



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Auburn Enlarged City School District	Mr. Jeff Pirozzolo

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We prioritize the social emotional well-being of students, staff, and families by providing support and opportunities to learn and develop lifelong skills.
2	We prioritize data-driven decision making to inform instruction and address students' academic potential.
3	We prioritize the development and implementation of strategies that increase the active engagement of all district stakeholders: students, staff, families, and community.
4	We prioritize a written, structured MTSS process that is consistently communicated and implemented across the district with common expectations and accountability.
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PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We prioritize the social emotional well-being of students, staff, and families by providing support and opportunities to learn and develop lifelong skills.</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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Only 31.1% of junior high/high school students agree or strongly agree that “our schools deal effectively with bullying”.</p> <p>Only 67.1% of families agree or strongly agree that “school staff work to support student social emotional well-being”.</p> <p>Only 64.7% of families agree or strongly agree that “our school provides a safe environment for staff and students”.</p> <p>District-wide attendance data reveals that the attendance rate of economically disadvantaged students’ (87.1%) is 6% lower than their non-economically disadvantaged peers (93.1%).</p> <p>District-wide daily attendance rate is 89.3%.</p> <p>This aligns with the district strategic plan: “Create safe, challenging and engaging classroom environments that foster citizenship and wellness for all students.”</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</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>Assistant Superintendent of Instruction & Instruction will review the 2023-2024 DCIP on Opening Day in August.</p> <p>Building administrators will review DCIP priorities at mid-year faculty meetings (January).</p> <p>SEL resources will be shared with students and families during Family Engagement Nights throughout the school year.</p>	<p>Staff:</p> <ul style="list-style-type: none"> -Assistant Superintendent of Curriculum & Instruction -Assistant Superintendent of Personnel -Building Administrators - Public Information Specialist <p>Time:</p> <p>Allocation of time during opening day district-wide meeting and building level, grade level,</p>

Priority 1

	<p>Assistant Superintendent of Personnel will remind staff that they have access to EAP services and how to utilize their services.</p> <p>Continue to share Kelly’s Choice trainings about establishing and maintaining a healthy lifestyle.</p> <p>Continue to support staff with wellness opportunities (ex: discounted memberships at local agencies, vendors available on PD days, etc.).</p> <p>All five elementary schools will continue to provide tier 1 bullying education and prevention through second step and SAVAR education classes. Social workers and two APD SRO’s reviewed and developed tier 2 bullying resources and prevention.</p> <p>Public Information Specialist will share SEL activities that take place throughout the district, information about bullying and peer conflict.</p> <p>Roles & Responsibilities Document of student support staff (school counselors, school psychologist, and social workers) will be shared with staff at the August faculty meeting and to families throughout the year. It is also shared on the district’s website.</p>	<p>departmental, and faculty meetings.</p> <p>Allocation of time for student service staff.</p> <p>Materials: SEL resources for families</p> <p>Social Media</p>
Professional Development	<p>TCIS prioritized lessons will be reviewed at all elementary faculty meetings.</p> <p>Recruit TCIS trainers from the secondary level.</p> <p>Summer professional development opportunities: Expanding partnership with Peaceful Schools Community Circles: Understanding Behavior Pathway</p>	<p>Staff: Access to Professional Development opportunities</p> <p>District & Building Administrators</p> <p>TCIS trainers</p> <p>Time: Allocation of time for professional development</p> <p>Materials: Lessons & resources</p>
Continue and Enhance PBIS (or similar) systems district-wide	PBIS Coaches will review the meaning of PBIS and its purpose in each building during a faculty meeting	<p>Staff: -PBIS coaches and committees -Teachers -Support Staff</p>

