

Submission Assurances



New York State  
**EDUCATION DEPARTMENT**  
 Knowledge > Skill > Opportunity

# 2020-21

## District Comprehensive Improvement Plan (DCIP)

District	Superintendent
<b>East Ramapo Central School District</b>	<b>Dr. Deborah L. Wortham</b>

### 2020-21 Summary of Priorities

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

1	Operationalize the monitoring, support, and accountability of the adherence to the Strategic Academic Plan expectations, embedding systems, and structures that foster success. (P1)
2	Institutionalize regular collection, analyzation, and use of data to drive all District-wide decisions impacting student outcomes (instructional planning and delivery; communication/feedback; and professional development) at high levels. (P3)
3	Operationalize guaranteed, viable curriculum and practices with fidelity, in all areas, for all students. (P1)
4	Cultivate an efficacious environment at all levels, supportive of the home-school partnership relative to school improvement and academic achievement. (P2)
5	Enhance learning outcomes for students through providing data-driven pedagogical professional development and materials, aligned to curricular and instructional expectations for individuals and sub-groups of students. (P4)

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

Position	Signature	Print Name	Date
Superintendent	Superintendent	<i>Deborah L. Wortham, Ed.D.</i>	Dr. Deborah L. Wortham
President, B.O.E. / Chancellor or Chancellor's Designee	President, B.O.E. / Chancellor or Chancellor's Designee	<i>Harry Grossman</i>	Mr. Harry Grossman



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2020-21

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

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2	Institutionalize regular collection, analyzation, and use of data to drive all District-wide decisions impacting student outcomes (instructional planning and delivery; communication/feedback; and professional development) at high levels. (P3)
3	Operationalize guaranteed, viable curriculum and practices with fidelity, in all areas, for all-students.(P1)
4	Cultivate an efficacious environment at all levels, supportive of the home-school partnership relative to school improvement and academic achievement.(P2)
5	Enhance learning outcomes for students through providing data-driven pedagogical professional development and materials, aligned to curricular and instructional expectations for individuals and sub-groups of students. (P4)

## Stakeholder Participation

### 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
March 26, 2020	Virtual Meeting (PM)	June 4, 2020	Virtual Meeting (PM)
March 31, 2020	Virtual Meeting (PM)	June 10, 2020	Virtual Meeting (LIA)
April 8, 2020	Virtual Meeting (PM)	June 18, 2020	Virtual Meeting (PM)
April 24, 2020	Virtual Meeting (PM)	June 26, 2020	Virtual Meeting (PM)
April 29, 2020	Virtual Meeting (LIA)	July 2, 2020	Virtual Meeting (TH)
April 30, 2020	Virtual Meeting (PM)	July 9, 2020	Virtual Meeting (TH)
May 7, 2020	Virtual Meeting (PM)	July 10, 2020	Virtual Meeting (SS)
May 14, 2020	Virtual Meeting (PM)	July 10, 2020	Virtual Meeting (TH)
May 20, 2020	Virtual Meeting (LIA)	June 10, 2020	Virtual Meeting (LIA)
May 21, 2020	Virtual Meeting (PM)	June 12, 2020	Virtual Meeting (SS)
May 28, 2020	Virtual Meeting (PM)	July 16, 2020	Virtual Meeting (TH)
		July 17, 2020	Virtual Meeting (TH)

#### 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	Structured time for professional learning communities and development related to data-driven decisions and practice is addressed (COVID-19-remote learning needs will be considered).
Parents with children from each identified subgroup	Systems and structure for increased communication and opportunities for inclusivity/home-school partnerships, related to student achievement are addressed.
Secondary Schools: Students from each identified subgroup	Clear curriculum expectations and more engaging opportunities related to learning and progression. Frequency of contact to inform readiness.

## 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 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 “Addendum attached/below”
Dr. Deborah L. Wortham	Superintendent of Schools	
Nateasha McVea	Assistant Superintendent for Curriculum and Instruction	
Dr. Augustina West	Assistant Superintendent for Secondary	
Tamar Walker	Assistant Superintendent for Special Student Services	
Ogechi Iwuoha	Assistant Superintendent for Professional Development	
Valter Paci	Assistant Superintendent for Finance	
Dr. Daniel H. Shanahan	Assistant Superintendent for Funded Programs	
Melissa Barrow	Assistant Superintendent for Bilingual Education and World Languages	
Michael Smith	Director for Fine and Performing Arts	
Bhavin Gandhi	Interim Director of Information and Technology Services	
Joe Toombs	Director of Physical Education, Health, and Athletics	
Karen Pinel	Principal of Spring Valley High School	
Michael Phillips	Principal of Ramapo High School	
Nadia Williams	Parent/ Ramapo High School Teacher	
Traci Gales	Parent/ Grandview Elementary School Teacher	

**\*Signature Addendum:** Due to COVID-19 emergency school closures, the DCIP process was conducted and finalized virtually, prohibiting physical signatures. Upon re-entry/re-opening of school, signatures will be obtained.

