional): N/A  | Middle of Year 2020         | Middle of Year 2021 |
|   |                             |                     |
|   | End of Year 2020 (optional) | End of Year 2021    |

Priority 2

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

| <b>August Through January</b> |                 |  |
|-------------------------------|-----------------|--|
| <b>Start</b>                  | <b>End</b>      | <b>Action</b>  |
| <b>7/1/20</b>                 | <b>8/28/20</b>  | Teams meet to identify essential standards and start the discussion of further training needed to provide research based instructional practices   |
| <b>9/1/20</b>                 | <b>9/25/20</b>  | The District's Professional Staff Development Committee (PSDC) will meet to identify professional learning topics regarding research based instructional practices and their support of teaching the essential standards |
| <b>9/1/20</b>                 | <b>9/25/20</b>  | Teams and departments meet to identify professional learning topics regarding research based instructional practices and their support of teaching the essential standards   |
| <b>10/1/20</b>                | <b>10/30/20</b> | Teams and departments meet to refine identified instructional practices  |
| <b>11/3/20</b>                | <b>11/3/20</b>  | Professional learning opportunities provided regarding effective, research based instructional practices in math   |
| <b>11/4/20</b>                | <b>11/30/20</b> | Survey teachers on effectiveness of professional learning in instructional practices   |
| <b>11/2/20</b>                | <b>11/30/20</b> | The District's Professional Staff Development Committee (PSDC) reviews survey results and begins the identification of further professional learning in instructional practices  |
| <b>11/2/20</b>                | <b>11/30/20</b> | Teams and departments refine and determine further assessment practices to support identified instructional practices and essential standards  |
| <b>12/1/20</b>                | <b>12/18/20</b> | Teams and departments review survey results and begin the identification of further professional learning in instructional practices   |
| <b>January Through June</b>   |                 |  |
| <b>Start</b>                  | <b>End</b>      | <b>Action</b>  |
| <b>1/4/21</b>                 | <b>3/5/21</b>   | Teams and departments meet to identify professional learning topics regarding research based instructional practices and their support of teaching the essential standards   |
| <b>1/4/21</b>                 | <b>1/29/21</b>  | The District's Professional Staff Development Committee (PSDC) meets to identify professional learning topics regarding research based instructional practices and their support of teaching the essential standards     |
| <b>3/15/21</b>                | <b>3/15/21</b>  | Professional learning opportunities provided regarding effective, research based instructional practices in math   |
| <b>3/16/20</b>                | <b>3/31/20</b>  | Survey teachers on effectiveness of professional learning in instructional practices   |
| <b>4/1/20</b>                 | <b>4/30/20</b>  | Teams and departments review survey results and begin the identification of further professional learning in instructional practices   |
| <b>4/1/20</b>                 | <b>4/30/20</b>  | The District's Professional Staff Development Committee (PSDC) reviews survey results and begins the identification of further professional learning in instructional practices  |
| <b>4/1/21</b>                 | <b>6/30/21</b>  | Teams and departments refine and determine further assessment practices to support identified instructional practices and essential standards  |
| <b>4/1/21</b>                 | <b>6/30/21</b>  | Teams and departments meet to identify further professional learning topics regarding research based instructional practices and their support of teaching the essential standards for summer training                   |



Priority 2

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

| <b>Need</b>  | <b>Strategy to Address</b>   | <b>When</b>                  |
|--|--|------------------------------|
| <i>Ex: Curriculum Maps need updating</i>   | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>   | <i>August</i>                |
| Difficulty for staff to attend professional learning because of shut down and/or modified schedules based on restrictions for social distancing as well as further directives from NYSED, NYS DOH, Governor's Office, etc. | We will continue to monitor and adjust the above schedule so that professional learning regarding instructional practices will happen virtually or by hybrid (combination of virtual and in person). | November 2020 and March 2021 |
| Difficulty for the PSDC, teacher teams, and depart. meetings to take place   | We will build on our success in the summer of 2020 with teams and departments meeting virtually.   | Sept. 2020 to June 2021      |

Priority 3

Priority 3

|  |   |
|--|---|
| <b>What will the District prioritize to extend success in 2020-21?</b> | <b>Create and use Common Formative Assessments in math to support instruction and assessment in math</b>  |
| <b>Why will this be prioritized?</b>                                   | <b>Currently no common formative assessments are used to support math instruction meaning it is difficult to measure the effect of instruction in the context of providing instruction. Also it limits the ability to identify and provide RtI/MTSS Tiers 2 and 3 support to students</b> |

