



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Baldwinsville CSD	Joseph DeBarbieri

2021-22 Summary of Priorities

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

1	Review and adoption of updated district-level plans (a) Shared Decision Making Plan (b) 5-year Strategic Plan
2	Commitment to ensuring diversity, equity, and inclusion for all
3	Designing multi-tiered systems of targeted support and intervention
4	School improvement at Elden Elementary School (identified as TSI 2019-20)
5	School improvement at Durgee Junior High School (identified as TSI 2019-20)

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Review and adoption of updated district-level plans (a) Shared Decision Making Plan (b) 5-year Strategic Plan</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 Board of Education has set goals to designate time during meetings or Board of Education work sessions in the 2021-22 school year to review stakeholder representation and involvement in the review, development, and implementation of the district’s Shared Decision Making Plan and 5-Year Strategic Plan. It is essential that these plans are updated in a way that reflects and represents all stakeholders in the Baldwinsville educational system and throughout the school community in order to provide direction at both the district and school levels.</p>

Priority 1

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>Provide the opportunity for all stakeholders to participate fully and equally in the review and development of a new Shared Decision Making Plan</p>	<p>Designating time during meetings or Board of Education work sessions to discuss stakeholder representation and involvement</p> <p>Implement the new Shared Decision Making Plan following its adoption</p> <p>Establish a timeline for biennial review of the new Shared Decision Making Plan</p>	<p>Regularly scheduled Board of Education meetings and work sessions throughout the 2021-22 school year for meaningful stakeholder participation</p> <p>Adoption of the Shared Decision Making Plan by the end of January 2022</p>	<p>Schedule, money, processes, individuals -- Time will be needed for stakeholders to convene; processes will need to be implemented to ensure stakeholders participate fully and equally; money for staff contributing hours outside of contractual time; individuals to support the review and development of the new plan</p>
<p>Provide the opportunity for all stakeholders to participate fully and equally in the review and development of a new comprehensive 5-year Strategic Plan</p>	<p>Designating time during meetings or Board of Education work sessions to discuss stakeholder representation and involvement</p> <p>Ensuring stakeholder involvement in the design, creation, and implementation of the Strategic Plan</p>	<p>Regularly scheduled Board of Education meetings and work sessions throughout the 2021-22 school year for meaningful stakeholder participation</p> <p>Adoption of the new comprehensive 5-year Strategic Plan by the end of June 2022 for implementation during the 2022-23 school year</p>	<p>Schedule, money, processes, individuals -- Time will be needed for stakeholders to convene; processes will need to be implemented to ensure stakeholders participate fully and equally; money for staff contributing hours outside of contractual time; individuals to support the review and development of the new plan</p>

Measuring Success

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

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

- By January 2022 a new Shared Decision Making Plan will be adopted
- By June 2022 a new comprehensive 5-year Strategic Plan will be adopted

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Commitment to ensuring diversity, equity, and inclusion for all</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The BCSD is committed to providing an inclusive and equitable environment for all students, staff and families. We value and embrace diversity within our schools and our community. We believe that each individual is unique, and acceptance of our individual differences regardless of race, ethnicity, gender, socio-economic status, sexual orientation, age, abilities, religious beliefs, political beliefs, and other ideologies provides an opportunity for all to enhance their knowledge, recognize their value, and grow to reach their full potential. Through our work we will ensure that all students are prepared to live productive and responsible lives as citizens in the ever changing global community.</p> <p>As the district returns to full-time in-person instruction following the impact of the COVID-19 pandemic, all members of our school community must be provided an environment that allows them to feel safe and supported.</p>

Priority 2

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>Elevate the District’s Diversity, Equity, and Inclusion Steering Committee to the Board of Education level as a standing committee</p>	<p>Adoption of a Board of Education policy to address diversity, equity, and inclusion</p> <p>Regular review and monitoring of equity audits in order to develop and implement strategies for improvement</p>	<p>Regularly scheduled Board of Education meetings, Policy Committee meetings, and Diversity, Equity, and Inclusion Steering Committee meetings to review and monitor feedback and data in an effort to develop and implement strategies for improvement</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p>
<p>Improve dialogue and communication in order to build knowledge within the school community related to the four principles identified in the NYSED Culturally Responsive-Sustaining Education Framework</p>	<p>Continued involvement of DEI sub-committees (community, students, buildings)</p> <p>Ongoing professional learning opportunities for district staff</p>	<p>Regularly scheduled DEI sub-committee meetings to review and monitor feedback and data in an effort to develop and implement strategies for improvement</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p>
<p>Implement Restorative Practices</p>	<p>Ongoing training for members of the school community in restorative practices</p> <p>School leaders creating time/space for modeling the use of affective statements when interacting with members of the school community</p>	<p>Regularly scheduled DEI sub-committee meetings, mental wellness committee meetings, and RtI committee meetings to review and monitor feedback and data in an effort to develop and implement strategies for improvement</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to conducting restorative circles</p>

