



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Shelter Island	Dr. Brian Doelger

## 2020-21 Summary of Priorities

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

1	Increase the amount of students, especially special education students, taking state assessments.
2	Modify and enhance the AIS process with more general education teacher classroom intervention in order to strengthen our Tier 1 program.
3	Enhance academic monitoring program by replacing Aimsweb Plus to i-Ready to foster student growth in Math.
4	Target Professional Development to address instructional practices with a focus on questioning techniques and scaffolding activities that deepen student engagement.
5	Create an effective system of Social and Emotional Learning.

## 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
6/17/20	Google Meet		
6/22/20	Google Meet		
6/23/20	Google Meet		
6/24/20	Google Meet		
6/26/20	Google Meet		
7/8/20	Google Meet		

### 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## Stakeholder Involvement Signature Page

### 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 to obtain 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.

Stakeholder Name	Role	Signature
Dr. Brian Doelger	Superintendent/Principal	
Jennifer Rylott	Director of PPS, Data, and Instruction	
Todd Gulluscio	Director of Athletics, Health, Wellness, and Personnel	
Martha Tuthill	Guidance Counselor	
Danielle Spears	School Psychologist	
Lynne Colligan	8-12 English Teacher	
James Bocca	6-12 English Teacher	
Laura Mayo	ENL Teacher/Translator	
Lindsay Rando	Paraprofessional	
Alba Alvarado	Parent	
Jennifer Gulluscio	Parent	
Maggie Manarel	AIS/Special Education Teacher	
Michele Yirce	Elementary Teacher	

Priority 1

Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	Increase the amount of students, especially special education students, taking state assessments.
<b>Why will this be prioritized?</b>	<p>The participation rate of students taking the ELA state exam for students in grades 3-8 for the 2018-2019 school year was 75%. The participation rate of students taking the Math state exam for students in grades 3-8 for the 2018-2019 school year was 77.38% . Special Education students participation rate for the ELA and Math state exams in grades 3-8 for the 2018-2019 school year was only 56.25%.</p> <p>For the district to receive better testing data, more students must continue to take the test each year, as currently many opt-outs are counted as “0’s”</p>

**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?
School leaders will reinforce the importance of these testing results as related to our school ranking/rating to our staff. This will lead to an increase in staff understanding and raise participation.	September 2020
School leaders will reinforce the importance of these testing results as related to our school ranking/rating to our parents. This will lead to an increase in parent understanding and raise participation.	September 2020 February 2021
School leaders will provide students with information on the tests to make them feel as comfortable as possible to take the tests. This will lead to an increase in students understanding and raise participation.	September 2020
School leaders will provide school community feedback on participation rate. This will lead to an increase in the community understanding and raise participation.	May 2021

<b>Quantitative Improvement: Outcomes</b>		
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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
ELA and Math State Exam Participation Rate for All Students	N/A - No tests	(Tests issued end of year.)
	End of Year 2020 (optional)	End of Year 2021
	N/A - No Tests	Raise Participation Rate 10%

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Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
ELA and Math State Exam Participation Rate for SWD	N/A - No tests	(Tests issued end of year.)
	End of Year 2020 (optional)	End of Year 2021
	N/A - No tests	Raise Participation Rate 10%

**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>
9/20/20	9/20/20	Faculty will receive an NYSED presentation on the importance of raising the testing rate. In this, they will see that increased participation of 10% will help us move off of the state list. They will also be presented with information on the importance of data and data points in providing a snapshot of where our children are academically. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
9/20/20	9/20/20	Parents will receive a letter in their native language regarding the importance of testing to our school. The letter will stress the importance of students taking the test for the school to be removed from the list. The letter will address that students should not stress about the test but just try as hard as they can. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
11/20/20	11/20/20	Faculty will be updated on the importance of raising testing rate again. This will be done via google meet or in person, depending on state guidelines at the time. The importance of increasing the testing participation rate will be stressed. The presentation will be compiled by the Superintendent in consultation with the Director of Instruction. The presentation will include breakdowns of the various sub-group participation rates and achievement scores. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
11/20/20	11/20/20	The Director of Special Education will stress during a departmental meeting to her staff the importance of testing as this was the sub-group that was flagged in the state report. She will review parts of the presentation provided by the superintendent with her staff that focus on special education participation rate and scores. The presentation will focus on the importance of testing, student's academic performance, and removing the district from the state list.
12/20/20	12/20/20	Faculty will again be reminded the importance of raising the testing rate at the monthly faculty meeting. This will be done via google meet or in person, depending on state guidelines at the time. The importance of increasing the testing participation rate will be stressed. This presentation will be an edited form of the presentation provided to districts from NYSED. The presentation will be compiled by the Superintendent in consultation with the Director of Instruction. The faculty will also be informed that letters will be sent home to students and parents mentioning the importance of participating in state assessments and the reasoning behind it. <i>These stakeholders need to</i>

