New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Auburn Enlarged City School District	Jeffrey Pirozzolo

2020-21 Summary of Priorities

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

1	**Implement a high-quality, rigorous curriculum and instructional practices for all students in ELA.**
2	**Utilize data to inform targeted academic intervention groups & instruction in grades K-6.**
3	**Provide intentional and prioritized feedback to teachers to support reflection & growth.**
4	**Implement a multi-tiered system of support, response to intervention (RTI).**
5	**Engage families in academic conversations as components of support for all students.**

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
June 19, 2020	Virtual		
June 23, 2020	Auburn ECSD Central Office		
June 29, 2020	Auburn ECSD Central Office		
July 9, 2020	Auburn ECSD Central Office		
July 13, 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	*Input gathered in the following ways was considered in developing priorities and action steps:* Staff survey District Parent Council Meeting Team Meetings
Parents with children from each identified subgroup	*Input gathered in the following ways was considered in developing priorities and action steps:* Parent Surveys School Focus Groups
Secondary Schools: Students from each identified subgroup	*Input gathered in the following ways was considered in developing priorities and action steps:* Student Surveys School Focus Groups

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
Sarah Cupelli	Assistant Superintendent for Curriculum and Instruction	
Amy Mahunik	Principal	
Abbie Adams	Director for Instructional Support and Data	
Michelle Kolceski	Director of Pre-K and Early Childhood	
Amanda Bova	Teacher	
Christine Siddall	Teacher, Parent	
Meghan Parry	Instructional Coach	
Melissa Picciano	Teacher	
Stefan Kowalski	Instructional Coach	
Amanda Musso	Teacher	

Gary Wilson	Teacher	
Patrick Crawford	Teacher	
Justin Herrling	Teacher, ATA President, Parent	
Sarah Dautrich	Teacher	
Stephanie Hutchinson	Parent	

Priority 1

What will the District prioritize to extend success in 2020-21?	**Implement a high-quality, rigorous curriculum and instructional practices for all students in ELA.**
Why will this be prioritized?	**To ensure consistency across the district that promotes and supports success in student achievement.**

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?**
District grade level and department meetings focused on instruction and data and having clear communication.	September 2020
Having a consistent scope and sequence and pacing calendar for every grade.	September 2020
Purchase of ELA curriculum for grades 3-8.	August 2020
Providing on-going, high quality, PD in ELA practices and standards.	August 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
Proficiency rates for STAR Reading	52.7% Below proficiency STAR Reading	47% Below proficiency STAR Reading
	End of Year 2020 (optional)	End of Year 2021
		42% Below proficiency STAR Reading
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?*

Start	End	Action
August Through January		
Start	**End**	**Action**
7/20	8/20	Summer professional learning opportunities in ELA.
6/20	7/20	Scope and sequence developed for grades 7-12 ELA/English
8/20	8/20	Hiring of grade level and department/content facilitators.
8/20	9/1/20	Master schedule development: implementation of 120 ELA minute schedule at the elementary level, along with 40 minutes of extended learning time in grades K-6.
8/20	9/20	Distribution of grade level pacing calendars to ensure consistency amongst the district.
9/1/20	9/1/20	Staff development day with options for ELA core curriculum and intervention.
9/17/20	9/17/20	ELA teachers, grades 7-12, will take survey to identify high-priority topics for department meetings to ensure discussions are productive.
9/1/20	9/30/20	Administration of benchmarks to collect baseline data and determine needs of students.
9/1/20	12/23/20	Implementation of new ELA curriculum for grades 3-8. (Amplify CKLA, Reading & ELA)
10/8/20	11/12/20	ELA teachers, grades 7-8, to share new program with 9-12 teaches: materials, objectives, units, etc.
10/1/20	12/23/20	Weekly data meetings to discuss student needs and determine intervention and enrichment groups.
10/1/20	12/23/20	District level data analysis to identify trends, focus areas and action plans.
9/1/20	12/23/20	Bi-monthly grade level(elementary) and department meetings district wide to discuss data, curriculum and planning.
9/1/20	12/15/20	Ongoing professional development and coaching cycles for new ELA curriculum and programs.
9/1/20	12/23/20	ELA teachers, grades 9-12, will identify needs in particular areas (Regents exam, research assignments, reading below grade level, etc.) and discuss/develop a plan for improvement and develop expectations that detail common language and expectations for research-based assignments.
10/8/20	12/10/20	ELA teachers, grades 7-12, revisit scope and sequence at least bi-monthly, at department meetings, to ensure the expectations are working/being followed and identify areas in need of improvement.
9/1/20	12/23/20	Staff development opportunities for new technology and best practices for Google Classroom, Ensemble, Googlemeet, Jamboard, etc. how to use most effectively in an ELA classroom.
January Through June		
Start	**End**	**Action**
1/4/21	1/29/21	Administration of mid-year benchmark assessments.
1/26/20	1/29/20	Administer English regents to all 11th grade students.
1/15/21	6/1/21	Weekly data meetings to discuss student needs and determine intervention and enrichment groups.

