

2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Pine Bush Central School District	Tim O. Mains

2020-21 Summary of Priorities

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

1	Improve Instructional Methods and Materials to support instruction for all learners
2	Promote Positive School Climate by addressing student needs in social-emotional learning with additional resources.
3	Facilitate Crucial Connections with Parents as a resource for their child's learning.
4	Utilize New Technology to improve teaching and learning in online learning environments.
5	Utilize the SCEP Planning Process in three Targeted Support and Intervention (TSI) schools to identify improvements in teaching and learning for identified subgroups of students

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.

NOTE: Due to the pandemic, locations were nearly exclusively virtual except for District Team Classroom Visits and some Building Activities such as Student Interviews and Classroom Visits.

EJ Russell Tracking Sheet for TSI/SCEP Building Team Meetings & Activities Spring 2021							
Activities	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***
Faculty Meetings/ Teacher Interviews	2/4- Intro & Survey Monkey Tenet 3	2/8- Update & Survey Monkey Tenet 4	2/8 Survey Monkey Tenet 5 (optional)				
Team Members: **All Faculty**							
BLT: Tenets 1 & 2	1/26	2/23	2/25	3/3	3/4	3/9	3/10
Team Members:**Alicia Molon, K Teacher, Jean Cassidy, Gr. 3 Teacher, Heather Stella, 4th Grade Special Education Teacher, Laura Bronson, Gr. 3 Special Education Teacher, Barbara Hostetter, PE Teacher, Susan Healy, School Monitor, Emily Mesnick , Assistant Principal, Elizabeth Halsey Sproul, Principal**							
GLCs: Tenets 3 & 4	1/25	3/1	3/8				
Team Members: **Laura McGrail, K Teacher, Stacey Brown, Gr. 1 Teacher, Kim Godduhn, Gr. 2 Teacher, Sarah Levato, Gr. 3 Teacher, Pattie Van Leuven, Gr. 4 Teacher, Cheryl Riccardi, G. 5 Teacher, Elizabeth Halsey Sproul**							
SEL: Tenets 5 & 6	3/3	3/11	3/22				
Team Members: **Sara Iannuzzi, Social Worker, Nicole Smirnoff, School Psychologist, Patricia Soutar, School Nurse, Mary Ellen Corin, Gr. 3/4/5 Special Education Teacher, Emily Mesnick, Assistant Principal, Elizabeth Halsey Sproul, Principal**							
Data Team	1/27	5/25					
Team Members: Emily Mesnick, Assistant Principal , Elizabeth Halsey Sproul, Principal							
EJR Student Interviews	4/30						
Team Members: **Kelly Wallace, Social Worker, Sara Ianuzzi, Social Worker**							
Classroom Visits	3/12	5/11	5/13				
Team Members: Amy Brockner, Assistant Superintendent, Mary Ann Wilson, Consultant, Elizabeth Halsey Sproul, Principal							

