New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
North Collins Central School District	Mr. Scott Taylor

2022-23 Summary of Priorities

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

1	We will continue to prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.
2	Expanded understanding and implementation of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to involve all stakeholders.
3	We will provide targeted and tiered academic, behavioral and social emotional support to all students through the building level development of Multi-Tiered Systems of Supports Plans.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	We will continue to prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
 	
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	In striving to maximize educational opportunities for all students, we will continue to offer support for students in reaching their potentials. Our vision statement states that we will work together as a district to help students achieve their potential.
	
	Our state scores in ELA show that our students are not proficient in reading and writing. Due to the pandemic, this issue has become more apparent with the loss of instructional time.
	
	Our Reading Committee focuses on the Science of Reading Research and seeks to implement evidence-based practices in the classroom through a structured literacy approach. We recognize the importance of this initiative to close the gap between research and practice as we move into year two of our reading initiative.
	
	This ties into our Special Education District Improvement Plan along with our priority for supporting students with their social-emotional well-being.
	
	This supports our SCEP commitment number 1 in that we commit to the development of every child to develop cognitively.
	
	This commitment aligns with "How Learning Happens" through the element of agency where every child has the opportunity and develops the authority to drive their educational experiences with the ability to read.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
LETRs Training for all PreK 8 Classroom and Special Education teachers	LETRs training 2nd year commitment for all Pre K through 8th grade teachers and special education teachers (7th, 8th grade – ELA, ELA AIS, ELA Special Education only) Coaching teachers on how to improve their phonics, phonemic awareness, vocabulary and fluency and comprehension skills instruction. Monthly check ins with grade level teams during planning periods.	Data check point, 72% of readers will meet the middle of year reading benchmark K-6. Attendance at LETRs Professional Development Sessions (4 six hour sessions per year) sign in sheets after each PD Session NYS ELA test scores increase (grades 3 8) Dibels score increase (grades K 2)	Provide LETRs Training for teachers. Additional curriculum resources (Decodable books, Morphology Curriculum, RGR Supplies) A second planning period for all Elementary Staff in order for them to complete the additional 1 to 1.5 hours of LETRs training reading.
Adjusted Literacy Blocks	The master schedule will be adjusted to allow for an appropriate amount of time at each grade level for a well balanced literacy block.	Grade level meetings will be held for teachers to discuss the impact of the adjusted literacy blocks to ensure that they are able to address all necessary components.	Scheduling committee adjusted schedule time for meetings
Sonday Systems 1 and 2	Utilization of the Sonday System which is a tier 3 reading intervention program for students in grades K-6.	Weekly progress monitoring assessments will show student progress.	Sonday System Kits Implementation Training for Sonday Systems 1 and 2.

	Grade level data meetings will be used to discuss students progress and plans to adjust or continue intervention.		

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Completion data from LETRs Unit training (asynchronous work that teachers will complete, collection of sign   in sheets)

Tier 3 reading teachers will complete the Sonday System 1 and System 2 implementation training.

Grades K-6 teachers will indicate that the reading block schedule allows them time to provide instruction in all components of the reading curriculum.

75% of all students K-6, will meet the reading benchmark by the end of the year marking period.(Current baseline is 70%)

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Expanded understanding and implementation (Phase 1) of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to involve all stakeholders.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	In striving to maximize educational opportunities for all students, we will continue to offer support for students in reaching their potentials. Our vision statement states that we will work together as a district to help students achieve their potential which includes learning about differences in culture, preferences, identity and inclusive topics.
	
	This priority is of importance and emerged due to our desire for all students to feel welcomed and have a sense of belonging.
	
	This priority supports our SCEP commitment number 2 in that: "We commit to strengthening our school environment to enhance students' sense of belonging, school community and strength of relationships".
	
	The connection to How Learning Happens:
	
	Students must be engaged in <u>learning relevant</u> to them and see themselves reflected in teachers, leaders, curriculum and learning materials. <u>Relationships</u> are important, including those of adults and peers, including families. This is what creates a sense of <u>belonging</u> where all students feel safe, respected, and supported.
	
	Through the student interviews, themes emerged that indicate the need for explicit focus on CRSE. Students report witnessing racism and desire a need for safe spaces to hold discussions around important topics of racism.
	
	The Equity Self Reflection also indicated a need for more work on training on topics related to diversity, equity and inclusion.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
Increase culturally relevant resources and provide equity training for staff and students. **SCEP #2**	Providing staff with equity training to better understand and relate to all students within the district. Increase access to current culturally relevant resources for staff and students. Training for staff on how to incorporate culturally relevant materials into their curriculum and provide lesson sharing platforms. Bring in an outside agency to provide separate diversity, equity and training for middle and high school students. Offer an LGBTQ+ organization for students to meet at the JR/SR High School	Staff attendance at equity training. List of resources purchased and materials requested by staff for use in their curriculum. Student attendance at school-wide assemblies on equity/diversity training. LGBTQ+ organization is developed and has members. The committee will also develop a mission for the group As evidenced by the Panorama survey for students 3-12 in the sense of belonging section: ``how well do people at your school understand you as a person" increased by 1 % in favorable responses.	Hire outside trainers to provide equity training to staff and students. Purchase additional culturally relevant resources in both written and digital format. Budget to purchase culturally relevant materials for their classroom.
Expand our understanding and implementation of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to	Deepen our understanding of the NYS CRSE framework and the guidelines for all stakeholders, learn about the principles of culturally responsive-sustaining education and gain a greater understanding of	Grades 7-12 Panorama data will indicate an increase in favorable responses on the cultural awareness and action by 0.5 % for middle of the year data and by 1 % at the end of the year.	Time on agendas to internalize the components of the document (PD day). Staff access to Panorama Playbook

involve all stakeholders	diverse cultural identities (race, ethnicity, gender, sexual orientation , disability, language, religion, socioeconomics) Continued use of second step programming in grades Pre-k to 7, as well as Panorama playbook strategies towards SEL.		strategies and Second Step programming.