**Measuring Success:** *What will the District look to as evidence of this being successful?*

| <b>Qualitative Improvement: Structures, Practices and Behaviors</b>  |   |
|--|---|
| What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?  | When would you expect to see this in place?                           |
| We want to see teachers develop and use common formative assessments across classrooms at grade level to measure instructional effectiveness and plan for further student learning.                            | The first phase of this by the end of the first semester in Jan. 2021 |
| We want to see at least one common formative assessment used each quarter to inform instruction and support our RtI/MTSS system  | Nov. 2020, Feb., Apr., and May/June 2021                              |
| We want to see teachers, instructional coaches, and administrators use a consistent data review protocol (like Data Wise) with a standards-based data tracker (organized by student by standard) for CFA data. | Oct. 2020 to June 2021  |

| <b>Quantitative Improvement: Outcomes</b>  |                             |                     |
|--|-----------------------------|---------------------|
| What data would you use to determine this is successful?   |                             |                     |
| Specific Data Point  | Baseline                    | Target              |
| Data Point 1 (required): Survey of teachers to determine the percentage of such using the student data tracker (by standard) for CFA data              | Middle of Year 2020         | Middle of Year 2021 |
|  | N/A                         | 80%                 |
|  | End of Year 2020 (optional) | End of Year 2021    |
|  | N/A                         | 100%                |
| Data point 2 (optional): Teacher surveys--percentage of teachers who agree that they are implementing common formative assessments to plan instruction | Middle of Year 2020         | Middle of Year 2021 |
|  | N/A                         | 85%                 |
|  | End of Year 2020 (optional) | End of Year 2021    |
|  | N/A                         | 100%                |

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

| <b>August Through January</b> |                 |   |
|-------------------------------|-----------------|---|
| Start                         | End             | Action  |
| <b>9/1/2020</b>               | <b>9/30/20</b>  | Train instructional coaches in facilitating teacher training in using a standards-based data tracker and Data Wise protocol   |
| <b>10/1/2020</b>              | <b>10/30/20</b> | Instructional coaches will train teams in the development of common formative assessments during team and department meetings |

Priority 3

|                             |            |   |
|-----------------------------|------------|---|
| 10/1/20                     | 10/30/20   | Grade level (PreK-5) and department (6-12) meetings to plan first round of common formative assessments in math   |
| 10/1/20                     | 10/30/20   | Instructional Coaches meet with each grade-level team to train all teams in the use of the DataWise meeting protocol and the use of a standards based data tracker for the CFA data |
| 11/1/20                     | 11/15/20   | First common formative assessment is administered. Note: the goal is to administer one common formative assessment every quarter: Nov., Feb., Apr., and May/June                    |
| 11/16/20                    | 11/30/20   | Instructional coaches and teams meet to review the administration of the first common formative assessments and data collected from this administration by essential standard       |
| 12/1/20                     | 12/18/20   | Teams meet to plan for upcoming units of instruction including using formative assessment data for essential standards.   |
| <b>January Through June</b> |            |   |
| <b>Start</b>                | <b>End</b> | <b>Action</b>   |
| 1/4/21                      | 1/30/21    | Grade level (PreK-5) and department (6-12) meetings to plan second round of common formative assessments in math  |
| 2/1/21                      | 2/15/21    | Second common formative assessment is administered.   |
| 2/16/21                     | 2/28/21    | Instructional coaches and teams meet to review the administration of the second common formative assessments and data collected from this administration by essential standard      |
| 3/1/20                      | 3/30/20    | Teams meet to plan upcoming units of instruction including using formative assessment data for essential standards as well as the third round of CFAs.                              |
| 4/1/21                      | 4/15/21    | Third round of common formative assessments is administered.  |
| 5/1/21                      | 5/30/21    | Instructional coaches and teams meet to review the administration of the third common formative assessments and data collected from this administration by essential standard       |
| 6/1/21                      | 6/15/21    | Final set of common formative assessments is administered.  |
| 6/15/21                     | 6/25/21    | Instructional coaches and teams meet to review the final administration of the CFAs and the data collected organized by essential standard  |
| 6/15/21                     | 6/25/21    | Staff begins planning for further professional learning and curriculum planning for the summer  |

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

| Need   | Strategy to Address  | When                      |
|--|--|---------------------------|
| <i>Ex: Curriculum Maps need updating</i>   | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>   | <i>August</i>             |
| Difficulty for staff to meet because of shut down and/or modified schedules based on | We will continue to monitor and adjust the above schedule so that meetings regarding the development, administration, and use of | October 2020 to June 2021 |