Circleville MS Tracking Sheet for TSI/SCEP Building Team Meetings & Activities Spring 2021							
Activities	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***
Faculty Meetings/ Teacher Interviews	2/8 Introduction and Tenet 3 Survey	3/8 Update Tenet 4 Survey	3/8 Tenet 5 Survey Optional				
Team Members: **All Faculty**							
BLT: Tenets 1 & 2	1/20/21	3/17/21					
Team Members **Tara Klink, MS Team Leader, Special Education, Gina Lallathin, Teacher Grade 6, Cara Murray, Teacher Grade 6, Keri Guiliano, Teacher, Grade 7, Nicole Halabuda Teacher Grade 7/8 , Sue Erickson Teacher, Special Education Grade 8, Garrett Randall, Teacher Special Education, Jenn Wagner, Music/Band Teacher, Steve Distefano, PE Teacher, Kathy Garry, Secretary, Chris Hendricks, School Counselor, Linda Loennecker, School Nurse, Romulo Gabriel, Teacher Grade 8, Betsy Merando, Food Service, Tessie Blakes, SRO, Seth Siegel, Assistant Principal, Lee Hankinson, Principal**							
Academy Leaders Tenets 3 & 4	2/1	3/1	3/29	4/5	5/3	5/25	
Team Members: **Holly Shader, Teacher Grade 7/8, Jenn Wagner Music/Band Teacher, Tara Klink, MS Team Leader Special Education, Keri Guiliano,Teacher Grade 7, Nancy Paone, Teacher Grade 6, Romulo Gabriel, Teacher Grade 8, (co-leader) Stacie Blaut, Teacher Grade 6 (co-leader), Lee Hankinson, Principal**							
SEL: Tenets 5 & 6	4/7	4/14					
Team Members: **Melissa Bertuccio, School Psychologist, Chris Hendricks, School Counselor, Dawn Dorcas, Social Worker, Seth Siegel, Assistant Principal**							
Data Team: Attendance & Survey	4/6	4/7	4/14	5/18	5/19		
Team Members: **Romulo Gabriel Teacher Grade 8, Garrett Randall, Teacher Special Education, Anna Stroynick, School Counselor, Seth Siegel, Assistant Principal, Lee Hankinson, Principal**							
CVMS Student Interviews	4/14	4/28					
Team Members: **Katie Carson-Decker, Social Worker - Secondary, Anna Stroynick School Counselor, and Chris Hendricks School Counselor**							
Classroom Visits	5/12	5/13					
Team Members: **Mary Ann Wilson, Consultant, Lee Hankinson, Principal and Amy Brockner, Assistant Superintendent**							

Crispell MS Tracking Sheet for TSI/SCEP Building Team Meetings & Activities Spring 2021							
Activities	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***
Faculty Meetings/ Teacher Interviews	2/8 Introduction and Tenet 3	3/8 Update and Tenet 4	4/12/2021 Update on TSI/SCEP				
Team Members: **All Faculty**							
BLT: Tenets 1 & 2	3/22/2021	4/5/2021	5/4/2021				
Team Members **Donna Dolce, Teacher, Jennifer Gray, Teacher, Dawn Mazzella, School Counselor, Patricia Hoehmann, Teacher, Allison Webster, Teacher, Shannon Meland, School Counselor, Lisa Repke, Teacher, Alison Montaperto, Teacher, Keith Bischof, Teacher, Stacey Mark, Teacher, John Boyle, Principal**							
Team Leaders: : Tenets 3 & 4	4/12/2021	4/15/2021	5/3/2021	5/4/2021	5/5/202		
Team Members: **Helen Fitzgibbons, Teacher, Christine Rosenberger, Teacher, Melissa Prendys, Teacher, Donna Dolce, Teacher, Jennifer Gray, Teacher, Jon Matz, Teacher, Carly Cintron-Kaye, MS Team Leader, Special Education, Chris Mummery, Assistant Principal, John Boyle, Principal**							
SEL: Tenets 5 & 6	2/22/2021	3/22/2021	4/7/2021	4/13/2021	4/16/2021	4/28/2021	4/29/2021
Team Members: **Jessica Cirigliano, School Psychologist, Scott VanPelt, School Counselor, Breanna Thompson, School Psychologist, Shannon Meland, School Counselor, Dawn Mazzella, School Counselor, Chris Mummery, Assistant Principal, John Boyle, Principal**							
Data Team: Attendance & Survey	2/8/2021	4/8/2021	4/26/2021	5/19/2021	5/25/2021		
Team Members: **Alyssa Tong, Teacher, Donna Dolce, Teacher, Russ Hennig, Teacher, Dawn Mazzella, School Counselor, Keith Bischof, Teacher, Jon Matz, Teacher, Scott VanPelt, School Counselor, Robin Evans, Teacher, Chris Mummery, Assistant Principal, John Boyle, Principal**							
Classroom Visits	4/12/2021	4/15/2021					
Team Members: **Helen Fitzgibbons, Teacher, Christine Rosenberger, Teacher, Melissa Prendys, Teacher, Donna Dolce, Teacher, Jennifer Gray, Teacher, Jon Matz, Teacher, Carly Cintron-Kaye, MS Team Leader, Special Education, Keith Bischof, Teacher**							

