



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
<b>Baldwinsville Central School District</b>	<b>Matthew J. McDonald</b>

## 2020-21 Summary of Priorities

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

1	<b>Educational equity for all students</b>
2	<b>Systems providing equitable targeted support and intervention</b>
3	<b>School improvement at Elden Elementary School (Identified as TSI 2019-20)</b>
4	<b>School improvement at Durgee Junior High School (Identified as TSI 2019-20)</b>
5	<b>School improvement at Ray Middle School (Identified as PTSI 2019-20)</b>

## 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
January 7, 2020	District Office		
March 10, 2020	Transportation Conf. Center		
June 30, 2020	Administrative Retreat		

### 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	Building Principals meet regularly with Building Leadership Teams. These teams have staff representation across grade levels and content areas. Staff are also represented across district-level committees in specialty areas including, but not limited to, diversity, mental wellness, acceleration, RtI, etc. Additionally, all instructional staff were included in the climate survey administered.
Parents with children from each identified subgroup	School staff have regular contact with parents across demographic groups. Parents are also represented across district-level committees. All parents were included in the climate survey administered.
Secondary Schools: Students from each identified subgroup	School staff have regular contact with students across demographic groups. Students are also represented across district-level committees. Student leadership teams meet with Building Principals regularly.

**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. **(per June 22, 2020 notification to Districts, the signature column may be left blank)**

Stakeholder Name	Role	Signatures
<b>Matthew J. McDonald</b>	<b>Superintendent</b>	
<b>Joseph DeBarbieri</b>	<b>Deputy Superintendent</b>	
<b>David Kilcourse</b>	<b>Human Resources Official</b>	
<b>James Rodems</b>	<b>Assistant Supt. of Management</b>	
<b>Tiffany Turner</b>	<b>School Business Official</b>	
<b>Danielle Nahorney</b>	<b>Director of Academic Services and Accountability</b>	
<b>Renee Burnett</b>	<b>Director of Secondary Curriculum and Instruction (7-12)</b>	
<b>Anthony Cardamone</b>	<b>Director of Elementary Curriculum and Instruction (K-6)</b>	
<b>Karrie LaMacchia</b>	<b>Director of Pupil and Personnel Services</b>	
<b>Rocco Nalli</b>	<b>Director of Special Education</b>	
<b>Richard DeLisle</b>	<b>Director of Instructional Technology</b>	
<b>Christopher Campolieta</b>	<b>Director of Athletics, PE, and Health</b>	
<b>Kris Denton</b>	<b>Principal, Baker High School</b>	

Stakeholder Involvement Signature Page

<b>Jennifer Terpening</b>	<b>Assistant Principal, Baker High School</b>	
<b>William Allen</b>	<b>Assistant Principal, Baker High School</b>	
<b>Bonnie VanBenschoten</b>	<b>Principal on Special Assignment</b>	
<b>Thomas Fraher</b>	<b>Principal, Durgee Junior High School</b>	
<b>Jennifer Przybylski</b>	<b>Assistant Principal, Durgee Junior High School</b>	
<b>Laurie Turton</b>	<b>Assistant Principal, Durgee Junior High School</b>	
<b>Christina Morgan</b>	<b>Principal, Ray Middle School</b>	
<b>Jennifer Sawyer</b>	<b>Assistant Principal, Ray Middle School</b>	
<b>Michael Pope</b>	<b>Assistant Principal, Ray Middle School</b>	
<b>Thomas Coughlin</b>	<b>Principal, Elden Elementary School</b>	
<b>Jennifer Homeyer</b>	<b>Principal, McNamara Elementary School</b>	
<b>Alexander Ewing</b>	<b>Principal, Palmer Elementary School</b>	
<b>Melissa Chiodo</b>	<b>Principal, Reynolds Elementary School</b>	
<b>Cynthia Cronin</b>	<b>Principal, Van Buren Elementary School</b>	

## Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Educational equity for all students</b>
<b>Why will this be prioritized?</b>	<b>Equity audit reveals inequities when examining chronic absenteeism, discipline, and acceleration data across subgroups. These inequities coincide with the subgroups designated as Level 1's on the district's indicators as well as the indicators which identify the district's TSI and PTSI schools.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
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?	
<b>District leaders raise the awareness of school leaders by revealing inequities presented in equity audit snapshot data</b>	<b>Summer 2020</b>	
<b>District Diversity Committee leaders raise the awareness of committee members by revealing inequities presented in equity audit data</b>	<b>Summer 2020</b>	
<b>District and school leaders establish protocols and strategies based on ways staff can build connections and relationships with students</b>	<b>September 2020</b>	
<b>School leaders work with Building Leadership Teams to incorporate the Restorative Practices model into everyday practice</b>	<b>January 2021</b>	
<b>Systems are established for regular review of equity audit data</b>	<b>May 2021</b>	
<b>Quantitative Improvement: Outcomes</b>		
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

Priority 1

<b>Equity related chronic absenteeism data across demographic groups</b>	<b>Economically disadvantaged students make up 56% of chronically absent students.</b>	<b>A decrease in the percentage of students chronically absent in both subgroups compared to January 2020.</b>
	<b>Students with disabilities make up 23% of chronically absent students.</b>	
	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	<b>A decrease in the percentage of students chronically absent in both subgroups compared to January 2021.</b>
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
<b>Equity related discipline data across demographic groups</b>	<b>Economically disadvantaged students make up 56% of students suspended.</b>	<b>A decrease in the percentage of students suspended in both subgroups compared to January 2020.</b>
	<b>Students with disabilities make up 32% of students suspended.</b>	
	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	<b>A decrease in the percentage of students suspended in both subgroups compared to January 2021.</b>

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>

Priority 1

ongoing	ongoing	Review of equity audit data
July 1, 2020	August 31, 2020	District Strategic Planning Committee convenes to review goals and progress, continue planning action steps for 2020-21 school year
July 1, 2020	August 31, 2020	Building Leadership Teams convene to review goals and progress, continue planning action steps for 2020-21 school year
July 1, 2020	August 31, 2020	District Diversity Committee subgroups convene (staff, families, students)
August 1, 2020	August 15, 2020	Restorative Practices professional development for school teams
August 1, 2020	August 15, 2020	Restorative Practices teams plan turn-key trainings for school staff upon returning Fall 2020
September 9, 2020	ongoing	Classroom teachers conduct daily morning meetings at the elementary level, restorative circles K-12 to build meaningful connections and positive relationships with students
October 2020	November 2020	Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education
November 2020	January 2021	District Diversity Committee subgroups convene (staff, families, students)
November 2020	January 2021	Building Leadership Teams monitor / formatively assess progress on Strategic Plan goals and action steps
<i>January Through June</i>		
Start	End	Action
ongoing	ongoing	Review of equity audit data
January 2021	March 2021	Building Leadership Teams monitor / formatively assess progress on Strategic Plan goals and action steps, make adjustments and update plan if necessary
January 2021	March 2021	District Diversity Committee subgroups convene (staff, families, students)
March 2021	April 2021	Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education
March 15, 2021		Superintendent's Conference Day (all district staff): Guest Presenter and Break-Out Sessions with Dr. Sharroky Hollie with focus on cultural responsiveness
April 2021	June 2021	District Diversity Committee subgroups convene (staff, families, students)

Priority 1

<b>April 2021</b>	<b>June 2021</b>	<b>Build conversations around cultural responsiveness across the school community (staff, families, students): plan immediate steps to take and plan for 2021-22 school year</b>

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<b>All staff must focus efforts on all aspects of planning for the 2020-21 school year, with health and safety at the forefront. This requires the need to reallocate how time and financial resources are used.</b>	<p><b>Non-instructional teams including, but not limited to transportation, school nursing, facilities, food service focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p> <p><b>Instructional teams including, but not limited to, curriculum and instruction, special education, counseling and student support services focus on developing systems and protocols</b></p>	<b>Summer 2020, ongoing throughout 2020-21 school year based on the spread of COVID-19</b>



Priority 1

	<p><b>that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p>	
--	--	--

## Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Systems providing equitable, targeted support and intervention</b>
<b>Why will this be prioritized?</b>	<b>Equity audit conducted January-February 2020 reveals inequities in non-academic areas (chronic absenteeism, discipline) across subgroups. These inequities coincide with the subgroups designated as Level 1's on the district's indicators as well as the indicators which identify the district's TSI and PTSI schools.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
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?	
<b>Ensure consistency in protocols used for data review (academic and behavioral)</b>	<b>Following each benchmark period (Fall 2020, Winter 2021, Spring 2021)</b>	
<b>District learning coaches provide ongoing support and feedback to teaching teams</b>	<b>January 2021</b>	
<b>All staff assume responsibility for providing Tier 1 core instruction to meet students' academic and behavioral needs</b>	<b>May 2021</b>	
<b>Quantitative Improvement: Outcomes</b>		
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
<b>Academic universal screening data (AIMSweb Plus and STAR)</b>	<b>ELA: 63% at or above grade level</b>	<b>ELA: 80% at or above grade level</b>