Measuring Success

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

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

- 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.
- Regular use of the Equity Self-Reflection tool to monitor growth and progress toward sustaining practices
- Regular review and monitoring of equity audits to develop and implement strategies for improvement

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Designing multi-tiered systems of targeted support and intervention</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>After more than a year of hybrid/remote instruction, return to 5 days per week of in-person learning for all staff and students requires the need to re-establish relationships/connections and gauge baseline benchmark data in academic and non-academic areas. The District plans to leverage staffing in a multi-tiered systematic way to address student needs. For the 2021-22 school year, the District plans to expand the number of instructional coaches supporting grades K-12, add a school counselor position, and partner with the Onondaga County Office of Children and Family Services to add student engagement specialists, an ACCESS liaison, and additional school-based mental health supports. These positions will allow the opportunity to provide ongoing, embedded support across the K-12 grade span that is coaching-focused. Through the use of this model, over time the strategies implemented will begin to translate into everyday practices.</p>

Priority 3

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>Leverage staffing in a multi-tiered systematic way to address student needs</p>	<p>Expand the number of instructional coaches supporting grades K-12, add a school counselor position, and partner with the Onondaga County Office of Children and Family Services to add student engagement specialists, an ACCESS liaison, and additional school-based mental health supports</p> <p>Define and articulate the roles each staff member will play in supporting the District’s tiered model of support</p> <p>Establish relationships/connections between the new staff members and the school community</p>	<p>Ongoing, embedded support will be provided across the K-12 grade span will empower teachers to assume responsibility to provide Tier 1 core instruction that meets students’ academic and behavioral needs</p> <p>Regularly scheduled DEI sub-committee meetings, mental wellness committee meetings, and RtI committee meetings to review and monitor feedback and data in an effort to develop and implement strategies for improvement</p>	<p>Individuals -- leverage funding sources to allocate additional staffing positions</p> <p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL</p>
<p>Create targeted instructional plans and routines grounded in Universal Design for Learning (UDL) with the support of Learning Coaches</p>	<p>Instructional coaching to support adjustments to: Representation (offer information in more than one format); Action and Expression (offer more than one way for students to show what they’ve learned);</p>	<p>Establish new baseline benchmarks for academic and non-academic data measures</p> <p>Monitoring and review of universal screening measures and course scores across benchmark/marking periods</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p>

Priority 3

	Engagement (offer multiple ways to engage/motivate students)	Student survey feedback will indicate more opportunities for student voice and choice about what they're learning	Schedule, processes, individuals -- dedicated to MTSS, UDL
<p>Develop and implement a protocol for teachers to analyze data and use it to inform instructional planning and intervention</p>	<p>Learning coaches will meet with district and school leadership to develop a data protocol</p> <p>Learning coaches will train teachers on understanding the data reports available in the district's universal screening assessments</p> <p>Learning coaches will provide teachers with training on implementing the data protocol and will attend grade-level team meetings to assist teachers in using the protocol</p> <p>Learning coaches will meet individually with teachers to support them in understanding student data and using it to inform instructional planning and intervention</p>	<p>Monitoring and review of universal screening measures and course scores across benchmark/marking periods</p> <p>Utilization of a common protocol to identify student needs and inform instructional decisions</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL</p>

Measuring Success

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

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

- 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.
- No less than 95% of the students will meet the graduation requirements in 4 years
- At least 65% of the students will receive a Regents Diploma with Advanced Designation
- Students will maintain the 95% school attendance rate
- New baseline benchmarks for academic, attendance, and social emotional student data will be established

