



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Horseheads Central School District	Dr. Thomas Douglas

## 2021-22 Summary of Priorities

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

1	ELA Curriculum
2	Mathematics Curriculum
3	Differentiation Strategies
4	Technology Integration
5	Social Emotional Learning Standards

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Continued curriculum writing in the area of ELA (K-12) using the Understanding by Design (UbD) process.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engaging in meaningful curriculum work utilizing the backwards design process. This work will allow students access to curriculum that is aligned to NYS standards in all settings and is vertically and horizontally aligned across the district in the area of ELA.</p> <p>This curriculum work contains scientifically research-based teaching practices that are effective in meeting the needs of all students. This includes specially designing instruction to meet the needs of our special education students to increase access to a well-designed, cohesive, and differentiated curriculum that is in line with the current standards as well as the Next Gen standards set by NYS in the area of ELA.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district's long term commitments towards curriculum that meets the needs of all learners. This also fits into the larger picture of the initiative we have of implementing an MTSS approach across all grade levels and learners.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development on UbD</p>	<ul style="list-style-type: none"> <li>- Professional learning on UbD and Differentiation</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and differentiation for our students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
<p>Continued curriculum work time provided to teachers in the area of ELA, specifically differentiation and written expression</p>	<ul style="list-style-type: none"> <li>- Professional Learning on the Science of Reading through LETRS and the Writing Revolution to address phonics, spelling, writing, vocabulary, and comprehension</li> <li>- Complete a review of intervention tools for phonics, comprehension, phonemic awareness and writing</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> </ul>

Priority 1

	<ul style="list-style-type: none"> <li>- Determine if any other resources are needed to support ELA curriculum PK-12. For the purposes of this plan, resources will focus on grades 7-12.</li> </ul>		<ul style="list-style-type: none"> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
The use of Instructional Coaches to support successful implementation	<ul style="list-style-type: none"> <li>- Stipend positions of ISC (Instructional Support Coaches)</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for materials, supplies, and technology</li> </ul>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Use of ELA curriculum units in classrooms as evidenced by analysis of curriculum work by completion of the UbD checklist and observations of instruction within the classroom
- Differentiated instructional practices as evidenced by observation of classroom lessons and student performance on formative and summative assessments

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Continued curriculum writing in the area of Mathematics (K-12) using the Understanding by Design (UbD) process.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engaging in meaningful curriculum work utilizing the backwards design process. This work will allow students access to curriculum that is aligned to NYS standards in all settings and is vertically and horizontally aligned across the district in the area of math.</p> <p>This curriculum work contains scientifically research-based teaching practices that are effective in meeting the needs of all students. This includes specially designing instruction to meet the needs of our special education students to increase access to a well-designed, cohesive, and differentiated curriculum that is in line with the current standards as well as the Next Gen standards set by NYS in the area of math.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district’s long-term commitments towards curriculum that meets the needs of all learners. This also fits into the larger picture of the initiative we have of implementing an MTSS approach across all grade levels and learners.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development on UbD</p>	<ul style="list-style-type: none"> <li>- Professional learning on UbD and Differentiation</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and differentiation for our students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
<p>Continued curriculum work time provided to teachers in the area of Math, specifically writing a cohesive vertically aligned curriculum that has differentiation strategies built in</p>	<ul style="list-style-type: none"> <li>- Professional Learning on math curriculum with Greg Tang</li> <li>- Complete a review of intervention tools for math</li> <li>- Determine if any other resources are needed to support Math curriculum PK-12. For the purposes of this plan, resources will focus on grades 7-12.</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> </ul>

Priority 2

			<ul style="list-style-type: none"> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
The use of Instructional Coaches to support successful implementation	Stipend positions of ISC (Instructional Support Coaches)	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for materials, supplies, and technology</li> </ul>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Use of Mathematics curriculum units in classrooms as evidenced by analysis of curriculum work by completion of the UbD checklist and observations of instruction within the classroom
- Differentiated instructional practices as evidenced by observation of classroom lessons and student performance on formative and summative assessments

