



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Baldwinsville CSD	Jason D. Thomson

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Adoption of an updated district-level comprehensive 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
5	School improvement at Durgee Junior High School

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Adoption of an updated district-level comprehensive 5-year Strategic Plan</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The District's Strategic Planning Committee convened during the 2021-22 school year. It was decided to recommend an extension of the current strategic plan for 1 year (through the 2022-23 school year). This extension was approved by the Board of Education on May 2, 2022. Updates to the approved plan included removal of pronouns his/her in the mission statement, and the incorporation of language to address social-emotional learning and cultural awareness in the district's student achievement goals.</p> <p>The Strategic Planning Committee plans to reconvene throughout the 2022-23 school year to survey stakeholders, review survey feedback, and other data sources in order to create an action plan with prioritized objectives. Upon doing so, it is the committee's goal that the updated comprehensive 5-year Strategic Plan will reflect and represent all stakeholders in the Baldwinsville educational system and throughout the school community to provide direction at both the district and school levels.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</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 an updated 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 updated Strategic Plan</p>	<p>Regularly scheduled Board of Education meetings and work sessions throughout the 2022-23 school year for meaningful stakeholder participation</p> <p>Adoption of the updated comprehensive 5-year Strategic Plan by the end of June 2023 for implementation during the 2023-24 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 updated 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 2022-23 school year.

- By June 2023, an updated comprehensive 5-year Strategic Plan will be adopted

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Commitment to ensuring diversity, equity, and inclusion for all</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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>

## 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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</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 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, opportunities for students, and staff pay if outside of contractual hours</p>
<p>Implementation of 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 committee meetings, mental wellness committee meetings, professional learning team 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, opportunities for students, 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 2022-23 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><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Designing multi-tiered systems of targeted support and intervention</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The BCSD has taken the 2021-22 school year to re-establish relationships/connections and gauge baseline benchmark data in academic and non-academic areas. The district continues to leverage staffing in a multi-tiered systematic way to address student needs. For the 2022-23 school year, the district plans to expand the number of school counselors at the elementary level based on elementary-specific data and staff feedback following the additions of student engagement specialists, an ACCESS liaison, school-based mental health supports, and learning coaches during the 2021-22 school year.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</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>Define and articulate the roles each staff member plays in supporting the District’s tiered model of support</p> <p>Establish relationships/connections between new staff members and the school community</p>	<p>Ongoing, embedded support will be provided across the PK-12 grade span to empower teachers to assume responsibility in providing Tier 1 core instruction that meets students’ academic and behavioral needs</p> <p>Regularly scheduled DEI committee meetings, mental wellness committee meetings, professional learning team 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, opportunities for students, 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</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>Review, monitor, and analyze universal screening measures and course scores across benchmark/marking periods</p>	<p>Schedule, money, individuals – money will be dedicated to resources for professional learning, opportunities for students,</p>

Priority 3

<p>the support of Learning Coaches</p>	<p>Engagement (offer multiple ways to engage/motivate students)</p>		<p>and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals – dedicated to MTSS, UDL</p>
<p>Develop and implement a protocol for staff 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>Review, monitor, and analyze 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, opportunities for students, 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 2022-23 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><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>School improvement at Elden Elementary School (identified as TSI 2019-20)</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The Leadership Team at Elden Elementary School has used quantitative and qualitative data to inform decisions when planning for the 2022-23 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, and 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. The team is committed to fostering a welcoming and nurturing environment and supporting teachers with strategies to support inclusive curriculum and assessment, in addition to 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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</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 feeling safe throughout all areas of the school.</p> <p>Improvement in academic and non-academic areas including but not limited to student attendance and discipline.</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning, opportunities for students, and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</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, opportunities for students, 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, opportunities for students, and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</p>
Inclusive curriculum and assessment	<p>Instructional coaching to support adjustments to: <b>Representation</b> (offer information in more than one format); <b>Action and Expression</b> (offer more than one way for students to show what they've learned); <b>Engagement</b> (offer multiple ways to engage/motivate students)</p> <p>Opportunities for students to choose what they learn, how they learn, and to participate in curriculum development</p>	<p>Students will report they have more voice and choice in what they learn and how they learn.</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, opportunities for students, 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 2022-23 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 do you think our school could do better for students? When resurveyed staff will note:
  - Improved student attendance and engagement in the classroom
  - Better understanding of culturally relevant instructional resources, and materials
  - Increased parent engagement
  - Students have opportunities to build strong, trusting relationships with adults and peers
- 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
  - Students feel safe and welcome at school
- 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
  - They have strong trusting relationships with adults in the building
  - They feel safe and welcome at school
  - Their work is interesting/relevant to their lives

