



New York State
EDUCATION DEPARTMENT
 Knowledge › Skill › Opportunity

2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2020-21 Summary of Priorities

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

1	Understand the root cause of attendance rate.
2	Understand the data relative to 3-8 ELA and Math testing and the performance, achievement and growth of our students
3	Develop a communication plan for the school community and the faculty regarding the root causes for attendance.
4	Understand the data related to curricular changes.
5	Understanding the data in relation to grade level and content staffing.

Stakeholder Participation

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
11/4-	Met with the WSWHE Lead Coordinator for Curriculum and Instruction to conduct examination of 3-8 test results	5/1/20	Remote professional learning experiences in mathematics.
12/16	Conference call meeting with Katie Jones, Assistant Director for Assessment & Improvement to discuss CSI identification and results/plan for 3-8 ELA, Math and Science scores and Chronic Absenteeism.	5/ 4/20	Remote learning for Writer’s Workshop Follow-up Session
1/8/20	In district meeting with 3-8 Staff to organize Parent Information Night on 3-8 ELA and Math Testing chronic absenteeism.	5/1/20	Remote learning for Next Gen ELA Curriculum Alignment
1/22/20	Met in the district and collaborated with Sarah Battise Lead Coordinator for Curriculum and Instruction to arrange for Professional Learning opportunities for Readers/Writer’s	5/11/20	Writer’s Workshop Follow Up

Stakeholder Participation

	Workshop model for Pre-k-6.		
Monthly/Daily during COVID-19 closure	Chief School Officer Meetings		
Monthly	Curriculum and Assessment Council Meetings		

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
Christian M. Fisher	Superintendent	
Skip Hults	Deputy Superintendent	
Ray Bush	Parent representative	
Edward LaCourse	Faculty representative	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	The district will continue to develop and offer academic studies for attendance credit. When students are not in physical attendance of the building the district will devise and implement an Academic Study for Attendance Credit.
Why will this be prioritized?	We have a number of families that continue to extend family vacations outside of our regular school calendar/holidays. The district needs to have a plan in place to support the continuity of instruction for students during absences.

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?
We want to minimize families from taking extended vacations outside of the regularly scheduled school vacations.	3 years
We want to increase instructional learning for students during extended absences.	3 years

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 district will see a decrease in the number of unexcused absences adjacent to school holidays/breaks.		Establish a baseline of the number of students with unexcused absences adjacent to school holidays/breaks.
	End of Year 2020 (optional)	End of Year 2021
		Review the number of students who participated in Academic Studies for Attendance Credit on days adjacent to school holidays/breaks.
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021

Priority 1

	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
8/27/20	8/27/20	During Superintendent Conference Day, administration will continue to debrief with all staff members the parameters of the Academic Study for Attendance Credit
9/17/20	9/17/20	During Open House the district will share out the Academic Study for Attendance Credit with all stakeholders.
Ongoing	Ongoing	Ongoing communications with all stakeholders through newsletters, school messaging system and personal phone calls.
9/1/20	6/25/20	Continued incentives for attendance at all grade levels.
Ongoing	Ongoing	Increase student buy in and participation with brainstorming of attendance incentives. (Involve Student Council)
Ongoing	Ongoing	Involve the Shared Decision Making Team
January Through June		
Start	End	Action
9/1/20	6/25/20	Continued incentives for attendance at all grade levels.
Spring	Spring	3-8 Parent Information Night to discuss testing and attendance
Ongoing	Ongoing	Student awards for attendance

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>
Review and update current Attendance Policy	Convene attendance stakeholders to review priorities and data.	September 2020

Priority 1

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Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	The district will continue with our data-driven professional learning plan specific to 3-8 ELA and Math.
Why will this be prioritized?	The district recognizes that we need to continue to have vertical alignment with our 3-8 programming.

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?
Increase data-driven professional learning opportunities for teachers and staff members in grades k-8 in ELA and math.	3 years
Organize professional learning communities to examine the data for K-8 ELA and Math.	3 years

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 district will increase the number of data-driven professional learning opportunities for teachers in grades K-8 during the 2020-2021 academic school year.	2 End of Year 2020 (optional)	4 End of Year 2021
	3	6
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
The district will create the scope and sequence of Next Generation Learning Standards in grades K-8.	0% End of Year 2020 (optional)	50% of scope and sequence completed End of Year 2021
	0%	100% of scope and sequence completed

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
8/25/20	8/25/20	Professional Learning session with Sarah Battise Lead Coordinator for Curriculum and Instruction to continue with for professional learning opportunities for Readers/Writer’s Workshop model for Pre-k-8.
Ongoing	Ongoing	Monthly faculty meetings with teachers in grades Pre-k-8 to examine student data and monitor and adjust the implementation of the Reader's/Writer’s Workshop model.
Fall	Fall	Establish a baseline through fall benchmarking data.
Ongoing	Ongoing	Examine instructional data.
Ongoing	Ongoing	Involve the Shared Decision Making Team
January Through June		
Start	End	Action
Winter	Winter	Compare fall/winter/spring benchmarking data.
Ongoing	Ongoing	Examine instructional data.