Priority 1

Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	Operationalize the monitoring, support, and accountability of the adherence to the Strategic Academic Plan expectations, embedding systems, and structures that foster success.
<b>Why will this be prioritized?</b>	A District-wide initiative requires the regular collection, analyzation, and use of student and professional practice data to make targeted decisions that positively impact school improvement and academic achievement goals. While there is evidence through monthly Leadership In Action meetings that the expectation is understood, it is also evident that there are gaps in site-based data use in day to day decision making.

**Measuring Success:**

<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?	
Continuous dialog with building administrators and staff regarding the Strategic Academic Plan and building goal documents to keep these priorities clear to all stakeholders.	September 2020	
Systems and structures (protocols and embedded PLC time) to monitor progress and make adjustments to school plans to actualize change in real-time.	October 2020	
Regular and consistent use of data to support the real-time development of goals and all decisions within a building. The ability of district and building administrators to produce specific data relative to all processes within the school to support decisions.	October 2020	
Building use of the SCEP and Good Standing Goal documents to drive building decisions and initiatives.	September 2020	
<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): District-wide Renaissance Median Student Growth Percentile (SGP)	Middle of Year 2020	Middle of Year 2021
<i>The SGP score compares a student's growth from one period to another with that of the student's academic peers nationwide—defined as students in the same grade with a similar scaled score history. Typical growth is defined as a range between 40 and 60 SGP (Renaissance, 2019)</i>	<b>Time Frame:</b> Fall 2019 to Winter 2019	<b>Time Frame:</b> Fall 2020 to Winter 2020
	<b>Assessment:</b> Star Early Literacy (K-2): 45 Star Reading Enterprise (1-12): 43 Star Math Enterprise (1-12): 46	<b>Assessment:</b> Star Early Literacy (K-2): 45 Star Reading Enterprise (1-12): 45 Star Math Enterprise (1-12): 45
	End of Year 2020 (optional)	End of Year 2021
	COVID-19 N/A	<b>Time Frame:</b> Fall 2020 to Spring 2021  <b>Assessment:</b> Star Early Literacy (K-2): 50

Priority 1

		Star Reading Enterprise (1-12): 50 Star Math Enterprise (1-12): 50
Datapoint 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
August 2020	September 2020	The Superintendent and Assistant Superintendents will use the District Strategic Plan, aligned to the action planning identified in the DCIP, to communicate the district priorities and goals to all stakeholders via the District Website, Newsletters, workshops, and other social media. This communication will increase community awareness and ownership of the Strategic Plan.
August 2020	September 2020	The Assistant Superintendents will meet with each building principal to determine each building's progress toward alignment of school processes with the District Strategic Plan and Pillars as evidence in school-based plans, building communication, and teacher surveys.
August 2020	September 2020	Assistant Superintendents will create a plan to provide for administrators on how to best use and access Schoology, Remind, Classlink, Parent Portal, and Student Portal. Access and skill in using these platforms will increase a feeling of support as well as creating accountability that all members of the administration team can speak to and work within these platforms to help teachers grow their practice. This plan will be monitored through parent and teacher feedback.
August 2020	September 2020	The District will establish expectations for teaching and learning at each level regarding asynchronous and synchronous learning for teachers and students in the event of a break in the school year ensuring that the quality of instruction is aligned to the expectations of Pillar One in the Strategic Plan. Monitoring of lessons will be done at the building level and the data will be reviewed at monthly principal meetings.
August 2020	September 2020	The District will establish a plan to ensure that all students have equal access to online learning by providing devices and connectivity to Wi-Fi, allowing students to effectively participate in learning provided at their grade-level and/or course content. This data will be reviewed at District Leadership meetings and adjustments to the plan will be made.
August 2020	September 2020	The District will create a plan to gather data from all stakeholders to determine the effectiveness of online instruction in the event of a break in the school year. This data will be used to inform the effectiveness of the application of resources and determine additional steps to ensure equity of access and quality of instruction.
August 2020	September 2020	The Assistant Superintendents will provide support to the building to create building schedules for the delivery of instruction that maximize student learning opportunities and ensure that all students have equal access to rigorous courses, including interventions in a safe and healthy environment.