2/11/20	2/11/20	Grade 9-11 discussion of elements of Regents exam and areas in need of improvement based on scores and data.
2/1/21	6/1/21	District Leadership Team will analyze data to identify trends, focus areas and action plans.
1/14/21	`6/10/21	Bi-monthly Grade level(elementary) and Department meetings district wide to discuss data, curriculum and planning.
1/14/21	6/10/21	ELA teachers, grades 7-12, revisit scope and sequence at least bi-monthly, at department meetings, to ensure expectations are working/being followed and identify areas in need of improvement.
1/15/21	6/25/21	Ongoing professional development and coaching cycles for new ELA curriculum and programs.
3/1/221	3/12/21	Administer mid-winter progress monitoring assessments.
5/15/21	6/15/21	Administer end of year benchmark assessments K-12.

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**
Administration of benchmark assessments	Instructional leadership team develops a calendar for virtual testing and solicits input & feedback and makes revisions.	7/20-9/1/20
Multiple plans for teaching and learning ie. In-person, hybrid, virtual	Reopening planning team develops, revises and communicates multiple plan options for teaching and learning.	7/20-9/1/20
Increased academic intervention	Addition of Extended Learning Time to master schedule to address skill deficits or enrichment for students. Increase ELA block in master schedule to 120 minutes. Hire 2 literacy coaches to support Tier 1 instruction. Implementation of Amplify Reading for grades 3-5 for academic intervention. Implement personalized learning in 2 elementary schools.	8/1/20-9/1/20

Priority 2

What will the District prioritize to extend success in 2020-21?	Utilize data to inform targeted academic intervention groups & instruction in grades K-6.
Why will this be prioritized?	Based on proficiency scores in ELA & Math there is a need to diagnose skill deficits and prescribe appropriate targeted interventions to close those gaps.

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?
Consistent, timely, data conversations in all buildings and grades following a data driven protocol.	September 2020
District-wide assessment calendar.	September 2020
Expansion of intervention programs and progress monitoring.	September 2020
Implementation of small groups and targeted instruction.	September 30, 2020

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required): Proficiency rates for STAR Reading and Math	Middle of Year 2020	Middle of Year 2021
	52.7% Below proficiency STAR Reading	47% Below proficiency STAR Reading
	52.3% Below proficiency STAR Math	47% Below proficiency STAR Math
	End of Year 2020 (optional)	End of Year 2021
		42% Below proficiency STAR Reading
		42% Below proficiency STAR Math
Data point 2 (optional): DIBELS Intensive	Middle of Year 2020	Middle of Year 2021
	K- 23%, 1st - 45%, 2nd - 36%	K- 20%, 1st - 42%, 2nd - 33%
	End of Year 2020 (optional)	End of Year 2021
		K- 18%, 1st - 40%, 2nd - 31%

