



District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2021-22 Summary of Priorities

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

1	Fostering positive, social and emotional relationships among students, staff, and community.
2	Commitment to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.
3	Commitment to helping students and our community achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.
4	Commitment to improving data goals by having students meet benchmark targets throughout the year.
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We commit to fostering positive social and emotional relationships among students, staff and the community.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>According to surveys, students are concerned that they will not have a “normal” school year therefore we have decided that we need to keep in touch with our students’ mental health. This commitment is important to pursue because students cannot learn if they are not feeling mentally stable and mentally supported. Every student needs to be able to develop trusting relationships with adults and other students. We aim to prioritize restoring and building connections within our school and within our community to help build these relationships.</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?
Second Step SEL Program	Social Emotional Learning PK-8	Survey data (Fall, Winter, Spring). Use sources of data the program can/will provide.	License renewal and any PD for staff new to our district.
Yale Center for Emotional Intelligence: RULER Approach	Social Emotional Learning K-5	Survey data (Fall, Winter, Spring). Explore any sources of data the program can/will provide.	Professional Development, licensing, ancillary activities.
Restorative Practices	Social Emotional Learning 6-12	Survey data (Fall, Winter, Spring). Disciplinary referral data.	Professional Development and ancillary activities to support the program.
Positive Behavioral Interventions and Supports	Social Emotional Learning PK-5	Survey data (Fall, Winter, Spring). Disciplinary referral data.	Professional Development and ancillary activities that support the program (Student oriented assemblies, celebrations, etc.)
Welcome back event	Students and staff	Feedback from a survey pertaining to this event.	Planning, supplies

Priority 1

<p>Houses (staff-student mentoring)</p>	<p>Students and staff. Staff mentor small groups of students (check-in/check-out, bonding activities, etc.)</p>	<p>Feedback from a survey pertaining to how well this piece is working.</p>	<p>Planning and supplies for events done to support this.</p>
<p>College and Career Ready Night</p>	<p>Student/community outreach. Area colleges/universities and employers set up in the gymnasium, allowing students and parents to visit, ask questions, and get information.</p>	<p>Attendance at the event. Suggestions/comments box at the event.</p>	<p>Planning, materials/supplies needed for the evening.</p>
<p>Community Garden</p>	<p>Parents, students, and staff create and cultivate a community garden with potential uses for students and the community.</p>	<p>Survey data</p>	<p>Planning, materials, equipment, and supplies.</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.

The district will be using student, parent, and staff surveys to generate data to show if our strategies have been successful. For SEL programs, we will also incorporate student behavior data as another data point to see if we are having success in these areas.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We believe that as a school we have the responsibility to prepare our students to feel successful for life after high school. We are continuing to work on reaching across grade levels with staff training and consistency among content areas. Teachers recognize that they need time to reflect on their curriculum that is being taught and time to collaborate with other staff.</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?
OHM BOCES Science Kits			Funding for PD and supplies.
Orton-Gillingham Instructional approach	Direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals	Benchmarking throughout the year.	Funding for PD
Units of Study for teaching Reading & Writing with Olivia Wahl: K-5	Supporting Readers and Writers through Conferencing and Small Group Instruction	July 26-30 Principals will observe these strategies being used throughout the year. Positive growth results from STAR assessments.	Funding for PD
Units of Study for teaching Reading and Writing with Olivia Wahl: 6-12	Continued training/support with the Units of Study in Reading and Writing.	August 9-11 Principals will observe these strategies being used throughout the year.	Funding for PD

Priority 2

	For ELA teachers, Special Education teachers, and Teaching Assistants that support ELA instruction.	Positive growth results from STAR assessments.	
Units of Study for teaching Reading & Writing with Olivia Wahl: 6-12	Reaching and engaging every child as readers and writers across content areas: ELA, Special Ed teachers, Science Teachers, Social Studies Teachers, Math Teachers, Health Teacher, Business Teacher, Agriculture Teachers, and Teaching Assistants who support instruction at the MS/HS level.	August 12 and 13 Principals will observe these strategies being used throughout the year.	Funding for PD
On-site coaching, curriculum planning with Olivia Wahl	Olivia Wahl will be working with grades K-5 throughout the year (3 days each month during the school year)	STAR testing results and NYS Assessment results Principals will observe these strategies being used throughout the year.	Funding for PD, substitutes, and any books/supplies needed for supporting staff.
On-site coaching, curriculum planning with Olivia Wahl	Olivia Wahl will be working with grades 6-11 throughout the year (3 days each month during the school year)	STAR testing results and NYS Assessment results. Principals will observe these strategies being used throughout the year.	Funding for PD, substitutes, and any books/supplies needed for supporting staff.
On-site coaching, curriculum planning with district mathematics coach.	Mathematics coach will be working with Elementary and Secondary staff every day throughout the school year.	STAR testing results and NYS Assessment results. Principal observations	Funding for PD, substitutes, and any books/supplies needed for supporting staff.
Equity Professional Development	Staff development in the area Equity	Principal observations	Funding for PD

Priority 2

Providing challenging, differentiated curriculum to advanced learners	Staff development with focus on differentiated, engaging instruction for advanced learners.	Principal observations Student and staff survey.	Funding for PD

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.

We would like to see positive growth trends in our survey data at year's end.

Through administrative observations, see more of the concepts and strategies being used in daily instruction throughout the school year.