Priority 1

August 2020	September 2020	Assistant Superintendents will support the creation of regularly scheduled school-based PLCs that allow adequate time for teachers to collaborate, using data to inform planning and accelerate student achievement. Monitoring of the schedule will occur at monthly meetings with principals and district schedulers.
August 2020	September 2020	Assistant Superintendents and/or district consultants will provide professional development to build the capacity for administrators and teams to use data to drive building-level decisions, including the use of data protocols. Evidence of use of protocols will be reviewed at monthly principal meetings along with steps to strengthen use.
August 2020	September 2020	The District will conduct the follow-up Data Triangle survey with a 90% response rate from staff and students in all buildings to ascertain District assets and to gain perceptual data at a reliable level to make decisions regarding all relevant aspects of student learning.
September 2020	November 2020	Assistant Superintendents will co-lead, with district consultants, the Leadership in Action meetings for principals and leadership teams in order to align district communication and messaging. Agenda, meeting notes will reflect the partnership between the district and consultants.
September 2020	November 2020	Assistant Superintendents will provide, through monthly principal meetings, support for buildings in developing comprehensive systems for using multiple data-sets to strategically plan to meet priorities of the Strategic Plan and accelerate student achievement. This data will be included in the District database.
September 2020	November 2020	The Assistant Superintendents and/or district consultants will meet with building leaders monthly to monitor the progress of the SCEP and Good Standing Building Plans in preparation for Quarterly Reports. Quarterly Reports will reflect the depth and quality of evidence described in Pillar 4 of the Strategic Plan. Action steps for each building will include persons accountable and evidence required.
September 2020	November 2020	The Assistant Superintendents will use monthly meetings to listen to building administration to consider the needs and voices of building-level leadership.
September 2020	November 2020	The Assistant Superintendents will meet with building leadership at monthly meetings to assess whether resources for instruction and operations are adequate to support the successful implementation of programs identified in the building plans.
November 2020	January 2021	Assistant Superintendents will co-lead, with district consultants, the Leadership in Action meetings for principals and leadership teams in order to align district communication and messaging. Agenda, meeting notes will reflect the partnership between the district and consultants.
November 2020	January 2021	Assistant Superintendents will provide, through monthly principal meetings, support for buildings in developing comprehensive systems for using multiple data-sets to strategically plan to meet priorities of the Strategic Plan and accelerate student achievement. This data will be included in the District database.
November 2020	January 2021	The Assistant Superintendents and/or district consultants will meet with building leaders monthly to monitor the progress of the SCEP and Good Standing Building Plans in preparation for Quarterly Reports. Quarterly Reports will reflect the depth and quality of evidence described in Pillar 4 of the

Priority 1

		Strategic Plan. Action steps for each building will include persons accountable and evidence required.
November 2020	January 2021	The Assistant Superintendents will use monthly meetings to listen to building administration to consider the needs and voices of building-level leadership. Survey and end of year reflections data will be used to continue to support strong collaboration.
November 2020	January 2021	The Assistant Superintendents will meet with building leadership at a mid-year meeting to assess whether resources for instruction and operations are adequate to support the successful implementation of programs identified in the building plans. Scheduling and resource allocations will be adjusted to meet the needs identified at the mid-year meeting.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January 2021	January 2021	Assistant Superintendents and consultants will lead a mid-year review of district and building data to determine progress toward meeting goals identified in Strategic Plan, DCIP, and building plans. Goals and action plans will be adjusted at the district and building levels to respond to data analysis. Differentiated support will be provided at all levels to create action steps to provide adequate course corrections.
January 2021	April 2021	The Assistant Superintendents will meet with building leadership at monthly meetings to assess whether resources for instruction and operations are adequate to support the successful implementation of programs identified in the building plans.
January 2021	April 2021	Assistant Superintendents will co-lead, with district consultants, the Leadership in Action meetings for principals and leadership teams in order to align district communication and messaging. Agenda, meeting notes will reflect the partnership between the district and consultants.
January 2021	April 2021	Assistant Superintendents will provide, through monthly principal meetings, support for buildings in developing comprehensive systems for using multiple data-sets to strategically plan to meet priorities of the Strategic Plan and accelerate student achievement. This data will be included in the District database.
January 2021	April 2021	The Assistant Superintendents and/or district consultants will meet with building leaders monthly to monitor the progress of the SCEP and Good Standing Building Plans in preparation for Quarterly Reports. Quarterly Reports will reflect the depth and quality of evidence described in Pillar 4 of the Strategic Plan. Action steps for each building will include a person accountable and evidence required.
January 2021	April 2021	The Assistant Superintendents will use monthly meetings to listen to building administration to consider the needs and voices of building-level leadership.
April 2021	June 2021	The Assistant Superintendents will meet with building leadership at monthly meetings to assess whether resources for instruction and operations are adequate to support the successful implementation of programs identified in the building plans.
April 2021	June 2021	Assistant Superintendents will co-lead, with district consultants, the Leadership in Action meetings for principals and leadership teams in order to align district



Priority 1

		communication and messaging. Agenda, meeting notes will reflect the partnership between the district and consultants.
April 2021	June 2021	Assistant Superintendents will provide, through monthly principal meetings, support for buildings in developing comprehensive systems for using multiple data-sets to strategically plan to meet priorities of the Strategic Plan and accelerate student achievement. This data will be included in the District database.
April 2021	June 2021	The Assistant Superintendents and/or district consultants will meet with building leaders monthly to monitor the progress of the SCEP and Good Standing Building Plans in preparation for Quarterly Reports. Quarterly Reports will reflect the depth and quality of evidence described in Pillar 4 of the Strategic Plan. Action steps for each building will include a person accountable and evidence required.
April 2021	June 2021	The Assistant Superintendents will use monthly meetings to listen to building administration to consider the needs and voices of building-level leadership. Survey and end of year reflections data will be used to continue to support strong collaboration.
June 2021	June 2021	District Superintendents and consultants will lead an end of the year review of district and building data to determine progress toward meeting goals identified in Strategic Plan, DCIP and building plans. Communication of success and challenges will be shared to inform plans for the next 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
Challenge of meetings in person/in groups for discussion	Meetings will change to virtual if COVID-19 prevents the school from being in session.	Whenever necessary