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

Start	End	Action
August Through January		
Start	**End**	**Action**
8/20	8/20	Develop district wide assessment calendar.
8/20	8/20	Building master schedule development with implementation of weekly data meetings.
8/20	9/20	Plan for benchmark assessment administration developed and shared.
8/20	9/20	PD provided on administration of district benchmarks (DIBELS, STAR) and intervention programs.
9/1/20	9/30/20	Protocol for data conversations shared with teachers.
7/20	9/30/20	Expectations for administration of Superkids Assessments shared with administration and teachers.
9/1/20	11/30/20	Coaching support and training for administration of assessments.
10/1/20	10/30/20	Review of benchmark assessment data with administrators and teachers.
10/1/20	12/23/20	Coaches and AIS teachers will provide support to grade level teams with interpreting the data.
10/1/20	12/23/20	District and building walkthroughs during intervention instruction.
10/1/20	12/23/20	Weekly data meetings to discuss student needs and determine intervention and enrichment groups, monitor and adjust.
10/1/20	12/23/20	District level data analysis to identify trends, focus areas and action plans.
January Through June		
Start	**End**	**Action**
1/4/21	1/29/21	Administration of mid-year benchmark assessments.
1/15/21	2/29/21	Review of mid-year benchmark assessment data.
1/15/21	6/4/21	Weekly data meetings to discuss student needs and determine intervention and enrichment groups, monitor and adjust.
2/1/21	5/14/21	District Leadership Team analyzes data to identify trends, focus areas and action plans.
1/15/21	2/29/21	Coaches meet with AIS teachers to assess interventions, review student data and action plan.
1/4/21	1/15/21	Trends from walkthrough shared with administrators to determine PD needs and coaching focus areas.
2/1/21	5/28/21	District and building walk throughs during intervention instruction.
3/1/21	3/12/21	March benchmark given to all Intensive and Intervention students.
5/15/21	6/21	Administer end of year benchmark assessments.
6/21	6/21	Analysis of end of year benchmark 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
Administration of benchmark assessments and progress monitoring.	Instructional leadership team develops a calendar for virtual testing and solicits input & feedback and makes revisions.	7/20-9/1/20
Data meetings to analyze data, set goals and action plan.	Develop a schedule and protocol for this to occur virtually or in-person in small groups.	8/20-9/30/20

Priority 3

What will the District prioritize to extend success in 2020-21?	**Provide intentional and prioritized feedback to teachers to support reflection & growth.**
Why will this be prioritized?	**To ensure all teachers feel supported and successful in improving their craft.**

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?
A district team will collaborate to develop a walkthrough tool.	August or September 2020
School and district leaders will establish and share the process, expectations and look fors that will be a focus in walkthroughs.	By the end of September 2020
School and district leaders will share walkthrough data and trends with staff.	October 2020-to occur monthly
Follow up will include informal conversations and planning of professional development opportunities.	October-November 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
Teacher Survey Data: Our school leaders frequently visit our classrooms, conducting informal walkthroughs.	39.7%	50%
	End of Year 2020 (optional)	End of Year 2021
		60%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Walk through data: Average number per week/administrator	Not available	5-7
	End of Year 2020 (optional)	End of Year 2021
		7-10

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

Start	End	Action
August Through January		
Start	**End**	**Action**
8/20	8/20	Curriculum Council and administrators determine focus areas for walkthroughs and begin drafting an informal walkthrough tool (separate from APPR evaluations).
8/20	9/20	Curriculum Council finalizes district informal walkthrough tool.
9/20	9/30/20	Principals will share with faculty walkthrough focus and schedule.
10/1/20	11/15/20	District & building administrators and teacher-teams will conduct walk throughs and provide feedback to teachers via the walkthrough tool.
11/15/20	12/4/20	Administrators will share trends at a district meeting and building principals will share trends at a faculty meeting.
12/20	12/20	Curriculum Council reflects on trends (pacing, fidelity of program, focus/engagement strategies) administrators identify from walkthroughs and sets focus for second semester.
12/20	12/20	District team develops teacher survey to be completed during the January 15, Staff Development Day.
12/7/20	12/23/20	Principals will share trends from the district walkthroughs with faculty. Principals will reflect on trends with faculty and share focus for the next walkthrough cycle.
January Through June		
Start	**End**	**Action**
1/7/21	1/7/21	Principals and vice principals will provide professional development training based on the focus areas from the walkthroughs during faculty meeting. Principals will share the schedule for the second semester with faculty.
1/15/21	1/15/21	Teachers will complete survey during staff development day.
1/20/21	3/15/21	District & building administrators and teams will conduct walk throughs and provide feedback to teachers via the walkthrough tool.
3/18/21	4/22/21	Curriculum Council reflects on trends (pacing, fidelity of program, focus/engagement strategies) administrators identify from walkthroughs, discusses how the second semester is progressing and adjusts the teacher survey for an end-of-year reflection.
5/1/21	5/15/21	Principals will share trends from the district walkthroughs with faculty. Grade-level teachers develop student surveys (grades 3-12) which focus on walkthrough 'look fors'.
5/15/21	6/15/21	Students complete survey.
6/3/21	6/3/21	Teachers complete end of year reflection on feedback received from walkthroughs, the impact on teaching, learning and process.
6/17/21	6/17/21	Curriculum Council reviews staff reflections to inform summer PD and to revise the district walk through tool and process.