Priority 1

	<p>Elementary: Committees will partake in monthly meetings with data-driven activities that enhance the system embedded within each school</p> <p>Continue with Check-In Check-Out to establish & strengthen relationships with students that struggle with attendance and behavior.</p> <p>Junior High: Committee will partake in monthly meetings with data-driven activities that enhance the system embedded within each school</p> <p>High School: 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 (based on the results of the relationship mapping activity from the 22-23 school year).</p> <p>Survey students to determine which staff they perceive to have a connection with</p> <p>Use both surveys to compare and develop action plans to deepen staff and student relationships</p>	<p>Time: Scheduled monthly meeting times</p> <p>Opportunity to meet with students</p> <p>Faculty Meeting</p> <p>Materials: PBIS Information</p> <p>Check-In/ Check-Out</p> <p>Staff: High school teachers and student services team</p> <p>Time: Fall 2023</p> <p>Faculty meeting (staff)</p> <p>During Social Studies class (students)</p> <p>Materials: Survey with student list Survey with staff list Relationship map results from 2022-23</p>
<p>Implement Panorama (SEL database)</p>	<p>Support staff will be trained with SEL screening and the Panorama database.</p> <p>Information from Panorama will be discussed during meetings with support staff.</p> <p>SEL Screener of students by elementary teachers</p> <p>Train staff that will administer the screener.</p> <p>District and building administrators will communicate to all stakeholders about the implementation of the screener.</p>	<p>Staff: -Student Services Staff -District & Building Administrators</p> <p>Time: Allocation of time to be trained in new database</p> <p>Allocation of time for student support staff to establish process and procedures</p> <p>Materials: Access to Panorama resources</p>

Priority 1

	<p>Including tiered intervention or supports for SEL in the Panorama platform that includes referrals to outside agencies.</p>	
<p>Continue to develop and/or implement SEL curriculum</p>	<p>Elementary: Second Step will continue to be implemented to support SEL for students. School counselors will collaborate with classroom teachers to implement more lessons throughout the year.</p> <p>Continue having SAVAR lessons throughout the schools.</p> <p>Junior High: Facilitate Character Strong program and strategies from Peaceful Schools during extended homeroom to build relationships between teachers and students.</p> <p>Implement Peaceful Schools “Community Schools” during extended homeroom.</p> <p>High School: Student Services Team Leader will oversee the development of a team that will lead the research of Secondary SEL curriculum, the possibility of site visits to model schools and investigate the potential for outside supports that can be implemented at the high school.</p> <p>District and building administrators will communicate to all stakeholders about the implementation of the curriculum.</p>	<p>Staff: -School Counselors -Classroom Teachers -District & Building Administrators</p> <p>Time: Allocation of time for committee meetings</p> <p>Extended homeroom time</p> <p>Allocation of time for Professional Development</p> <p>Materials: Second Step Lessons</p> <p>Squabbles</p> <p>Kelly’s Choice emails</p>
<p>Continue to develop and/or implement attendance initiatives</p>	<p>Elementary: Check-in Check-out system with chronically absent students. Tier 1 daily attendance tracker for all students grades 3-6 to track their own attendance Principal hearings to work with families to determine cause of chronic absenteeism and supports to improve student attendance</p> <p>Secondary: Calls home, parent and At-Risk meetings Principal hearings Graduation coaches monitoring specific student attendance</p>	<p>Staff: -Building Administrators -Support Staff -Teachers</p> <p>Time: Allocated time for attendance meetings/ principal hearings</p> <p>Materials: Attendance Trackers for Elementary students</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

40% of junior high/high school students agree or strongly agree that “our schools deal effectively with bullying” (previously 31.1%).

70% of families agree or strongly agree that “school staff work to support student social emotional well-being” (previously 67.1%).

70% of families agree or strongly agree that “our school provides a safe environment for staff and students” (previously 64.7%).

District-wide daily attendance rate will be at or above 91%.

The discrepancy between attendance rates of economically disadvantaged students and their non-economically disadvantaged peers will decrease to 4%.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
District-wide daily attendance rate doesn't drop below 91%.	Quarterly: November 2023 January 2024 April 2024 June 2024	
High school support services team meeting minutes about SEL curriculum development and SEL screener implementation	Quarterly: November 2023 January 2024 April 2024 June 2024	
Elementary school counselor Second Step schedule	October 2, 2023	
Analysis of Second Step Online to ensure teachers/counselors are accessing curriculum by measuring the usage of logins by instructional staff and gathering information	Quarterly: November 2023 January 2024 April 2024 June 2024	