District Team Tracking Sheet for TSI/SCEP Activities								
Activities	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***	***Date***
District Team Meetings	1/29	2/5	3/5	5/14	6/10			
Team Members: **Carly Cintron Kaye, MS Team Leader Special Education Crispell, Casey Grey, Educational Technology Coach Secondary, Catherine Aller, ENL Team Leader, Darcy Kocsis, Educational Technology Coach, Elementary, Elizabeth Sproul, EJR Principal, Kelly Wallace, Social Worker Elementary, Michelle Pollack, Math Coach, Trupti Sprowls, Literacy Coach, John Boyle, Crispell MS, Kathryn Carson-Decker, Social Worker - Secondary, Lisa Hankinson, Principal, Tara Klink, MS Special Education Team Leaders CVMS, Cathy Aller, ENL Team Leader, Natalie Gradowski,Parent, Yeilin Murillo, Parent** **District Team Leaders: Amy Brockner, Assistant Superintendent for Instruction, Mary Ann Wilson, Consultant**								
District Team Member meetings	2/25 a	3/18b	5/13b	5/14c	5/19c	6/1c	6/4c	6/4d
Team Members: **Amy Brockner, Assistant Superintendent Mary Ann Wilson, Consultant and: a) Casey Grey, Educational Technology Coach Secondary -DTSDE Survey Monkey; b) Cathy Aller, ENL Team Leader -Parent Planning and Introduction to Parents; c) Michelle Pollock Math Coach & Trupti Sprowls Literacy Coach - Planning ELA and math goals d)Kelly Cooke (English Dept. Chair) and Michael Ciarelli (Math Dept.Chair)**								
Classroom Visits								
District Team Leaders and EJR Principal	5/11	5/13						
District Team Leaders and Crispell Principal	5/11	5/13						
District Team Leaders and CVMS Principal	5/12	5/13						
Parent Interviews - Interviewed by District Team member Cathy Aller, ENL Team Leader								
EJR Parents	3/22	3/23						
Crispell Parents	3/23	4/8						
CVMS Parents	4/8	4/12	4/12					
Planning Meetings by District Team Leaders	1/5	1/21	1/29	2/5	2/25	3/5	4/26	5/5
	5/11	5/12	5/13	5/26	6/10			
District Team Leaders: **Amy Brockner, Assistant Superintendent for Instruction, Mary Ann Wilson, Consultant**								
Planning Meetings with Principals (Building Leaders)	1/7	1/12	1/13	1/14	1/28	2/4	2/22	2/25
	3/2	3/15	3/16	3/22	4/8	4/23	4/29	5/19
Team Members: **Elizabeth Sproul,Principal, EJR Emily Messick, Assistant Principal EJR, John Boyle, Principal Crispell, Chris Mummery, Assistant Principal, Crispell, Lee Hankinson,Principal CVMS, Seth Siegel, Assistant Principal, CVMS and Mary Ann Wilson, Consultant**								
Planning Meetings District Team Leader w/	1/25	1/26	1/27	2/8	4/8	5/19		

Stakeholder Participation

Principal & Building Teams								
Team Members: **Team Leaders, BLT, Grade Level Chairs, Data Teams, Faculty Meeting and Mary Ann Wilson, Consultant**								
Survey Planning	2/9	2/23	3/5	3/18	4/12	4/16	4/22	
Participants: **Bill Bouchard (EdVistas), John Hicks (Director of Technology), Mary Ann Wilson, Consultant**								

Meeting Date	Location
See below for District Team activities most of which were virtual.	Virtual except for Classroom Visits