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
School model will impact focus areas and process for walkthroughs and feedback.	Be prepared to meet and make revisions as necessary to ensure the walkthrough process will impact teaching and learning under any model.	August 2020 and on-going

Priority 4

What will the District prioritize to extend success in 2020-21?	Implement a multi-tiered system of support, response to intervention (RTI).
Why will this be prioritized?	A multi-tiered system of support, (RTI), is necessary because currently, there is no district-wide, consistent process for identifying students with specific academic and social emotional deficits and needs and prescribing appropriate interventions.

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?
A clear, defined process that includes steps (flow chart), timeline and individualized student plans.	August 2020
A CORE RTI Team and chairperson at each school which includes staff knowledgeable in diagnosing skill deficits and prescribing interventions.	September 2020
A central location for electronic (digital) documentation.	September 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
Growth in Read 180 and System 44 Interventions	32% of students that started below basic in read 180 moved to basic 12% of students that started at basic in Read180 moved to proficient or advanced	37% of students that started below basic in read 180 moved to basic 17% of students that started at basic in Read180 moved to proficient or advanced
	End of Year 2020 (optional)	End of Year 2021
		40% of students that started below basic in read 180 moved to basic 25% of students that started at basic in Read180 moved to proficient or advanced
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Percentage of students meeting their RTI goals.	N/A	25%
	End of Year 2020 (optional)	End of Year 2021
		50%

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

	August Through January	

Start	End	Action
4/15/20	5/30/20	Assistant Superintendent for Curriculum and Instruction will create templates and forms to begin to streamline the RTI process. Forms will be shared with a team of 45 teacher-leaders and 15 administrators and feedback will be provided.
8/1/20	8/30/20	RTI forms, flowchart, and protocol for the RTI process will be finalized for district distribution.
8/1/20	8/30/20	Assistant Superintendent for C & I will meet with RTI chairs to review expectations and process. Check-ins will occur quarterly.
8/1/20	9/1/20	Each elementary school will form a core RTI team to include: principal or vice principal, administrative intern, instructional coach, psychologist, AIS teachers, social worker, and/or support staff.
8/1/20	9/1/20	100% of teachers, administrators, and support staff will be given RTI training on the district protocol for using the RTI process (RTI student data form, identification of deficits, intervention resources, appropriate progress monitoring, understanding of data, RTI flowchart, referral process) Trainings will be available for new hires, temporary personnel (LTS), and/or teachers who are not following the RTI protocol.
9/1/20	9/30/20	Students will be assessed using various (district-wide) screening and benchmark tools. This data will be recorded on the quarterly RTI sheet by the classroom teacher.
9/1/20	9/30/20	Teachers in grades K-5 will complete an RTI data form for each student after baseline assessments are given. 100% of the student population will have an RTI data form completed. 100% of teachers will complete an RTI data form for each student.
9/1/20	9/30/20	100% of student RTI information will be input into an electronic database (Schooltool RTI tab) for viewing and access. Progress monitoring and assessment information will be entered and logged regularly. RTI information will be accessible throughout the student's academic career.
9/1/20	9/30/20	After completing RTI data forms, teachers will identify students with a specific area(s) of deficits based on data analysis from baseline screenings for the purpose of appropriately diagnosing and prescribing an intervention to be done for 6 weeks.
9/1/20	12/23/20	At regularly scheduled RTI meetings for each grade level, appropriate interventions will be chosen for students who present deficits in targeted areas of learning and or/ behavior. A plan for the chosen intervention(s) with appropriate progress monitoring will be implemented for 6 weeks.
9/1/20	12/23/20	Data for each identified student will be reviewed after 6 weeks to assess student progress and effectiveness of intervention. RTI protocol will be used throughout the process to determine next steps.