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>School improvement at Elden Elementary School (identified as TSI 2019-20)</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Leadership Team at Elden Elementary School has used quantitative and qualitative data to inform decisions when planning for the 2021-22 school year. Based on feedback from staff, parents, and students, the team has identified the school community is aware of the District’s vision, values, and aspirations, but is emerging when it comes to leading meaningful change around issues related to the Culturally Responsive-Sustaining (CR-S) framework. The team continues to build understanding and ownership of equity-focused practices. Additionally, the team is committed to supporting teachers with integrating explicit lessons addressing social-emotional skills into their classroom instruction and daily practices.</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>Fostering a welcoming and nurturing environment inclusive of all student cultures and backgrounds</p>	<p>Relationship/connection building with students and families during and outside of the regular school day</p> <p>A proactive, systematic approach to monitoring and addressing student behavior</p>	<p>Students will report that their voices are being heard, particularly in regard to understanding and responding appropriately to bullying behavior.</p> <p>Improvement in academic and non-academic areas including but not limited to student attendance and discipline.</p> <p>Increased staff involvement in offering a variety of extracurricular opportunities for students throughout the school year.</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, money, individuals – transportation of students to/from extracurricular programs</p>
<p>Improved dialogue and communication between the school and the community</p>	<p>Opportunities for stakeholders to engage at the school level</p> <p>Assuming collective responsibility to learn and teach about student cultures and backgrounds</p>	<p>Regular meetings of DEI sub-committees and curriculum committees.</p> <p>Students will report that they have more opportunities to engage in conversations or dialogue about</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p>

Priority 4

		themselves, their community, and society.	
Support staff in the integration of explicit SEL skill instruction into their classroom practices	Opportunities for all staff to receive training on mental health and building social emotional skills, as well as topics related to diversity, equity, and inclusion	<p>Learning coach support in providing targeted support and intervention in SEL skills.</p> <p>Use of the BIMAS-2 universal screening tool to guide instruction and monitor effectiveness of supports.</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</p>

Measuring Success

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

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

- 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.
- Regular use of the Equity Self-Reflection tool to monitor growth and progress toward sustaining practices
- Staff survey -- What challenges do staff have when instructing economically disadvantaged students? How could this be improved? When resurveyed staff will note:
 - Improved student attendance and engagement in the classroom
 - Better coordination of socio-economic community services
 - Better understanding of culturally relevant instructional resources, and materials
 - Increased parent engagement
- Parent survey -- What do you think our school could do better for students? When resurveyed parents will note:
 - Better understanding of culturally relevant instructional resources, and materials
 - Additional opportunities for parent and family engagement
- Student survey – When resurveyed students will note:
 - Their voices are being heard, particularly in regard to understanding and responding appropriately to bullying behavior.
 - Better understanding of the differences between conflict and bullying

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 2021-22?</p>	<p>School improvement at Durgee Junior High School (identified as TSI 2019-20)</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The Leadership Team at Durgee Junior High School has used quantitative and qualitative data to inform decisions when planning for the 2021-22 school year. Based on feedback from staff, parents, and students, the team is committed to improving dialogue and communication between the school and the community, especially on issues related to the Culturally Responsive-Sustaining (CR-S) framework. This includes providing students with additional opportunities in class for dialogue about their lives and community. Additionally, the team is committed to supporting teachers with integrating explicit lessons addressing social-emotional skills into their classroom instruction and practices.</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>Improved dialogue and communication between the school and the community</p>	<p>Opportunities for stakeholders to engage at the school level</p> <p>Assuming collective responsibility to learn about student cultures and communities</p>	<p>Regular meetings of DEI sub-committees and curriculum committees.</p> <p>Students will report that they have more opportunities to engage in conversations or dialogue about themselves, their community, and society.</p> <p>Student members of the LGBTQ+ community will report they feel more accepted and supported by peers and teachers.</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p>
<p>Inclusive curriculum and assessment</p>	<p>Instructional coaching to support adjustments to: Representation (offer information in more than one format); Action and Expression (offer more than one way for students to show what they've learned); Engagement (offer multiple ways to engage/motivate students)</p>	<p>Students will report they have more voice and choice in what they learn and how they learn.</p> <p>Student members of the LGBTQ+ community will report they feel more accepted and supported by peers and teachers.</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</p>

Priority 5

	<p>Opportunities for students to choose what they learn, how they learn, and to participate in curriculum development</p>	<p>Establish new baseline benchmarks for academic and non-academic data measures</p> <p>Monitoring and review of universal screening measures and course scores across benchmark/marking periods</p>	
<p>Support staff in the integration of explicit SEL skill instruction into their classroom practices</p>	<p>Opportunities for all staff to receive training on mental health and building social emotional skills, as well as topics related to diversity, equity, and inclusion (i.e. critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.)</p>	<p>Learning coach support in providing targeted support and intervention in SEL skills</p> <p>Use of the BIMAS-2 universal screening tool to guide instruction and monitor effectiveness of supports</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</p>

