



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

2020-21 District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|-------------------|----------------|
| Green Island UFSD | Kimberly Ross |

2020-21 Summary of Priorities

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

| | |
|---|---|
| 1 | Create an MTSS system that better supports instruction for all students, especially those who are at-risk |
| 2 | Improve the quality of instruction in ELA & Math through the use of evidenced-based best practices to promote 21 st century learners |
| 3 | Continued development of a standards based curriculum in ELA, Math, and Science in grades K-8. |
| 4 | Reduce Chronic Absenteeism |
| 5 | Decrease Behavior Referrals and Suspensions |

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 |
|----------------|-----------------------|--------------|----------|
| 5/4/20 | Virtual - Google Meet | | |
| 6/1/20 | Virtual - Google Meet | | |
| 6/8/20 | Virtual - Google Meet | | |
| 6/15/20 | Virtual - Google Meet | | |
| 7/13/20 | Virtual – Google Meet | | |
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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 | |

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 |
|-----------------------------|--------------------------------------|-----------|
| Matthew Manning | 7-12 Social Studies Teacher | |
| Patience Gully | 7-12 Special Education Teacher | |
| Jason Goldstein | 7-12 Math Teacher | |
| Geoff Miller | Technology Coordinator | |
| David Barr | HS Student | |
| Kaitlin Barrett | HS Student | |
| Carrie Becker | Parent | |
| Aiden Diaz | HS Student | |
| Kendell Hardy | Social Worker | |
| Carol A. Della Rocca | Kindergarten Teacher | |
| Jodi Mazzeo | 7-12 Principal | |
| Tara Canniff | Elementary Special Education Teacher | |
| Dana Zeppieri | Guidance Counselor | |
| Stephanie Bouchey | AIS Teacher | |
| Tiffany Dzembo | Director of Curriculum | |
| Nicole Littlejohn | Writing Specialist | |
| Erin Peteani | Pk-6 Principal | |
| McKenzie Schmidt | HS Student | |

Stakeholder Involvement Signature Page

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|-----------------------|---------------------|--|
| Zachary Snyder | HS Business Teacher | |
| Tina Cesare | Parent | |
| Carla Diaz | Parent | |
| Kimberly Ross | Superintendent | |

Priority 1

Priority 1

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| What will the District prioritize to extend success in 2020-21? | Create an MTSS system that better supports instruction for all students, especially those who are at-risk |
| Why will this be prioritized? | We need to examine our structures to make sure they are designed to foster student success. These structures include academic intervention services and response to intervention, as well as how they coordinate with special education services. |

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

Qualitative Improvement: Structures, Practices and Behaviors

| 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? |
|--|---|
| AIS Providers and the MTSS/RTI Coordinator will meet every 5 weeks to review student needs using a data-cycle per the RTI plan. | September 2020 |
| Special Education teachers will collaborate with General Education teachers through regularly scheduled meetings times, joint classroom observations, and joint professional development presentation. | October 2020 |
| A District MTSS Plan that includes a revised RTI plan, will be implemented and utilized effectively by faculty and staff. | June 2021 |

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

| Specific Data Point | Baseline | Target |
|--------------------------------|--------------------------------------|---------------------------------------|
| Data Point 1 (required): | Middle of Year 2020 | Middle of Year 2021 |
| NWEA MAP Growth K-2 Avg Growth | NWEA MAP Growth K-2 Avg Growth – 6.2 | NWEA MAP Growth K-2 Avg Growth – 7.3 |
| NWEA MAP Growth 2-5 Avg Growth | NWEA MAP Growth 2-5 Avg Growth – 1.7 | NWEA MAP Growth 2-5 Avg Growth – 5.7 |
| NWEA MAP Growth 6+ Avg Growth | NWEA MAP Growth 6+ Avg Growth – 2.4 | NWEA MAP Growth 6+ Avg Growth - 3 |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | NWEA MAP Growth K-2 Avg Growth – 14.4 |
| | | NWEA MAP Growth 2-5 |

Priority 1

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| | | <p>Avg Growth – 11.3</p> <p>NWEA MAP Growth 6+</p> <p>Avg Growth – 5.3</p> |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| | | |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | |

Priority 1

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

| August Through January | | |
|-------------------------------|------------|--|
| Start | End | Action |
| 8/1/20 | 9/30/20 | District leaders will collaborate with school leaders in order to identify a MTSS/RTI Coordinator for the 2020-2021 school year. |
| 8/1/20 | 9/30/20 | District leaders will work with school leaders and the MTSS/RTI Coordinator to adjust benchmark cut-off scores due to COVID-19. |
| 10/1/20 | 12/31/20 | District leaders will work with school leaders and the MTSS/RTI Coordinator to develop an MTSS protocol and develop the plan for implementation. Regular MTSS updates will be provided at faculty meetings, and faculty will have the opportunity to give feedback regarding the implementation of the protocols. |
| 9/1/20 | 12/31/20 | District leaders will collaborate with CASDA in a school-wide review of special education practices. Recommendations from this review will be implemented into the second half of the year |
| 9/1/20 | 12/31/20 | Benchmark Data will be reviewed by the MTSS/RTI Coordinator every 5 weeks. This will be shared during the quarterly Data Dialogue meetings. Release time will be provided by the District for teachers and school leaders to attend these meetings if they occur on a day that is not scheduled for an early release (listed above). |
| 9/14/20 | 12/31/20 | District leaders will support K-8 General Education and Special Education teachers meeting regularly per the coaching meeting schedule and professional development calendar created by the school leaders earlier in the year. School leaders and other teacher-leaders may be present to monitor and help troubleshoot. |
| 9/14/20 | 12/31/20 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |
| January Through June | | |
| Start | End | Action |
| 1/4/21 | 6/25/21 | District leaders will collaborate with CASDA on the recommendations presented as a result of their review of the special education department. This information will be shared with school leaders at a meeting to be scheduled. At this meeting, a plan of how to implement said recommendations will be created. |
| 1/4/21 | 1/29/21 | District leaders will work with school leaders and the MTSS/RTI Coordinator to share the full implementation plan with staff as decided during the implementation planning. |
| 1/4/21 | 6/25/21 | District leaders will work with school leaders and the MTSS/RTI Coordinator to implement the MTSS protocols. Regular MTSS updates will be provided at faculty meetings, and faculty will have the opportunity to give feedback regarding the implementation of the protocols. |
| 1/4/21 | 6/30/21 | District leaders will support K-8 General Education and Special Education teachers meeting regularly per the coaching schedule and professional development calendar created earlier in the year. School leaders and other teacher-leaders may be present to monitor and help troubleshoot. |

Priority 1

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| 1/4/21 | 6/30/21 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |
| 1/4/21 | 6/25/21 | Benchmark Data will be reviewed by the MTSS/RTI Coordinator every 5 weeks. This will be shared during the quarterly Data Dialogue meetings. Release time will be provided by the District for teachers and school leaders to attend these meetings if they occur on a day that is not schedule for an early release (listed above). |
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Addressing COVID-19 Related Challenges

| <p>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. <i>(add additional rows as needed)</i></p> | | |
|---|--|---------------|
| 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> |
| Benchmark cut scores for AIS identification may be out of reach for students due to remote learning during the Spring of 2020 and the "summer slide". This may lead to an over identification of students who need services. | Benchmark cut scores will be adjusted to reflect the school closure and "summer slide". | Summer 2020 |
| Coordinate service providers and teachers to allow for small group instruction while maintaining supervision of all students may not be possible if current recommendations for social distancing exist in the Fall. | Teachers and other faculty who may not traditionally work with K-8 ELA may need to be pulled to provide supervision. | Fall 2020 |
| Observations in other schools may not be possible due to health and safety concerns. | Instead, arrange for a video-conference to discuss best practices or arrange an observation through zoom. | Fall 2020 |

Priority 2

Priority 2

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| What will the District prioritize to extend success in 2020-21? | Improve the quality of instruction in ELA & Math through the use of evidenced-based best practices to promote 21 st century learners |
| Why will this be prioritized? | Our teachers need training and support in using the NWEA data to inform instruction. They also need support using data dialogues and make data reviews a regular part of their planning process. In Math, we need a third benchmark that is standardized across the grade levels in order to affirm that the interventions and goals selected for individual students are appropriate. Our teachers, parents, and students need support related to instructional tools for remote learning. |