Priority 2

	<b>Math: 75% at or above grade level</b>	<b>Math: 80% at or above grade level</b>
	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	<b>ELA: &gt;80% at or above grade level</b> <b>Math: &gt;80% at or above grade level</b>
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>ongoing</b>	<b>ongoing</b>	<b>Review of equity audit and universal screening data</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>District Strategic Planning Committee convenes to review goals and progress, continue planning action steps for 2020-21 school year</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Teams convene to review goals and progress, continue planning action steps for 2020-21 school year</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>District RtI Committee convenes</b>
<b>August 1, 2020</b>	<b>August 15, 2020</b>	<b>Restorative Practices professional development for school teams</b>
<b>August 1, 2020</b>	<b>August 15, 2020</b>	<b>Restorative Practices teams plan turn-key trainings for school staff upon returning Fall 2020</b>
<b>September 9, 2020</b>	<b>ongoing</b>	<b>Classroom teachers conduct daily morning meetings at the elementary level, restorative circles K-12 to build meaningful connections and positive relationships with students</b>

Priority 2

<b>October 2020</b>	<b>November 2020</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>
<b>November 2020</b>	<b>January 2021</b>	<b>District RtI Committee convenes</b>
<b>November 2020</b>	<b>January 2021</b>	<b>Building Leadership Teams monitor / formatively assess progress on Strategic Plan goals and action steps</b>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>ongoing</b>	<b>ongoing</b>	<b>Review of equity audit and universal screening data</b>
<b>January 2021</b>	<b>March 2021</b>	<b>Building Leadership Teams monitor / formatively assess progress on Strategic Plan goals and action steps, make adjustments and update plan if necessary</b>
<b>January 2021</b>	<b>March 2021</b>	<b>District RtI Committee convenes</b>
<b>March 2021</b>	<b>April 2021</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>
<b>March 15, 2021</b>		<b>Superintendent’s Conference Day (all district staff): Guest Presenter and Break-Out Sessions with Dr. Sharroky Hollie with focus on cultural responsiveness</b>
<b>April 2021</b>	<b>June 2021</b>	<b>District RtI Committee convenes</b>
<b>April 2021</b>	<b>June 2021</b>	<b>Build conversations around cultural responsiveness across the school community (staff, families, students): plan immediate steps to take and plan for 2021-22 school year</b>

**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)

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<b>All staff must focus efforts on all aspects of planning for the</b>	<b>Non-instructional teams including, but not limited to transportation, school nursing,</b>	<b>Summer 2020, ongoing throughout 2020-21 school year</b>

<p><b>2020-21 school year, with health and safety at the forefront. This requires the need to reallocate how time and financial resources are used.</b></p>	<p><b>facilities, food service focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p> <p><b>Instructional teams including, but not limited to, curriculum and instruction, special education, counseling and student support services focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p>	<p><b>based on the spread of COVID-19</b></p>
---	--	---

Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>School improvement at Elden Elementary School (Identified as TSI 2019-20)</b>
<b>Why will this be prioritized?</b>	<b>Elden Elementary School has been designated as a TSI school based on accountability indicators for the 2019-20 school year related to the economically disadvantaged subgroup. Elden Elementary School is a feeder school to Ray Middle School.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
<b>Ensure consistency in protocols used for data review (academic and behavioral)</b>	<b>Following each benchmark period (Fall 2020, Winter 2021, Spring 2021)</b>
<b>District learning coaches provide ongoing support and feedback to teaching teams</b>	<b>January 2021</b>
<b>All staff assume responsibility for providing Tier 1 core instruction to meet students' academic and behavioral needs</b>	<b>May 2021</b>

<b>Quantitative Improvement: Outcomes</b>
---

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
<b>Academic universal screening data (AIMSweb Plus and STAR)</b>	<b>ELA: 60% at or above grade level</b>	<b>ELA: 80% at or above grade level</b>
	<b>Math: 71% at or above grade level</b>	<b>Math: 80% at or above grade level</b>