Priority 1

		<i>recognize that the state assessments provided the district with valuable information.</i>
1/4/21	1/4/21	Parents will receive a second letter in their native language regarding the importance of testing to our school. The letter will stress the importance of students taking the test for the school to be removed from the list and will also focus on the changes made to the state tests in the last few years--no time limits, less passages and questions. The letter will also say that this is something students should not stress about but just try as hard as they can.
1/21/21	1/21/21	Parents will receive notification via email, connect-ed, and phone messages that there will be a testing meeting in English and in Spanish in February. In this meeting, the importance of students taking the test in order to be removed from the state list will be discussed as well as how these tests can provide some useful information for students as a data point in academic performance. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
2/21/21	2/21/21	Faculty will receive another NYSED presentation on the importance of raising testing rate. The presentation will be edited from NYSED and will again stress the importance of us benign removed from the state list. This will be given via google meet or in person depending on the safety standards of the time. This will be given by the Superintendent and Director of Instruction. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
2/21/21	2/21/21	The district will have an informational night for parents in <b>English</b> outlining the importance of the tests in removing our school for the state list. The meeting will also mention how this could be an important data point in assessing our student's needs. This will be given by the Superintendent and Director of Instruction. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
2/21/21	2/21/21	The district will have an informational night for parents <b>in Spanish</b> outlining the importance of the tests in removing our school for the state list. The meeting will also mention how this could be an important data point in assessing our student's needs. This will be given by the Superintendent and Director of Instruction. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
3/21/21	3/21/21	Parents will receive a letter in their native language regarding the upcoming ELA assessments. The letter will stress the importance of students taking the ELA test for the school to be removed from the list. The letter will also say that this is something students should not stress about but just try as hard as they can. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
4/21/21	4/21/21	Parents will receive a letter in their native language regarding the upcoming Math assessments. The letter will stress the importance of students taking the Math test for the school to be removed from the list. The letter will also say that this is something students should not stress out about but just try as hard

Priority 1

		as they can. <i>These stakeholders need to recognize that the state assessments provide the district with valuable information.</i>
5/21/21	5/21/21	School community will receive feedback on testing participation rate. The school district will send home a letter and report in a faculty meeting on the testing rate and whether it improved by 10%.

**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>
<i>There will be no testing data for the 2019-2020 school year.</i>	<i>There is no real strategy to address this other than to look back at the 2018-2019 data for improvement upon.</i>	<i>Throughout the year.</i>
We may not be in school for the full year next year.	Communicate as best as possible under the circumstances via Google Meets, Connect Ed messages, or phone calls.	Throughout the year.

Priority 2

Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	Modify and enhance the AIS process with more general education teacher classroom intervention in order to strengthen our Tier 1 program.
<b>Why will this be prioritized?</b>	General Education teachers do not progress monitor students or use the data from progress monitoring to address student needs. General Education teachers do not know how to utilize the data to inform their instruction.

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

**Qualitative Improvement: Structures, Practices and Behaviors**

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?
Professional Development has been provided to general education teachers so that they can learn how to progress monitor their own students.	September 2020
Professional Development has been provided to general education teachers so that they can learn how to analyze progress monitoring data.	November 2020
District coaches provided teachers with regular feedback to support the data collection and analysis process.	January 2021
All teachers were provided targeted support to students that is informed by data.	April 2021

**Quantitative Improvement: Outcomes**

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
Percentage of students receiving Tier 1 instruction from the General Education teacher.	No data available due to change in IST process.	75%
	End of Year 2020 (optional)	End of Year 2021
	No data available due to change in IST process.	100%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 2

