



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Auburn Enlarged City School District	Jeffrey Pirozzolo

2021-22 Summary of Priorities

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

1	We prioritize social emotional support and learning for students to reach their fullest potential.
2	We prioritize data-driven instruction to match students' abilities and allow students to grow.
3	We prioritize an emphasis on engagement with groups in all areas of the district: students, staff, families, and community.
4	We prioritize implementation of multi-tiered systems of support (MTSS/RtI/AIS) across the district.
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize social emotional support and learning for students to reach their fullest potential.</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>This commitment is in alignment with Priority 4 within the Strategic Plan for the Auburn Enlarged City Schools District, which states: we will create safe, challenging and engaging classroom environments that foster citizenship and wellness for all students.</p> <p>Social emotional support and learning is an identified priority according to staff and students based off of the 2020-2021 School District Performance Scan. Stakeholder groups indicated that social clubs and activities were lacking at the elementary levels making this an area to prioritize. Due to the constant changes and disruption to teaching and learning there is a need to enhance the supportive learning environment. Social emotional health was identified as an emerging need due to the COVID 19 Pandemic. The district strongly believes that in order for students to thrive academically, students must be provided social and emotional support and learning within the context of their school day. This is explicitly identified in the AECSD’s Vision & Mission statement to “develop citizens that are capable of meeting the challenges of their future” and to “develop confident lifelong learners”.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implement a communication system to inform all stakeholders on social emotional supports and learning procedures</p>	<p>District wide review of the 2021-2022 DCIP on Opening Day in September</p> <p>Building administrators will review DCIP priorities at monthly faculty meetings</p> <p>Build in time for school counselors and/or other student service providers to attend grade level meetings to address individual student concerns</p> <p>Creating a welcoming and affirming environment at the classroom, school, and district level. SEL Playbook will be distributed and shared with staff.</p>	<p>Survey administered twice a year (October and April) where staff indicates social emotional resources and learning that is occurring in their classroom/department</p> <p>A monthly schedule for the school counselors to attend grade level meetings will be implemented and followed</p> <p>Evidence that teachers are using discussed strategies from walkthroughs, observations, and team minutes.</p>	<p>Allocation of time during building level, grade level and departmental meetings.</p> <p>Allocation of time for the school counselors.</p> <p>Staff development through CAYBOCES https://casel.org/sel-3-signature-practices/</p>
<p>Develop authentic connections with all students</p>	<p>Students will made aware of the resources that are available to them within their buildings.</p>	<p>During the first weeks of school the SEL teams in each building will push into specific classrooms to ensure that</p>	<p>Allocation of time during the first two weeks of school.</p>

Priority 1

	<p>Social emotional support teams at each building will visit classrooms/homerooms in September to introduce themselves and their services</p>	<p>students are aware of resources and opportunities.</p> <p>students will access support either on their own or through the guidance of classroom teachers.</p>	<p>Support service providers will collect data ongoing to monitor numbers of students accessing supports either 1x or on a regular basis.</p>
<p>Developing/implement an SEL Screener</p>	<p>Build an effective system for developing and building student social-emotional health.</p> <p>RTI team will be trained on administering this screener to at risk students identified</p> <p>At the district level work with administrators at AHS to assess needs, evaluate resources currently in place, and determine next steps for support for SE learning in order to meet student needs. (Ex: The Student-Centered, Dynamic, Results-Based school inventory)</p>	<p>Documentation of the process</p> <p>Data analysis of the screening tools</p> <p>Meeting minutes compiled by RTI team</p>	<p>Development of a team of stakeholders to develop a concise plan. Example: https://www.fastbridge.org/saebrs/</p> <p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/SSIP/SSIP%202/Behavior_Social_Emotional_Screeners_Comparison_Chart.pdf</p>
<p>Professional Development</p>	<p>All staff will receive training on how to implement strategies found in the “Culturally Responsive Sustaining Framework”.</p> <p>First focus will be on creating a welcoming and affirming environment. SEL Playbook will be distributed and shared with staff.</p>	<p>Evidence that teachers are using discussed strategies from walkthroughs and observations and team minutes.</p> <p>Students will share the ways they are connected to the school community</p>	<p>Allocation of Time for PD</p> <p>Staff development through CAYBOCES</p>