Priority 3

|   |  |                           |
|---|--|---------------------------|
| restrictions for social distancing as well as further directives from NYSED, NYS DOH, Governor's Office, etc. | common formative assessments will happen virtually or by hybrid (combination of virtual and in person).                  |                           |
| Difficulty in administering common formative assessments to students  | Common formative assessments will be developed that can be administered and processed using existing district technology | October 2020 to June 2021 |
|   |  |                           |

Priority 4

Priority 4

|  |   |
|--|---|
| <b>What will the District prioritize to extend success in 2020-21?</b> | <b>Strengthen the RtI / MTSS system to ensure all students learn at high levels in math</b> |
| <b>Why will this be prioritized?</b>                                   | <b>The District's current RtI/MTSS system in math is inadequate to meet student needs.</b>  |

**Measuring Success:** *What will the District look to as evidence of this being successful?*

| <b>Qualitative Improvement: Structures, Practices and Behaviors</b>  |   |
|--|---|
| What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?                            | When would you expect to see this in place?                               |
| Development of a Tier 2 Instructional Model for math so that students receive additional instruction based on their learning needs identified through the CFAs | Developing in the first semester to be implemented in the second semester |
| Professional learning for all teachers on the alignment of Tier 2 instruction with core instruction, drawing upon the common formative assessments             | November and March staff development days                                 |
| Build on the success of existing literacy RTI model for math   | Ongoing September 2020 through June 2021                                  |

| <b>Quantitative Improvement: Outcomes</b>  |                             |                     |
|--|-----------------------------|---------------------|
| What data would you use to determine this is successful?   |                             |                     |
| Specific Data Point  | Baseline                    | Target              |
| Data Point 1 (required): Teacher survey on their understanding of and their use of math interventions on Tier 2 and 3  | Middle of Year 2020         | Middle of Year 2021 |
|  | N/A                         | 75%                 |
|  | End of Year 2020 (optional) | End of Year 2021    |
|  | N/A                         | 85%                 |
| Data point 2 (optional): Students who need a math intervention receive a math intervention [Note: practice has been inconsistent in providing students with needed math interventions and that is why this is a priority. Schools have given most of their attention to literacy.] | Middle of Year 2020         | Middle of Year 2021 |
|  | 0%                          | 70%                 |
|  | End of Year 2020 (optional) | End of Year 2021    |
|  | N/A                         | 100%                |

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

| <b>August Through January</b> |          |  |
|-------------------------------|----------|--|
| Start                         | End      | Action   |
| 9/1/20                        | 9/30/20  | Instructional coaches facilitate training for teacher teams in Tier 2 of RtI/MTSS that provides students with instructional support and re-teaching identified through the use of each team's common formative assessment. |
| 10/1/20                       | 10/31/20 | Building/Grade-level RTI teams meet to review Tier 2 Math intervention plan (and time) based on CFA's  |

## Priority 4

|                             |            |   |
|-----------------------------|------------|---|
| 11/1/20                     | 11/30/20   | Building RTI team reports to District level RTI committee on the plan for Tier 2 math intervention  |
| 12/1/20                     | 12/30/20   | Teacher teams review data from CFAs to plan for Tier 2 Math intervention  |
| 12/1/20                     | 12/30/20   | Building RTI team reviews progress, number of students served, and effectiveness of math intervention   |
| <b>January Through June</b> |            |   |
| <b>Start</b>                | <b>End</b> | <b>Action</b>   |
| 1/4/21                      | 1/30/21    | Identify 1-2 teachers at each grade-level that will be delivering a Tier 3 math intervention  |
| 1/4/21                      | 1/30/21    | Teacher teams meet to develop a plan for continuing Tier 2 math instruction following the administration of each common formative assessment                        |
| 2/1/21                      | 2/28/21    | The Building RTI committee and the Tier 3 math intervention teachers will research math interventions and identify professional development needed to implement     |
| 2/1/21                      | 2/28/21    | Building RTI team reports to District level RTI committee on the plan for Tier 3 math intervention  |
| 3/1/21                      | 3/30/21    | Teacher teams review data from CFAs to plan for Tier 2 and 3 math intervention  |
| 5/1/21                      | 5/28/21    | Building RTI team reviews progress, number of students served, and effectiveness of math intervention at the Tier 2 and Tier 3 levels                               |
| 6/1/21                      | 6/25/21    | Building RTI teams report to District level RTI committee to plan for Tier 2 and 3 math intervention professional learning and summer work for the 2022 school year |

### Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

| Need  | Strategy to Address  | When                        |
|---|--|-----------------------------|
| <i>Ex: Curriculum Maps need updating</i>  | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i>               |
| How to provide RTI virtually or while minimizing physical movement and proximity of students in the school building (i.e. grouping and regrouping students) | Leverage technology solutions to provide some Tier 2 instruction virtually             | September through June 2020 |