**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>
9/2/20	9/2/20	Administration will inform the K-8 general education teachers of the RTI change in benchmarking/progress monitoring process. The General Education teacher will be benchmarking their entire class three times a year and progress monitoring students, as needed. A further explanation will be given as to why Aimweb is being replaced by i-Ready and the advantages to the change.
9/22/20	9/22/20	K-8 general education teachers will receive Professional Development from ESBOCES on how to benchmark/progress monitor students using i-Ready.
9/23/20	10/07/20	K-8 teachers will administer i-Ready benchmark to their students. IST committee members will assist the General Education teachers if needed.
10/08/20	10/08/20	K-8 teachers will receive Professional Development from ESBOCES on how to analyze the data collected from the i-Ready benchmarks to plan for Tier 1 AIS instruction in the classroom.
10/09/20	10/13/20	IST Committee members will provide a model of a Tier 1 plan and office hours to provide support in creating a Tier 1 plan. As per i-Ready, the plan would include: student name; area of weakness/weaknesses; remediation plan (program, frequency and duration); and method/frequency of data collection.
10/09/20	10/16/20	K-8 teachers will submit plans for all students needing a maximum of Tier 1 support.
10/19/20	10/23/20	IST committee will review plans and provide a point of contact person (district coach) to help assist in implementation of each plan.
10/26/20	12/04/20	Two planned meetings will be scheduled between each classroom teacher with a point of contact (district coach). The coach will visit each teacher's classroom to observe the implementation of their plan. Coach will be looking for a teacher to collect and record data, implement the remediation plan with fidelity, and have conversation to see how the data is being used to instruct the teaching.
10/26/20	12/04/20	K-8 teachers will progress monitor students at least bi-weekly using i-Ready's data collection.
12/7/20	12/11/20	The general education teacher will meet with the point of contact (district coaches) to review the data collected. Individual plans will be adjusted as needed-either frequency, duration, or program for students who are not making sufficient progress.
12/14/20	12/18/20	Point of contact (district coaches) will report back to the IST committee on student/teacher progress.
12/14/20	12/22/20	The IST committee will meet with the general education teachers to discuss the data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/11/20	1/15/20	K-8 teachers will administer a mid-year i-Ready benchmark to their students.

Priority 2

1/19/20	1/19/20	K-8 general education teachers will receive additional Professional Development from ESBOCES on how to benchmark/progress monitor students and use the i-Ready data collected to create Tier 1 plans.
1/19/20	1/29/20	Each K-8 teacher and point of contact person will work together to create a plan to support new students requiring a Tier 1 invention based on i-Ready benchmark assessment data. Students with existing plans who continue to demonstrate a need for support will have their plans adjusted and updated. For example, its frequency, duration, or type of program. If a student is demonstrating little or no progress, the IST committee will convene, with the general education teacher, to determine root causes. If it is determined that the remediation has not been provided with fidelity, the teacher will be provided weekly meetings and/or observations with an administrator until the administrator deems the issue has been rectified. If it is determined that the root cause is student orientated that the IST committee will consider a Tier 2 intervention.
2/08/20	3/25/20	Two planned meetings will occur between each classroom teacher with a point of contact (district coach). The coach will visit each teacher's classroom to observe the implementation of their plan. Coaches will be looking for teachers to collect and record data, implement the remediation plan with fidelity, and have conversation to see how the data is being used to instruct the teaching.
2/01/20	4/9/20	K-8 teachers will progress monitor students at least bi-weekly using i-Ready
4/12/20	4/16/20	The general teacher education will meet with the point of contact (district coaches) to review the data collected. Individual Plans will be adjusted as needed-either frequency, duration, or program.
4/19/20	4/23/20	Point of contact (district coaches) will report back to the IST committee on student/teacher progress.
4/26/20	4/30/20	ESBOCES will provide end of the year support to the general education teachers to review the end of year of data and next step (implementation for 2021-22).
5/10/20	5/14/20	The IST committee will meet with the general education teachers to discuss the data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
5/24/20	6/2/20	The IST committee will meet with the school principal/superintendent to data and plan progress to gain insight into what worked well and areas that may need further refinement.
6/7/20	6/18/20	IST committee will meet to adjust the Tier 1 program for the following year as needed.

