New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cheektowaga Central School District	Mary A Morris

2020-21 Summary of Priorities

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

1	Informal Classroom Walkthroughs by School Leaders /Monthly School Performance Data Meetings
2	Implementation of K-12 ELA/Math Curriculum Progression and Assessments
3	Implementation of Restorative Practices and Non-violent Physical Crisis Intervention
4	Mentoring Program for At Risk Students (Chronically Suspended)
5	Engagement Strategies for Teachers

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §10011 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
May 15, 2020	Virtual	July 16, 2020	Virtual
May 22, 2020	Virtual		
June 5, 2020	Virtual		
June 8, 2020	Virtual		
June 9, 2020	Virtual		
June 17, 2020	Virtual		
July 9, 2020	Virtual		

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 a part of a focus group
Parents with children from each identified subgroup	Parents were a part of a focus group
Secondary Schools: Students from each identified subgroup	Non-applicable

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
Maureen George	Director of Learning	Electronic signature via Zoom chat
Mary Morris	Superintendent	Electronic signature via Zoom chat
Steven Wright	Assistant Superintendent	Electronic signature via Zoom chat
Gerald Orgek	HS Math Teacher/K-12 Math Leader	Electronic signature via Zoom chat
Kathy Lambert	MS Science Teacher/MS Math Leader/Instructional Coach	Electronic signature via Zoom chat
Amy Skierczynski	Building Instructional Coach (Union East)/Reading Teacher	Electronic signature via Zoom chat
Maria Kocialski	Social Worker (Union East)	Electronic signature via Zoom chat
Jillian Orlowski	ELA Teacher (Middle School)/K-12 ELA Leader	Electronic signature via Zoom chat
Karin Cyganovich	HS Science Teacher/K-12 Science Leader/Instructional Coach	Electronic signature via Zoom chat
Ruben Owens, Jr	HS Counselor	Electronic signature via Zoom chat

Stakeholder Name	Role	Signature
Gretchen Sukdolak	Director of PPS	Electronic signature via Zoom chat
Melissa Mitchell	Union East Elementary Principal	Electronic signature via Zoom chat
Katie Daniels	CCSD Middle School Assistant Principal	Electronic signature via Zoom chat
Scott Zipp	CCSD High School Principal	Electronic signature via Zoom chat
Brian Hickson	Athletic Director/HS Dean of Discipline	Electronic signature via Zoom chat
Julia Hamels	Union East Assistant Principal	Electronic signature via Zoom chat
Patrick Cullinan	CCSD Middle School Principal	Electronic signature via Zoom chat
Michael Fatta	CCSD High School Assistant Principal	Electronic signature via Zoom chat
Micah Hanford	CCSD High School Assistant Principal	Electronic signature via Zoom chat
Kim Spence	Parent	Electronic signature via Zoom chat
Sarah Janis	Parent	Electronic signature via Zoom chat
Diana Patterson	Parent	Electronic signature via Zoom chat
Lateesha McElrath	Parent	Electronic signature via Zoom chat
Christina Schuster	Parent	Electronic signature via Zoom chat
Staci Sass	Parent	Electronic signature via Zoom chat
Amie Zimmer	Parent	Electronic signature via Zoom chat
Dr Jeanne Tribuzzi	PD Provider/Consultant	Electronic signature via Zoom chat
Dr David Wilson	PD Provider/Consultant	Electronic signature via Zoom chat
Prof Nirmala Nutakki	PD Provider/Consultant	Electronic signature via Zoom chat

