



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Port Jervis	Mike Rydell

2020-21 Summary of Priorities

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

1	Administrator Learning Walks – (In-person, Hybrid, Remote) Actionable Feedback to Teachers
2	Student Engagement – Online, Remote, In-Person instruction
3	Social Emotional Learning - Rtl
4	Foundational Five (Student Ownership of their Learning, Learning Targets, Higher Order Questioning, Checking for Understanding, Differentiated Instruction)– Online, Remote, In-Person instruction
5	Family Engagement- Online, Remote, In-Person

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
August 2020	Virtual		

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	Staff Surveys, Meetings, and Walkthrough Data
Parents with children from each identified subgroup	Parent Surveys and Meetings
Secondary Schools: Students from each identified subgroup	Student Surveys

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
Nick Pantaleone	Assistant Superintendent	
Meagan Sullivan	Director of Pupil Personnel Services	
Jean Lain	Principal	
Anthony Lazzaro	Assistant Principal	
Heather Heidelberg	Administrative Intern/ Teacher	
Justin Karram		
Kayla Finan	BOE Member	

Priority 1

What will the District prioritize to extend success in 2020-21?	Administrator Learning Walks – In-person, Hybrid, and Remote – Actionable Feedback to Teachers
Why will this be prioritized?	District Administrators conducted 400 learning walks from September 2019 to March 2020. As the district moves to a hybrid and/or remote instructional model, additional professional development, calibration, and considerations for revising the learning walk tool are necessary. This will result in quality learning walks, with feedback that is immediate and actionable for teachers with a focus on improving instruction to engage students. All instructional models need to be taken into consideration when providing thoughtful feedback to teachers.

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?	
District and school leaders adjust the learning walk tool to address the changes in instructional settings.	September 2020	
District and school leaders will have established a system to conduct regular learning walks.	September 2020	
District and school leaders focus learning walks on identifying and leveraging exemplar quality instruction and learning in each of the teaching and learning settings.	October 2020	
A common feedback cycle structure will be in place, so all district and school administrators have consistency with the process of providing teachers with feedback.	October 2020	
District leaders will have established a system for reviewing teacher feedback and providing school leaders with suggestions to improve the quality of feedback.	November 2020	
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
N	Middle of Year 2020	Middle of Year 2021

Priority 1

	District Administration conducted 400 informal classroom learning walks from September 2019-March 2020. However, immediate, actionable feedback was provided to less than half of the teachers.	Each of the district administrators will conduct no less than 15 monthly informal classroom learning walks to total 250 for the school year and provide immediate, actionable feedback to 100% of teachers.
	End of Year 2020 (optional)	End of Year 2021
	N/A	District administrators will conduct 500 informal classroom learning walks and provide immediate, actionable feedback to 100% of teachers.
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Administrator Survey	N/A	75% of district and school administrators will agree or strongly agree that they can deliver explicit, targeted feedback to teachers.
“Delivering explicit, targeted feedback to teachers.”	End of Year 2020 (optional)	End of Year 2021
	NA	100% of district and school administrators will agree or strongly agree that they can deliver explicit, targeted feedback to teachers.

Priority 1

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

August Through January		
Start	End	Action
September	September	District and school leaders will attend a virtual professional development overview together on teacher practice, instructional strategies and data which will support providing high quality feedback to teachers as provided by PLC Associates.
September	September	District administrators and school leaders will attend professional development on teacher practice and how to provide high quality actionable feedback as provided by PLC Associates.
September	October	District administrators will develop their October learning walk calendar to ensure all schools and grade levels are visited.
October	January	District administrators will conduct monthly informal learning walks with school leaders to calibrate and practice inter-rater reliability and provide feedback to teachers.
October	January	District administrators will on a monthly basis look for ways to support teachers and their instruction as they experience an unconventional instructional model which may include remote learning and or hybrid teaching.
October	January	District administrators and school leaders will conduct monthly learning walks together to norm expectations and provide feedback to teachers with a focus on district initiatives which include co-teaching, student engagement and instructional technology.
October	January	District and School leaders will share learning walk data at the monthly principal meeting and discuss trends, patterns and supports needed for teachers.
October	January	School leaders will share their learning walk data with their staff monthly to identify patterns and trends and discuss the feedback process.
October	January	District administrators and school leaders will use monthly learning walk data to identify gaps in the areas of student engagement and instructional technology to design teacher professional development and to provide additional supports.
October	January	The district administrative team will monthly review and share qualitative and quantitative learning walk data monthly that has been collected and discuss evidence and findings of student engagement practices.
October	January	District administrators will assess monthly how the instructional model is reaching the needs of all students and what areas of support are needed. These could include but are not limited to the use of technology, instructional strategies, co-teaching models and assessment.