Priority 2

**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>
Professional Development from ESBOCES/Training on IReady	This PD could be provided through Google Meets to the teachers remotely.	On the same date the original training was to be provided in person.
Students completing the Benchmarking or Progress Monitoring assessments	Students could take these assessments remotely if necessary.	During the original time frame provided.
Teacher and committee meetings	These could be provided remotely through Google Meets	During the original time frame provided.

Priority 3

Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	Enhance academic monitoring program by replacing Aimsweb Plus to i-Ready to foster student growth in Math.
<b>Why will this be prioritized?</b>	General Education teachers do not progress monitor their own students. An AIS instructor currently performs this duty. The General Education teachers do not think the Aimsweb Plus testing results accurately reflected their students grade level abilities. Aimsweb Plus does not provide valid and reliable data that teachers can use to inform their instruction. i-Ready does. It is the hope that by switching to a new progress monitoring tool, and enabling teachers to take control of the data, math instruction can be enhanced, which should also lead to an increase in math state test scores.

**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?
The creation and implementation of a consistent data and planning process by all grades 3-8 math teachers.	September 2020
District administrators will provide teachers with regular feedback to support the data and planning process.	January 2021
All teachers will be providing targeted support to students that is informed by data.	May 2021

<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
The percentage of students meeting their growth target on the i-Ready mathematics assessment.	No data available due to change in progress monitoring tool.	50%
	End of Year 2020 (optional)	End of Year 2021
	No data available due to change in progress monitoring tool.	75%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 3

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
8/25/20	8/25/20	District administrators will meet to develop a protocol for 3-8 mathematics teachers to use i-Ready data to inform instructional planning and interventions.
9/2/20	9/2/20	District administrators will inform the 3-8 mathematics teachers of the RTI change in benchmarking/progress monitoring process. The Mathematics teachers will be benchmarking their entire class three times a year and progress monitoring students, as needed. A further explanation will be given as to why Aimweb is being replaced by i-Ready and the advantages to the change.
9/22/20	9/22/20	3-8 general education teachers will receive Professional Development from ESBOCES on how to benchmark/progress monitor students using i-Ready.
09/23/20	10/07/20	3-8 teachers will administer i-Ready benchmark to their students.
10/08/20	10/08/20	K-8 teachers will receive Professional Development from ESBOCES on how to analyze the data collected from the i-Ready benchmarks to plan for Tier 1 AIS instruction in the classroom.
10/13/20	10/13/20	Grades 3-8 mathematics teachers will be trained by school administrators or district math coaches on the district's protocol for using i-Ready data to inform instructional planning and interventions. District protocol will include: student name; area of weakness/weaknesses; remediation plan (program, frequency and duration); and method/frequency of data collection.
10/26/20	12/04/20	District administrators or district math coaches will schedule two support sessions for 3-8 mathematics teachers in utilizing the district protocol for using i-Ready data to inform instructional planning and interventions.
10/26/20	12/04/20	3-8 mathematics teachers will progress monitor students at least bi-weekly using i-Ready's data collection.
12/7/20	12/11/20	The general education teacher will meet with a district administrator or district math coach to review the data collected. Individual Plans will be adjusted as needed-either frequency, duration, or program for students who are not making sufficient progress.
12/14/20	12/22/20	District administrators will meet with the mathematics teachers, district math coaches and IST committee to discuss the data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/11/20	1/15/20	3-8 mathematics teachers will administer a mid-year i-Ready benchmark to their students.
1/19/20	1/19/20	3-8 mathematics teachers will receive additional Professional Development to determine the best instructional strategies to use for specific skills deficits as they relate to mathematical concepts.
1/19/20	1/29/20	Each grade 3-8 mathematics teacher will adjust their plans to support students who are not demonstrating proficiency based upon this professional development and January i-Ready benchmark levels.