Priority 2

Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	Institutionalize regular collection, analyzation, and use of data to drive all District-wide decisions impacting student outcomes (instructional planning and delivery; communication/feedback; and professional development) at high levels.
<b>Why will this be prioritized?</b>	Professional development must continue to enhance the knowledge and understanding of leaders and teachers related to how and when data is to be collected, analyzed, and used to inform planning, practice, and feedback.  There is a need to scaffold the use of current systems and tools to increase data knowledge and support readiness.

**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?
A district-wide learning walk tool that is used consistently and effectively throughout the district to provide usable data to the buildings that enables them to identify trends to inform professional learning and improve the everyday instruction in each classroom.	September 2020
Participants of professional learning communities standardize protocols and consistently use data to make decisions to positively impact student learning (interventions, scaffolds, and enrichment).	October 2020
District administration will use multiple forms of data to make target decisions to improve operations and enhance student achievement.	September 2020

<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Bi-Weekly ASI/Principal data conferences (Grade level-bands; ESSA and localized accountability data) - collection and analysis through the data-dashboard	Middle of Year 2020	Middle of Year 2021
	3 District-lead Monthly Principal Data Conferences/Check-ins	10 District-lead (Weekly) Principal Data Conference/Check-ins
	End of Year 2020 (optional)	End of Year 2021
	COVID-19 N/A	20 District-lead (Weekly) Principal Data Conference/Check-ins
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>
August 2020	September 2020	The Assistant Superintendents will review data from the learning walk database to make observations and provide evidence of the effectiveness of this tool to monitor and impact teacher practice. (Pillar 1)
August 2020	September 2020	Assistant Superintendents, in discussion with building principals, will use data from the learning walk data- base and building feedback to determine the next steps to increase the effectiveness of this tool to actualize Pillar 1 goals.
August 2020	September 2020	Assistant Superintendents will revisit 5/20/80 classroom visitation expectations with building principals to reaffirm the use of the Learning-walk tool as a practice, to monitor and support teaching and learning, through the analysis of data, to determine progress.
August 2020	September 2020	Assistant Superintendents will provide professional learning, along with consultants, to review the coaching cycle process, including the elements of effective feedback. A rubric and resources will be shared to support the monitoring of feedback for building principals.
September 2020	January 2021	Assistant Superintendents will systematically and explicitly review learning walk data monthly with building leadership to track the quality and effectiveness of everyday instruction. Expectations for building leaders will include maintaining a consistent log of feedback, coaching, and support for teachers.
September 2020	October 2020	Assistant Superintendents will provide support to building administrators to use formal and informal observations data, as well as learning walk data, to identify teachers needing additional support or those that require teacher improvement plans. Assistant Superintendents will support teachers in crafting plans to improve instruction, including specific timelines for accountability.
September 2020	January 2020	Assistant Superintendents and building leaders will conduct quarterly learning walks (2) in order to define, discuss, and coach the qualities of effective instruction for the improvement and calibration of expectations for instructional practice. A review of building feedback to determine the impact of calibration will be done as a follow-up to ensure accountability.
September 2020	January 2021	Assistant Superintendent will collaborate with building principals in monthly principal meetings to guide the development of strong PLCs in each building where teams use data regularly, including student work to accelerate learning for all students. A rubric for effective PLCs will be used to guide reflections and gather data.
November 2020	November 2020	Assistant Superintendents will review building schedules with principals to assess the effectiveness of the building schedules to provide equity in access for all students to rigorous instruction and support for interventions for students not meeting standards to close achievement gaps.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January 2021	January 2021	Assistant Superintendents and/or district consultants will meet with building principals to review learning walk data and assess the alignment of data with school achievement data to determine the impact of learning walk data on daily

Priority 2

		practice and student achievement. Building leaders will use data to identify professional learning opportunities to close gaps in instructional practice.
January 2021	January 2021	Assistant Superintendents will review building schedules with principals to assess the effectiveness of the building schedules to provide equity in access for all students to rigorous instruction and support for interventions for students not meeting standards to close achievement gaps.
January 2021	June 2021	Assistant Superintendents will systematically and explicitly review learning walk data monthly with building leadership to track the quality and effectiveness of everyday instruction. Expectations for building leaders will include maintaining a consistent log of feedback, coaching, and support for teachers.
January 2021	June 2021	Assistant Superintendents will provide support to building administrators to use formal and informal observations data, as well as learning walk data, to identify teachers needing additional support or those that require teacher improvement plans. Assistant Superintendents will support teachers in crafting plans to improve instruction, including specific timelines for accountability.
January 2021	June 2021	Assistant Superintendents and building leaders will conduct quarterly learning walks in order to define, discuss, and coach the qualities of effective instruction for the improvement and calibration of expectations for instructional practice. A review of building feedback to determine the impact of calibration will be done as a follow-up to ensure accountability.
January 2021	June 2021	Assistant Superintendent will collaborate with building principals in monthly principal meetings to guide the development of strong PLCs in each building where teams use data regularly, including student work to accelerate learning for all students. A rubric for effective PLCs will be used to guide reflections and gather data.
June 2021	June 2021	Assistant Superintendents, along with consultants, will review learning walk and student achievement data to determine if instructional effectiveness in everyday instruction has improved. Data analysis should include the examination of the fidelity to the learning walk expectations for administrators, the type of feedback given to teaching staff, and the impact on teaching and learning. Possible next steps for professional development should be reviewed.