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>

Priority 2

Professional Learning review and planning specific to 3-8 ELA and Math.	Utilizing a full professional development day to address gap planning for students in grades K-8.	August 25, 2020

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Create a consistent communication plan that reaches all stakeholders specific to root causes of attendance issues.
Why will this be prioritized?	The district recognizes the importance of a consistent and communicative plan that uses numerous modalities to reach all constituents.

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?
Increasing communications through the new district's website.	3 years
Ongoing communications that use a variety of modalities. (Newsletter, school messaging system, videos, parent email groups, phone calls, etc.)	3 years

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 district will devise and distribute various parent and student surveys three times per year to gather information pertaining to root causes for student attendance.	0 no survey	2 surveys
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	0 no survey	1 survey
	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?*

<i>August Through January</i>		
Start	End	Action
8/20	6/21	Create app that aligns with the district's website.
Ongoing	Ongoing	Convene monthly meetings with the district's technology coordinator.
<i>January Through June</i>		
Start	End	Action
Ongoing	Ongoing	Involve the Shared Decision Making Team

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>
Since COVID-19 caused the district to greatly increase communications with all stakeholders we need to review these venues for the fall.	Convene a communications team to address and review all methods of communication regarding root causes of absenteeism.	August 2020

Priority 3

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Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	The district will examine the scope and sequence of instruction specific to the New York State standards for K-8 in both ELA and Math, as it relates to 3-8 grade testing.
Why will this be prioritized?	The district recognized gaps and the need for vertical alignment.

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?
Teachers will revise and submit curriculum maps.	3 years
Teachers will participate in professional learning communities.	3 years
Teachers in grades Pre-k-8 will engage in ongoing collaborations with Stephanie Affinito, an expert on Reader's Writer's Workshop Model.	3 years

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 district will collaborate with WSWHE Boces to conduct curriculum audits for 3-8 ELA and Math.	Completed curriculum audit for ELA in grades K-8. End of Year 2020 (optional)	Curriculum Audit for Math in grades K-8. End of Year 2021 Curriculum audits have been completed for both ELA and Math for grades K-8.
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
8/25/20	8/25/20	Professional learning opportunity to identify gaps in curricular mapping.
Ongoing	Ongoing	Ongoing support for teachers in grades K-8 with the implementation of the Reader's Writer's Workshop Model.
Ongoing	Ongoing	Continued collaborations and support in math for teachers in grades Pre-k-8 from Amanda Bergin from BOCES.
Ongoing	Ongoing	Professional learning opportunities through BOCES.
Ongoing	Ongoing	Involve the Shared Decision Making Team
January Through June		
Start	End	Action
Ongoing	Ongoing	Continued collaboration/networking opportunities/professional development with colleges in the True North Consortium.
June	June	Examine testing data in relation to curriculum scope and sequence.

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>
Updating curriculum maps	Convene vertical alignment teams to ensure last year's missed content is covered in the fall.	August 26, 2020

Priority 4

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Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	The district will ensure that substitute teachers are certified in the subject areas that they teach for long term assignments.
Why will this be prioritized?	The district recognized that we did not have a certified teacher during the 2018-2019 school year.

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 district will continue to widen our search for certified substitute teachers.	3 years
The district will continue to work collaboratively with north country schools to secure and share certified substitutes.	3 years

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 district will examine current rates of pay for certified substitutes which includes long-term, short-term and new hires.	End of Year 2020 (optional) Gather information about area schools pay rates. (True North Consortium)	Examination complete rates adopted by BOE and adjusted accordingly. End of Year 2021 Gather information about area schools pay rates. (True North Consortium)
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
The district will continue to widen our search for certified substitute teachers through OLAS and additional advertising.	Local search End of Year 2020 (optional) Local search	Local search, OLAS, newspaper End of Year 2021 Local search, OLAS, newspaper, area colleges.

Priority 5

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
Fall	Fall	Consult with the True North Consortium for collaborations.
Ongoing	Ongoing	Utilize OLAS for long-term openings.
Ongoing	Ongoing	Involve the Shared Decision Making Team
January Through June		
Start	End	Action
Ongoing	Ongoing	Additional training and support for the district's mentor program.

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>
Certified substitutes	Convene a team to locate certified substitutes.	August 2020

Submission Assurances

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

1. X 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. X 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. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP. *NA- Covid-19*
4. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. X 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. X 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. X 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).