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	Existing Building Leadership Teams were used to focus on Tenets in DTSDE most relevant to their work. Building Leadership Team: Tenets 1 & 2; Grade-Level Leaders/Team Leaders/Academy Leaders: Tenets 3 & 4; Social-Emotional Learning Team for Tenets 5 & 6. These leaders not only represented input from their membership but faculty were engaged in providing their own individual responses to Tenets 3 & 4, Curriculum & Instruction, with plentiful comments.Some buildings used the Survey Monkey tool to gather individual input which was then collated into a Building Team response. Others met in person and reported consensus responses for the group. Classroom Visits were conducted by Grade Level/Team Leader/Academy Leaders in classrooms where students from the subgroup were served. Therefore, the perspectives of teachers responsible for teaching each identified subgroup were incorporated into the results of the Needs Assessment, SCEP and DCIP.
Parents with children from each identified subgroup	The District Team worked with the Building Principals to identify parents from each identified subgroup. The District Team member then interviewed a total of 7 parents, 2-3 from each building. One of these parents from each building also served on the District Team. Parents from the three TSI schools were invited to respond to a School Climate Survey. The results were disaggregated by subgroup for each of the 3 schools. Therefore, the perspectives of parents with children from each identified subgroup were incorporated into the results of the Needs Assessment, SCEP and DCIP.
Secondary Schools: Students from each identified subgroup	Students in both elementary and middle schools were interviewed by Building and District Team members. Students also completed a School Climate survey whose results were disaggregated by subgroup for each of the 3 schools. The results of the Student Surveys were used to select a survey goal for each school. Therefore, the perspectives of students from each identified subgroup, including 5th graders at the elementary school, were incorporated into the results of the Needs Assessment, SCEP and DCIP.

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.

Stakeholder Participation

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 to obtain 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**
Signatures were not required.	N/A	Due to the pandemic, all District Team meetings were virtual.

Priority 1

What will the District prioritize to extend success in 2020-21?	Improve Instructional Methods and Materials to support instruction for all learners
Why will this be prioritized?	What students need to know, understand, and be able to do to thrive in the 21st century is far more complex than the expectations that were held for their parents and grandparents when they were in school. With the standards-based approach that has driven public education for the past three decades we continue to expand and refine our instructional expectations. This domain emphasizes the need to provide multiple pathways for students not just to learn new material but also to demonstrate their mastery of that material. This domain requires us to both develop new methodologies and to ensure that successful experiences in any given school or classroom are made available throughout the district.

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?
Develop instructional methods and materials that create differentiated paths, pace and performance tasks for students (Strategic Plan Domain 1. The Cognitive Domain, Goal 1) by extracting, integrating, and implementing what works best from both distance learning and face-to-face learning environments to maximize the learning opportunities for all of our students. To accomplish by a professional development initiative and materials called *Simultaneous, Hybrid and Blended Learning*	September 2021
Develop instructional methods and materials that create differentiated paths, pace and performance tasks for students (Strategic Plan Domain 1. The Cognitive Domain, Goal 1) by making the most of read-aloud time through creative ways to use popular children's literature to teach standards, fluency, and comprehension that will teach young readers strategies they will use across the curriculum. To accomplish by expanding an initiative currently in Grade 3 called *Interactive Read Alouds to Grades 4-5.* This is an evidence-based intervention.	September 2021
Develop curriculum maps for all content areas P-12 (Strategic Plan Domain 1. The Cognitive Domain, Goal 2) by revising and refining curriculum maps in Social Studies K-12. To accomplish through *Summer Curriculum Writing in Social Studies* with Pine Bush teachers and department chair.	September 2021
Teachers will ensure that students understand their learning targets for each daily lesson and will use those learning targets to check for understanding (Strategic Plan Domain 1. Cognitive Domain, Goal 4) by implementing concrete goals written in student-friendly language that clearly describe what students will learn and be	September 2021

able to do by the end of a class, unit, project or course to help students be leaders of their own learning. To accomplish by an initiative begun in elementary schools and now with a focus in middle school called *EL Education*.	

Quantitative Improvement: Outcomes

What data would you use to determine this is successful? Increase of 3 points January 2020 to January 2021 at EJR Elementary (TSI School).