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

| Qualitative Improvement: Structures, Practices and Behaviors | |
|---|---|
| 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? |
| The selection of a third benchmark assessment for Math in grades K-8, as well as completed training for teachers on how to use the assessment, and implementation of the tool, will result in a more data-driven approach to Math as evidenced by usage reports and walkthrough data. | August/September 2020 |
| Faculty will use the NWEA MAP Growth reports, collaborate with teams and instructional coaches, and participate in data dialogues in order to design instruction that addresses individual student needs. | September 2020 |
| Parents/guardians will be provided with opportunities to learn how to use instructional tools and become familiar with instructional practices. | September 2020 |

| Quantitative Improvement: Outcomes | | |
|--|--|---|
| What data would you use to determine this is successful? | | |
| Specific Data Point | Baseline | Target |
| Data Point 1 (required): | Middle of Year 2020 | Middle of Year 2021 |
| NWEA MAP ELA Growth Assessments | *Percentage Scoring at or above Norm Grade Level Mean RIT K-2 – 16% 2-5 – 47% 6+ - 27% | *Percentage Scoring at or above Norm Grade Level Mean RIT K-2 – 21 % 2-5 – 52% 6+ - 32% |
| | End of Year 2020 (optional) | End of Year 2021 |

Priority 2

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| | | <p>*Percentage Scoring at or above Norm Grade Level Mean RIT</p> <p>K-2 – 26 %</p> <p>2-5 – 57%</p> <p>6+ - 37%</p> |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| NWEA MAP Math Growth Assessments | <p>*Percentage Scoring at or above Norm Grade Level Mean RIT</p> <p>K-2 – 14%</p> <p>2-5 – 33%</p> <p>6+ - 22%</p> | <p>*Percentage Scoring at or above Norm Grade Level Mean RIT</p> <p>K-2 – 19%</p> <p>2-5 – 38%</p> <p>6+ - 27%</p> |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | <p>*Percentage Scoring at or above Norm Grade Level Mean RIT</p> <p>K-2 – 24%</p> <p>2-5 – 43%</p> <p>6+ - 32%</p> |

Priority 2

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

| August Through January | | |
|-------------------------------|------------|--|
| Start | End | Action |
| 8/1/20 | 10/19/2020 | The Curriculum Director and Principal will determine a walkthrough tool that will provide evidence of, and formative feedback on, standards-based teaching, small group instruction, flexible groupings, and differentiated instruction. |
| 8/1/20 | 10/19/2020 | School leaders, in collaboration with District leaders, will create a walkthrough schedule for all teachers during the 2020-2021 school year. |
| 8/1/2020 | 8/31/2020 | District leaders will hire an Instructional Technology coach to assist teachers, students, and parents with the implementation of instructional technology tools. |
| 8/1/2020 | 8/31/2020 | District leaders, in collaboration with school leaders and the MTSS/RTI Coordinator will select a third benchmark assessment to be used for Math. |
| 8/1/20 | 8/31/20 | The MTSS/RTI Coordinator will develop benchmark assessments for grades K-8 utilizing the priority standards in the ELA curriculum (developed by the teachers). These will be given as a pre-assessment during the first week of school. |
| 8/1/2020 | 12/31/2020 | The District will support the Instructional Technology coach in becoming a Google Certified teacher and any other micro-credentials necessary to support the use of approved tools. |
| 8/1/2020 | 12/31/2020 | District and school leaders, with the help of the instructional technology coach and the communication specialist, will create and maintain a website dedicated to the instructional technology and online tools being utilized by parents and students. |
| 8/1/2020 | 12/31/2020 | District and school leaders will provide at least three opportunities for parents/guardians to attend help sessions or tutorials in regards to instructional technology tools or devices supplied by the district. This may include, but is not limited to: Google Classroom, Chromebook Care and Use, Eureka Math products, and the NWEA assessments. |
| 9/1/20 | 9/10/20 | The Curriculum Director and Principal will share instructional expectations for the 2020-2021 school year through a presentation on one of the opening Superintendents' Conference Days. |
| 9/1/2020 | 12/31/2020 | The District will provide all teachers with on-going professional development workshops on topics related to instructional technology and the use of data/assessments to inform instruction, as well as time to participate in data dialogues. |
| 9/1/2020 | 12/31/2020 | The District will hire instructional coaches that will meet weekly with ELA and Math Faculty to discuss instructional strategies, standards-based lesson plans, and data-driven instruction. Instructional coaches will also provide support in implementing the new writing expectations and practices. Once a month, the coaches will visit the ELA or Math classrooms to give feedback on the instructional focus on the month and to observe the implementation of instructional strategies. |
| 9/1/2020 | 9/14/2020 | District leaders will provide school leaders and teacher with an assessment calendar for the year that clearly indicates when each assessment will be given for each grade level. |