Priority 1

from teachers via triennial surveys in October, January & April		
Tri-annual DCIP meetings to assess the progress of priority 1	Tri-annually: November 2023 February 2024 May 2024	
All support staff will be trained in Panorama appropriate to their level of use	October 2, 2023	
Administrative walkthroughs during AJHS extended homeroom to ensure Character Strong and Community Circles are taking place and gathering information from teachers via triennial surveys in October, January and April	Quarterly: November 2023 January 2024 April 2024 June 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	We prioritize data-driven decision making to inform instruction and address students' academic potential.
<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"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district strives to implement a high-quality, rigorous curriculum and instructional practices for all students, which includes the practice of data analysis to make data informed decisions and target specific student needs.</p> <p>A review of the 2022-2023 priority revealed there was consistent administration of benchmark assessments, however, we need to continue to foster capacity building as well as the use of data to inform instruction. We need to continue to pursue this priority to increase overall student achievement.</p> <p>According to the 2023 DIBELS Spring benchmark data:</p> <ul style="list-style-type: none"> • 46.4% of Grades K-6 students were tested as in need of Strategic or Intensive Support. • 78.1% Students with Disabilities (SWD) were tested as in need of Strategic or Intensive Support • 55.4% of Students who are Economically Disadvantaged were tested as in need of Strategic or Intensive Support • 54.0% of students of ethnicity/race were tested in need of Strategic or Intensive Support. <p>According to Spring 2023 STAR Math data for Grades 1-10:</p> <ul style="list-style-type: none"> • 61.8% of students were tested at either Level 1 or 2. <p>According to Spring 2023 STAR Reading for Grades 7-10:</p> <ul style="list-style-type: none"> • 57.9% of students were tested at either Level 1 or 2. <p>The 2022-2023 data reveals the need for strengthening Tier I instruction to address the needs of all students.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes,

Priority 2

		Individuals) are necessary to support these strategies?
<p>Continue administration of benchmark assessments and data-review process with fidelity</p>	<p>Follow district process which includes dedicated timeblocks for the data analysis process. Assessment calendar will be shared to all staff.</p> <p>Assessments are administered consistently at the identified grade levels and content areas, and regular data-review meetings are held district-wide.</p> <p>Data reports reflect full participation of the identified assessments and data meetings.</p>	<p>Staff: Administration in collaboration with teachers to administer assessments</p> <p>Time: Time for staff to administer assessments.</p> <p>Materials: Assessment Calendar</p> <p>At least three times a year based on the assessment calendar.</p>
<p>Implement Consistent Data Analysis Protocol Across all Departments</p>	<p>Data Wise protocol consistently communicated to all stakeholders and followed with fidelity.</p> <p>Create a data analysis and evidence of impact template/chart to include: *checkpoint date *data *group *targeted skill *intervention *progress monitoring tool *follow up date</p> <p>To improve the effectiveness of data analysis at department or grade level meetings, administration should present clear expectations during faculty meetings at the building level. The use of the template/chart will support documentation and evidence of impact.</p> <p>Elementary teachers meet 40 minutes/week Secondary teachers meet 60 minutes/month</p> <ul style="list-style-type: none"> ● Share specific dates for common assessment review for grades 7-12 (November, February, May) 	<p>Staff: Administration in collaboration with teachers</p> <p>Time: Meetings (i.e. Faculty Meeting and Department Meetings)</p> <p>Time for Panorama Training</p> <p>Materials: Template/Chart for Data Analysis/Evidence for Grade Levels K-6, 7-12</p> <p>Common assessments across secondary departments and subject areas to be administered 3 times a year.</p> <p>Time and staff for Panorama Training</p>

Priority 2

	<p>Identify the expectations and what the end results should look like.</p> <p>Review common assessment data to make instructional decisions and to share effective practices with colleagues.</p> <p>Longterm: Investigate the opportunity to add instructional coaches to the high school for data compilation and data review.</p>	
Teacher Training	<p>Micro-session pertaining to differentiation strategies presented at faculty meetings, department meetings and grade level team meetings and secondary grade level department meetings</p> <p>At regularly scheduled data and department meetings, instructional coaches and directors will provide embedded professional learning to support teachers’ application of strategies to best meet student needs</p> <p>Training sessions focus on the implementation of Panorama as a data tool.</p>	<p>Staff: Administration with collaboration with teaching staff and department facilitators</p> <p>Time: Time for Panorama Training</p> <p>Materials: Resources</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Increase in the percentage of core and above core students in the development of early literacy skills as evidenced by a 3% increase for students in grades K-6 based on their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool from the Spring 2023 to Spring 2024.