Priority 1

October	January	District administrators will develop their November-January learning walk calendar.
December	January	District administrators and school leaders will review teacher reflections to identify mid-course corrections with action steps.
January Through June		
Start	End	Action
January	June	District administrators will create their February- June learning walk calendar based on the teachers who are not meeting the expectations of the instructional model and determine what additional supports or professional development is necessary.
February	June	District and School leaders will continue to share learning walk data at the monthly principal meeting and discuss trends, patterns and supports needed for teachers.
February	June	District and school leaders will attend professional development together on teacher practice, instructional strategies and data which will support providing high quality feedback to teachers.
June	June	District and school leaders will come to a consensus and synthesize the successes and target areas for continued improvements in the areas which may include but are not limited to student engagement, instructional technology and co-teaching practices.

Addressing COVID-19 Related Challenges

<p>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)</p>		
Need	Strategy to Address	When
The district will need to consider the instructional model our schools will be using and the impact on providing meaningful feedback to teachers.	District administrators will need to increase their knowledge and learn how hybrid and remote learning can be maximized so that all students can be reached.	November 2020
District administrators will need to accommodate and be flexible with how learning walks are conducted as an instructional model which, teachers, students and parents/families have never experienced may create anxiety and unnecessary pressure.	District and school administrators will need to perpetuate the message that classrooms will be visited as a support for all stakeholders. It will need to be made clear to teachers that district and school leaders are 'the help, not the hammer.'	September 2020

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Student Engagement – Online, Remote, In-Person instruction
Why will this be prioritized?	A review of the data revealed a large variation in the quality of student engagement at each level of the district. As the district shifts to the different instructional models which includes but is not limited to in-person, remote and hybrid, this presents a greater need of what student engagement is and how this looks in each of these models.

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?
District learning walk tool will look different to address and align to the instructional models and identified needs of teacher practices (result of the teacher survey).	September 2020
Hybrid and remote instructional models include techniques that deepen engagement.	October 2020
Professional development will be designed to support student engagement in different instructional models.	September to June

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
Learning Walk Data focused on student directed engaged learning	50 % of classrooms visited by district administrators from September 2019 – March 2020 had high student directed engaged learning.	65% of classrooms visited by district administrators will have high student directed engaged learning.
	End of Year 2020 (optional)	End of Year 2021

Priority 2

		80% of classrooms visited by district administrators will have high student directed engaged learning.
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
7-12 Student Survey Question: #24 “Teachers provide time for students to discuss topics and learn from each other.”	48% of students strongly agreed or agreed that “teachers provide time for students to discuss topics and learn from each other”.	60% of students strongly agreed or agreed that “teachers provide time for students to discuss topics and learn from each other”.
	End of Year 2020 (optional)	End of Year 2021
	NA	75% of students strongly agreed or agreed that “teachers provide time for students to discuss topics and learn from each other”.

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

August Through January		
Start	End	Action
September	September	The school leadership teams will convene, consider and explore simultaneous student engagement strategies and techniques to be implemented monthly that teachers could incorporate into their daily lessons and present/share these during professional development sessions or during PLCs and grade level meetings.
September	September	Teachers will establish norms to create a respectful risk-taking environment that affords students multiple opportunities to contribute to their learning and the learning of others. This will be evidence in learning walks.
September	December	Teachers will conduct pre-assessments and formative assessments to drive their daily instruction and include student engagement strategies to provide varied level of supports depending upon students’ instructional knowledge and skill level. This will be monitored during learning walks so feedback can be provided centered on the importance of pre and formative assessments.
September	October	The district educational team will collaborate with the school leaders monthly to understand the student engagement strategies they have presented and expect their teachers to use in their lessons.
September	October	District and school leaders will set and communicate the instructional expectations to for teachers to include but not limited to the use of instructional techniques that deepen engagement which include but are not limited to, student engagement strategies.