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Favorable responses on the Panorama survey data for students 3-12 will increase by 1% in the sense of belonging section: "how well do people at your school understand you as a person"

Grades 7-12 Panorama data will indicate an increase in favorable responses on the cultural awareness and action (0.5 % for middle of the year data and 1 % by the end of the year.)

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	We will provide targeted and tiered behavioral and social emotional support to all students through the building level development of a Multi-Tiered Systems of Supports Plan.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	This supports the District vision statement in that we state we maximize educational opportunities for all students. MTSS plans are developed to address the educational experience as a whole for all learners.
	
	This emerged as a priority as we developed an MTSS Committee and created an MTSS Vision statement this past school year. This is a commitment that will further strengthen our students' experiences as learners while allowing collaboration as a district. Our long term plan as a district is to have an MTSS plan that is coordinated yearly through a MTSS committee.
	
	This priority is influenced by the "How Learning Happens" document. It specifically is linked to *Intentionality*: "Every child has intentional opportunities to practice and build social, emotional and cognitive skills". Being intentional with all tiers of instruction and using data to guide instructional decisions supports this.
	
	This priority also connects to the SCEP commitment 1, "We intentionally commit to the development of every child by providing opportunities to develop socially, emotionally and cognitively through practical learning experiences that engage learners". Here at North Collins School DIstrict we are committed to developing every learner with strategies that meet the needs for all learners.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continuation of a Multi Tiered System of Supports Framework Committee.	Enlist committee members including: administration, teachers, counselors, psychologist, paraprofessionals, students, and family/community members. Schedule MTSS Committee meetings and create roles for members.	Meeting agendas and notes in google folder.	Stipends for Committee Members and a Committee Chair at each building. Monthly scheduled meetings.
A preliminary district wide MTSS plan will be created with the MTSS pillars of social emotional, behavior and academics.	Utilizing academic and Social Emotional Data, the committee will conduct an intervention inventory and prioritize needs for intervention development – where to focus efforts next. Identify interventions and procedures used to help plan for appropriate identification and delivery of interventions at Tier 1 (School-Wide Preventative), Tier 2 (Targeted), and Tier 3 (Intensive) levels for behavior.	An inventory of current and needed interventions is completed as evidenced by meeting notes. A document with current interventions will be created. .	Time for the committee members to meet. Funding for outside agencies to assist in best tiered practices approaches that meet each school's level of learners.

Continue the use of student surveys to analyze student behavior/SEL needs and assign appropriate interventions.	Panorama Survey usage for grades 3 through 12. Panorama surveys must be given in the beginning, middle and end of the school year. Data specialist will coordinate review of results with guidance counseling staff members. Panorama playbook strategies will be selected as interventions.	Each school will provide the data of their faculty meeting, along with questions or concerns which resulted. Data will be reviewed by guidance counseling staff members to screen students for needed interventions.	Time within the school day must be dedicated to Team meetings and scheduling/delivering interventions for students. Erie 2 C-C BOCES Data Specialist.
Continue the development of an Elementary Social-Emotional Learning Plan.	Continuation of administration of Panorama Survey in grades 3-6. Mental Health First Aid Training provided to all Elementary Staff. Continuation of Second Step Curriculum for students in K-6.	Survey results of student completion Sign-in sheets for staff training.	Funding for panorama software. Professional Development training fee. Training for new staff on the Second Step Program.
Powerschool will be utilized to document and communicate interventions.	The Powerschool representative will make the tiered intervention component accessible to all North Collins teachers. Implement Powerschool training for parent/family communication and behavioral referrals.	Documentation that Powerschool is being used through a printed usage report.	Power school representative. Training for all teachers on how to use powerschool to record interventions.

	JR/SR High School will utilize Powerschool to track academic and behavioral strategies.		
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Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

- An inventory of current and needed interventions is completed as evidenced by meeting notes.
- An MTSS framework and related protocols and resources are developed.
- Elementary staff members are trained in the use of PowerSchool.
- High School staff members can access and track strategies shared in Powerschool.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	

Why is this a priority?
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● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2022-23?	

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
 	
 • *How does this commitment fit into the District's vision, values and aspirations?*
 • *Why did this emerge as something to prioritize?*
 • *What makes this the right commitment to pursue?*
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     ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Scott Taylor	Superintendent	District
Brandon Wojcik	Principal	High School
Kerry Buell	Principal	Elementary
Jinelle Burger	Director of Student Services	District
Ian Calder	TOSA for Curriculum and Instruction	District
Scott Kaplan	TOSA for Technology Integration	District
Kelli McCormack	Reading Specialist	Elementary
Bob English	School Counselor	High School
Karlie Bley	Teacher	Elementary
Kristina Miller	Parent	High School
Beth Sheehy	Parent	District

Our Team's Process

Elizabeth Davisdon	Instructional Support	District

Meeting Dates

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

Meeting Date	Location
5/10/22	JR/SR High School
06/01/2022	Elementary School
06/14/2022	JR/SR High School

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers are presented the DCIP plan at both building levels and the JR/SR High School receives the SCEP plan in addition to the DCIP. Teachers representatives were also a part of writing both the DCIP and the SCEP plans.
Parents with children from each identified subgroup	Parent representatives were both represented within the SCEP and the DCIP committees.
Secondary Schools: Students from each identified subgroup	Middle and High School students were represented during both the student interviews as well as the student surveys.

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 The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. x Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. 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.

5. 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).

6. 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 by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).