Increase in the percentage of core and above core students in the development of early literacy skills as evidenced by a 3% increase for students in vulnerable subgroups (SWDs, Economically Disadvantaged, and Race/Ethnicity) based on their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool from the Spring 2023 to Spring 2024.

85% of staff members surveyed agree or strongly agree that “we use specific data protocols in grade level/content area team meetings to support our work in reviewing student work” (C30). (79.8% in 2023)

Priority 2

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)
DIBELS: 56.6% of all students at or above core	Winter 2024: 55% Spring 2024: 56.6%	
DIBELS: 24.9% of SWDs at or above core, 47.6% of economically disadvantaged students at or above core, and 49% of minority students at or above core	Winter 2024 SWD: 23.4% ED: 46% Minority students: 47.5% Spring 2024 SWD: 24.9% ED: 47.6% Minority students: 49%	
Completion of data wise protocol templates/charts	Fall 2023-November 1st Winter 2024-February 7th Spring 2024-May 8th	
Tri-annual Google Form Data Check in for staff <ul style="list-style-type: none">- Q1: Are you using data to inform instruction? Yes or No - please give an example- Q2: I understand the data protocol being implemented in my building/department/grade. Yes or No	Fall 2023-End of October Winter 2023-Early January Spring 2024-Early April	
Gather baseline data on the implementation of differentiated instructional practices where teachers will identify differentiated practices they have implemented based on student data and what areas they would like more professional development and/or support in	Winter 2024-January 2024 Spring 2024- April 2024	

Priority 2

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PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We prioritize the development and implementation of strategies that increase the active engagement of all district stakeholders: 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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</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><u>Students:</u></p> <p>Based on data collected during the students voice surveys during the 2022-2023 school year the following benchmarks will be a focused on:</p> <p>31.1% of secondary students stated that their school dealt effectively with bullying.</p> <p>38.5% of secondary students stated that they use student-learning targets/goals in their classes.</p> <p>50.5% of secondary students stated they felt safe in school.</p> <p>52.4% of secondary students stated that they feel welcomed and part of their school</p> <p>55% of secondary students stated that their teachers provide information to their family.</p> <p>66.9% of elementary students stated that their teachers made learning fun.</p> <p>68.6% of elementary students stated that they talk with their family about what they are doing in school.</p> <p>66.6% of secondary students stated that they talk with their family about how they are doing in school.</p> <p>60.2% of elementary students stated that their family helps at home with school work.</p> <p><u>Staff:</u></p>

Priority 3

	<p>Based on data collected during the staff school performance survey conducted during the 2022-2023 school year the following benchmarks will be focused on:</p> <p>48.8% of staff members responded that the district provided enrichment opportunities through the arts.</p> <p>63.2% of staff members responded that their school has created structures which allow students to reflect on their learning and keep track of their own progress.</p> <p>68.6% of staff members responded that their school leaders ensure that they have relevant, targeted professional development.</p> <p>70.3% of staff members responded that they actively engage families in conversations around students' needs and progress.</p> <p><u>Families and Community:</u></p> <p>Based on data collected during the family engagement survey conducted during the 2022-2023 school year the following benchmarks will be focused on:</p> <p>40.5% of families stated that their child(ren) spoke about their learning targets/goals that were given to them by their teachers.</p> <p>48.8% of families stated that they feel connected to their school.</p> <p>54.6% of families stated that their school engaged their family in conversations around student needs/progress.</p> <p>57.4% of families stated that their school had well planned events for families and children.</p> <p>58.9% of families stated that they discuss what their child(ren) is learning with teachers.</p> <p>64.7% of families stated that they feel their school provides a safe environment for their students.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Priority 3