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year Jan 2020	Middle of Year Jan 2021
	Gr. 4 Median SGP: 50	Grade 4 Median SGP 53
Student Growth (SGP) on STAR Assessment for ELA of Grade 4 at EJR Elementary	End of Year 2020 (optional)	End of Year June 2021
	not administered due to pandemic	Grade 4 Median SGP: 38
Data point 2 (optional):	Middle of Year Jan 2020	Middle of Year Jan 2021
	Gr.5 Median SGP: 37	Gr. 5: Median SGP: 40
Student Growth (SGP) on STAR Assessment for ELA of Grade 5 at EJR Elementary	End of Year 2020 (optional)	End of Year June 2021
	not administered due to pandemic	Gr. 5 Median SGP: 34

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

August Through January		
Start	**End**	**Action**
September 2020	Ongoing	Interactive Read Alouds Initiative began in Grade 3.
September 2020	November 2020	EL Education Initiative began. 2 days virtual PD regarding book *Learning Targets* by Connie Moss and Susan Brookhart (ASCD)
January Through June		
Start	End	**Action**
March 2021	Ongoing	Simultaneous, Hybrid and Blended Learning Initiative begins and includes books, two speaker sessions P-12, session recorded for review. Focus on middle schools as they were primarily teaching simultaneously.
January 2021	Ongoing	Interactive Read Alouds Initiative continues Grades 3 (past year), 4 & 5 including teacher materials and lesson plans to model good reading strategies, expand vocabulary and increase students' ability to think, talk and write. Generally five books are organized around a central theme to align with a unit of instruction. Materials are under review by AIS and self-contained special education teachers in the middle school for possible integration for lower-level readers. Instructional coaches turnkeyed the initial training to classroom teachers.
December 2020	June 2021	EL Education Initiative continued. *Assessment in Daily Instruction Participant's Manual 2015* provided to participants. Previous work was focused on the elementary schools so this year's focus was the middle schools.
June 2021	August 2021	Curriculum Maps Social Studies focuses on middle and high school courses.

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**
Initiatives begun in Fall 2020 were interrupted by COVID closures	PD needed to review materials previously presented as nearly a year had passed	Spring 2021
Teaching and learning was significantly interrupted by adjustment to exclusively online or hybrid environments as well as health concerns and protocols.	Assessment data is likely to show a lack of growth as compared to previous years. However, as full-time, in person learning returns, gaps can be determined and content can be reviewed/updated.	2020-2021 school year

Priority 2

What will the District prioritize to extend success in 2020-21?	Promote Positive School Climate by addressing student needs in social-emotional learning with additional resources.
Why will this be prioritized?	Studies have shown that students with strong social-emotional skills also show higher academic achievement in both P-12 and college. And it's not just school. Strong social-emotional skills also have been shown to have a positive impact in the workplace and in life. Yet, at this point in time, Pine Bush has neither identified nor adopted a coherent social-emotional learning (SEL) curriculum.

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?
Provide resources, education and strategies to ensure our students are emotionally capable, responsible and resilient individuals (Strategic Goal Domain 2. Personal Domain: Positive School Climate, Goal 2) by providing a flexible, year-round program to build social emotional learning skills incrementally as a standard part of advisory period at the middle school and STAR Academy. Principals were trained in the use of EduGuide and turnkeyed to teachers. To accomplish this through the implementation of *EduGuide* for middle schools and STARS Academy . This is an evidence-based intervention.	January 2020

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
The number of TSI schools implementing an evidence-based SEL program will increase positive school climate.	Middle of Year 2020	Middle of Year 2021
	0/3	2/3
	End of Year 2020 (optional)	End of Year 2021
	0/3	2/3

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

August Through January		
Start	**End**	**Action**
August 2020	September 2021	Identify EduGuide as chosen evidence-based SEL Curriculum for the middle schools
October 2020	November 2020	Training in EduGuide for secondary administrators with focus on middle school
January Through June		
Start	End	**Action**
January 2021	June 2021	EduGuide in middle school and STARS Academy continues