Priority 2

September	October	Teachers will use identified student engagement strategies. This will be monitored during learning walks.
September	December	General education teachers and special education teachers will utilize the most appropriate co-teaching model to lessons to maximize student engagement. This is a reference to SE activities and how co-teach can support/improve: https://www.thinkinclusive.us/remote-learning-co-teaching-special-education/
September	December	Monthly Professional development is provided at each school level by school leaders and district curriculum coordinators and teacher leaders so all teaching staff understand and can implement high-quality student engagement protocols in each of the teaching and learning settings. Implementation will be monitored through regular administrative learning walks.
October	November	Schools will continue to identify student engagement strategies and share them with the district to allow district administrators to look for the expected student engagement strategies in classrooms during informal learning walks.
October	December	Teachers will use open-ended questions that invite students to consider and /or offer multiple responses. This will be monitored through learning walks.
October	December	District administrators will promote and support school leaders and teacher understanding of the difference between student compliance and student engagement during professional development sessions and with written or verbal feedback after informal learning walks.
October	December	Teachers will use student performance data to engage with students on a one-to-one basis or through small groups to provide student supports and or to accelerate student learning. This will be monitored during learning walks.
November	December	Schools will continue to identify student engagement strategies and share them with the district to allow district administrators to look for the expected student engagement strategies in classrooms during informal learning walks.
November	December	Teachers will call on all their students, including those who do not volunteer. This will be monitored during learning walks.
December	December	Teachers will use prompts and questions that result in students being actively engaged in discussions with both peers and teachers. This will be monitored during learning walks.
December	December	District and school leaders will collaborate and debrief the student engagement strategies and teacher practices to identify successes and areas for continued improvement.
<i>January Through June</i>		
Start	End	Action

Priority 2

January	June	District and school leaders will revisit the school level expectations leaders have established for teachers for including student engagement strategies during instruction and other instructional techniques that deepen student engagement.
January	June	The school leadership teams will convene, consider and explore simultaneous student engagement strategies and. Techniques to be implemented monthly that teachers could incorporate into their daily lessons and present/share these during professional development sessions or during PLCs and grade level meetings.
January	June	Teachers will offer varied instructional practices based on individual student learning needs this will be monitored during learning walks.
January	June	Teachers will provide students with written or verbal feedback by checking for understanding and use this information to adjust lessons. This will be monitored during learning walks.
January	June	District administrators and school leaders will identify teachers who have utilized a student engagement strategy successfully and have them share or showcase their lesson.
February	June	Teachers will conduct pre-assessments and formative assessments to drive their daily instruction to meet the needs of individualized students and monitored during learning walks.
February	June	Teachers will use student performance data to engage with students on a one-to-one basis or through small groups to provide student supports and or to accelerate student learning. This will be monitored through learning walks.
February	June	Teachers will collect evidence of student responses to questioning during instruction which demonstrates student dialog, discussion, and debate around content presented during instruction. Evidence may demonstrate use of technology to explore content and foster critical thinking. This will be evidenced by learning walks and monitored so that feed-forward feedback can be given.
March	March	The school leadership teams will convene, consider and explore simultaneous student engagement strategies and techniques. Techniques to be implemented monthly that teachers could incorporate into their daily lessons and present/share these during professional development sessions or during PLCs and grade level meetings.
April	April	Monthly Professional development is provided at each school level by school leaders, data and curriculum coordinators and other teacher leaders so all teaching staff understand and can implement high-quality student engagement protocols in each of the teaching and learning settings.