<p>(FAMILIES AND COMMUNITY) Family Engagement Nights scheduled at each building</p>	<p>All five elementary buildings: Family Engagement Nights (with a chosen theme)</p> <p>College and Career Readiness at AHS Health Fair at AHS Freshman Orientation at AHS</p> <p>Award ceremonies at AJHS & AHS Scholarship Award Ceremonies at AHS</p> <p>7th Grade Orientation at AJHS Open House Parent-teacher Conferences</p>	<ul style="list-style-type: none"> ● Stipends for teachers ● Funding: Food is provided (by the PTO's or building budgets) Title I family engagement funding ● Identified spaces within each building. I.e. auditorium, innovation labs, classrooms, cafeteria, etc. ● School counselors, community organizations, tech mentors, director of instructional technology, librarians, administration
<p>(FAMILIES AND COMMUNITY) Modes of communication to families and students</p>	<p>Use of social media on Facebook and Twitter platforms</p> <p>Publishing Maroon Monthly and sharing the link via ParentSquare</p> <p>Using ParentSquare to maintain communication with families</p>	<ul style="list-style-type: none"> ● Parent Square ● District Website ● Twitter ● Instagram ● Facebook ● Newsletters ● Maroon Monthly ● Robo calls
<p>(STUDENTS AND COMMUNITY) Engagement with the music and athletic programs</p>	<p>Recruitment for orchestra and band ensembles from elementary schools (grades 4-6) and AJHS</p> <p>Advertising and supporting the local summer instrument lesson program</p> <p>Recruitment for modified, junior varsity and varsity level athletics each season</p>	<ul style="list-style-type: none"> ● Grants ● Volunteers ● Fund Raising
<p>(FAMILIES AND COMMUNITY) AECSD's Community Leaders Group (A group of individuals from school administration, various city and county municipal representatives, non-profit agency representatives and small business owners)</p>	<p>Meet at least twice during the school year</p> <p>Plan a community-wide event Ad</p>	<ul style="list-style-type: none"> ● Tubman's Board Room ● Director of DEI and Instruction
<p>(FAMILIES) Two parent/guardian learning sessions will be started for the 23-24 school year in an effort to educate caregivers so that</p>	<p>Facilitate two learning sessions for families during the 23-24 school year</p>	<ul style="list-style-type: none"> ● Teacher stipends ● Board Room at Tubman or a school' auditorium or cafeteria

Priority 3

<p>they can confidently support their children. Topics will be determined based on caregiver feedback via survey through ParentSquare</p>		
<p>(STUDENTS) Student Clubs at AJHS and AHS and at elementary AHS will offer at least 50 clubs and AJHS will offer at least 12 student clubs for the 23-24 school year.</p>	<p>Clubs will meet at least once a month Continue to increase club opportunities at elementary and participation Various clubs will go on field trips to participate in club-related activities</p>	<ul style="list-style-type: none"> ● Teacher stipends ● School budgets ● Club funds
<p>(STUDENTS) Attendance</p>	<p>Attendance initiatives in each building Graduation coaches monitoring specific student attendance Frequent attendance meetings between principals, counselors, and attendance coaches to address chronic absenteeism Use of Panorama platform to track student attendance</p>	<ul style="list-style-type: none"> ● Schooltool (attendance reports) ● Panorama (attendance reports and customized student groups)
<p>(STAFF) Professional learning To include: The Culturally Responsive-Sustaining Framework Poverty Simulation for staff to develop empathy of families that are economically disadvantaged Faculty Meetings Staff Development Days (October & March) Staff Luncheons Teacher Appreciation Week</p>	<p>The district will offer various professional learning sessions to meet the needs of staff members throughout the 23-24 school year. Teachers will attend a student engagement professional learning workshop series and/or other professional opportunities that focus on instructional strategies that promote student engagement. Staff will be invited to participate in a poverty simulation learning opportunity (March 2024)</p>	<ul style="list-style-type: none"> ● Tubman meeting rooms ● Staff surveys ● Teacher Stipends ● NYSED’s Culturally Responsive-Sustaining Framework document ● Curriculum and Instruction Department ● Title Grants ● School budgets ● PTO’s ● Frontline reports ● Emails ● School-wide weekly emails/bulletin ● Poverty Simulation Kit

