



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Newcomb Central School District	Christian M. Fisher

## 2021-22 Summary of Priorities

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

1	<b>Continue with the district’s data-driven professional learning plan to facilitate quality instruction and vertical alignment of the 3-8 programming specific to ELA (continued 20-21)</b>
2	<b>Continue with the district’s data-driven professional learning plan to facilitate quality instruction and vertical alignment of the 3-8 programming specific to math. (continued 20-21)</b>
3	<b>Develop a communication plan for the school community and the faculty regarding the root causes for attendance. (continued 20-21)</b>
4	
5	

# PRIORITY 1

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></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>In order for students to succeed in a complex, interconnected and changing world they need to possess important and fundamental skills in ELA which are presented throughout the elementary and middle school years. Data analysis from district benchmarks using AIMSWeb Plus indicates that there is room for improvement in this area. Continuing to present quality instruction aligned vertically and with the Next Generation Standards is regarded as a way to facilitate improved student performance in ELA.</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>Implementation of Reader's/Writer's Workshop model</p>	<p>Provide ongoing PD to teachers implementing this model</p> <p>Use I-Ready Data to Determine ELA Baseline testing, as well as student growth</p> <p>Perform consistent implementation of the Units of Study Workshop methods for K-6</p> <p>A Data Team will be used to review student ELA Testing data and to determine small group and 3-tiered supports in order to make adjustments in instruction for students to reach grade level standards.</p> <p>Provide targeted interventions for students who demonstrate Tier 2 or 3 Response to Intervention (RtI) support.</p>	<p>Formative and summative assessments included in the program</p> <p>Benchmark assessments three times throughout the year (fall, winter, spring)</p> <p>School leaders will conduct weekly walkthroughs, providing written feedback to improve student achievement and teacher reflection</p> <p>Monthly Data Team meetings will be performed to monitor RtI Student performance at each grade level</p>	<p>Curriculum materials</p> <p>Consultants from BOCES</p> <p>Professionals/Consultants trained in the Units of Study Workshop Model</p> <p>Provide time to observe other teachers (In school and at other schools performing lessons)</p> <p>RTI Teacher</p> <p>Director of Curriculum and Instruction</p>

Priority 1

	Classroom Support from Director of Curriculum and Instruction/RTI Teacher		

## 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.

All students will demonstrate growth in their AIMSWeb Plus and/or iReady scores as compared to their baseline level.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></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>In order for students to succeed in a complex, interconnected and changing world they need to possess important and fundamental skills in math which are presented throughout the elementary and middle school years. Data analysis of district benchmarks using AIMSWeb Plus indicates that there is room for improvement in this area. Continuing to present quality instruction aligned vertically and with the Next Generation Standards is regarded as a way to facilitate improved student performance in math.</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>Implement NYS math modules</p>	<p>Ongoing PD for teachers to use the modules effectively</p> <p>Use I-Ready Data to Determine Math Baseline testing, as well as student growth</p> <p>Perform consistent implementation of the NYS Math Modules for K-8</p> <p>A data team will be used to review student math testing data and to determine small group and 3-tiered supports in order to make adjustments in instruction for students to reach grade level standards.</p> <p>Provide targeted interventions for students who demonstrate Tier 2 or 3 Response to Intervention (RtI) support.</p>	<p>Formative and summative assessments</p> <p>Benchmark assessments three times throughout the year (fall, winter, spring)</p> <p>School leaders will conduct weekly walkthroughs, providing written feedback to improve student achievement and teacher reflection</p> <p>Monthly data team meetings will be performed to monitor RtI Student performance at each grade level</p>	<p>Curriculum materials</p> <p>Consultants from BOCES</p> <p>Provide time to observe/communicate with other teachers (In school and at other schools performing lessons)</p> <p>RTI Teacher</p> <p>Director of Curriculum and Instruction</p>

Priority 2

	<p>School leaders will identify courses and teachers who need additional support to increase achievement levels toward the district targets.</p> <p>Classroom Support from Director of Curriculum and Instruction/RTI Teacher</p>		



## 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.

All students will demonstrate growth in their AIMSWEB Plus and/or iReady scores as compared to their baseline level.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></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>Effective, ongoing and two-way communication is the key to addressing our attendance issue at Newcomb. The district strives to implement strategic communications about the correlation between student attendance and student achievement.</p> <p>Having a planned, systematic and focused approach to addressing student attendance is imperative. The district recognizes the need to examine data relative to our current strategies to determine if there has been an improvement with student attendance.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Priority 3

<p>Utilize a variety of communication tactics to share information about attendance.</p>	<p>The continued use of or implementation of electronic, print and mass media tools to reach district constituents to share information about student attendance.</p>	<p>Sharing information about the correlation between student attendance and academic performance as well as sharing data about overall student attendance provides students and families with information about district attendance trends.</p>	<p>Staffing, time and funding to support the implementation of new tools.</p>
<p>Develop and distribute an attendance survey for all students in grades 3-12 to explore reasons for chronic absenteeism.</p>	<p>The District Shared Decision Making Committee will develop a Student Attendance survey. (paper-based and electronic)</p>	<p>Survey students to gather feedback about why they are not attending school will be helpful in determining next steps for the district.</p>	<p>Staffing, time and funding to support the creation, distribution and analysis of student attendance survey.</p>
<p>Develop and distribute a Family attendance survey to explore reasons for chronic absenteeism.</p>	<p>The District Shared Decision Making Committee will develop a Family Attendance survey. (paper-based and electronic)</p>	<p>Gathering feedback from families about barriers and/or why they feel children are not attending school will be helpful in determining next steps for the district regarding attendance barriers.</p>	<p>Staffing, time and funding to support the creation, distribution and analysis of family attendance survey.</p>
<p>Implement an Independent Study for Attendance Credit for students who are absent due to an extended school vacation.</p>	<p>Students will submit an application for an Independent Study for Attendance Credit for approval from the Superintendent and Board of Education when they are extending a school vacation. If approved, students will participate in a project/produce with a Cooperating Teacher during their absence.</p>	<p>Learning will continue for students who are absent on days preceding or following a school vacation through participation in a study project/product that directly aligns to the Next Generation Learning Standards in content areas. Students will receive academic credit and attendance credit once the Cooperating Teacher verifies</p>	<p>Time and support for Cooperating Teachers who agree to oversee a student's Independent Study for Attendance Credit.</p>

Priority 3

		completion of the required project/product during the absence.	

## 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.

The district will implement identified strategies and compare attendance data from the 2019/2020, 2020/2021 and 2021/2022 school years.

## PRIORITY 4

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

### Our Priority

<b>What will we prioritize to extend success in 2021-22?</b>	
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?



## 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.

## PRIORITY 5

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

### Our Priority

**What will we prioritize to extend success in 2021-22?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
  - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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.

## 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
Colleen Sage	Parent	
PJ Motsiff	Director of Curriculum and Instruction	
Christian M. Fisher	Superintendent of Schools	
Steve Wilk	School Psychologist CSE Chairperson	
Edward LaCourse	Classroom Teacher	
Katie Jones	Director for Assessment and Improvement	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
06/2/21	School
07/19/21	School and Remote
07/20/21	School and Remote
07/22/21	School
07/26/21	School
07/27/21	School and Remote

### Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers were actively involved in the selection of the curricular approaches being implemented.
Parents with children from each identified subgroup	All district parents were provided the opportunity to provide input via surveys and meetings held throughout the school year.

### Stakeholder Participation

Secondary Schools: Students from each identified subgroup	N/A
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## Submission Assurances

### Directions

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

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  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).