Priority 2

June	June	District and school leaders will collaborate and debrief the student engagement strategies and teacher practices to identify successes and areas for continued improvement. Administrators will assess the impact and improvement in the areas of including but not limited to the use of student engagement, formative assessments, questioning and student discussion.
------	------	--

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
Support for teachers to incorporate high yield instructional strategies in a hybrid and or remote instructional model.	Professional Development, support from teacher leaders, resources and materials will be provided to teachers for them to successfully engage all students in any instructional model.	September 2020 – June 2021
Engaging all students, regular student attendance.	With the different models of instruction, it is important that teachers and administrators monitor student engagement and attendance with their learning.	September 2020 – June 2021

Priority 3

What will the District prioritize to extend success in 2020-21?	The district will implement the comprehensive guidance plan, character education program, and social emotional curriculum to support the well-being of students K-12 with a direct impact on the identified school-wide practices and expectations, resulting in a decrease in disciplinary referrals
Why will this be prioritized?	The district recognizes the gap in student's social emotional learning since COVID and have an Rtl staff member to support the social and emotional health of students

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?
Staff will use the new Rtl personnel to implement systems to assess the social emotional needs of students.	

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
Monthly Discipline referrals	From September 2019 through March 2020, there was, on average, disciplinary referrals per month.	Discipline referrals reduced by 10%
	End of Year 2020 (optional)	End of Year 2021
		Discipline referrals reduced by 15%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
"Student behavior does not interfere with instruction during class time"	Secondary #43 37.4 %	Secondary #43 50 %
	Parents #39 47.4%	Parents #39 50 %
	Staff #69 34.7%	Staff #69 50 %
	End of Year 2020 (optional)	End of Year 2021

Priority 3

	N/A	Secondary #43	65 %
		Parents # 39	65 %
		Staff #69	65 %

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

August Through January		
Start	End	Action
September	September	School principals will meet with each grade level in their classes to establish building expectations for behavior and attendance in an in-person, hybrid, or virtual setting.
September	October	Staff will schedule a virtual overview for behavior and attendance with families and set a process of communication
October	November	The Rtl liaison will design a system of tracking the students who are missing school and not checking in remotely and participating in the hybrid model of learning
September	December	Use the School Management system to daily track student's attendance
November	January	Rtl Liaison will triage with support staff to make follow up calls to identified students
September	October	Communicate social emotional goals with parents and acknowledge and celebrate the efforts of parents during the period of school closure.
September	November	Create and conduct virtual sessions including Back-to-School Night, Parent Workshops, PTA meetings, Parent-Teacher Conferences around attendance and behavior.
November	January	The District Education Committee will meet together at the end of quarter one and look at discipline referrals and attendance rates. Tier 2 and Tier 3 students will be referred to the student services teams.
January Through June		
Start	End	Action
January	June	Rtl liaison will triage with building level support staff to make follow up calls to identified students
January	June	Use the School Management system to daily track students' attendance
January	June	Rtl liaison will review building district attendance and behavior information
January	June	Create and conduct virtual sessions Parent Workshops, PTA meetings, Parent-Teacher Conferences
March	March	The Rtl Liaison will facilitate meetings in each building at the end of third quarter to review discipline referrals. Tier 2 and Tier 3 students will be referred to the student services teams.
May	June	Send a survey to all teachers seeking input to determine what the PD needs are needed for social-emotional aspects related to behavior and attendance for next school year.

Priority 3

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
Design a system of tracking the students who are missing school and not checking in remotely and participating in the hybrid model of learning	Use the School Management system to daily track students' attendance	September
	Work with support staff to make follow up calls to tier 2 and tier 3 students for attendance and behavior	September- June
	Use Google Meet or Zoom for PD of the high-quality instructional technology tools and platforms designed to support consistent understanding of the digital tools available for teacher and students	August- March

Priority 4

What will the District prioritize to extend success in 2020-21?	District leadership will provide Professional Development and support to teachers K-12 to demonstrate improved teaching and learning with learning models with a focus on Transforming Learning (includes COVID-19 Response) student ownership for learning, open ended questioning and discussions,
Why will this be prioritized?	The district has provided the students with 1-1 devices to be used at school and at home. It is critical that teachers and students learn the skills and focused digital tools the district has purchased to support high quality centered instruction using instructional technology as well as strengthening classroom delivery of 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?
---	---

Priority 3

A published calendar per semester of the professional development opportunities for teachers	September/January
News blasts will be provided to teachers will remind teachers of upcoming offerings based on level and need.	September/January