Priority 3

<p>(FAMILIES AND COMMUNITY)</p> <p>District Parent Council (DPC)</p>	<p>The DPC will meet monthly to discuss various topics decided upon by DPC Leadership with input from PTO's, building leadership, and district administration.</p> <p>Building administrators will identify active parents in their buildings from PTO's or through interactions and invite them to become members of the DPC.</p> <p>A section will be added to the AECSD Website featuring the DPC to include: meeting schedules, meeting topics, by-laws, mission statement, and officer contact information.</p>	<ul style="list-style-type: none"> ● Tubman meeting rooms ● Building Principals ● Superintendent ● Assistant Superintendent of Curriculum and Instruction ● Staff members to present on topics ● Website Designer/ Administrator

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Student

Students in the following subgroups in AECSD will achieve an attendance rate of at least 88% by June 2024.

Economically disadvantaged (87.1% in 2023)

Students with Disability (85.8% in 2023)

Black or African American (86.5% in 2023)

Staff

72% of staff will feel engaged in their work by participating in two different staff development days during the 23-24 school year, which will be assessed by an exit survey provided to staff at the conclusion of each staff development day. (OR do we assess staff during the professional learning sessions they complete versus this goal above?)

Teachers will attend a student engagement professional learning workshop series and/or other professional opportunities that focus on instructional strategies that promote student engagement.

Families

Priority 3

50% of families surveyed will agree or strongly agree with the statement: “As a parent/family member, I feel connected to our school.”

60% of families surveyed will agree or strongly agree with the statement: “We have well-planned events for families and children.”

Using 2022-23 family engagement survey data, we will show an increase in family engagement survey participation, which will be at least 800 respondents.

The District Parent Council will include membership of a minimum of 2 parents from each building within the district and average meeting attendance will increase by 20% (15 attendees / meeting)

Community

The AECSD’s Community Leaders group will meet at least twice during the 23-24 school year to plan and implement a community-wide event. (Assessed by meeting agendas, sign-in sheets, and event flier)

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)
Evidence of parent/guardian participation in Family Engagement nights was collected from all seven buildings.	November 2023 February 2024 May 2024	
72% of staff answered that they feel engaged in their work when asked on the professional learning exit surveys.	October 2023 March 2024	
All seven buildings introduce and implement ParentSquare communication system	November 2023 February 2024 May 2024	

Priority 3

75% of parents/guardians access Parent Square		
Evidence of student attendance across the district is 90%.	November 2023 February 2024 May 2024	
<p>The Community Leaders group will meet at least once by November 2023</p> <p>The Community Leaders group will meet at least twice OR have one planned community event by February 2024</p> <p>The Community Leaders group will have met twice and planned and executed one community-wide event by May 2024.</p>	November 2023 February 2024 May 2024	
<p>The district will plan and execute one Parent University workshop by February 2024.</p> <p>The district will plan and execute a total of two Parent University workshops by May 2024.</p>	February 2024 May 2024	
AHS and AJHS clubs will begin in September, will require monthly meetings, charter submitted, and movement of funds for the year	June 2024	
<p>Students in the following subgroups in AECSD will achieve an attendance rate of the following by June 2024:</p> <p>Economically disadvantaged (87.1% in 2023–88% in 2024)</p> <p>Students with Disability (85.8% in 2023–86.5% in 2024)</p> <p>Black or African American (86.5% in 2023–87% in 2024)</p>	June 2024	
The DPC will meet monthly and include at least 2 parents from each school building.	June 2024	