Priority 1

<p>Continue and Enhance PBIS (or similar) systems district-wide</p>	<p>Building Administrators will meet to communicate on common practices in regards to PBIS</p> <p>Morning Meeting at the K-6 level daily where Second Step lessons and restorative practices are implemented</p> <p>Extended homeroom once a week at the Junior High to build authentic connections with students. Consider a resource such as We are Crew to support teachers and students with the structures and content of those extended homeroom periods.</p> <p>At the high school implement during a faculty meeting an exercise in relationship mapping where teachers put a dot next to students with whom they have a connection (they know things about the students' interests, etc.). Develop plans with teachers and staff for students who have few or no connections and identify students for whom connections with adults in the building might be deepened. Resources: The Power of Being Seen Process to do the exercise virtually.</p>	<p>Talking to students - students can communicate expectations and what they are learning</p> <p>Discipline and referral data</p> <p>Walkthroughs and classroom observations</p> <p>Adults and students at the high school are able to provide examples of connections forged and sustained</p>	<p>Funding to cover PD for Second Step</p> <p>Initial training on Second Step for new teachers</p> <p>Time to meet with students</p> <p>Faculty meeting opportunities</p>
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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.

Discipline data indicates fewer repeat offenders at all grade levels K-12.

Walkthrough data shows evidence of social emotional learning opportunities and relationship-building.

85% of teachers surveyed agree or strongly agree with the statement: C32. "We have an effective system for developing and building student social-emotional health."

85% of teachers surveyed agree or strongly agree with the statement: S80. "Our school has sufficient clubs, activities and events to help students become engaged and connected to school."

80% of secondary students surveyed agree or strongly agree with the statement: S39. "I feel welcomed and part of my school."

80% of secondary students surveyed agree or strongly agree with the statement: "We have a positive classroom environment that supports learning."

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize data-driven instruction to match students' abilities and allow students to grow.</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>The district strives to meet the needs of students by embedding quality Tier 1 intervention service within the general education classroom. We recognize that in order to do so, teachers will be provided opportunities to meet with district coaches to plan and implement supports to meet individual student needs. In doing this, teachers will be able to match student learning needs to the core curriculum (tier 1) and make data informed decisions and target specific student needs. This includes lesson planning and development, professional development, as well as data teams and protocols.</p> <p>Based on school performance scans, 81.5% of all teachers utilize data to differentiate instruction and 79.3% use specific data protocols in team/department meetings. Our district needs to support the consistent use of data by individual teachers, grade level and department teams to both analyze data and then use the analysis for planning instruction and determining next steps that support individual student learning and success.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Analyzing Benchmark Assessment data</p>	<p>Identify the benchmark (STAR, Eureka math tests) or other assessments (unit tests, midterms, final projects, writing assignments, authentic assessments as well as common and benchmark assessments) that are used in each content area and grade level.</p> <p>Create and communicate an assessment calendar.</p> <p>Identify protocols for analyzing assessment data.</p>	<p>The protocols are being utilized and implemented universally district wide.</p> <p>Assessments are administered consistently at the identified grade levels and content areas.</p> <p>Teachers are able to share how the data from these assessments has informed their instructional decisions and/or differentiated plans.</p>	<p>At least three times a year based on the assessment calendar.</p>
<p>Analyze Progress Monitoring Data</p>	<p>Identify the standards/content and skills being measured by the assessment.</p> <p>Communicate expectations and support for teachers to gather, analyze, and use data to inform their teaching and monitor student learning.</p>	<p>All teachers and service providers are looking at data to inform instruction/intervention. Asking ourselves the question, “has there been growth?” If yes, why if no, why not? What do we need to continue to do? What do we need to do differently?</p>	<p>Weekly Data and RTI Meetings</p>

Priority 2

	Analyze student performance on those identified standards/content/skills and monitor overtime for progress and interventions that are effective.		
Targeted PD on the role of assessment and data-informed planning, (benchmark data, data protocols, and progress monitoring)	<p>Refresher on the purpose of assessment, checks for understanding, and how the information is used to diagnose and make teaching decisions.</p> <p>PD on checks for understanding across the grade levels and disciplines.</p> <p>Looking at how to analyze data to inform lesson planning/ small group instruction. Data analysis should include looking at all groups of students for disparities in opportunity and subsequent performance (Race, Economic Disadvantage, gender, ELL, SWD, etc.)</p>	The feedback will be informative. Teachers will see gains made over time regarding student perceptions on “Feedback and Growth” and “Meaningful Work”	
<p>Meetings for monitoring student progress academically and behaviorally</p> <p>Weekly Meetings for RtI meetings at K-6</p> <p>2x/week at JHS department meetings</p>	<p>A schedule of meetings should be published in each building.</p> <p>Expectations for agenda focus of meetings and meeting minute template provided. Process of sharing minutes with building and district leaders through Google Drive or other mechanism communicated.</p>	<p>Discussions during faculty meetings in regards to the meeting minutes. Which will highlight the specific interventions.</p> <p>Common assessments where possible are administered & results analyzed.</p> <p>Using data protocols, reviewing student work, discussing student progress, and</p>	Allocation of time during building level, grade level and departmental meetings.