## Priority 5

|  |  |
|--|--|
| <b>What will the District prioritize to extend success in 2020-21?</b> | <b>Improve School Culture as a vehicle to meet the Social-Emotional Learning needs of students</b>   |
| <b>Why will this be prioritized?</b>                                   | <b>This was already a concern for us and with the advent of remote learning it has become very important to make sure we are addressing student SEL needs.</b> |

Priority 4

**Measuring Success:** *What will the District look to as evidence of this being successful?*

| <b>Qualitative Improvement: Structures, Practices and Behaviors</b>  |   |   |
|--|---|---|
| What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?  | When would you expect to see this in place? |   |
| Use of a universal screener for Social-Emotional Learning (SEL)  | Nov.. 2020 to June 2021                     |   |
| Professional learning for all staff and teachers to prepare for the reopening of school in 2020 especially relating to staff and students SEL needs  | Sept. 2020 to Dec. 2020                     |   |
| Identifying supports students need for SEL   | Nov. 2020 to June 2021                      |   |
| Each building student support team will work to establish communication with families to support them during further remote/hybrid learning  | Sep. 2020 to June 2021                      |   |
| <b>Quantitative Improvement: Outcomes</b>  |   |   |
| What data would you use to determine this is successful?   |   |   |
| Specific Data Point  | Baseline                                    | Target  |
| Data Point 1 (required): Using PLC Associates survey Performance Benchmark, the number of teachers that agreed or strongly agreed “Students are supported by an effective system for developing and building student social-emotional health.” | Middle of Year 2020                         | Middle of Year 2021   |
|  | 45%   | N/A   |
|  | End of Year 2020 (optional)                 | End of Year 2021  |
|  | N/A   | 50% (the survey will only be administered during the second semester. This is part of the overall strategic planning process) |
| Data point 2 (optional): The District will be establishing a baseline this school year by introducing a universal screener for Social and Emotional Learning   | Middle of Year 2020                         | Middle of Year 2021   |
|  | N/A   | 50% of students screened  |
|  | End of Year 2020 (optional)                 | End of Year 2021  |
|  | N/A   | 75% of students screened  |
| Data point 3 (optional): Based on universal screener the percent of students stating their SEL needs are addressed.  | Middle of Year 2020                         | Middle of Year 2021   |
|  | N/A   | 50% of students screened  |
|  | End of Year 2020 (optional)                 | End of Year 2021  |
|  | N/A   | 75% of students screened  |

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

| <b>August Through January</b> |          |  |
|-------------------------------|----------|--|
| Start                         | End      | Action   |
| 9/1/20                        | 9/30/20  | Convene the District SEL committee to select a universal screener  |
| 9/1/20                        | 12/18/20 | Identify interventions and supports for students in Social-Emotional Learning                                    |
| 9/1/20                        | 12/18/20 | Identify supports for parents to help support student Social-Emotional Learning                                  |
| <b>January Through June</b>   |          |  |
| Start                         | End      | Action   |
| 1/4/21                        | 1/30/21  | Administer the universal screener for SEL  |
| 2/1/21                        | 2/26/21  | Using the data from the SEL screener, identify which students will get which SEL interventions, by whom and when |
| 3/1/21                        | 5/31/21  | Measure the use and impact of interventions for Social-Emotional Learning  |

Priority 4

|        |         |  |
|--------|---------|--|
|        |         | Continue to identify interventions and supports for students in Social-Emotional Learning  |
| 6/1/21 | 6/25/21 | Buildings report to the District SEL and RTI committees about the effectiveness of the behavioral interventions used for further planning and professional learning in preparation for the 2021-2022 school year |

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

| Need   | Strategy to Address  | When                   |
|--|--|------------------------|
| <i>Ex: Curriculum Maps need updating</i>   | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>   | <i>August</i>          |
| Student participation is interrupted by remote learning  | Investigate strategies to help students with SEL needs in the virtual environment  | Sept. to Dec. 2020     |
| Behavior observation is difficult if not impossible for teachers to observe while in a remote learning environment (universal screening will require observational data) | Universal screening cannot be done with statistical reliability when students are not in school. Staff will maintain communication with students and families to support student SEL needs that are brought to their attention through these communication channels. | Dec. 2020 to June 2021 |

**Please note: The district recognizes the importance of providing for the social-emotional needs of adult staff members as a critical component to have the capacity to meet the SEL needs of students.**



## Submission Assurances

### 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.  As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. N/A The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6.  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.
7.  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).
8.  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](mailto:DCIP@nysed.gov) the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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).