Priority 3

2/01/20	2/05/20	District administrators will review revised plans as needed and provide teachers with suggestions for how their plans could be further enhanced if necessary.
2/08/20	3/25/20	Two scheduled meetings will occur between each classroom teacher with a district administrator. The administrator will visit each teacher's classroom to observe the implementation of appropriate instructional techniques to address individual student weaknesses. During scheduled meetings the teachers should be able to articulate the reasoning behind choosing certain instructional techniques/strategies.
2/01/20	4/9/20	K-8 teachers will progress monitor students at least bi-weekly using i-Ready
4/12/20	4/16/20	The general teacher education will meet with a district math coach or district administrator to review the data collected and instructional techniques being utilized. Individual Plans will be adjusted as needed.
4/26/20	4/30/20	Administration will arrange for end of the year support with district math coaches to the general education teachers to review the end of year of data.
5/10/20	5/14/20	District administrators will meet with the 3-8 math teachers, district math coaches and IST committee to discuss instructional strategies/techniques to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
5/24/20	6/2/20	District administrators will meet together to gather feedback on the implementation of the data and planning process and instructional techniques/strategies to gain insight into what worked well and areas that may need further refinement. They will also discuss a plan for the expansion of the district data and planning process to grades 3-8 ELA during the 2021-2022 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
Professional Development from ESBOCES/Training on IReady	This PD could be provided through Google Meets to the teachers remotely.	On the same date the original training was to be provided in person.
Students completing the Benchmarking or Progress Monitoring assessments	Students could take these assessments remotely if necessary.	During the original time frame provided.
Teacher and committee meetings	These could be provided remotely through Google Meets	During the original time frame provided.

Priority 4

Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	Target professional development to address instructional practices with a focus on questioning techniques and scaffolding activities that deepen student engagement.
<b>Why will this be prioritized?</b>	There has not been enough prior in-class professional development in this area. There has not been enough prior out-of-school professional development in this area. There has been a lack of consistent administrative focus on these instructional areas.

**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?	
Professional development has been provided to faculty, including special area teachers, in Bloom’s taxonomy, Webb’s Depth of Knowledge, and questioning techniques and scaffolding activities (e.g., wait time, whiteboard use, rephrasing, managing cognitive tension, etc.)	September 2020	
All teachers applied questioning techniques and scaffolding activities to lessons and student activities.	December 2021	
Professional development has been provided to faculty, including special area teachers, on class discussion formats (Socratic dialogues, fish bowls, Q&A, turn-and-talks, debates, inquiries, etc.)	February 2021	
All teachers applied various class discussion formats (Socratic dialogues, fish bowls, Q&A, turn-and-talks, debates, inquiries, etc.) to deepen engagement.	May 2021	
<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
Observers will tally the number of higher level questions used in a lesson	No data available due to a change in focus and priorities in teacher observations.	50% of questions asked will be higher level
	End of Year 2020 (optional)	End of Year 2021
	No data available due to a change in focus and priorities in teacher observations.	75% of questions asked will be higher level
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 4

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**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>
8/17/20	9/4/20	Administration will meet to come up with a rubric that will be used as part of a walk through for teachers. This rubric will name the activity observed and include a tally chart of convergent versus divergent questions.
9/17/20	9/23/20	A faculty meeting will be held to discuss the purpose of this priority, define types of questions, and present the rubric with the faculty. Administration will field questions and concerns.
9/24/20	10/1/20	All teachers will receive professional development on Bloom's Taxonomy and Webb's Depth of Knowledge (including applications to questioning strategies and scaffolding activities - e.g., wait time, whiteboard use, rephrasing, managing cognitive tension, etc.)
10/1/20	10/15/20	All teachers will have the opportunity to meet as a department or grade level meeting to revise our lesson plans/materials so that they may better incorporate Bloom's Taxonomy or Webb's Depth of Knowledge, questioning strategies, and scaffolding activities.
10/16/20	10/31/20	Each department or grade level will submit a list of ways they revised lesson plans to incorporate Bloom's Taxonomy or Webb's Depth of Knowledge. The list will include types of leveled questions to be used during class instruction and/or a sample of a student activity that incorporates the changes made based on the professional development.
11/1/20	11/15/20	Administration will provide written feedback to the teachers. Feedback will address whether he or she is applying Bloom's Taxonomy or Webb's Depth of Knowledge, questioning techniques, and scaffolding activities.
11/16/20	12/11/20	Administrators will complete walk-throughs for all teachers. Teachers will receive completed rubrics. Teachers or administrators may schedule a meeting to discuss outcomes if necessary, especially if a teacher does not demonstrate evidence of Bloom Taxonomy or Webb's Depth of Knowledge, questioning techniques, and scaffolding activities.
12/14/21	12/22/21	Administration will discuss with faculty the walk through process and rubrics in order to receive feedback.
1/4/20	1/11/21	Utilizing the feedback received from the faculty, administration will revise the walk through process and/or rubric.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/4/20	1/25/21	A faculty meeting will be held to discuss the next level of professional development regarding class discussion formats (Socratic dialogues, fish bowls, Q&A, turn-and-talks, debates, inquiries, etc.). Administration will field questions and concerns.
1/25/21	2/26/21	District administrators will arrange professional development for all teachers on class discussion formats (Socratic dialogues, fish bowls, Q&A, turn-and-talks, debates, inquiries, etc.).
3/1/21	3/12/21	All teachers will have the opportunity to meet as a department or grade level meeting to revise lesson plans/materials so that they may better incorporate