**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
Learning Walks and Observational Data	Discussion with administrators and possibly teacher groups will need to be held to develop protocols for the collection of observational data and feedback structures in virtual instruction	If schools are closed again

Priority 2


Priority 3

Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	Operationalize guaranteed, viable curriculum and practices with fidelity, in all areas, for all students.
<b>Why will this be prioritized?</b>	While student proficiency data indicates that decisions made regarding curriculum in the areas of English Language Arts and Mathematics (K-8) have been impactful, articulation and alignment efforts need to continue with a heavy emphasis on secondary in said 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?	
Eight to twelve-week instructional plans aligned with common assessments (virtual platforms will be utilized)	October 2020	
Protocols for looking at student work used to adjust curriculum pacing guides and interventions, enrichment (virtual platforms will be utilized)	October 2020	
Data-based analysis of student achievement to inform curriculum (virtual platforms will be utilized)	October 2020	
The guaranteed and viable curriculum across all curriculum areas that are standards-based and rigorous/ percentage of student achievement increases	June 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): 2 Common Assessments across K-12 (English and Math) - Baseline, Midterm, and Final (if course ends in a Regents exam final is not given)	Middle of Year 2020	Middle of Year 2021
	N/A	Midterm Exam/20 Wk. Common Assessments
	End of Year 2020 (optional) COVID-19 N/A	End of Year 2021 Final Exam/20 Wk. Common Assessments
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

<b>August Through January</b>		
Start	End	Action
August 2020	September 2020	Assistant Superintendents will work collaboratively with building leaders to design continued professional learning opportunities supporting the

Priority 3

		implementation of the ELA and mathematics curriculum to strengthen teacher content knowledge and content pedagogy to ensure continued implementation with fidelity. The use of rubrics to assess consistency toward a guaranteed and viable curriculum in math and ELA for all students will be implemented.
August 2020	September 2020	Assistant Superintendents will work collaboratively with building leaders to ensure that all buildings and teachers have access to core curriculum resources to support the equitable and consistent implementation of quality ELA and math learning to accelerate student learning.
August 2020	September 2020	Assistant Superintendents will create a plan to strengthen the alignment of curriculum, instruction, and assessment resources for Special Education and ELL students to ensure that all students have access to a rigorous curriculum that is both challenging and supported so that all students can learn at high levels. Recommended changes will be reviewed quarterly.
August 2020	September 2020	Assistant Superintendents will create a plan, using student achievement data, to evaluate the intervention program and support for ELL and special education students and determine gaps in support that are needed to close achievement gaps and accelerate learning.
August 2020	September 2020	Assistant Superintendents plan professional development for high school administrators to review the NYS Literacy Standards for grades 9-12 and for each department administrator to review the NYS Standards in their content area to strengthen opportunities to support curriculum writing and provide standards-based feedback to monitor the rigor of classroom learning targets, tasks, and assessments.
August 2020	September 2020	Assistant Superintendents will create a plan to ensure that the integration of technology as a learning tool is built into the curriculum to equip all students with media literacy and the skills required to do technology-assisted research per standards.
September 2020	January 2021	Assistant Superintendents will review building plans to utilize PLCs to write common formative assessments in core areas. A review schedule will be created with building principals to determine which core areas have completed assessments. Data analysis protocols, including looking at student work protocols, rubrics will be used to review student work. Data regarding progress toward completing assessments and the use of protocols to assess student work will be used to plan needed PD and curriculum alignment sessions.
September 2020	January 2021	Assistant Superintendents will ensure that all buildings have a plan to support and monitor the implementation of explicit Instruction through learning walks, professional development, and classroom observations to assess the quality of instructional practice in support of the curriculum. District administrators and building principals will review lesson plans, paying close attention to the quality of the tasks students are required to do in both traditional and online settings to ensure challenge, voice, authenticity. Data tracking will inform the next steps in curriculum revisions.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January 2021	June 2021	Assistant Superintendents will review the progress of teaching implementing curriculum with fidelity and plan differentiated professional development opportunities to support classrooms where the curriculum is not being

Priority 3

	implemented aligned to expectations. Support for teachers, grade-levels, and buildings will be provided. Focused follow-up learning walks will occur to monitor and hold teachers accountable to professional development.
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**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>
Curriculum writing and common formative assessment development	In the case of school closing, teams will meet virtually to develop drafts of curriculum maps and pacing guides.	Continuing through the year



Priority 4

Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	Cultivate an efficacious environment at all levels, supportive of the home-school partnership relative to school improvement and academic achievement.
<b>Why will this be prioritized?</b>	The unprecedented reality of COVID-19 has led to an increased District-wide effort to gain parent and community feedback, resulting in the need to prioritize action planning and practices relative to increasing parent awareness and inclusivity.