Priority 3

Attendance at monthly meetings will average between 15 - 20 parents and community members.		
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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 2023-24?</p>	<p>We prioritize a written, structured Multi-Tiered System of Support (MTSS) process that is consistently communicated and implemented across the district with common expectations and accountability.</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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>This is reflected in the AECSD Strategic Plan where the school district strives to implement a high-quality, rigorous curriculum and instructional practices for all students; prepare all students for college and/or careers; and implement a framework for diversity, equity and inclusion to meet the needs of all students.</p> <p>A multi-tiered system of support, (MTSS), is necessary to meet our students’ academic, behavioral and social emotional needs. Although the current district-wide process has been established, we recognize that the systems and supports included do require further refinement and particular attention to the secondary level.</p> <p>The district strives to provide interventions that allow all students to show growth and be successful. In order to do so, school staff needs to be informed of and able to implement interventions and supports that are matched to individual student academic, behavioral and social emotional needs.</p> <p>During discussions with the DCIP planning committee, it became apparent that our district needs to continue to refine the established MTSS Plan because the of following challenges noted from the 2022-23 school year:</p> <ul style="list-style-type: none"> • Need for further development of the purpose and understanding of the district-wide MTSS process and procedures for instructional staff and school administrators • Continued refinement of systems and documentation to monitor progress in grades K-12 • Varied levels of implementation of the MTSS process across buildings indicates the need for continued work.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 4

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Refine the district-wide MTSS Plan for elementary and secondary levels	Committee of district administrators, building administrators, MTSS chairpersons, and instructional coaches to review and adjust processes and procedures of the plan to meet the specific needs at the elementary and secondary levels respectively.	<p>Meetings scheduled for elementary and secondary</p> <p>Meeting agendas and minutes</p> <p>Dates of meetings: September 6, 2023 November 8, 2023 February 28, 2024 June 12, 2024</p>
Provide professional development of the MTSS Plan to all district instructional and administrative staff	<p>Provide professional development for the secondary level instructional, student support team and administrative staff (October 2023)</p> <p>Provide professional development for the secondary level special education teachers (March 2024)</p> <p>Provide professional development for the elementary teachers via faculty and department meetings in fall 2023</p>	<p>Presentation for October 20, 2023 & March 15, 2024</p> <p>Sign-in sheets</p> <p>Faculty and department meeting agendas</p>
Continue regularly scheduled MTSS meetings with established teams	<p>Built-in teachers' schedules for grades K-8 in master schedule</p> <p>Determine team members for grades 9-12 based on students' school counselor and Assistant Principal assignments</p> <p>Develop meeting schedule for grades 9-12</p>	<p>Master Schedule</p> <p>Meeting schedule for grades 9-12</p> <p>List of 9-12 team members</p> <p>Materials: Master schedule determined by building principal Meeting agenda and minutes template</p> <p>Staff: Principal Assistant Principal MTSS Chairperson Other Team Members</p>
Update district-wide MTSS Shared Drive	Shared drive containing the MTSS Plan and supporting documentation for staff to access	<p>Evidence of MTSS shared drive</p> <p>Staff: MTSS Chairperson Building Administration Assistant Superintendent of Curriculum & Instruction</p> <p>Materials: MTSS Documents Google Drive</p>

Priority 4

<p>Develop a stronger communication system of MTSS Plan to parents and staff</p>	<p>Create a simple document to help relay information to families and staff. The document will include an overview of MTSS specific to academics, behavior and social emotional needs.</p> <p>Parent contact for invitation to MTSS meeting and follow-up summary report</p> <p>Each building will share an established shared drive where MTSS documents are kept</p> <p>Each building will keep a spreadsheet indicating each student in the MTSS process and their current level of support (i.e.: Tier 2 or Tier 3)</p>	<p>Documents: MTSS Overview tri-fold Documentation of level of support for each student (spreadsheet) Building MTSS shared drives Parent/Guardian MTSS meeting summary sheet</p>
<p>Implement a digital platform for data collection and analysis</p>	<p>Training for administrators in summer 2023 Training for instructional and student support staff (October 2023)</p>	<p>Purchase of Panorama with annual subscription costs</p>
<p>District wide directions of implementation of screeners</p>	<p>District will compose and distribute a one page document outlining best practices for staff administration of screeners</p>	<p>Create one page document that will be distributed to building administration and staff members prior to benchmark testing</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Completion of the MTSS plan

MTSS meeting agendas and minutes and pertinent documents to reflect the MTSS process is being followed with fidelity at each building. (Google shared drive)

MTSS parent/guardian summary sheet to reflect communication between school and home (copies included in student documentation in shared drive)

We will see an increase in the percentage of core and above core students in the development of early literacy skills as evidenced by a 3% percent increase for students in grades K-6 and their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool from the Spring 2023 to Spring 2024. (53.9% in 2023).