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**
Most of the middle and high school students were online for learning this year which limited interactions and opportunities for Social-Emotional Learning.	The daily focus on social-emotional activities, especially during return to learn in-person provides increased opportunities for skill building. Implementation of the EduGuide is still in progress.	September 2021

Priority 3

What will the District prioritize to extend success in 2020-21?	Facilitate Crucial Connections with Parents as a resource for their child's learning
Why will this be prioritized?	We recognize that our children's first teachers - their parents - are a resource that we have traditionally underutilized. We need to work to enlist and empower parents to better support their children's learning at home. This will require us to educate parents about the new approaches we are taking and to learn from parents what strengths and challenges their children bring to school.

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?
Engage parents so they can better support the learning and development of their children (Strategic Plan Domain 3: The Relationship Domain Goal 1) by improving access to school information and activities through a multilingual and multicultural approach both inside and outside the classroom including translation services, multilingual posters, multicultural/multilingual activities with a focus on TSI schools. To accomplish by providing information, materials and at least one orientation activity to welcome and engage parents at *school incorporating multiple cultures and languages.*	August - September 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	**Baseline**	**Target**
Data point 1 (required): The number of TSI schools expressing a specific need for multicultural/multilingual materials and activities that provides increased access to parents and increased engagement to students of different cultures/languages. Initially school leaders expressed this need informally. This proved true when results of Principal interviews, faculty surveys and DTSDE Inventories at all 3 TSI schools identified a clear need for additional multicultural and multilingual materials and activities.	Middle of Year 2020	Middle of Year 2021
	2/3	3/3
	End of Year 2020 (optional)	End of Year 2021
	2/3	3/3

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

August Through January		
Start	**End**	**Action**
		No Planning Activities for SCEP

January Through June		
Start	**End**	**Action**
January 2021	May 2021	Interview Principals of TSI schools and discuss needs and priorities.
February 2021	May 2021	Interview 7 Parents as part of SCEP Process Review and incorporate results in Needs Assessment Process Include input of District Team Parent representatives to Needs Assessment
April 2021	April 2021	Survey Parents with Ed Vistas School Climate Survey
May 2021	June 2021	Review Ed Vista Survey Results to Identify DCIP goal for TSI Schools
July 2021	August 2021	Meet with School Leadership Teams to identify specific strategies to increase sense of welcoming and belonging by the parents in the school
July 2021	August 2021	Offer at least one multicultural/multilingual activity in each school to start the new 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**
Closures including online learning have severely limited parent interaction especially with parents of different languages and cultures.	Activities and outreach to parents of different languages and cultures will resume in the coming school year.	September 2021
Some parents are not aware of how they can support their student at home, especially in an online learning environment.	Strategies to help parents learn how to access the website, School Tool (parent portal for homework, grades, etc.) newsletters and other communications will be developed and ideally incorporate students as the teachers.	September 2021

Priority 4

What will the District prioritize to extend success in 2020-21?	Utilize new technology to improve teaching and learning in online learning environments
Why will this be prioritized?	This ambitious plan can only be realized if we acquire and use the right technology, provide ample training for staff, and offer students and parents opportunities to make appropriate use of these new methods and tools. Because we realize that we are actually expanding what we want our students to master while they are with us, we realize that we must either find ways to expand the amount of time we have with students and/or to develop ways to be even more efficient with the time we do have.