Priority 3

	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	<b>ELA: &gt;80% at or above grade level</b> <b>Math: &gt;80% at or above grade level</b>
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?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to review initial data from needs assessment, with support from district leaders</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to begin identifying SCEP goals, with support from district leaders</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to begin developing modified SCEP, with support from district leaders</b>
<b>September 9, 2020</b>	<b>October 15, 2020</b>	<b>District completes on-site needs assessment</b>
<b>October 15, 2020</b>	<b>November 15, 2020</b>	<b>Building Leadership Team reviews feedback from on-site needs assessment and continues to identify SCEP goals and develop modified SCEP</b>
<b>October 2020</b>	<b>November 2020</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January 1, 2020</b>	<b>ongoing</b>	<b>School leader and staff implement and monitor modified SCEP</b>
<b>March 2021</b>	<b>April 2021</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>

Priority 3

<b>March 15, 2021</b>		<b>Superintendent’s Conference Day (all district staff): Guest Presenter and Break-Out Sessions with Dr. Sharroky Hollie with focus on cultural responsiveness</b>
<b>April 2021</b>	<b>June 2021</b>	<b>Build conversations around cultural responsiveness across the school community (staff, families, students): plan immediate steps to take and plan for 2021-22 school year</b>

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<b>All staff must focus efforts on all aspects of planning for the 2020-21 school year, with health and safety at the forefront. This requires the need to reallocate how time and financial resources are used.</b>	<p><b>Non-instructional teams including, but not limited to transportation, school nursing, facilities, food service focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p> <p><b>Instructional teams including, but not limited to, curriculum</b></p>	<b>Summer 2020, ongoing throughout 2020-21 school year based on the spread of COVID-19</b>



	<p><b>and instruction, special education, counseling and student support services focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p>	
--	--	--

Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>School improvement at Durgee Junior High School (Identified as TSI 2019-20)</b>
<b>Why will this be prioritized?</b>	<b>Durgee Junior High School has been designated as a TSI school based on accountability indicators for the 2019-20 school year related to the economically disadvantaged subgroup. Durgee Junior High School is a feeder school to Baker High School.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
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?	
<b>Universal screening assessments used for data collection and monitoring (academic and behavioral)</b>	<b>STAR - implemented through Gr. 9 Jan 2020</b> <b>BIMAS - implement student screener Sept 2020</b>	
<b>District learning coaches provide ongoing support and feedback to teaching teams</b>	<b>January 2021</b>	
<b>Ensure consistency in protocols used for data review (academic and behavioral)</b>	<b>May 2021</b>	
<b>All staff assume responsibility for providing Tier 1 core instruction to meet students' academic and behavioral needs</b>	<b>May 2021</b>	
<b>Quantitative Improvement: Outcomes</b>		
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

Priority 4

<b>Academic universal screening data (STAR)</b>	<b>ELA: 60% at or above grade level</b>	<b>ELA: 80% of students at or above grade level</b>
	<b>Math: 77% at or above grade level</b>	<b>Math: 80% of students at or above grade level</b>
	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	<b>ELA: &gt;80% of students at or above grade level</b> <b>Math: &gt;80% of students at or above grade level</b>
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?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to review initial data from needs assessment, with support from district leaders</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to begin identifying SCEP goals, with support from district leaders</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to begin developing modified SCEP, with support from district leaders</b>
<b>September 9, 2020</b>	<b>October 15, 2020</b>	<b>District completes on-site needs assessment</b>
<b>October 15, 2020</b>	<b>November 15, 2020</b>	<b>Building Leadership Team reviews feedback from on-site needs assessment and continues to identify SCEP goals and develop modified SCEP</b>
<b>October 2020</b>	<b>November 2020</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>
<b>January Through June</b>		

Priority 4

Start	End	Action
January 1, 2020	ongoing	School leader and staff implement and monitor modified SCEP
March 2021	April 2021	Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education
March 15, 2021		Superintendent’s Conference Day (all district staff): Guest Presenter and Break-Out Sessions with Dr. Sharroky Hollie with focus on cultural responsiveness
April 2021	June 2021	Build conversations around cultural responsiveness across the school community (staff, families, students): plan immediate steps to take and plan for 2021-22 school year