## PRIORITY 5

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

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>School improvement at Durgee Junior High School (identified as TSI 2019-20)</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The Leadership Team at Durgee Junior High School has used quantitative and qualitative data to inform decisions when planning for the 2022-23 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. The team continues to build understanding and ownership of equity-focused practices. The team is committed to building connections/relationships with and between students and families, providing students with further opportunities for voice, choice, and meaningful learning/relevance at the classroom and building levels, and integrating student support throughout the school day (academic, social emotional, executive functioning).</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</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 from diverse backgrounds will report that they have more opportunities to engage in conversations or dialogue about themselves, their community, and society.</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning, opportunities for students, and staff pay if outside of contractual hours</p>
<p>Inclusive curriculum and assessment</p>	<p>Instructional coaching to support adjustments to: <b>Representation</b> (offer information in more than one format); <b>Action and Expression</b> (offer more than one way for students to show what they've learned); <b>Engagement</b> (offer multiple ways to engage/motivate students)</p> <p>Opportunities for students to choose what they learn, how they learn, and</p>	<p>Students will report they have more voice and choice in what they learn and how they learn.</p> <p>Students from diverse backgrounds will report they feel more accepted and supported by peers and teachers.</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, opportunities for students, and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</p>

Priority 5

	to participate in curriculum development		
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 (i.e. critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.)	<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, opportunities for students, and staff pay if outside of contractual hours</p> <p>Schedule, processes, individuals -- dedicated to MTSS, UDL, co-teaching practices</p>
Scheduled opportunities for student support (academic, social and emotional, executive functioning)	<p>Redesign of the master schedule to incorporate support during the school day from core area teachers</p> <p>Revisiting MTSS/RtI in reading and math to focus on foundational skills/skill gaps</p>	<p>Implementation of the redesigned master schedule</p> <p>Increased participation/engagement in student support opportunities resulting in improved student performance</p>	<p>Schedule, money, individuals -- money will be dedicated to resources for professional learning, opportunities for students, 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 2022-23 school year.

- 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (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 success in the classroom
  - Increased supports for students
  - Increased opportunities for students to decide how they demonstrate their learning
  - Increased parent engagement
  - Growth toward a more positive, respectful community culture
- 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
- Student survey -- When resurveyed students will note:
  - Increased opportunities for voice and choice
  - Engage all students in learning experiences relevant to their cultures and interests
  - Opportunities for additional support in content areas during the school day
  - 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>
Jason D. Thomson	Superintendent (All committees, DCIP)	District Office
Joseph DeBarbieri	Deputy Superintendent (All committees, DCIP)	District Office
Kimberly Vile	Assistant Superintendent for Management Services (Strategic Planning Committee)	District Office
Tiffany Turner	School Business Official (Instructional Leadership)	District Office
David Kilcourse	Assistant Superintendent for Human Resources (Strategic Planning Committee)	District Office
Danielle Nahorney	Director of Academic Services & Accountability (Strategic Planning Committee, DCIP)	District Office
Renee Burnett	Director of Secondary Curriculum & Instruction (Strategic Planning Committee, DCIP)	District Office
Anthony Cardamone	Director of Elementary Curriculum & Instruction (Shared Decision Making Committee, DCIP)	District Office
Karrie LaMacchia	Director of Pupil Personnel Services (Instructional Leadership)	District Office

Our Team's Process

Rocco Nalli	Director of Special Education (Instructional Leadership)	District Office
Richard DeLisle	Director of Technology (Shared Decision Making Committee)	District Office
Christopher Campolieta	Director of Athletics, PE, and Health (Instructional Leadership)	District Office
Thomas Fraher	Principal (Durgee Leadership Team, DCIP)	Durgee Junior High
Laurie Turton	Assistant Principal (Durgee Leadership Team)	Durgee Junior High
John Courain	Assistant Principal (Durgee Leadership Team)	Durgee Junior High
Thomas Coughlin	Principal (Elden Leadership Team, DCIP)	Elden Elementary
Joelle Fiorini	Administrative Intern (Elden Leadership Team)	Elden Elementary
Jennifer Medwid	Learning Coach (Strategic Planning Committee, DCIP, Durgee and Elden Leadership teams)	Durgee and Elden
Jennifer Patruno	Parent (Shared Decision Making and Strategic Planning Committees)	Durgee and Baker
Joan Reeves	Community Member (Shared Decision Making and Strategic Planning Committees)	
Daniel Hyland	Teacher (Shared Decision Making Committee, Elden Leadership Team)	Elden Elementary
Jason Glashauser	Teacher (Shared Decision Making Committee)	Baker High
Megan Wrench	Teacher (Shared Decision Making Committee)	Ray Middle