Priority 2

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| 9/1/20 | 9/10/20 | At one of the Opening Superintendent’s Conference Days, the district will provide training for teachers on the new math benchmark assessment and its implementation. |
| 10/1/2020 | 12/31/2020 | The Director of Curriculum will conduct regular walkthroughs of all teachers using the previously developed tool and schedule. |
| 11/3/20 | 11/3/20 | The district will provide K-8 teachers with training on how to access the NWEA MAP Growth reports. School leaders will also ask teachers with exemplary instructional practices to lead a session for their peers on those practices that tie to key initiatives in ELA as part of the professional development calendar. |
| 9/1/20 | 12/31/20 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |
| January Through June | | |
| Start | End | Action |
| 1/1/2021 | 6/25/2021 | District and school leaders, with the help of the instructional technology coach and the communication specialist, will maintain a website dedicated to the instructional technology and online tools being utilized by parents and students. |
| 1/1/2021 | 6/25/2021 | District and school leaders will provide at least three opportunities for parents/guardians to attend help sessions or tutorials in regards to instructional technology tools or devices supplied by the district. This may include, but is not limited to: Google Classroom, Chromebook Care and Use, SeeSaw, Eureka Math products, and the NWEA assessments. |
| 1/1/2021 | 6/25/2021 | The District will provide all teachers with on-going professional development workshops on topics related to instructional technology and the use of data/assessments to inform instruction, as well as time to participate in data dialogues. |
| 1/1/2021 | 6/25/2021 | The Director of Curriculum will conduct regular walkthroughs of all teachers using the previously developed tool and schedule. |
| 1/1/2021 | 6/25/2021 | The District will hire instructional coaches that will meet weekly with ELA and Math Faculty to discuss instructional strategies, standards-based lesson plans, and data-driven instruction. Instructional coaches will also provide support in implementing the new writing expectations and practices. Once a month, the coaches will visit the ELA or Math classrooms to give feedback on the instructional focus on the month and to observe the implementation of instructional strategies. |
| 1/1/2021 | 6/25/2021 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |

Addressing COVID-19 Related Challenges

Priority 2

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> |
| Administer NWEA Assessments | If necessary, the School will administer these assessments in small groups of socially distanced students prior to the first day of school. The school will also explore the option of administering the assessments remotely. | August/September |
| Host Small & Large Group Trainings | The School could host these virtually. The School may need to subscribe to a video-conferencing platform that provides more flexibility and interaction in a remote setting, such as breakout group sessions, a "webinar" setting option, etc. The school will also need a way to log participants to verify their attendance. | August/September/November |
| Loss of learning due to COVID-19 & Summer Vacation | The School will administer the NWEA MAP assessments as soon as possible to provide teachers with the data necessary to identify gaps in learning. | August/September |

Priority 3

Priority 3

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| What will the District prioritize to extend success in 2020-21? | Continued development of a standards based curriculum in ELA, Math, and Science in grades K-8. |
| Why will this be prioritized? | In order to be prepared for the full implementation of the Next Generation Learning Standards, our faculty need work on prioritizing standards and vertical aligning grade levels. |

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

| Qualitative Improvement: Structures, Practices and Behaviors | |
|--|---|
| 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? |
| Instructional Coaches will meet regularly with teachers to prioritize the new standards, adjust units, vertically align across grade levels, and add additional resources to the curricula documents that are approved to use district-wide. | August/September |
| The Director of Curriculum will monitor and provide support for programs/curricula through multiple methods, including the use of the curriculum audit tool to assess curriculum development. | August/September |

| Quantitative Improvement: Outcomes | | |
|--|--------------------------------|--|
| What data would you use to determine this is successful? | | |
| Specific Data Point | Baseline | Target |
| Data Point 1 (required): | Middle of Year 2020 | Middle of Year 2021 |
| District selected rubric aligned to DTSDE Framework | No base-line data is available | Self-assessment on the rubric will result in a 50% rating. |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | Self-assessment on the rubric will result in a 65% rating. |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| | | |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | |

Priority 3

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

| August Through January | | |
|-------------------------------|------------|---|
| Start | End | Action |
| 7/1/20 | 8/31/20 | The District will provide teachers in grades K-6 the opportunity to meet with the instructional coach to vertically alignment of the NYS Next Generation Standards in the School ELA Standards Document. This will serve as a framework for future curriculum building. |
| 7/1/20 | 8/31/20 | The District will provide teachers in grades 7 and 8 ELA, Math, and Science the opportunity to meet with the instructional coach to attend an overview workshop of the standards based curriculum development process and will learn how to use the R.E.A.L. process for determining priority standards. (Please note that K-6 teachers have already accomplished most of this work in ELA during the 2019-2020 school year) |
| 7/1/20 | 8/31/20 | The District will provide teachers in grades 7 & 8 ELA, Math, and Science, the opportunity to meet with the instructional coach to prioritize standards over the course of two sessions. |
| 8/1/2020 | 8/31/2020 | The Director of Curriculum will select the curriculum audit tool that is aligned to the DTSDE Framework and share it with the District Leadership Team at their first meeting. |
| 9/1/2020 | 10/30/2020 | The Director of Curriculum will share the curriculum audit tool with district and school leaders, the District Leadership Team, and the faculty. |
| 10/1/2020 | 12/31/20 | A subcommittee of the District Leadership Team will meet plan how to utilize curriculum audit tool and complete the initial rating. |
| 10/1/20 | 12/31/20 | The Curriculum Director and Principal will host monthly department meetings, per the calendar disseminated in October that will provide teachers with the opportunity to review instructional data, troubleshoot problems related to curricula, and plan for upcoming units/lessons as a team. These meetings will include special educators and AIS teachers. The District will provide a substitute or coverage for these meetings as needed. |
| 10/1/2020 | 11/30/2020 | If needed, the District will provide release time for teachers of ELA, Math, and Science in grades K-12 to meet with the instructional coach to continue their in-depth work on curriculum. |
| 9/1/20 | 12/31/20 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |
| | | |
| January Through June | | |
| Start | End | Action |
| 1/1/2021 | 1/31/2021 | A subcommittee of the District Leadership Team will meet to utilize curriculum audit tool and complete the initial rating. |
| 1/1/2021 | 6/25/2021 | The Instructional Coach, in collaboration with the Principal and Curriculum Director, will help K-6 ELA teachers to adjust current ELA units to the standards document created earlier in the year. This will be accomplished through monthly early release days and at curriculum meetings. |
| 1/1/2021 | 6/25/2021 | The Instructional Coach, in collaboration with the Principal and Curriculum Director, will help 7/8 ELA teachers adjust current ELA units to the standards document created earlier in the year. This will be accomplished through monthly early release days and at curriculum meetings. |

Priority 3

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| 10/1/2020 | 11/30/2020 | If needed, the District will provide release time for teachers of ELA, Math, and Science in grades K-12 to meet with the instructional coach to continue their in-depth work on curriculum. |
| 1/1/2021 | 6/25/2021 | The Curriculum Director and Principal will collaborate with the Instructional Coach to add resources to the Math curriculum maps and highlight essential lessons. These meetings will include special educators and AIS teachers. This work will occur at the regular curriculum meetings and on early release days. |
| 1/1/2021 | 6/25/2021 | The Curriculum Director and Principal will host monthly department meetings, per the calendar, that will provide teachers with the opportunity to review instructional data, troubleshoot problems related to curricula, and plan for upcoming units/lessons as a team. These meetings will include special educators and AIS teachers. The District will provide a substitute or coverage for these meetings as needed. |
| 1/1/2021 | 6/25/2021 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. They will utilize the Tenet 3 Curriculum component of the DTSDE Framework to rate and track our progress at the beginning, middle, and end of the year. |
| 6/1/2021 | 6/25/2021 | A subcommittee of the District Leadership Team will meet to utilize curriculum audit tool and complete the end of the year rating. |
| | | |

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> |
| Collaborative meetings in person may not be able to occur due to COVID-19 restrictions and safety concerns. | During the summer, teachers will be given the option to attend sessions in person or virtually. If closed, sessions will continue in a virtual manner. | July/August |
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Priority 4