Stakeholder Name	Role	Signature
Dr Harvey Silver	PD Provider/Consultant	Electronic signature via Zoom chat
Jon Marcussen	HS SS Teacher, K-12 SS Leader	Electronic signature via Zoom chat
Mike Accurso	MS SS Teacher	Electronic signature via Zoom chat
Brenda Christopher	MS Special Education Teacher	Electronic signature via Zoom chat
Adrienne Moore	MS Special Education Teacher	Electronic signature via Zoom chat
LaShonda McKenzie	HS Special Education Teacher	Electronic signature via Zoom chat
Gina Marshman	HS/MS ESL Teacher	Electronic signature via Zoom chat
Elizabeth Franklin	MS ESL Teacher	Electronic signature via Zoom chat
Jennifer Lewis	UE 4th Grade Teacher/ UE Math Leader	Electronic signature via Zoom chat
Lindsay Rogers	UE 3rd Grade Teacher	Electronic signature via Zoom chat
Shannon Stroh	UE Reading Coach/ UE ELA Leader	Electronic signature via Zoom chat
Crystal Franusiak	UE Teacher	Electronic signature via Zoom chat
Melissa Goc	MS Counselor	Electronic signature via Zoom chat
Due to COVID-19 and school closure, meeting were held via the Zoom platform and actual signatures could not be obtained Participants typed a statement into the comment section indicating they participated in the process These signature sheets are attached		

Priority 1

What will the District prioritize to extend success in 2020-21?	Informal Classroom Walkthroughs by School Leaders /Monthly School Performance Data Meetings
Why will this be prioritized?	• Information collected from stakeholders indicate that outside of APPR evaluations, there is no clear process or expectations for school leaders to conduct classroom walkthroughs and feedback on a regular basis • Information collected in the needs assessment indicate that there is not a clear process or expectations for sharing school performance data on a regular a basis to measure progress and make needed adjustments

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?
School leaders will have an established system/calendar in place to conduct regular classroom visits and provide teachers with actionable feedback	October 2020
District leaders will establish a system for school leaders to present monthly school performance data of goals and actions steps, and provide school leaders with suggestions to improve	October 2020
Feedback to teachers will be actionable and aligned to school and district priorities	October 2020

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): 85% of teacher surveys indicate they received targeted feedback from walkthroughs that helped them improve instruction in their classroom	Middle of Year 2020	Middle of Year 2021
	No data available	75%
	End of Year 2020 (optional)	End of Year 2021
	N/A	85%
Data point 2 (optional): 85% of teachers observed will implement curriculum and engagement strategies as outlined in District Walkthrough Tool and curriculum	Middle of Year 2020	Middle of Year 2021
	No data available	75%
	End of Year 2020 (optional)	End of Year 2021
	N/A	85%

Priority 1

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

Start	End	Action
August Through January		
08-01-2020	08-30-2020	o Principals, assistant principals and district staff will meet and create a district walkthrough tool that will align with Thoughtful Classroom and Danielson and provide high quality actionable feedback
09-01-2020	09-30-2020	o Superintendent and principals will clearly communicate instructional expectations and share/review the walkthrough tool with staff o Walkthrough tool will be shared with all staff
10-01-2020	10-31-2020	o Principals and assistant principals will develop their 10 minute walkthrough calendar for October ensuring that each teacher is visited once a week o Principals and assistant principals will conduct some walkthroughs together to norm expectations and feedback o Principals will analyze walkthrough data and determine trends and school needs o School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled o Teachers will receive actionable feedback within two days of being visited
10-01-2020	10-31-2020	o Teachers will be surveyed regarding their perceptions of the usefulness of feedback they received (Monthly)

11-01-2020	11-15-2020	o School leaders will meet monthly with Superintendent and district staff to report on school data priorities and goals
		    o School leaders will submit copies of October feedback forms to district leaders for review
		    o District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved
		o District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers

11-01-2020	11-30-2020	o Principals and assistant principals will develop their 10 minute walkthrough calendar for November ensuring who were not meeting expectations in October are visited at least twice o Principals and assistant principals will conduct walkthroughs some together to norm expectations and feedback o Principals will analyze walkthrough data and determine trends and school needs o School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled o Teachers will receive actionable feedback within two days of being visited
11-01-2020	11-30-2020	Teachers will be surveyed regarding their perceptions of the usefulness of feedback they received (Monthly)
11-01-2020	12-07-2020	o School leaders will meet monthly with Superintendent and district staff to report on school data priorities and goals