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Professional learning on differentiated instructional practices.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engage all students in meaningful, outcome-based education while providing access to NYS and district curriculum to students with disabilities in the least restrictive environment.</p> <p>The district is currently engaged in professional learning in the area of MTSS as a whole, with a focus on differentiation tools and strategies across the tiers of intervention. The professional learning is focusing on our system as a whole, meaning we are engaging administrators and educational staff in the professional learning on MTSS. The curriculum work specifically focused on differentiating curriculum so that all students have access to and success with our curriculum is a major focus of this work as we move towards a district-wide MTSS.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district’s long term commitments towards MTSS and student engagement in learning in a least restrictive environment across all grades and levels of learners from intervention to acceleration.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional development on MTSS</p>	<p>Professional Learning on MTSS with staff and administrators</p>	<ul style="list-style-type: none"> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Plan for MTSS implementation in the 22-23 school year will be complete at the end of the 21-22 school year</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid time for professional development for teachers</li> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
<p>Professional development on curriculum differentiation</p>	<ul style="list-style-type: none"> <li>- Professional learning on UbD and Differentiation</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid curriculum time for teachers</li> </ul>

Priority 3

	differentiation for our students with disabilities		<ul style="list-style-type: none"> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
Continued curriculum work time provided to teachers to differentiate curriculum maps, specifically writing a cohesive vertically aligned curriculum that has differentiation strategies built in	<ul style="list-style-type: none"> <li>- Professional Learning on math curriculum with Greg Tang</li> <li>- Complete a review of intervention tools for math</li> <li>- Determine if any other resources are needed to support MTSS in grades PK-12. For the purposes of this plan, resources will focus on grades 7-12.</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract payment of outside Educational Consultants to support work</li> </ul>
The use of Instructional Coaches to support successful implementation	Stipend positions of ISC (Instructional Support Coaches)	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for materials, supplies, and technology to help support differentiation within the classroom</li> </ul>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Differentiated instructional practices embedded in curriculum as evidenced by analysis of curriculum work, completion of the UbD checklist for maps with a focus on differentiation, and observation of instruction within the classroom
- Increased student engagement and classroom performance as evidenced by observation of classroom lessons and student performance on formative and summative assessments

## PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Use of technology to support differentiated instruction and enhance access to curriculum.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engage all students in meaningful, outcome-based education while providing access to NYS and district curriculum to students with disabilities in the least restrictive environment.</p> <p>The district is currently engaged in professional learning in the area of MTSS as a whole, with a focus on differentiation tools and strategies across the tiers of intervention. The professional learning is focusing on our system as a whole, meaning we are engaging administrators and educational staff in the professional learning on MTSS. The curriculum work specifically focused on differentiating curriculum so that all students have access to and success with our curriculum is a major focus of this work as we move towards a district-wide MTSS.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district’s long term commitments towards MTSS and student engagement in learning in a least restrictive environment across all grades and levels of learners from intervention to acceleration to provide all students enhanced access to curriculum in the least restrictive environment.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional development on Technology use to enhance differentiation opportunities in curriculum</p>	<ul style="list-style-type: none"> <li>- Professional Learning on technology use within the classroom environment</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and differentiation for our students with disabilities using technology</li> </ul>	<ul style="list-style-type: none"> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Use of technology within classrooms to support differentiation for all students, specifically students with disabilities</li> <li>- Complete the UbD checklist for maps</li> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid time for professional development for teachers</li> <li>- Use of our Technology support coaches within the district</li> </ul>
<p>Continued curriculum work time provided to teachers to differentiate curriculum maps, with a focus on supporting differentiation with technology</p>	<ul style="list-style-type: none"> <li>- Professional Learning on math curriculum with Greg Tang</li> <li>- Complete a review of intervention tools for math</li> <li>- Determine if any other resources are needed to support MTSS in grades PK-12. For the</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> </ul>

Priority 4

	purposes of this plan, resources will focus on grades 7-12.	- Complete the UbD checklist for maps	- Contract payment of outside Educational Consultants to support work
The use of Instructional Coaches to support successful implementation	Stipend positions of ISC (Instructional Support Coaches)	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for technology to help support technology within the classroom</li> </ul>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Technology use embedded in curriculum as evidenced by complete the UbD checklist for maps with a focus on differentiation and technology
- Use of technology, such as Nearpod and SeeSaw, embedded in instructional practices as evidenced by classroom observation of instructional technology use as well as use of instructional platforms by students for both in person and remote learning lessons
- Increased student engagement and classroom performance as evidenced by classroom observation of lessons and student performance on formative and summative assessments

## PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Improve school climate using social and emotional competencies of SEL curriculum.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, with a commitment to our students. Our mission is: Horseheads Central School District sets the standard of educational excellence by fostering innovative thinking, curiosity, and a passion for learning to maximize the potential of each individual. We engage with our local and global communities to provide a student-centered, nurturing environment. This includes a strong focus on character education programs with a Growth Mindset approach.</p> <p>The district is currently engaged in professional learning in the area of MTSS as a whole. The professional learning is focusing on our system as a whole, meaning we are engaging administrators and educational staff in the professional learning on MTSS. MTSS includes a strong focus on social emotional learning and support. As part of this process, we are currently mapping our strategies/supports that we currently have in place as well as engaging in NYS SEL benchmark curriculum work to support the social/emotional/behavioral prong of the MTSS approach. We are approaching this work through a multi-faceted approach as we engage School Social Workers, School Psychologist, School Counselors, and General/Special Education teachers in this work to ensure we have multiple lens on this work.</p>

#### Priority 5

Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district's long-term commitments towards MTSS and student engagement in learning in a least restrictive environment across all grades. This includes providing learning and support in the area of social emotional needs. This is particularly critical for our students with disabilities. We feel that emphasis on this priority will better support our students educationally, which in turn will support a lower dropout rate and transition successfully into adulthood.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The use of an Instructional Support Coach, specifically with a social work background</p>	<ul style="list-style-type: none"> <li>- Stipend positions of ISC (Instructional Support Coach)</li> <li>- SEL curriculum work, specifically focused on grades 7-12</li> <li>- SEL strategy implementation</li> </ul>	<ul style="list-style-type: none"> <li>- SEL strategies embedded into classroom practices</li> <li>- Decreased office referrals</li> <li>- Increased attendance</li> <li>- Review of attendance and suspension reports</li> <li>- Exit survey assessments of staff following coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitute for the ISC</li> <li>- Monetary support for materials and supplies to help support SEL curriculum writing and implementation</li> </ul>
<p>Professional development in transition assessments and graduation requirements</p>	<ul style="list-style-type: none"> <li>- Professional development on transition assessments, including SEL and how this ties to increasing graduation rates</li> <li>- Professional development and training with administrators, staff, students, and parents on graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Parents' meaningful involvement in transition assessments and conversations surrounding graduation through the CSE meetings</li> <li>- Additional information provided by special education teachers in the CSE process to identify areas of support and barriers to post-secondary transitions for students with disabilities, with particular focus on social/emotional/behavioral success or needed supports</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid time for professional development for teachers</li> <li>- Training provided by the FACE Center</li> </ul>

Priority 5


## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- NYS SEL Benchmark and rubric work completed with exiting benchmarks identified for each grade level
- SEL lessons embedded into classroom practices as evidenced by observation of instruction within the classroom
- Increased student performance and completion of work of classroom assignments as evidenced by performance on formative and summative assessments
- Increased attendance as evidenced by a review of attendance and suspension reports
- Increased graduation rates for students with disabilities as evidenced by the NYS graduation rate
- Increased outcomes for transition support in the area of SEL for students with disabilities, as evidenced by an increase in use of varied transition assessments in the CSE meeting and IEP development process

## Stakeholder Participation

### Background

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

### Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. Thomas Douglas	Superintendent	
Anthony Gill	Assistant Superintendent	
Kelly Squires	Director of Student Services	
Tiffany Owen	Director of Curriculum	
Shawn McDonough	Chief Information Officer	
Kris Earl	Principal	High School
Ron Holloway	Principal	Middle School
Ryan Collins	Parent	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
5/19/21	Zoom
6/8/21	Zoom
7/29/21	Zoom
8/13/21	Curriculum Center
8/27/21	Curriculum Center

### 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	

## Submission Assurances

### Directions

Place an "X" in the box next to each item prior to submission.

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).