Priority 4

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|--|---|
| What will the District prioritize to extend success in 2020-21? | Reduce Chronic Absenteeism |
| Why will this be prioritized? | Our Chronic Absenteeism for the ESSA Accountability category is a 1 for all students and all subgroups at both the Elementary/MS and Secondary levels. We need help providing students with targeted support, and monitoring the implementation of the attendance plan. |

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

Qualitative Improvement: Structures, Practices and Behaviors

| 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? |
|---|---|
| The attendance committee will develop and implement a protocol in which they use data to identify students who are at-risk for being chronically absent, and implement targeted action plans specific to each student during monthly meetings. The committee chair will provide regular updates to District leaders and the District Leadership Team. | September 2020 |
| The Attendance Plan will be updated and implemented to reflect targeted support and a less punitive approach to absenteeism and tardiness. | June 2021 |

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

| Specific Data Point | Baseline | Target |
|---|--------------------------------------|---------------------|
| Data Point 1 (required): | Middle of Year 2020 | Middle of Year 2021 |
| All students – Elem/MS Chronic Absenteeism – SIRS Report | 24% (Grades 1-8 Feb. SIRS Report) | 13% |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | 15.7%. |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | |

Priority 4

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

| August Through January | | |
|-------------------------------|------------|---|
| Start | End | Action |
| 8/1/20 | 8/31/20 | The district will provide time for school leaders to determine the following: 1) Tier 1, 2 and 3 supports for student attendance. 2) Identify those students who ended the 2019-2020 year as “chronically absent”. |
| 8/15/2020 | 9/14/2020 | District and school leaders will meet to identify those students at-risk for being chronically absent during the 2020-2021 school year based on last year’s data and feedback from remote learning. The students will be paired up with a social worker or counselor to create a targeted intervention plan, per the School Comprehensive Improvement Plan. |
| 7/1/20 | 9/30/20 | School leaders, in collaboration with the Attendance Committee, the District Attendance Officer, and student groups will develop a positive attendance campaign to encourage general attendance and prevent new chronically absent students/families as part of Tier 1 supports. |
| 9/1/20 | 10/30/2020 | The Attendance Committee will determine a data-driven protocol to be used at monthly meetings. |
| 9/1/20 | 12/31/20 | A district leader will attend the monthly Attendance Committee meetings, as scheduled by the school principal. |
| 9/1/20 | 1/1/20 | The District will provide support for the Attendance Committee’s positive attendance campaign centered around monthly themes and list of activities to promote attendance as part of the school wide attendance campaign by promoting the campaign through the communications service and other strategies as needed. |
| 11/1/20 | 12/1/20 | The District student on-going surveys (quarterly) will include questions regarding attendance rewards and student engagement. This data will be reviewed by the Attendance Committee at the next appropriate meeting. |
| 10/1/20 | 12/31/20 | At the attendance committee meeting immediately following the 5-week mark, the Attendance Committee will review the District representative will lead the members through a review of the most recent Chronic Absenteeism report in order to identify new students in need of support and monitor students already identified. |
| 9/1/20 | 12/31/20 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |
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| January Through June | | |
| Start | End | Action |
| 1/1/21 | 6/25/21 | A district leader will attend the monthly Attendance Committee meetings, as scheduled by the school principal. At the January meeting, the leader will lead |

Priority 4

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| | | the team through a review of the Fall practices and record observations for suggested updates to the Attendance Plan. |
| 1/1/21 | 2/1/21 | At the January meeting, the leader will lead the team through a review of the Fall practices and record observations for suggested updates to the Attendance Plan. |
| 2/1/21 | 4/30/21 | District leaders will work with school leaders to form a shared decision making team to update the Attendance Plan using the Attendance Committee’s recommendations and an analysis of data available. This plan will be presented to the Board of Education for review in time for the May meeting. |
| 1/1/21 | 6/25/21 | The District will provide support for the Attendance Committee’s positive attendance campaign centered around monthly themes and list of activities to promote attendance as part of the school wide attendance campaign by promoting the campaign through the communications service and other strategies as needed. |
| 2/1/21 | 3/30/21 | The District student on-going surveys (quarterly) will include questions regarding attendance rewards and student engagement. This data will be reviewed by the Attendance Committee at the next appropriate meeting. |
| 1/1/21 | 6/25/21 | At the attendance committee meeting immediately following the 5-week mark, the Attendance Committee will review the District representative will lead the members through a review of the most recent Chronic Absenteeism report in order to identify new students in need of support and monitor students already identified. |
| 5/1/21 | 6/25/21 | The District student on-going surveys (quarterly) will include questions regarding attendance rewards and student engagement. This data will be reviewed by the Attendance Committee at the next appropriate meeting. |
| 1/1/21 | 6/25/21 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. |
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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> |
| A way to measure “attendance” in remote | School leaders will create spreadsheets for teachers to record student participation and | June 2020 – August 2020 |