Start	End	Action
		o School leaders will submit copies of October feedback forms to district leaders for review o District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved o District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers
12-01-2020	12-31-2020	o Principals and assistant principals will develop their 10 minute walkthrough calendar for December ensuring who were not meeting expectations in November are visited at least twice o Principals and assistant principals will conduct walkthroughs some together to norm expectations and feedback o Principals will analyze walkthrough data and determine trends and school needs o School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled o Teachers will receive actionable feedback within two days of being visited
12-01-2020	12-31-2020	o Teachers will be surveyed regarding their perceptions of the usefulness of feedback they received (Monthly)
12-01-2020	12-31-2020	o School and district leaders will analyze the results of the teacher survey to determine areas where feedback could be improved Adjustments to the walkthrough tool/feedback form will be made to address any needs that are identified

January Through June		
Start	**End**	**Action**
01-07-2021	01-15-2021	District leaders will provide follow-up training based on trends identified through their review of feedback provided in September and October
01-07-2021	05-31-2021	o Principals and assistant principals will develop their monthly 10 minute walkthrough calendar ensuring who were not meeting expectations in the previous month are visited at least twice o Principals and assistant principals will conduct walkthroughs some together to norm expectations and feedback o Principals will analyze walkthrough data and determine trends and school needs o School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled o Teachers will receive actionable feedback within two days of being visited
01-07-2021	05-31-2021	o Teachers will be surveyed regarding their perceptions of the usefulness of feedback they received (Monthly)
01-07-2021	05-31-2021	o School leaders will meet monthly with Superintendent and district staff to report on school data priorities and goals o School leaders will submit copies of monthly feedback forms to district leaders for review

		o District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved o District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers
05-01-2021	05-31-2021	o School and district leaders will analyze the results of the teacher survey to determine areas where feedback could be improved Adjustments to the walkthrough tool/feedback form will be made to address any needs that are identified

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
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall*	*August*
Informal walkthroughs have not occurred since March When school resumes, we imagine staff will be happy to see their students again and may not be thrilled to hear principals announce that walkthroughs are a district priority this year	We will make sure that principals focus the first half of staff's first day back on re-establishing connections with staff through a series of team building activities.	October 2020

Priority 2

What will the District prioritize to extend success in 2020-21?	**The Implementation of K-12 ELA/Math Curriculum Progression and Assessments**
Why will this be prioritized?	o There is currently no consistent process in place for grades K-8 teachers to use data to inform ELA/Mathematics instruction o Multiple schools in the district received a Level 1 for elementary/middle school ELA/math performance o Lack of accountability for teachers to implement the curriculum with fidelity

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 creation and implementation of a consistent pacing, assessment, data and planning process by all grades K-8 mathematics curriculum	September 2020
The creation and implementation of a consistent pacing, assessment, data and planning process by all grades K-8 reading curriculum	September 2020
Principal and assistant principal will provide teachers with regular feedback to support the data and planning process	October 2020
All teachers will be providing targeted support to students that is informed by data	November 2020

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): 75% of students tested will meet their target and goals on the STAR mathematics assessments	Middle of Year 2020	Middle of Year 2021
	Not available	50%
	End of Year 2020 (optional)	End of Year 2021
	N/A	75%
Data point 2 (optional): 75% of students tested will meet their target and goals on the STAR reading assessments	Middle of Year 2020	Middle of Year 2021
	Not available	50%
	End of Year 2020 (optional)	End of Year 2021
	N/A	75%