Priority 4

		class discussion formats (Socratic dialogues, fish bowls, Q&A, turn-and-talks, debates, inquiries, etc.).
3/15/21	3/31/21	Each department or grade level will submit a list of ways they incorporated class discussion formats (Socratic dialogues, fish bowls, Q&A, turn-and-talks, debates, inquiries, etc.) based on the professional development received.
4/5/21	4/16/21	Administration will provide written feedback to the teachers. Feedback will address whether he or she is incorporating class discussion formats. In addition, administration will continue to look for evidence of Bloom's Taxonomy or Webb's Depth of Knowledge, questioning techniques, and scaffolding activities.
4/12/21	4/30/21	Administrators will complete walk-throughs for all teachers. Teachers will receive completed rubrics. Administrators will schedule a meeting to discuss outcomes for those teachers who continue to show lack of evidence of appropriate questioning techniques and/or scaffolding.
5/1/21	5/7/21	Administration will meet to review completed teacher rubrics and schedule additional PD for those teachers who have not shown growth regarding questioning techniques and scaffolding activities to deepen engagement.
5/10/21	5/14/21	Administration will arrange PD for teachers who have not shown growth regarding questioning techniques and scaffolding activities to deepen engagement.
5/17/20	5/28/21	Administration will complete walk-throughs for those teachers who needed additional PD based on their rubrics. Teachers will receive completed rubrics.
6/2/21	6/11/21	Administration will meet with faculty to receive feedback on the walk through process, the observation rubric, and next steps for the following year.
6/14/21	6/25/21	Utilizing the feedback from the faculty, administration will set goals for the following 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
Professional development on questioning techniques and scaffolding activities	PD can be provided through Google Meets/Zoom to the teachers remotely.	On the same date the original training was to be provided in person.
Walk-through observations of the use of questioning techniques and scaffolding in lessons/learning activities.	Observations of pre-recorded lessons may be used. Student work samples can be provided remotely and/or samples of teacher materials that demonstrate scaffolding.	On the same date the observations/materials were to be provided in person.
Administration meets with faculty	Administration can hold virtual meetings and use Google forms to receive feedback from faculty	On the same date as the original meetings were to occur.

Priority 5

Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	Create an effective system of Social and Emotional Learning.
<b>Why will this be prioritized?</b>	There has been no formal social/emotional program in place. The Social Emotional Team has not visited classrooms on a regular basis. In the past, there has not been feedback from classroom teachers on effectiveness of school-wide SEL efforts.

**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?	
The district will have an elementary and secondary SEL program running throughout the school year.	September 2020	
Students will incorporate character traits from the SEL program, Student of the Month program, workshops into their everyday lives.	January 2021	
Teachers will provide feedback in regard to the Social Emotional lessons being taught.	November 2020	
More students will feel comfortable reaching out to the support staff for help.	June 2021	
<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
The Social Emotional Screener will identify student needs and levels of intervention	Middle of Year 2020	Middle of Year 2021
	Screener will establish a baseline	75%
	End of Year 2020 (optional)	End of Year 2021
		100%
Number of teacher surveys who provide feedback from SEL program	Middle of Year 2020	Middle of Year 2021
		90%
	End of Year 2020 (optional)	End of Year 2021
		100%