Start	End	Action
9/1/20	12/23/20	Administration will monitor implementation of RTI practices and protocol via classroom observations, documentation review, and discussions.
9/1/20	12/23/20	RTI implementation progress will be reviewed and discussed during all staff meetings.
January Through June		
Start	**End**	**Action**
1/1/21	1/30/21	Students will be assessed using various (district-wide) screening and benchmark tools. This data will be recorded on the quarterly RTI data forms by the classroom teacher.
1/1/21	6/30/21	Teachers will update an RTI forms for each student after baseline assessments are given. 100% of the student population will have an RTI data forms updated. 100% of teachers will complete and update an RTI data forms for each student.
1/1/21	6/30/21	100% of student RTI information will be input into an electronic database (Schooltool RTI tab) for viewing and access. Progress monitoring and assessment information will be entered and logged regularly. RTI information will be accessible throughout the student's academic career.
1/1/21	6/30/21	After completing RTI data forms, teachers will identify students with a specific area(s) of deficits based on data analysis from baseline screenings for the purpose of appropriately diagnosing and prescribing an intervention to be done for 6 weeks.
1/1/21	6/30/21	At regularly scheduled RTI meetings for each grade level, appropriate interventions will be chosen for students who present deficits in targeted areas of learning and or/ behavior. A plan for the chosen intervention(s) with appropriate progress monitoring will be implemented for 6 weeks.
1/1/21	6/30/21	Data for each identified student will be reviewed after 6 weeks to assess student progress and effectiveness of intervention. RTI protocol will be used throughout the process to determine next steps.
1/1/21	6/30/21	Administration will monitor implementation of RTI practices and protocol via classroom observations, documentation review, and discussions.
1/1/21	6/30/21	Implementation progress will be reviewed and discussed during all grade level and staff meetings.
1/1/21	6/30/21	A system to monitor the number of RTI referrals will be developed to assess the success of the implementation of the RTI process.
3/1/21	3/30/21	Students will be assessed using various (district-wide) screening and benchmark tools. This data will be recorded on the quarterly RTI data form by the classroom teacher.

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
Addressing individual student gaps due to closure	District Wide Assessment to collect baseline data on every student Creating individual student goals, diagnosing skill deficits & prescribing appropriate interventions.	September 2020
Staffing and schedule to allow for academic intervention	Extending the ELA block and adding an uninterrupted ELT block for intervention and enrichment in the master schedule.	September 2020
Fidelity of Tier 1 Instruction	Hire 2 literacy coaches and 1 additional math coach to support implementation of Tier 1 instruction.	September 2020

Priority 5

What will the District prioritize to extend success in 2020-21?	**Engage families in academic conversations as components of support for all students.**
Why will this be prioritized?	**Survey data revealed that 74% of parents feel that the school actively engages them in conversations around students needs/progress.**

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?
Family participation and response increase (via surveys).	November/December 2020
Provide more opportunities for families to engage in conversations around academic and student growth and needs.	October 2020
Provide more opportunities for families to provide feedback.	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
Family Survey Data	73.6%	78.6%
	End of Year 2020 (optional)	End of Year 2021
		85%
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?*

Start	End	Action
		August Through January
Start	**End**	**Action**
8/20	9/20	Professional development for teaching staff in the utilization and function of Google Suites.
9/20	10/20	District-wide parent survey conducted to measure the effectiveness of parent engagement in curricular discussions at the start to the school year to use as a baseline.
7/20	8/20	Teacher survey conducted to determine communication apps used in order to determine the need for video tutorial supports.
8/20	9/20	Creation of video tutorials for parent use of Schooltool, Google Classroom, and communication apps and other approved sites used by teachers.
8/20	9/20	Professional development for teaching staff in a digital format to communicate curricular information to parents. (Open House style)
10/20	11/20	Parent-teacher conference attendance recorded. Parents will be provided the opportunity to provide feedback via survey. Send survey out via Facebook and other social media.
11/20	11/20	Virtual family forum. Topic TBD at a later date.
12/15/20	12/15/20	District posted survey results and district responses to their website.
9/20	11/20	Two fall curriculum-driven family nights at the elementary buildings.
9/20	11/20	Feedback data collected at the sponsored curricular family nights.
8/20	11/20	District-wide Community Café with parent feedback following the sessions.
9/20	12/20	Teachers use technology messaging apps or phone to make one positive family contact daily.
		January Through June
Start	**End**	**Action**
1/21	1/21	8th Grade student and parent information night.
1/21	6/21	Teachers use technology messaging apps or phone to make one positive family contact daily.
3/21	3/30	Parent-teacher conferences held.
3/21	3/21	District-wide Community Café with parent feedback following the sessions.
3/21	3/21	Virtual family forum. Topic TBD at a later date.
5/21	6/21	District-wide parent survey conducted to measure the effectiveness of parent engagement in curricular discussions to be compared to the fall survey data.
5/21	5/21	District-wide Community Café with parent feedback following the sessions.

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
Parent Conferences to discuss academics and student growth	Create a plan and schedule for virtual conferences.	September 2020
Administration of Family Surveys	Create a plan to administer surveys digitally in the event of school closure.	September 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 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. ⊠ 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@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).