**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 cultures that promote an environment that is equitable, inclusive, and academically challenging for all students.	November 2020	
Increase opportunities to build sustainable relationships with community organizations that can support key school structures -SEL, field trips, speakers, service-learning.	November 2020	
Systematic and transparent reciprocal communication between parents and school that encourage parents to partner with the school in their child’s learning.	January 2021	
Increased opportunities for parent workshops that increase parent understanding of how to help their child academically and promote social-emotional health.	January 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
Issue parent climate surveys four times per year (10 week intervals)	N/A	70% Satisfaction
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	COVID-19	80% Satisfaction
	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 4

**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>
August 2020	August 2020	Assistant Superintendents (K-12) will hold an online student focus group, during the summer, to assess the impact of the growth mindset message on students, using the survey question: "A growth mindset and consistent effort will make me a smarter and more successful learner," from the Strategic Plan. Data from this focus group will be shared with building principals to inform the planning of the next steps in deepening students' understanding of the importance of a growth mindset.
August 2020	August 2020	Assistant Superintendents (K-12) and the Superintendent will meet with principals to create a plan to support continued emphasis on growth mindset(efficacy.) Plans for each building, and the next steps for the district to extend this work, will be shared and reviewed at a principal meeting prior to school. Survey data focusing on the question: "A growth mindset and consistent effort will make me a smarter and more successful learner," from the Strategic Plan will be asked during learning walks and student focus groups.
August 2020	August 2020	Assistant Superintendents (K-12) will plan, with building principals, ways to address the social and emotional needs of students as they return to school in the fall, whether it is online or in a traditional setting. Concerns identified from parent and student focus groups held prior to the close of school will be identified and actions developed to address them. Data as to the effectiveness of these plans will be monitored and shared at monthly meetings.
August 2020	September 2020	Assistant Superintendents will create a plan to educate parents about how to access school and community resources that support family health and wellness and student academic success. Online resources will be shared, as well as in district opportunities through the district website, social media, and newsletters. Data will be gathered regarding resources used and their effectiveness monthly through conversations, hits on the website, and questions regarding various resources.
August 2020	September 2020	The District will communicate expectations for online learning to all parents prior to the opening of school to prepare them if there is a break in the school year or if students return virtually. Information will include how to contact teachers, building administrators, as well as expectations regarding student attendance. Communication will be posted on the District Website, through social media, and in traditional methods. Parents will receive Remind messages to identify where to find this information. Data from online surveys will be gathered and used to plan the next steps.
August 2020	September 2020	Assistant Superintendents (K-12) will meet with principals, during monthly meetings to provide support for the development of eight parent workshops to be held throughout the school year to create two-way dialog about student academic success, social and emotional progress, using district-wide developed protocols to ensure consistency and coherence. Exit data will be collected to gather feedback and plan the next steps.
October 2020	October 2020	Assistant Superintendents (K-12) will develop and administer an online survey eliciting parent concerns and needs regarding their child's online learning

Priority 4

		experience to date. Data will be gathered regarding accessibility to and quality of the educational experience of their child. Action steps will be developed to address the concerns and needs identified to ensure equity and appropriateness of instruction for all students.
November 2020	November 2020	Assistant Superintendents (K-12), at a monthly principal meeting, will review exit data from parent workshops to ascertain the effectiveness of the curriculum to provide parents with information to support their child’s academic and social-emotional health and wellness. Adjustments will be made to ensure that there is a strong alignment between the curriculum and parent needs.
November 2020	November 2020	Assistant Superintendents (K-12), at the monthly principal meeting, and Leadership in Action Meeting will review first quarter action steps regarding extending the learning around growth mindset, and gather data from learning walks and exit tickets from the workshop on the impact of steps taken to strengthen students’ understanding and actualization of the belief that, “A growth mindset and effort will make me smarter and a more successful learner.
November 2020	November 2020	Assistant Superintendents (K-12), at the monthly principal meeting, will assess the impact of the plan to educate parents about how to access school and community resources that support family health and wellness and student academic success. Data gathered during the previous quarter will be assessed to determine the use and effectiveness of the resources made available to parents.
December 2020	January 2021	Assistant Superintendents (K-12) will re-administer the online survey eliciting parent concerns and needs regarding their child’s online learning experience to date. Data will be gathered regarding accessibility to and quality of the educational experience of their child. Action steps will be developed to address the concerns and needs identified to ensure equity and appropriateness of instruction for all students.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January 2021	January 2021	Assistant Superintendents (K-12) will meet with parent focus groups to gather evidence of the effectiveness of steps taken to increase reciprocal communication between parents and the school community. Evidence gathered during these sessions will be used to strengthen communication in both online and traditional settings. Data from exit tickets and online surveys after sessions will be used to create the next steps to ensure that the second semester meets/exceeds expectations identified in Pillar 2 of the Strategic plan.
January 2021	January 2021	Assistant Superintendents (K-12), at a monthly principal meeting, will review exit data from parent workshops to ascertain the effectiveness of the curriculum to provide parents with information to support their child’s academic and social-emotional health and wellness. Adjustments will be made to ensure that there is a strong alignment between the curriculum and parent needs.
January 2021	January 2021	Assistant Superintendents (K-12), at the monthly principal meeting, and Leadership in Action Meeting will review first-semester action steps regarding extending the learning around growth mindset, and gather data from learning walks and exit tickets from the workshop on the impact of steps taken to