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?
Provide an array of technology (software, devices, websites and digital content) in order to foster student engagement and learning (Strategic Plan Domain 4. The Systems Domain Goal 2) by improving the video capture abilities of district devices to enhance teaching and learning. To accomplish by the purchase and summer training of Instructional Coaches for *Swivl robotic mounts and Ipads*	Pilot (5): September 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
The number of Instructional Coaches who will pilot the use of Swivl for full implementation in the new school year for up to 30 teachers.	0/8	0/8
	End of Year 2020 (optional)	End of Year 2021
	0/8	8/8

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

August Through January		
Start	**End**	**Action**
September 2020	December2021	Explore systems with Technology team to identify improved systems for teaching and learning in a variety of settings.
January 2021	February 2021	Identify then purchase Swivl robotic mounts and iPads for 30 teachers
January Through June		
Start	**End**	**Action**
May 2021	June 2021	Identify Instructional Coaches and training dates in summer. Have coaches promote use of devices for next year.
July 2021	August 2021	Instructional Coaches train with device using summer curriculum funds

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
Current technology for online learning has been limited to Google Classroom/Google Meet and some supportive technology software. Teachers are often anchored to their desks to address students “at home” and are limited in their movement to address students “in person” and to be more dynamic and engaging.	This video tool tracks the teacher thereby tracking and recording dynamic interactions of benefit to both teaching and learning.	September 2021

Priority 5

What will the District prioritize to extend success in 2020-21?	Utilize the SCEP Planning Process in three Targeted Support and Intervention (TSI) schools to identify improvements in teaching and learning for identified subgroups of students.
Why will this be prioritized?	Improvement planning is an essential component of the school and district improvement process. Schools and districts should continually reflect on the effectiveness of their initiatives and determine the most appropriate way to proceed based on their current circumstances. In the spring and early summer of each school year, a team of stakeholders from each identified district and school should convene across multiple meetings to assess their current conditions and identify how best to support learning in the upcoming school year through their annual improvement 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?
Using the School Improvement Planning process for TSI Schools, a School Comprehensive Educational Plan will be approved by the Board of Education to implement for the new school year. http://www.nysed.gov/accountability/improvement-planning	September 2021
With district and school leadership and the guidance of a TSI/SCEP Consultant, conduct Building Team and District Team activities to produce an SCEP for each of 3 identified TSI schools. To accomplish with support of TSI/SCEP Consultant, Mary Ann Wilson, Ed.D. for up to 40 days through August 30, 2021	August 2021
Support the work of the Building Teams in their DTSDE School Inventory and Data Analysis work with after school meetings or other compensated time as appropriate. To accomplish by providing 43 hours per school of after-school/curriculum time for team meetings and data analysis.	August 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
5 Tasks to Completion: Needs Assessment Completed Goal Setting Completed SCEPs Completed SCEPs Approved/Posted DCIP Completed/Submitted	0/5	0/5 End of Year 2021 5/5

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

August Through January		
Start	**End**	**Action**
January 2021	August 2021	Identify and Contract with TSI/SCEP Consultant: Mary Ann Wilson, Ed.D.
January 2021	January 2021	Re-Introduce Principals to TSI/SCEP and Plan Roll-out
January Through June		
Start	**End**	**Action**
February 2021	March 2021	Introduce Process to Faculty, Survey Tenets 3 and 4, Tenet 5 optional
March 2021	April 2021	Building Teams complete DTSDE School Inventories Tenets 1-6
March 2021	April 2021	Data Teams review Attendance Data
February 2021	March 2021	Parents Interviewed by District Team
March 2021	April 2021	Students interviewed by Building/District Team
April 2021	May 2021	EdVistas School Climate Survey to Parents/Students/Support Staff
March 2021	May 2021	Building Teams/District Team conduct Classroom Visits
May 2021	June 2021	District Team completes Needs Assessment Process District Team/Building Teams complete Goal Setting Process
April 2021	May 2021	Complete DCIP for 2020-2021; Submit June 2021
July 2021	August 2021	SCEP Plan reviewed and approved by the Board of Education SCEP Plans posted on District Website

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**
Most meetings were virtual including District Team meetings which limited active discussion.	Surveys were used to solicit individual feedback from teachers and from Building Teams as part of the Needs Assessment.	February - March 2021
In person classroom visits were subject to social distancing protocols.	Classroom visits were limited to 10 minutes with the number of observers limited due to space constraints.	March-May 2021

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. NA 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).