Priority 5

**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>
8/2020	9/2020	The School Psychologist will purchase a Social Emotional Universal Screener for students, parents, and/or teachers. The BIMAS-2 was chosen based on the indexes that the assessment measures (i.e., conduct, negative affect, cognitive attention, social functioning, and academic functioning). The BIMAS-2 can also be administered via email, which will be necessary if distance learning resumes during the 2020-2021 school year.
8/2020	9/2020	The School Psychologist and Social Worker will have a Zoom meeting with the creator (Dr. Bardos) of the BIMAS-2 to learn how to administer and set up each account.
9/2020	9/2020	The School Psychologist and Social Worker will create step by step directions for parents/teachers on how to access and complete the questionnaire.
9/2020	9/2020	School Psychologist will administer the BIMAS-2 to students, parents, and/or teachers. The BIMAS-2 gives information for each individual student. Parents and teachers will receive a letter explaining the reasonings for administering a social-emotional universal screener and how to complete it. They will receive the questionnaire via email.
10/2020	10/2020	School Psychologist will review data and discuss students of concern with the Social Worker with the Social Emotional Team
9/2020	6/2021	The Social Emotional Team will meet on a biweekly basis to discuss students of concern. An action plan will be made (individual/group session, etc.) depending on the student's needs. Each team member will take notes documenting who was spoken about and plan moving forward. (ongoing)
9/2020	6/2021	The Social Worker and School Psychologist will send out materials regarding a new characteristic for the student of the month program.
9/2020	6/2021	Counseling staff will visit classrooms on a monthly basis and provide ongoing documentation of students' social/emotional needs. The counseling staff will keep written records of their observations and will hold meetings with teachers to collaborate about students if necessary.
9/2020	6/2021	School Psychologist and Social Worker will conduct individual/group sessions with students of concern based on the universal screener. The School Psychologist and Social Worker will send out permission forms to each parent/guardian. The School Psychologist and Social Worker will email/call teachers to schedule appropriate times for counseling.
9/2020	6/2021	The Social Worker and School Psychologist will work with the teachers to conduct Social Emotional lessons for all students. The Social Worker and School Psychologist will email/call teachers to set up when the lessons will take place. The classroom teachers will be involved to assist with the lessons and classroom management.
10/2020	10/2021	The Social Worker and School Psychologist will create a Social Emotional Lessons Evaluation Survey for teachers to fill out two weeks after a lesson has

Priority 5

		been completed to assess whether they have seen progress with their students based on the topic taught.
<i>January Through June</i>		
Start	End	Action
1/2021	6/2021	The School Psychologist and Social Worker will progress monitor students of concern that are receiving an intervention to determine whether progress has been made.
1/2021	6/2021	The School Psychologist and Social Worker will adjust the intervention plan based on the progress monitoring data from the BIMAS-2. The teacher/parent will be notified via email/phone call if the intervention is changing.
2/2021	6/2021	The Social Worker and School Psychologist will readjust Social Emotional lessons based on teacher survey feedback. If the teacher has not seen progress, the Social Worker and School Psychologist will set up a meeting with the teacher to discuss how to modify the curriculum.
5/2021	6/2021	The Social Worker and School Psychologist will create a survey for teachers/parents that will be sent via email asking for feedback regarding the BIMAS-2. If there is negative feedback, a new screener will be looked into.
5/2021	6/2021	The Social Worker and School Psychologist will create a survey for teachers that will be sent via email asking for feedback regarding the Student of the Month program. Adjustments will be made for the following year if necessary.
5/2021	6/2021	The School Psychologist and Social Worker will determine whether students worked with this year could benefit from summer services. They will supply contact information to those families via email/phone call to outside agencies (i.e., North Fork Family Service League).
6/2021	6/2021	The School Psychologist and Social Worker will meet with administration to review the Social Emotional Program components-what worked well and what did not in order to plan for the 2021-2022 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
Social/emotional status as a result of change to remote instruction	Employ the SEL screener to assess need	TBD-once remote instruction recommences
Family financial/health/resource needs	SEL team will work with families to assess needs	TBD-once remote instruction recommences
Social isolation among students	Teachers will identify students who seem to be struggling and refer to SEL team	TBD-once remote instruction recommences

## Submission Assurances

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

1. X 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. X 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. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. X 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.
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).