Our Team's Process

Lucas Smith	Teacher (Shared Decision Making Committee)	McNamara Elementary
Kristin Monterville	Teacher (Shared Decision Making Committee)	Reynolds Elementary
John Pallotta	Teacher (Shared Decision Making Committee)	Ray Middle
Heather Kowalski	Teacher (Shared Decision Making Committee)	Palmer Elementary
Vinnie Foriero	Teacher (Shared Decision Making Committee)	Baker High
Kris Denton	Principal (Shared Decision Making Committee)	Baker High
Cindy Cronin	Principal (Shared Decision Making Committee)	Van Buren Elementary
Pat Speach	Teaching Assistant (Shared Decision Making and Strategic Planning Committees, Durgee Leadership Team)	Durgee Junior High
Tammi Corrente	Clerical (Shared Decision Making Committee)	
Theresa Stowell	Parent (Shared Decision Making Committee, Elden Leadership Team)	Elden Elementary
Gina Tonello	Parent (Shared Decision Making Committee)	Baker High
Sam Schraven	Community Member (Shared Decision Making and Strategic Planning Committees)	
Kaylee Evans	Student (Shared Decision Making Committee)	Baker High
Alyssa Flores	Student (Strategic Planning Committee)	Baker High
Ashley Vernyi	Teacher (Strategic Planning Committee)	Palmer Elementary

### Our Team's Process

Christina Morgan	Principal (Strategic Planning Committee)	Ray Middle
Daniel Deemer	Teacher (Strategic Planning Committee)	Baker High
Frank Matus	Parent (Strategic Planning Committee)	Durgee Junior High
Gerald Dias	Teacher (Strategic Planning Committee)	Ray Middle
Helen Sholette	Teaching Assistant (Strategic Planning Committee)	Durgee Junior High
Jennifer Homeyer	Principal (Strategic Planning Committee)	McNamara Elementary
Kara Bick	Teacher (Strategic Planning Committee)	Ray Middle
Kat Martin	Parent (Strategic Planning Committee)	Baker and McNamara
Mary Mason	Teacher (Strategic Planning Committee)	Baker High
Megan Eschmann	Social Worker (Strategic Planning Committee)	Reynolds Elementary
Nicholas Cary	Student (Strategic Planning Committee)	Baker High
Thomas Liggett	District Technology (Strategic Planning Committee)	
Kate Zwecker	Teacher (Strategic Planning Committee)	Elden Elementary
Heather Golden	Parent (Strategic Planning Committee)	Ray and Palmer
Jennifer Giocondo	Parent (Strategic Planning Committee)	McNamara Elementary
Anika Flagg	Parent (Strategic Planning Committee)	Ray Middle
Susanne Angarano	Community Member (Strategic Planning Committee)	

Our Team's Process

Tim James	Teacher (Elden Leadership Team)	Elden Elementary
Veronica Connors	Teacher (Elden Leadership Team)	Elden Elementary
Jessica Dapson	Parent (Elden Leadership Team)	Elden Elementary
Tonya Buda	Teacher (Durgee Leadership Team)	Durgee Junior High
Jennifer AuClair	Teacher (Durgee Leadership Team)	Durgee Junior High
Lauren Hibbard	Social Worker (Durgee Leadership Team)	Durgee Junior High
Kimberly Holmes	Teacher (Durgee Leadership Team)	Durgee Junior High
Lindsay Cesari	Library Media Specialist (Durgee Leadership Team)	Durgee Junior High
Jane Guglielmo	Teacher (Durgee Leadership Team)	Durgee Junior High
Adrienne McCraney	Parent (Durgee Leadership Team)	Durgee Junior High
Jodi Mangano	Parent (Durgee Leadership Team)	Durgee Junior High



## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
3/28/22, 4/4/22	Transportation Center Conference Room
4/18/22, 4/25/22, 5/2/22, 5/9/22, 5/16/22, 5/23/22	Transportation Center Conference Room
4/27/22, 5/4/22, 5/11/22, 5/18/22, 6/1/22	Durgee Junior High School
4/28/22, 5/5/22, 5/19/22, 5/26/22, 6/2/22	Elden Elementary School

### 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 DEI, mental wellness, RtI, etc. Staff have also been included in various surveys throughout the 2021-22 school year to provide feedback to inform plans for the 2022-23 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 been

### Stakeholder Participation

	included in various surveys throughout the 2021-22 school year to provide feedback to inform plans for the 2022-23 school year.
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](mailto:DCIP@nysed.gov) by August 1, 2022, 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).