**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
<b>All staff must focus efforts on all aspects of planning for the 2020-21 school year, with health and safety at the forefront. This requires the need to reallocate how time and financial resources are used.</b>	<b>Non-instructional teams including, but not limited to transportation, school nursing, facilities, food service focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote</b>	<b>Summer 2020, ongoing throughout 2020-21 school year based on the spread of COVID-19</b>

	<p><b>instruction, or fully remote instruction.</b></p> <p><b>Instructional teams including, but not limited to, curriculum and instruction, special education, counseling and student support services focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p>	
--	--	--

Priority 5

Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>School improvement at Ray Middle School (Identified as PTSI 2019-20)</b>
<b>Why will this be prioritized?</b>	<b>Ray Middle School has been designated as a PTSI school based on accountability indicators for the 2019-20 school year related to the economically disadvantaged, students with disabilities, black, and multiracial subgroups. Ray Middle School is a feeder school to Durgee Junior High School.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
<b>What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?</b>		<b>When would you expect to see this in place?</b>
<b>Universal screening assessments used for data collection and monitoring (academic and behavioral)</b>	<b>BIMAS - implement teacher screener for Gr. 7 Sept 2020</b>	
<b>District learning coaches provide ongoing support and feedback to teaching teams</b>		<b>January 2021</b>
<b>Ensure consistency in protocols used for data review (academic and behavioral)</b>		<b>Following each benchmark period (Fall 2020, Winter 2021, Spring 2021)</b>
<b>All staff assume responsibility for providing Tier 1 core instruction to meet students' academic and behavioral needs</b>		<b>May 2021</b>
<b>Quantitative Improvement: Outcomes</b>		
<b>What data would you use to determine this is successful?</b>		
<b>Data Point 1 (required):</b>	<b>Middle of Year 2020</b>	<b>Middle of Year 2021</b>

Priority 5

<b>Academic universal screening data (STAR)</b>	<b>ELA: 61% of students at or above grade level</b>	<b>ELA: 80% of students at or above grade level</b>
	<b>Math: 74% of students at or above grade level</b>	<b>Math: 80% of students at or above grade level</b>
	End of Year 2020 (optional)	End of Year 2021
	<b>interrupted by COVID-19</b>	<b>ELA: &gt;80% of students at or above grade level</b> <b>Math: &gt;80% of students at or above grade level</b>
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?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to review initial data from needs assessment, with support from district leaders</b>
<b>July 1, 2020</b>	<b>August 31, 2020</b>	<b>Building Leadership Team meets to begin updating Strategic Plan, with support from district leaders</b>
<b>September 9, 2020</b>	<b>October 15, 2020</b>	<b>District completes on-site needs assessment</b>
<b>October 15, 2020</b>	<b>November 15, 2020</b>	<b>Building Leadership Team reviews feedback from on-site needs assessment and continues to update Strategic Plan</b>
<b>October 2020</b>	<b>November 2020</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>



Priority 5

<b>January 1, 2020</b>	<b>ongoing</b>	<b>School leader and staff implement and monitor Strategic Plan</b>
<b>March 2021</b>	<b>April 2021</b>	<b>Representatives from each building present Strategic Plan updates for 2020-21 school year to the Board of Education</b>
<b>March 15, 2021</b>		<b>Superintendent’s Conference Day (all district staff): Guest Presenter and Break-Out Sessions with Dr. Sharroky Hollie with focus on cultural responsiveness</b>
<b>April 2021</b>	<b>June 2021</b>	<b>Build conversations around cultural responsiveness across the school community (staff, families, students): plan immediate steps to take and plan for 2021-22 school year</b>

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<b>All staff must focus efforts on all aspects of planning for the 2020-21 school year, with health and safety at the forefront. This requires the need to reallocate how time and financial resources are used.</b>	<b>Non-instructional teams including, but not limited to transportation, school nursing, facilities, food service focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b>	<b>Summer 2020, ongoing throughout 2020-21 school year based on the spread of COVID-19</b>

	<p><b>Instructional teams including, but not limited to, curriculum and instruction, special education, counseling and student support services focus on developing systems and protocols that meet the needs of all staff and students. This involves planning for a potential return to in-person instruction with new health and safety policies and procedures in place, a hybrid model involving some in-person instruction and some remote instruction, or fully remote instruction.</b></p>	
--	--	--

## 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.  **N/A** 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.

Priority 5

7. **X** 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. **X** 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](mailto: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).