Priority 2

<p>Department meeting analysis of data at the HS 1x/quarter</p>	<p>Meeting minutes should be provided to building leaders in the form of a folder in Google Drive</p>	<p>applying learning from PD should be evidenced in the identified meetings.</p>	
<p>Develop and implement a protocol for K- 12 teachers to analyze data to inform instructional planning and intervention</p>	<p>District instructional and graduation coaches at the high school will provide teachers with training on implementing data protocols and attend K-12 grade level meetings to assist in data driven approaches and decisions</p> <p>Principals will meet with district coaches to assist in the development of data protocols and implementation</p> <p>Communication of expectations for the protocol and its use will occur through building leadership and the coaches.</p>	<p>Grade-level teams will be utilizing the protocol to identify student needs and inform instructional decisions.</p> <p>Building leaders will participate in data meetings to support the implementation of data protocols.</p>	
<p>PD for instructional coaches and Graduation coaches</p>	<p>Regular meetings with the coaches, district leadership (ASI, etc), and building principals will occur to ensure common understanding of the role of the coaches and the initiatives they are working on. These meetings can be problem-solving as well as working meetings to plan support for specific groups of teachers and buildings.</p> <p>PD provided to coaches in areas of building need connected to DCIP/SCEP initiatives This PD will</p>	<p>Schedule of meetings published.</p> <p>Agendas and minutes of these meetings will demonstrate intention, purpose and focus.</p> <p>Coaches will work deliberating with teachers to meet student needs.</p>	

Priority 2

	support the coaches to better support teachers and students.		
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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 strive to use a district wide data protocol system to drive data driven instruction . We will measure evidence of data protocols used to review student performance (work and data) through data meeting minutes and analyzing student performance data.

85% of teachers surveyed will agree or strongly agree with the statement: “Teachers actively use data to differentiate instruction.”

85% of teachers surveyed will agree or strongly agree with the statement: “We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.

65% of secondary students surveyed will agree or strongly agree with the statement: “My teachers present information in a way I understand.”

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize an emphasis on engagement with groups in all areas of the district: students, staff, families, and 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>As stated in the district’s strategic plan, the Auburn Enlarged City School District strives to create safe, challenging, and engaging classroom environments that foster citizenship and wellness for all students. In addition, the district will continue its efforts to engage families and the community as components of our system of support for all students.</p> <p>Based on data collected during student voice surveys at the elementary level, more than 45% of students felt that there was not enough group time/group work taking place in the classroom. There is a need to continue the work of developing high-quality, rigorous curriculum, and designing opportunities for student choice/ownership of learning.</p> <p>In addition, as evidenced by student interviews and the school performance scan, many students and staff voiced concern over the lack of co-curricular activities and clubs. Based on this data and student feedback, teachers will continue to explore ways to improve differing perspectives, and increase access to clubs and extra- co-curricular activities.</p> <p>We are committed to continue to support student risk-taking and belonging by fostering a sense of community in the classroom and school building.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Hold high expectations and implement rigorous instruction for all students.</p>	<ul style="list-style-type: none"> ● Implement Tier 1 instruction with fidelity ● Create a list of “non-negotiables” which are communicated out and monitored on a regular basis (Non-negotiables include what do we agree should be in every lesson and/or what is the specific instructional sequence for teaching skills in for example, reading.) ● Teachers and administrators communicate learning targets ● Implementation of explicit direct instruction (EDI) in classrooms ● Consider PD around specific strategies to increase student engagement in the classroom (emotional, cognitive, behavioral) 	<ul style="list-style-type: none"> ● Students will be able to articulate what they are learning when asked ● EDI is being implemented in classrooms ● Evidence of students having opportunities to engage in collaborative work ● Completed Walk Through tool which includes EDI elements ● Walkthrough data shared with teachers individually and aggregately for monitoring of growth across the building and district. 	<ul style="list-style-type: none"> ● Ongoing PD for core content ● RTI discussions ● PD for EDI in the classroom for teachers and administrators ● Walk Through schedule with tool to document EDI ● PD around 3 types of student engagement