Priority 4

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| <p>learning or an additional closure.</p> | <p>check ins during any remote learning or closure. This information will be used to calculate a participation percentage for the day. School leaders will work with teachers and other service providers to engage parents/students if they are not completing work or checking in remotely.</p> | |
| <p>The Attendance Campaign will need to change based on whether in-person classes or remote instruction is being held.</p> | <p>The Attendance Committee will adjust to using remote methods (such as social media and mail) to advocate for attendance.</p> | <p>Fall 2020</p> |
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Priority 5

Priority 5

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| What will the District prioritize to extend success in 2020-21? | Decrease Behavior Referrals and Suspensions |
| Why will this be prioritized? | During the 2020-21 school year, our efforts will focus on a positive intervention campaign utilizing CPI, restorative practices, and social emotional learning in grades K-8. We will continue to support the CPI and restorative practices trainings that we began in the 2019-20 school year. We will also implement the use of Second Step in grades K-8 to provide vertically aligned SEL expectations and consistent support to our students and faculty. |

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

| Qualitative Improvement: Structures, Practices and Behaviors | |
|---|---|
| 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? |
| K-8 classrooms will effectively implement Restorative Practices through the Zen Den and an expansion of community circles. | June 2021 |
| Faculty and Staff will utilize CPI tools and protocols effectively. | June 2021 |
| K-8 classrooms will effectively implement SEL practices (such as Second Step) regularly through morning meeting and community circles | September 2020 |

Quantitative Improvement: Outcomes

| What data would you use to determine this is successful? | | |
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| Specific Data Point | Baseline | Target |
| Data Point 1 (required): | Middle of Year 2020 | Middle of Year 2021 |
| “Agree” and “Strongly Agree” responses from the climate survey to the following statement from students in grades 4-12: “Adults working at this school help students develop strategies to understand and control their feelings and actions.” | None (no survey was given that included this question) | 50% of students in grades K-8 will select “Agree” and “Strongly Agree” on this survey question. |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | 65% of students in grades K-8 will select “Agree” and “Strongly Agree” on the 2021 Climate Survey. |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 (Semester 1) |
| # of Discipline Referrals K-6 | 163 | 155 |
| | End of Year 2020 (optional) | End of Year 2021 (Semester 2) |
| | | 195 |

Priority 5

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| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 (Semester 1) |
| # of K-6 Suspensions | 53 | 50 |
| | End of Year 2020 (optional) | End of Year 2021 (Semester 2) |
| | | 30 |