Priority 4

We will see an increase in the percentage of students at level 3 or 4 skill level in reading and math as evidenced by a 3% percent increase for students in grades K-8 based on their performance on the STAR Early Literacy, Reading and Math benchmark assessments.

Early Literacy: 46.6% (2023)

Reading: 43.5% (2023)

Math: 38.4% (2023)

We will see a 3% increase in the percentage of students passing the ELA Regents exam as grade 11 students. (80% in 2023)

We will see a 3% increase in the percentage of students passing the Algebra Regents taking it for the first time (82% in 2023)

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Building shared drives containing documentation of student MTSS meetings	September 6, 2023 November 1, 2023 February 7, 2024 May 8th, 2024	
MTSS District Meeting Agendas & Meeting Minutes	November 1, 2023 February 7, 2024 May 8th, 2024	
Review of district benchmark data from STAR and DIBELS at MTSS District Meeting	DIBELS Winter 2024: 55% Spring 2024: 56.6% STAR Early Literacy Winter 2024: 48% Spring 2024: 49.6%	

Priority 4

	STAR Reading Winter 2024: 45% Spring 2024: 46.5%	
	STAR Math Winter 2024: 39.9% Spring 2024: 41.4%	

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2023-24?</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

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>
Amy Mahunik	Assistant Superintendent of Curriculum & Instruction	District
Dr. Renee Burgess	Executive Director of Diversity, Equity, Inclusion & Instruction	District
Shannon Dunbar	Executive Director of Instructional Technology	District
Sarah Passarello	Principal	Genesee Elementary
Brandi Wicks	Assistant Principal	Auburn High School
Jared Tabone	Assistant Principal	Auburn Junior High School
Ronald Gorney	Principal	Owasco Elementary
Elizabeth Molloy	Assistant Principal	Owasco Elementary
Sarah Dautrich	Teacher	Auburn High School
Kimberly Doan	Teacher	Auburn High School
Joseph Sheppard	Teacher	Auburn Junior High School
Kristen Weiss	School Psychologist	Auburn High School
Dr. Christine Hoskins-Tardibone	School Counselor	Auburn High School
Babette Valentine	Executive Director of Special Education	District

Our Team's Process

Brianne Batis	Assistant Principal	Herman Ave. Elementary
Christine Siddall	Teacher	Herman Ave. Elementary
Noel Romeo	Parent	
Casey Carey Dixon	Social Worker	Casey Park Elementary
Dr. Shereasa Braxton	Assistant Principal	Casey Park Elementary
Aliza Querns	Special Education Coordinator	District
Melissa Picciano	Instructional Coach	Owasco Elementary
Melanie Maher	Instructional Coach	Auburn High School
Mary Claire Pineau	Assistant Principal	Genesee Elementary

Meeting Dates

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

Meeting Date	Location
June 7, 2023	District Office
July 5, 2023	Genesee Elementary School
July 7, 2023	Genesee Elementary School
November 1, 2023	Harriet Tubman Administration Building
February , 2024	Harriet Tubman Administration Building
May 8, 2024	Harriet Tubman Administration Building

Districts with Schools Identified for TSI/ATSI Supports 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 met in preparation of the SCEP, which is aligned to the DCIP. They noted the need for further development of a unified approach to students' social emotional learning, which includes ensuring a culturally

Stakeholder Participation

	<p>responsive environment in the school and classroom settings; the need for support to analyze data academic data more efficiently to make instructional decisions; identifying effective ways to increase student; staff and family engagement; and understanding what the MTSS system looks like at the secondary level to better meet the individual needs of students</p>
<p>Parents with children from each identified subgroup</p>	<p>Considered methods of communication to better communicate with families and communicate more with what the school is doing to educate students and meet their individual needs</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>Students from the identified that they preferred group work, feedback from their teacher in private, want teachers to understand that they don't all learn the same way and want teachers to be excited and friendly so that they can feel more welcome in their classes.</p>

Submission Assurances

Directions

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

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.

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

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

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.

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).

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 31, 2023, 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).