Measuring Success

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

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

- 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.
- Regular use of the Equity Self-Reflection tool to monitor growth and progress toward sustaining practices
- Staff survey -- When resurveyed staff will note:
 - Increased student engagement in the classroom
 - Increased parent engagement (post-COVID)
 - Increased opportunities for students to decide how they demonstrate their learning
- Parent survey -- When resurveyed parents will note:
 - Increased student engagement in academic and non-academic school related activities
 - Increased parent engagement (post-COVID)
 - Improved dialogue and communication between the school and the community, especially on issues related to the Culturally Responsive-Sustaining (CR-S) Framework
- Student survey -- When resurveyed students will note:
 - Increased opportunities to choose what they learn in the classroom
 - Increased opportunities throughout the year for classes to engage in conversations or dialogue about themselves, community, and society
 - Increased opportunities for ALL students to feel accepted or supported by peers and teachers, especially student members of the LGBTQ+ community

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>
Joseph DeBarbieri	Interim Superintendent	District Office
David Kilcourse	Assistant Superintendent for Human Resources	District Office
Kimberly Vile	Assistant Superintendent for Management Services	District Office
Tiffany Turner	School Business Official	District Office
Danielle Nahorney	Director of Academic Services & Accountability	District Office
Renee Burnett	Director of Secondary Curriculum & Instruction	District Office
Anthony Cardamone	Director of Elementary Curriculum & Instruction	District Office
Karrie LaMacchia	Director of Pupil Personnel Services	District Office
Rocco Nalli	Director of Special Education	District Office
Richard DeLisle	Director of Technology	District Office
Christopher Campolieta	Director of Athletics, PE, and Health	District Office
Thomas Fraher	Principal	Durgee Junior High School

Our Team's Process

Jennifer Przybylski	Assistant Principal	Durgee Junior High School
Laurie Turton	Assistant Principal	Durgee Junior High School
Thomas Coughlin	Principal	Elden Elementary School
Eric Ziegler	Learning Coach	District-wide
Jeremy Cartier	Teacher	Durgee Junior High School
Sarah Donovan	Teacher	Durgee Junior High School
Colleen Goss	Teacher	Durgee Junior High School
Amy Stewart	Teacher	Durgee Junior High School
Kelly Will	Teacher	Durgee Junior High School
Amanda Carr-Novitske	Teacher	Durgee Junior High School
Abigail DeSantis	Teacher	Durgee Junior High School
Wendi Leibi	Teacher	Durgee Junior High School
Thomas Manning	Teacher	Durgee Junior High School
Travis White	Teacher	Durgee Junior High School
Kelly Galliher	Teacher	Durgee Junior High School
Kimberly Holmes	Teacher	Durgee Junior High School
Jane Guglielmo	Teacher	Durgee Junior High School
David Stagnitta	Teacher	Durgee Junior High School
Patricia Speech	Teaching Assistant	Durgee Junior High School
Lindsay Cesari	Library Media Specialist	Durgee Junior High School

Our Team's Process

Daniel Hyland	Teacher	Elden Elementary School
Timothy James	Teacher	Elden Elementary School
Sara Oaks	Teacher	Elden Elementary School
Lisa D'Andreano	Teacher	Elden Elementary School
Veronica Connors	Teacher	Elden Elementary School
Anne Marie Kanoza	Teacher	Elden Elementary School
Deborah Lohr	Teacher	Elden Elementary School
Jennifer Lavens	Teacher	Elden Elementary School
Donald Rindfuss	Teacher	Elden Elementary School
Karen Lesser	Teaching Assistant	Elden Elementary School
Melissa Demjanenko	Teaching Assistant	Elden Elementary School
Jessica Butler	School Social Worker	Elden Elementary School
Bridget McGlynn	School Psychologist	Elden Elementary School
Jennifer Cooke	Parent	Elden Elementary School
Crystal Smith	Parent	Elden Elementary School
Kathryn Stuenzi	Parent	Elden Elementary School
Rebecca Babcock	Parent	Durgee Junior High School
Heather Banks	Parent	Durgee Junior High School
Diane Caughey	Parent	Durgee Junior High School
Kimberly Marano	Parent	Durgee Junior High School

Our Team's Process

Kathryn Martin	Parent	Durgee Junior High School
Gregory McCrae	Parent	Durgee Junior High School
Anne Snowdon-Zellar	Parent	Durgee Junior High School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
March 24, 2021	ZOOM Online Meeting
March 25, 2021	ZOOM Online Meeting
April 15, 2021	Durgee Junior High School
April 28, 2021	Elden Elementary School
May 11, 2021	ZOOM Online Meeting
July 1, 2021	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, Rtl, etc. Staff have also been included in various surveys throughout the 2020-21 school year to provide feedback to inform plans for the 2021-22 school year.
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. Parents have also been included in various surveys

Stakeholder Participation

	throughout the 2020-21 school year to provide feedback to inform plans for the 2021-22 school year, including focus group sessions conducted in March 2021.
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.

Submission Assurances

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).