Ultimately see growth/higher scores in formative assessments, STAR assessments, and NYS assessments.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This commitment emerged as an important topic based on a questionnaire that was given to a cross section of students. According to the mission statement of MCS, we are cultivating a community of lifelong learners and critical thinkers, so it is essential that we provide skills necessary to achieve these goals. Ultimately, students will have the skill set to choose their own paths for learning and or feel ready for a career after high school.</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?
College and Career Night	Community engagement and preparing students for post graduation.	Attendance at the event and graduation survey. Post graduation survey 1 year after graduation.	Planning (committee), communication to the community, supplies needed for the event.
Learning Celebrations	Community engagement with focus on what students are learning throughout the year.	Attendance to these events Parent Survey	Planning, supplies needed for the event.
Curriculum Night(s)	Community engagement - inviting families to our school to look at and discuss curriculum.	Attendance to these events Parent Survey	Planning, dinner/desserts, and any supplies.
Homework Club	Helping students with and feeling successful. Program will run 4 nights per week, 1 hour for each session, starting the first week of October and running until the second week of June (if necessary).	Attendance, grades, and improved grades on assessments.	Staff monitoring homework club each night (2 staff each night - with an additional 2 staff if attendance numbers warrant it) and providing food (snack) for students attending.
Intramurals Club	Helping students feel successful socially and emotionally. Program	Attendance	Staff monitoring the activities (1 staff

Priority 3

	will begin in October and run 1-2 nights per week depending on space availability.	Student survey	member), snacks, and any supplies needed for the club.
Builders Club	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 night per week	Attendance	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
STEM Club (Elementary students)	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 nights per week	Attendance	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
Lego Robotics (Drone technology, and other robotics as well)	Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1-2 nights per week	Attendance Student survey	Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.
E-Sports Club	Helping students feel successful socially and emotionally. Providing students with a non-traditional opportunity to excel in competition that is not athletic, musical, or art related - in essence providing a path to those students not engaged in school with what we currently provide for competition. Providing students with an opportunity to take a path toward higher education.	Attendance Academic success Student Survey	Staff monitoring the activities (1-2 staff members) and equipment necessary to provide students with the means to have a successful experience with this club.

Priority 3

Reading/Writers Club	Will allow students to have opportunities to be readers and authors using the strategies from the Units of Study.	Attendance Academic success Student Survey	Staff monitoring the activity (1), supplies, and snacks.
Community Garden	Allowing parents, students, and staff to come together to cultivate a vegetable garden and ultimately cultivate deeper relationships with each other.	Attendance Survey data	Staff monitoring the activity (2), equipment necessary to do this, and supplies/materials.
Community Night	Guest speakers; activities; demonstrations (various topics/opportunities such as cooking, technology, safety, etc.)	Attendance Parent Survey Data	First Wednesday of each month beginning in October. Funding for staffing and supplies.
Community Classes	Through the use of our Distance Learning Lab, provide adults in the community an opportunity to take courses/trainings after normal school hours. Connectivity has been an issue for some families in our district, this could be another pathway for them to advance their career goals.	Attendance Parent Survey Data	Funding for staffing (2 staff).
Technology Team	Committee of students and staff to assess our technology we currently have and then look at possibilities of implementing more technology (ie. 3D printers, drone technology, etc.)	Student and staff survey data.	Funding for technology.

Priority 3

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.

High participation in after school activities/clubs (at least 50% for students not engaged in athletics).

Improvement in the areas of academics, attendance, and SEL - 20% improvement from previous year.

Survey data - especially with the community to see if we are trending in the right direction and getting feedback to see where we can be more effective.

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We are committed to improving our data goals by having students meet benchmark targets throughout the year.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We believe as a school that we are dedicated to making improvement across the entire school by showing growth throughout the school year.</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?
Continuation of “Data Days” with the Data Team.	Opportunities for our Data Team to work with staff in groups and 1 to 1 about looking at student assessment data at the state and local assessment (STAR, Module, end of unit, and formative assessment) levels.	Improved assessment scores. Allowing more opportunity for the Data Team and new Mathematics Coach to have data conversations with teaching staff during staff development days and planned “Data Days” throughout the school year. Data meetings will commence in October and run through June.	Funding for substitutes; Professional Development (Data Team and staff if necessary), supplies that may be needed.
Data Bootcamp for Parents	Provide an opportunity to explain/show parents on the importance of data, how we collect data, how we analyze data, and then use that data to drive instruction. Allow parents to ask questions for better understanding.	Attendance - offer a fall and spring session Parent Survey Data	Funding for presenters, supplies, and food.

Priority 4

<p>Sharing Data with students and parents</p>	<p>The Data Team works with staff on providing student data to students and parents - what it shows, what it means, and how to achieve and maintain a growth mindset.</p>	<p>Increased growth through STAR and NYS Assessments. Increased growth through local measures (formative assessments).</p>	<p>Funding for substitutes, Professional Development, and any supplies that might be needed</p>
<p>Data tutorial on the District website</p>	<p>For parents that do not attend Data Bootcamp, a tutorial on the District website explaining the importance of Data and how we use it.</p>	<p>Parent Survey Data.</p>	<p>Funding for staff to create the tutorial.</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.

Increasingly higher percentage of staff understanding data, having comfortable/informed data conversations, increased usage of data to drive instruction, and ultimately improved assessment grades.

Students and parents understand the process and the importance of it - all within a growth mindset.

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.

Name	Role	School <i>(if applicable)</i>
Cheryl Livermore	Parent	
Alyson Usborne	Parent	
Colleen Peavey	Parent	
Karen Still	Parent	
Grace Lutke	Student	
Mckenzie Cotter	Student	
Anna McNamara	Student	
Brianna Usborne	Student	
Andrew Nichols	Student	
Myah Hauck	Student	
Amber Neiss	Teacher	
Jessica Chenel	Teacher	

Our Team's Process

Tina Bergeron	Teacher	
Brian Latella	Administrator	
Larry Nichols	Administrator	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
7/20/21	School
7/21/21	School
7/27/21	School
7/29/21	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	
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 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).