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

August Through January		
Start	**End**	**Action**
08-01-2020	08-30-2020	o Employ a district coach to provide support for implementation of new programs
08-01-2020	08-30-2020	o Principal, assistant principals and designated district personnel will receive training on instructional look-fors for the Math and ELA curriculum
07-12-2020	09-03-2020	o Grades K-8 mathematics and ELA teachers will be trained on the district approved curriculum, pacing calendar and assessment calendar guides for math and ELA instruction and data collection
08-01-2020	09-30-2020	o Elementary and middle school principals will meet with the district personnel to develop a protocol for teachers to use STAR data to inform instructional planning and interventions
08-02-2020	09-30-2020	o Elementary and middle school principals will meet with the district personnel to develop a protocol for teachers to administer and use common assessments aligned with the district curriculum to inform instructional planning and interventions
09-01-2020	09-30-2020	o Grades K-12 mathematics and ELA teachers will be trained on the district protocol for using STAR data to inform instructional planning and interventions
10-01-2020	12-31-2020	o District Math and ELA consultants/coach will push into each grade level and/or department meeting to support grades K-8 mathematics and ELA teachers in utilizing the district protocol for using Curriculum materials provided o All teachers will be required to participate in support sessions with a district consultants/coach each month
10-01-2020	12-31-2020	o Each grade K-8 mathematics and ELA teacher will create a plan to support students in October - December based on the September STAR benchmark assessment data o The consultants/district coach/school-based coaches will work with school teacher leaders to develop and create a template for teachers to complete
10-01-2020	12-31-2020	o Each grade K-8 mathematics and ELA teacher will complete and share their plan with the consultants/district coach/school-based coaches and sign up for the consultants/district coach/school-based coaches to visit their classroom to observe the implementation of their plan
10-01-2020	12-31-2020	o Consultants/district coach/school-based coaches will review the submitted plans and provide teachers with suggestions for how the plan could be further enhanced
10-01-2020	12-31-2020	o Consultants/district coach/school-based coaches will visit each grade K-8 mathematics/ELA teacher to observe the implementation of their plan

Start	End	Action
		o After each class visit the consultants/district coach/school-based coaches will meet with the teacher to discuss how implementation of the plan is going and to discuss if there is a need for additional support
10-01-2020	12-31-2020	o Consultants/district coach/school-based coaches will meet with each teacher during grade level or department meetings to discuss the data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward
10-01-2020	12-31-2020	o Principal/Assistant will meet with consultants/district coach/school-based coaches to gather their feedback on the implementation of the data and planning process to gain insight into what worked well and areas that my need further refinement o Principal will share data collected during monthly meeting with Superintendent
12-01-2020	12-31-2020	o Consultants/district coach/school-based coaches will meet with district supervisors to plan for the expansion of the district data and planning process to grades K-8 ELA during the second semester
12-01-2020	12-31-2020	o Meet with principals and consultants/district coach/school-based coaches to review plan and determine next steps for second semester

January Through June		
Start	**End**	**Action**
01-07-2021	06-30-2021	o District Math and ELA consultants will push into each grade level and/or department meeting to support grades K-8 mathematics and ELA teachers in utilizing the district protocol for using curriculum materials provided o All teachers will be required to participated support session with a district consultant each month
01-07-2021	06-30-2021	o Each grade K-8 mathematics and ELA teacher will create a plan to support students in October - December based on the September STAR benchmark assessment data
01-07-2021	06-30-2021	o Each grade K-8 mathematics and ELA teachers will share their plan with the district coach and sign up for the district coach to visit their classroom to observe the implementation of their plan
01-07-2021	06-30-2021	o District coach will review the submitted plans and provide teachers with suggestions for how the plan could be further enhanced
01-07-2021	06-30-2021	o District coach will visit each grade K-8 mathematics/ELA teacher to observe the implementation of their plan After each class visit the district coach will meet with the teacher to discuss how implementation of the plan is going and to discuss if there is a need for additional support

01-07-2021	06-30-2021	o District coach will meet with each teacher during grade level or department meetings to discuss the data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward
01-07-2021	06-30-2021	o Principal/Assistant Principal will meet with coaches, consultant and/or teacher leaders to gather their feedback on the implementation of the data and planning process to gain insight into what worked well and areas that may need further refinement o Principal will share data collected during monthly meeting with Superintendent
01-07-2021	06-30-2021	o District coach will meet with district supervisors to plan for the expansion of the district data and planning process to grades K-8 ELA during the second semester

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**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall*	*August*
We anticipate that there are standards that will need to be reviewed based on the loss during the pandemic	The district will create a pacing and assessment calendar for district approved curriculum to ensure standards are reviewed and build up to current standards	August- September 2020
There needs to be a systemic way to measure the growth of students on a regular basis	The district will implement a process to monitor data for curriculum through the development of a common assessment and STAR data to ensure data is collected on students' academic process	August-September 2020
We anticipate that there will be increased gaps among students in the district depending on parental support at home	Schools will be creating a dedicated reading block in the middle school We will use the STAR baseline reports to identify students that may have fallen behind and will use the reading block to provide interventions to these students	August-September 2020