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		strengthen students' understanding and actualization of the belief that, "A growth mindset and effort will make me smarter and a more successful learner."
January 2021	January 2021	Assistant Superintendents (K-12), at a monthly principal meeting, will assess the impact of the plan to educate parents about how to access school and community resources that support family health and wellness and student academic success. Data gathered during the previous quarter will be assessed to determine the use and effectiveness of the resources made available to parents.
April 2021	April 2021	Assistant Superintendents (K-12), at a monthly principal meeting, will review exit data from parent workshops to ascertain the effectiveness of the curriculum to provide parents with information to support their child's academic and social-emotional health and wellness. Adjustments will be made to ensure that there is a strong alignment between the curriculum and parent needs.
April 2021	April 2021	Assistant Superintendents (K-12) will re-administer the online survey eliciting parent concerns and needs regarding their child's online learning experience to date. Data will be gathered regarding accessibility to and quality of the educational experience of their child. Action steps will be developed to address the concerns and needs identified to ensure equity and appropriateness of instruction for all students.
April 2021	April 2021	Assistant Superintendents (K-12), at a monthly principal meeting, will assess the impact of the plan to educate parents about how to access school and community resources that support family health and wellness and student academic success. Data gathered during the previous quarter will be assessed to determine the use and effectiveness of the resources made available to parents.
June 2021	June 2021	Assistant Superintendents (K-12) will meet with parent focus groups to gather evidence of the effectiveness of steps taken to increase reciprocal communication between parents and the school community. Evidence gathered during these sessions will be used to strengthen communication in both online and traditional settings. Data from exit tickets and online surveys after sessions will be used to create the next steps to ensure that the second semester meets/exceeds expectations identified in Pillar 2 of the Strategic plan.

**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
Challenge of meetings in person/in groups for discussion	Meetings will change to virtual if COVID-19 prevents the school from being in session.	Whenever necessary

Priority 5

Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	Enhance learning outcomes for students through providing data-driven pedagogical professional development and materials, aligned to curricular and instructional expectations for individuals and sub-groups of students.
<b>Why will this be prioritized?</b>	The inconsistent practice of data-driven root cause analysis for the purpose of targeted educational planning and instruction, during PLCs and District-led meetings.

**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?
Common stakeholder understanding of the Strategic Plan and DCIP, connecting to SCEPs, with a monthly calendar of actions, to assure implementation.	September 2020
The use of both online and traditional professional learning opportunities that maximize the use of technology. Data from online follow-up surveys will determine the next steps to ensure a consistent, equitable approach to the use of these tools.	January 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Monthly Root-Cause analysis sessions, to identify needs and establish actions.	Middle of Year 2020	Middle of Year 2021
	1 Session (14 schools)	4 Sessions
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	2 Sessions per school	8 Sessions
	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

August Through January		
Start	End	Action
August 2020	August 2020	Assistant Superintendents (K-12) and the Assistant Superintendent of Professional Development will plan a series of workshops to share the Strategic Plan and the DCIP with all stakeholders. A monthly calendar of action steps from both plans will be developed to ensure the implementation of the identified goals and actions and to hold all accountable. This plan will be