Priority 3

	<ul style="list-style-type: none"> ● Walkthrough tool with specific look fors is shared with teachers and its uses/purposes explained. 		
<p>Build trusting relationships and safe spaces so students are comfortable taking risks in learning.</p>	<ul style="list-style-type: none"> ● Implement common practices and group norms to increase meaningful collaboration (in adult forums as well as the classroom community) ● Provide opportunities to learn more about student personal interests ● Provide increased student choice 	<ul style="list-style-type: none"> ● Evidence of the common practices and group norms developed at the district, building and classroom levels ● Posters/Boards posted in classrooms and buildings with agreed upon norms and practice ● Evidence that strategies which provide connections with students beyond the curriculum are being used by all staff ● Evidence that students have had opportunities to make choices in their learning ● Pre and Post survey results indicating that students feel welcome and connected to their teacher/school 	<ul style="list-style-type: none"> ● Discussions at grade and building level to define what meaningful collaboration looks like and sounds like ● Materials for classrooms to make posters/boards ● List of resources/ways to build connections with every student ● Ongoing discussions at grade, department, and building levels about the importance of relationship building ● Survey, time to administer and

Priority 3

			opportunities to analyze results
Increase access to clubs/activities after school for all students	<ul style="list-style-type: none"> ● Include student voice in creating new clubs/activities ● Develop short-term, interest-based activities, especially at the elementary level ● Market clubs at secondary that address various niche interests (i.e., Odyssey of the Mind/Model UN/Robotics club) 	<ul style="list-style-type: none"> ● Presence of additional clubs and activities based on student interest ● Student completed interest surveys 	<ul style="list-style-type: none"> ● Funds to support additional clubs and advisors ● Time to administer a student interest survey
Increase communication regarding student learning with parents/community	<ul style="list-style-type: none"> ● Create a schedule to include clubs/classroom activities into monthly school/district newsletters ● Increase positive communication/student success with families ● Create opportunities for community members/groups to engage with students/school 	<ul style="list-style-type: none"> ● Documentation that schedules and processes have been created and communicated to staff ● Newsletters include clubs and classroom activities from each building ● Teachers/administrators complete a positive communication log (ongoing) 	<ul style="list-style-type: none"> ● Team and building meetings to communicate schedules and processes ● Templates for communication logs ● Discussions of types of positive communication and what is already being done

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.

70% of students at the secondary level surveyed will agree or strongly agree with the statement: “My teachers provide time for students to discuss topics and learn from each other.”

70% of students at the elementary level surveyed will agree or strongly agree with the statement: “We work with partners, or in groups in my class.”

Walkthrough tool is adjusted to include focused look fors. Data collected demonstrate growth in teacher practice in the areas addressed in PD.

Review of attendance data shows improved attendance, fewer skipped classes (at secondary) and a decrease in behavior referrals.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2021-22?	We prioritize implementation of multi-tiered systems of support (MTSS/RtI/AIS) across the district.
<p style="text-align: center;">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>A multi-tiered system of support, (RTI), is necessary because the current district-wide process is not consistently communicated or implemented for identifying students with specific academic and social emotional deficits and needs as well as prescribing appropriate interventions.</p> <p>The district strives to provide interventions that allow all students to show growth and be successful. In order to do so, teachers need to be able to implement interventions and supports that are matched to individual student academic and social emotional needs.</p> <p>During discussions with the DCIP planning committee, it became apparent that our district needs to continue to implement an RtI/MTSS because the of following challenges from the 2020- 2021 school year:</p> <ul style="list-style-type: none"> ● Existing Documentation was inefficient and needs revision in order to be effective-currently not as user-friendly. ● Inconsistent implementation of RtI process across buildings. ● Need for knowledge and understanding of RtI and MTSS, unable to roll out process/flow chart.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Priority 4