Priority 3

What will the District prioritize to extend success in 2020-21?	The implementation of Restorative Practices and Non-violent Physical Crisis Intervention
Why will this be prioritized?	o District-wide, the number of referrals and suspensions have been increasing for the past three years District expectations need to be clear, consistent and implemented with fidelity

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?
Each school will have a system in place for behavior referrals to be managed through restorative practices model and a plan to implement restorative circles	January 2021
Teachers will implement weekly restorative circles	October 2020
Teachers will implement CPI strategies	January 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
30% reduction of behavior referrals for elementary, middle and high	Not Available	15%
	End of Year 2020 (optional)	End of Year 2021
	N/A	30%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
30% reduction in in-school and out of school suspension data for elementary, middle and high	Not Available	15%
	End of Year 2020 (optional)	End of Year 2021
	N/A	30%
Data point 3	Middle of Year 2020	Middle of Year 2021
	Data unavailable	50
	End of Year 2020 (optional)	End of Year 2021

75% of student surveys indicate that that they have an adult that they can go to if needed	N/A	75%

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

August Through January		
Start	**End**	**Action**
09-01-2020	10-30-2020	o District will provide school an overview of Restorative Practices and Non-violent Physical Crisis Intervention strategies (CPI) PD and how it will be implemented as a focus for the school year
08-01-2020	10-30-2020	o District will provide schools with an overview of Restorative Circles implementation at the beginning of the school year
09-01-2020	06-30-2021	o Throughout the school year, key school staff will be trained on Restorative Practices/Circles and CPI
09-01-2020	10-30-2020	o District convenes a committee of staff to develop expectations and protocols for utilizing restorative circle meetings and implementing CPI strategies
09-01-2020	10-30-2020	o District convenes a committee of staff to revisit the Behavior Referral process and create a district wide form, to ensure it aligns with Restorative Practices model
09-01-2020	10-30-2020	o District and schools provide PD to school counselors, social workers and school support staff in restorative practices and develop protocol to actively support classes with implementation
09-01-2020	10-30-2020	o Each school convenes a committee to develop and submits plan and school specific protocol for implementing restorative circle meetings and revised behavioral referral process based on district guidance
09-01-2020	06-30-2021	o Staff are provided with additional support during staff meetings/grade level meetings for Restorative Practices – topic included on all agendas for these meetings
January Through June		
Start	**End**	**Action**
01-01-2021	06-30-2021	o Each school reconvenes committee to assess/suggest revisions for restorative practices circle protocol and behavior referral process
01-01-2021	06-30-2021	o District reconvenes committee to assess/review suggested revisions for restorative practices circle protocol and behavior referral process and additional supports needed Both are revised for remainder of year

01-01-2021	06-30-2021	o	Each school shares updated restorative practices circle protocol and behavior referral process and provides support to implement any changes
01-01-2021	06-30-2021	o	Teachers implement changes in restorative practices circle protocol and behavior referral process
01-01-2021	06-30-2021	o	School Administrators monitor development and implementation and provide updates to district staff monthly
01-01-2021	06-30-2021	o	School administrators and district staff provide additional support during GLM, staff meetings, etc

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**
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall*	*August*
Students will have forgotten school routines, systems and process and will need time to adjust to new system and process being implemented	Schools will have targeted plans on how to implement restorative practices/ circles and CPI strategies to help strengthen relationships with students	October 2020

Priority 4

What will the District prioritize to extend success in 2020-21?	Mentoring Program for At Risk Students (Chronically suspended)
Why will this be prioritized?	Based on the behavior data from the district, there is a disproportionate number of male students chronically suspended or referred for behavior

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 implement a mentoring program to address the needs of male students in the district	November 2020
A decrease in behavior referral and suspension data for male students	May 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): 90% of student surveyed indicate that the mentoring program was beneficial to helping them develop character and leadership skills	Middle of Year 2020	Middle of Year 2021
	No data available	75%
	End of Year 2020 (optional)	End of Year 2021
	N/A	95%
Data point 2 (optional): 30% reduction of suspension and referral data for male students	Middle of Year 2020	Middle of Year 2021
	No data available	15%
	End of Year 2020 (optional)	End of Year 2021
	N/A	30%