Priority 5

		reviewed quarterly, using a protocol, to monitor the success of the implementation of the plans and make adjustments moving forward.
August 2020	September 2020	Assistant Superintendents will plan professional learning on how to best use and access Schoology, Remind, Classlink, Parent Portal and Student Portal for all stakeholders. This ongoing professional learning may occur during faculty meetings, parent workshops, and during online tutorials. Data from exit tickets and online follow-up surveys will determine the next steps to ensure a consistent, equitable approach to the use of these tools.
August 2020	August 2020	Assistant Superintendent of Professional Development, working with building principals, will use SCEP, building plans, and district initiatives, to create and publish a professional learning plan for the semester/school year. This plan will include both online and traditional professional learning opportunities that maximize the use of technology in classrooms, actualize the Foundational Five in all buildings and continue the emphasis on developing a growth mindset in all stakeholders. This plan will be shared with the building principals and communicated to all stakeholders. Data will be gathered through exit tickets and online surveys to assess the effectiveness of the PD and inform next steps.
August 2020	August 2020	Assistant Superintendents will work with principals, will make a plan to continue to build the capacity of teacher leaders, during Train-The-Trainer professional learning, to support their colleagues in strengthening their everyday instructional practice using Foundational Five strategies and protocols. These sessions will be differentiated by building needs. Data will be collected to assess the use and effectiveness of these sessions and their impact on instructional practice through exit tickets, learning walk, and teacher focus groups.
August 2020	August 2020	Assistant Superintendents will develop and communicate a plan to provide professional learning to all building leaders, by working with consultants and during Leadership in Action and monthly principal meetings to build capacity to serve as role models, instructional leaders, and coaches to all stakeholders. This plan will be differentiated to meet the needs of all district leaders. Data will be gathered during building meetings with principals, during learning walks and through teacher and student surveys and focus groups.
August 2020	September 2020	Assistant Superintendents will develop a plan to conduct inter-building learning walks, allowing building principals to visit schools to see instructional practice, share ideas, and calibrate expectations for teaching and learning. A protocol will be developed and shared to guide expected outcomes, as well as norms for visits to ensure consistency throughout the district. Templates and protocols for providing and sharing feedback to promote continuous growth will be developed.
October 2020	November 2020	Assistant Superintendents, with principals, will analyze learning walk data to assess the implementation of Foundational Five and Explicit Instruction to determine building needs and supports. Data will be disaggregated to identify areas of need for ELL and Special Education classrooms. Focused and targeted follow-up learning walks will occur to monitor and hold buildings and teachers accountable.
November 2020	January 2021	Assistant Superintendents, with building principals, will review the professional learning data on the use of and ability to access Schoology, Remind, Classlink,

Priority 5

		Parent Portal and Student Portal for all stakeholders. Data will be reviewed and additional support will be determined.
November 2020	January 2021	Assistant Superintendents will review data regarding professional learning provided to building leaders, by working with consultants and during Leadership in Action and monthly principal meetings. The purpose of this professional development is to build the capacity of building leaders to serve as role models, instructional leaders, and coaches to all stakeholders. Data from reflections, exit tickets, learning walks, and discussions will be used to inform the next steps.
November 2020	January 2021	Assistant Superintendents, with principals, will review data on the Train the Trainer professional learning and the use of TTT teachers to work with their colleagues in the building. Approaches on how TTT teachers have supported the strengthening of every day instructional practice will be shared for collegial benefit. The next steps will be developed to strengthen this practice.
November 2020	January 2021	Assistant Superintendents, with principals, will share data on inter-building learning walks. Feedback from visits will be reviewed to ascertain gains made and trends across the district. Extending the practice to assistant principals will be discussed and a plan for the second semester will be developed.
January 2021	January 2021	Assistant Superintendents with principals, will hold focus group meetings with all stakeholders to determine the impact of professional learning opportunities during the first semester.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January 2021	January 2021	Assistant Superintendents (K-12) and the Assistant Superintendent of Professional Development will review progress toward accomplishing the identified goals and action steps of the Strategic Plan and the DCIP. A second-semester monthly calendar of action steps from both plans will be developed to ensure the implementation of the identified goals and actions and to hold all accountable. This plan will be reviewed again in April, using a protocol, to monitor the success of the implementation of the plans and make adjustments moving forward.
April 2021	April 2021	Assistant Superintendents, with building principals, will review the professional learning data on the use of and ability to access Schoology, Remind, Classlink, Parent Portal and Student Portal for all stakeholders. Data will be reviewed and additional support will be determined.
April 2021	April 2021	Assistant Superintendents, with principals, will review data on the Train the Trainer professional learning and the use of TTT teachers to work with their colleagues in the building. Approaches on how TTT teachers have supported the strengthening of every day instructional practice will be shared for collegial benefit. The next steps will be developed to strengthen this practice.
April 2021	April 2021	Assistant Superintendents of Curriculum and Instructions, with principals, will share data on inter-building learning walks. Feedback from visits will be reviewed to ascertain gains made and trends across the district. Extending the practice to assistant principals will be discussed and a plan for the second semester will be developed.

Priority 5

April 2021	April 2021	Assistant Superintendents, will review data regarding professional learning provided to building leaders, by working with consultants, and during Leadership in Action and monthly principal meetings. The purpose of this professional development is to build the capacity of building leaders to serve as role models, instructional leaders, and coaches to all stakeholders. Data from reflections, exit tickets, learning walks, and discussions will be used to inform the next steps.
January 2021	January 2021	Assistant Superintendents with principals, will hold focus group meetings with all stakeholders to determine the impact of professional learning opportunities during the second semester. Data will be used to inform SCEPs, building plans, and district initiatives.

**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
Challenge of meetings in person/in groups for discussion	Meetings will change to virtual if COVID-19 prevents the school from being in session.	Whenever necessary



## 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.  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.  The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP. **Please note Addendum.**
4.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
7.  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.  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).