<p>Consistent implementation of RTI/MTSS processes/expectations to promote success for all students</p>	<p>RtI Facilitators and coaches work with district and school leaders to communicate the process/expectations of identifying, intervening, and measuring success. (ongoing)</p> <p>RtI Facilitators and coaches will create a video that illustrates the steps in the RtI/MTSS process that will be available to all staff. (Sept.)</p> <p>Check ins will be conducted with teachers taking students through the RtI/MTSS process.</p> <p>Data will be reviewed and analyzed at data meetings to determine instructional/ social emotional implications. Look at the progress of different groups such as race, gender, ethnicity, and socio-economic status.</p> <p>Create roles/responsibilities sheet</p> <p>Schedule of meetings and coverage in each building (if needed) will be published (Sept.). Deadlines for submission of referral paperwork, etc. in advance of meeting dates will be included.</p>	<p>Teachers will implement the learned process and students will receive proper interventions and supports.</p> <p>video will available on district website (yet to be determined)</p> <p>During discussions at data meetings</p> <p>Discussions during data meetings. Data tracking in Schoolzilla.</p> <p>Agendas will be shared with all. Meeting minutes distributed to adults who work most closely with individual students discussed at the meeting.</p>	<p>Time for coaches to create video and RTI framework documents.</p> <p>Allocation of time for of all stakeholders to be present at building level meetings with regards to RTI/MTSS</p>
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Priority 4

<p>Consistent communication of RTI/MTSS processes</p>	<p>Staff will be provided with information at building level meetings. (ongoing)</p> <p>RtI Facilitators and coaches will create a video that illustrates the steps in the RtI/MTSS process that will be available to all staff. (Sept.)</p> <p>Establish a district-wide Google folder of RtI/MTSS resources</p> <p>Revisit district expectations for RtI/MTSS facilitators with all facilitators</p>	<p>Staff attendance will be noted at building level meetings</p> <p>Staff will access video as needed and use information to implement RTI process</p> <p>Administrator and RTI facilitator will determine scheduling</p> <p>RTI folder will be available in district document folder</p> <p>Director of Math/ELA will meet and share expectations with RTI facilitators</p>	<p>Allocation of time</p>
<p>Quarterly meeting of RTI facilitator and coaches</p>	<p>RtI facilitators and coaches will meet at least quarterly with district leadership to review roles/responsibilities, problem-solve, and review student data.</p> <p>PD will be provided to facilitators and coaches based upon building-level needs that are evident in the data.</p>	<p>Meeting agendas and minutes</p> <p>Facilitators and coaches will utilize their learning from PD with the teachers and administrators in the buildings.</p>	
<p>RTI communication to parents</p>	<p>General letter explaining process</p> <p>Newsletter articles about the purpose of MTSS/RtI</p> <p>A description and flowchart available on the district website</p>	<p>Feedback from parents with regards to understanding of the RTI process</p>	<p>Designated people to draft these communications for review by leaders, facilitators, coaches, etc.</p> <p>Person to manage website and/or public information</p>

Priority 4

			person to draft description with leaders and flowchart to post to website.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

All students involved in the RTI/MTSS process will show growth in the district academic benchmarks/district expectations.

Documentation of a clear defined process that includes steps, timeline and individual student plans so all teachers will effectively implement the RTI/MTSS process with support from the RTI facilitator/coaches/student support team.

Documentation and data from each building show that the system is impacting students in each building through a consistent process.

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>
Sarah Cupelli	Assistant Superintendent Instruction	District
Sarah Dautrich	Teacher	Auburn High School
Shannon Dunbar	Director of Data Coordination & Analysis	District
Laura Evans	Principal	Owasco
Kelly Garback	Principal	Casey Park
Anne Herrling	Instructional Coach	Herman
Justin Herrling	Teacher/ATA Union President	Auburn High School
Michelle Kolceski	Director of UPK & ENL	District
Stefan Kowalski	Instructional Coach	Genesee

Our Team's Process

MaryBeth Leeson	Parent	
Mel Maher	Instructional Coach	Auburn Junior High
Kerri Musso	Administrative Intern	Herman & Owasco
Erin Northrup	Instructional Coach	Seward
Melissa O'Donnell	Director of ELA, Math, Personalized Learning	District
Dave Oliver	Principal	Auburn Junior High
Meg Parry	Instructional Coach	Casey Park
Missy Picciano	Instructional Coach	Owasco
Mary Claire Pineau	Instruction Coach/Administration Intern	Genesee
Kathy Rhodes	Community Member	District
Babette Valentine	Executive Director of Special Education	District

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
7/14/2021	Board Room-Administration Building
7/26/2021	Board Room-Administration Building
7/27/21	Remote Day for review and feedback

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 surveyed using the School Performance Scan and participated in the development of the DCIP attending the meetings of the DCIP team.
Parents with children from each identified subgroup	Parents were surveyed using the Family Engagement Survey and participated in the development of the DCIP attending the meetings of the DCIP team.
Secondary Schools: Students from each identified subgroup	Students were surveyed using the Student Voice survey at the Junior High and High School. Students were also interviewed in focus groups at the Junior High School.

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).