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

August Through January		
Start	**End**	**Action**
09-01-2020	10-15-2020	o District convenes a committee of staff to review mentor programs for male students and make a determination on a program to implement
09-01-2020	10-30-2020	o Schools will identify staff to serve as the lead for the mentor program
09-01-2020	10-30-2020	o School will identify students to be a part of the mentoring program who are chronically suspended
11-01-2020	11-30-2020	o School will meet with parents and students and provide PD on the mentoring program and expectations
11-01-2020	11-30-2020	o A calendar of meeting dates, goals and expectations will be developed and shared with district, students and parents
11-01-2020	12-31-2020	o Conduct bi-weekly meeting will be held with mentees
11-01-2020	12-31-2020	o School Counselors, social workers and support staff will serve as a liaison between mentor and students to support the mentoring program
12-01-2020	12-31-2020	o Students will be surveyed regarding their perceptions of the usefulness of the mentor program
12-01-2020	12-31-2020	o School Administrators monitor development and implementation and provide updates to district at monthly meetings with superintendent
January Through June		
Start	**End**	**Action**
01-01-2021	01-31-2021	o Each school reconvenes committee to assess/suggest revisions for mentoring program
01-01-2021	01-31-2021	o District reconvenes committee to assess/review suggested revisions for mentoring program
02-01-2021	02-28-2021	o Each school shares updated mentoring data
02-01-2021	06-30-2021	o Schools implement changes in the mentoring program
02-01-2021	06-30-2021	o School Administrators monitor development and implementation and provide updates to district staff monthly

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
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall*	*August*
Social Emotional Needs of Students	The school will identify students who are in need of mentoring based on their referral and suspension and provide a mentoring program for the students	November 2020

Priority 5

What will the District prioritize to extend success in 2020-21?	**Engagement Strategies for Teachers**
Why will this be prioritized?	There are currently no specific engagement strategies being used by all schools that can be used to show impact on instruction

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

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc)?	When would you expect to see this in place?
The selection and implementation of engagement strategies across all schools in the district	October 2020
District coaches and school leaders will provide teachers with regular feedback to support the engagement strategies implemented	October 2020

Quantitative Improvement: Outcomes		

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
90% of teachers use Thoughtful Classroom engagement strategies as observed in use during classroom walkthroughs	Data not available	75%
	End of Year 2020 (optional)	End of Year 2021
	N/A	90%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

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August Through January		
Start	**End**	**Action**
08-01-2020	09-30-2020	o The district will convene a committee and develop and norm engagement strategies to focus across all schools and teachers
10-01-2020	10-31-2020	o Teachers participate in professional learning to enhance their practices for engaging students in talking and discussing in order to build student engagement aligned to Thoughtful Classroom/Danielson rubrics
10-01-2020	12-31-2020	o Schools will develop vertical and horizontal teacher teams for collaborative planning around instructional expectations and use of engagement strategies
10-01-2020	12-31-2020	o Principal and assistant principal engage in monthly instructional walkthroughs to collect data and to norm the use engagement strategies and expectations across classrooms o Engage in instructional "glow walks" focused on celebrating best pedagogical practices
10-01-2020	12-31-2020	o School Administrators collect data on the development and implementation and provide updates at monthly meetings with Superintendent
January Through June		
Start	**End**	**Action**
1-07-2021	1-31-2021	School administrators review and analyze data on the development and implementation and make changes as needed

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
Ex: Curriculum Maps need updating	*Convene vertical teams to ensure last year's missed content is covered in Fall*	*August*
Engagement Strategies	Review the Thoughtful Classroom strategies and determine which strategies will yield the most gain for student engagement	October 2020

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 10011) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved

2. ☒ As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes

3. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP

4. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance

5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan

6. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies

7. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d)

8. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices

Submission Instructions

All Districts: Submit to DCIP@nysedgov 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)