Priority 5

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

| August Through January | | |
|-------------------------------|------------|---|
| Start | End | Action |
| 7/1/20 | 8/1/20 | District leaders will support school leaders in their search to identify a faculty turn-key trainer for Second Step. |
| 8/1/20 | 9/1/20 | The district will provide teachers in grades K-8 with a Second Step Kit and one day of training on how to use the kits. At the training, teachers will also create an action plan for implementing the lessons throughout the school year. |
| 8/1/20 | 9/1/20 | District and school leaders, the School Counselor, and the Teacher-leader identified will collaborate to include skills from Second Step with current character education themes during the Elementary Farewell Friday celebrations and in grades 7/8. |
| 9/1/20 | 11/30/20 | The District will sponsor restorative justice training to teachers in grades K-6 and those implementing second step in grades 7/8. This training will focus on community circles and a culture of care. At this training, teachers will work to create scripts that blend elements of the Second Step lessons and community circles, to be used in their morning meetings/community circles throughout the year. These scripts and documents will be saved in the shared restorative justice folder for future use. |
| 9/1/20 | 10/30/2020 | Release time will be provided for Zen Den faculty and the other members of the counseling staff to meet with the Teacher-leader in order to adjust their language and practices to reinforce Second Step when meeting with students. |
| 10/1/20 | 10/31/20 | District leaders will identify faculty in need of CPI training using discipline data from the 2019-2020 school year. |
| 11/1/20 | 11/30/20 | District and school leaders will review discipline and suspension data to monitor progress. |
| 11/1/20 | 12/31/20 | The District will provide the identified faculty with release time or compensation in order to complete the CPI training. The CPI team will also be compensated for any time needed to plan for the sessions and reflect on future practices. |
| 9/1/20 | 12/31/20 | District and school leaders will make weekly morning visits to grades K-6 classrooms to check in with the classes and ensure the implementation of Second Step, morning meetings, and community circles. |
| 9/1/20 | 12/31/20 | When appropriate, these Second Step and restorative justice activities, lessons, and vocabulary words will be shared with parents via the District Facebook page and other district-wide means of communication. |
| 11/1/20 | 12/31/20 | CPI Team members will attend the required recertification trainings. |
| 9/1/20 | 12/31/20 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. They will use discipline report data on the number of referrals and suspensions to help monitor the goal. |
| January through June | | |
| Start | End | Action |
| 1/1/21 | 2/1/21 | District leaders will identify faculty still in need of CPI training. |

Priority 5

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| 1/1/21 | 2/1/21 | The District will provide the Teacher-leader, School Counselor, and school leaders release time, if needed, to review the implementation of Second Step and adjust the use of Second Step, and its integration into community circles for the second half of the year. They will also make a list of coping strategies taught so far in order to share these with the school community at assemblies, and through communication methods (morning announcements, weekly emails, classroom lessons). |
| 2/1/21 | 2/28/21 | District and school leaders will review discipline and suspension data to monitor progress. |
| 2/1/21 | 4/30/21 | The District will provide the identified faculty with release time or compensation in order to complete the CPI training. The CPI team will also be compensated for any time needed to plan for the sessions and reflect on future practices. |
| 2/1/21 | 4/30/21 | District leaders will meet with school leaders to plan for the next round of faculty to be trained in restorative practices. This will result in a more concise action plan for the remainder of the school year and summer. Possible actions could include reviewing the code of conduct, additional training for those not yet trained, and setting district-wide protocols for the implementation of community and restorative circles. |
| 5/1/21 | 5/31/21 | District and school leaders will review discipline and suspension data to monitor progress. |
| 1/1/21 | 6/25/21 | When appropriate, Second Step and restorative justice activities, lessons, and vocabulary words will be shared with parents via the District Facebook page and other district-wide means of communication. |
| 4/1/21 | 5/25/21 | The District will provide the Teacher-leader, School Counselor, and school leaders release time, if needed, to review the implementation of Second Step and adjust the use of Second Step, and its integration into community circles for the second half of the year. They will also make a list of coping strategies taught so far in order to share these with the school community at assemblies, and through communication methods (morning announcements, weekly emails, classroom lessons). |
| 11/1/20 | 12/31/20 | CPI Team members will attend the required recertification trainings. |
| 1/1/21 | 6/25/21 | A subcommittee of the District Leadership Team will meet every-other month to assist in monitoring this goal, review its implementation, suggest modifications to the action plan, and address areas in need of support. They will use discipline report data on the number of referrals and suspensions to help monitor the goal. |
| 6/1/21 | 6/25/21 | District and school leaders will review discipline and suspension data to monitor progress. |
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Priority 5

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> |
| Students will need regular reinforcement of these strategies and skills. If in a remote learning situation, Farwell Friday, the Zen Den, morning meeting, and community circles will not be able to occur in person. | Teachers will need to be provided remote learning resources from Second Step. They will have virtual "morning meetings" or community circles on a regular basis. | As needed, if closed due to COVID-19 during the 2020-2021 school year. |
| In-person trainings may be prohibited if school is closed. Large groups may not be able to gather. | Trainings may be moved to a virtual environment. This may result in a day long training being broken up into smaller sessions. If we are still able to be on campus for training but are unable to meet together, the training may be live streamed to other locations as practiced in distance learning. | As needed, if closed due to COVID-19 during the 2020-2021 school year. |
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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. 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. 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 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).