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
# of Teachers participating in PD from September 2019 – March 2020	% teachers participating	% teachers participating
	End of Year 2020 (optional)	End of Year 2021
		100 % of teachers participating
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?*

August Through January		
Start	End	Action
September	September	Opening Day week for teachers consist of remote training that will be recorded with a compendium of choices for teachers to enhance instruction for students during remote learning.
September	October	Department meetings (PLC) will provide time for teachers to demonstrate strategies in Math and ELA using clearly explicit goals and classroom activities for student engagement. Teachers plan and discuss higher order question
September	October	School leaders will meet with teachers in their respective PLC's and department meetings via Google Meet to identify key priority areas of the DCIP to support teaching and learning of teachers and students
September	December	Professional Development will be provided at both the elementary and secondary level monthly by a PLC Associate to dig deeper into the foundational five in particular student engagement and differentiated instruction
October	December	Principals will hold monthly faculty meetings via Google Meet
December	December	School leaders will design and send a mid-year survey to identify updated professional development needed for teachers.
January Through June 2021		
Start	End	Action

Priority 3

January	June	Principals will hold monthly faculty meetings via Google Meet
January	January	School leaders will send a new professional development calendar to staff based on areas identified in December.
January	May	PLC Associate, and TEQ will provide high quality instructional technology in class and remotely
January	May	Best practices identified for student engagement will be highlighted and presented by instructional staff peers at faculty meetings.
March	March	At the superintendent's conference day, consultants will continue to provide professional development regarding foundational five
April	June	Professional Learning Communities will focus on strategies presented embedded PD for student ownership of learning.

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
Teachers need ongoing professional development in the areas identified of learning targets, student ownership of learning, higher order thinking and questioning	District leadership will provide Professional Development and support to teachers K-12 to demonstrate improved teaching and learning with learning models with a focus on Transforming Learning (includes COVID-19 Response) student ownership for learning, open ended questioning and discussions, student	August -March

Priority 5

What will the District prioritize to extend success in 2020-21?	The district is committed to ongoing parent and community communication and feedback. Leadership will support teachers to communicate with parents beyond contacting parents only when there is a concern. Communication will be heightened and provided to all stakeholders. The district leadership will communicate the re-Entry plan and set three meetings prior by 8/21.
Why will this be prioritized?	Parent communication is essential and is critical during particularly during the uncertainty of remote and hybrid learning. Maintaining confidence in the school's commitment to children's safety is the priority when relating to parents.

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

Priority 3

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?
Parent training nights established by levels to assist parents help their children at home	September- November
Offer social emotional call in line for parents concerned about their child.	
Design a triage team of school nurse, school counselors and social worker	September

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
PLC Associates, Inc. survey #43 "Teachers contact me only in times of concern"	On the March 2019 survey, 34.5% of the parents surveyed agreed or strongly agreed with the statement "Teachers contact me only in times of concern."	In the January 2021 Survey, 50% of the parents surveyed will agree or strongly agree with the statement "Teachers contact me only in times of concern."
	End of Year 2020 (optional)	End of Year 2021
		75% of the parents surveyed will agree or strongly agree with the statement "Teachers contact me only in times of concern."
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

August Through January		
Start	End	Action
September	September	The school sends home an information packet to all new families that has been designed to provide an orientation to the school and its expectations, procedures, and services offered, including the importance of attendance

Priority 3

September	October	At the September faculty meeting, begin conversations on what areas, warrant communication with families and how teachers will track it month to month. Make communication with parents succinct, pertinent and informative, with actionable feedback
September	October	To increase parents/guardians' awareness of school events and programs, families will be informed of school-provided programs using the district allocated communication systems and school calendar.
September	September	Each department is assigned a marking period in which they will be responsible for communicating learning goals, etc. with families.
September	October	Students create Public Service Announcements to be communicated at extracurricular events.
September	October	Compare and address changes needed to communicate with families. To give teachers specific feedback on the quality of communication with families. To ensure all families are informed of and have opportunities to participate in sessions for remote and hybrid meetings and workshops.
October	October	Post information on the District website about topics covered during professional development days. Design instructional technology PD session for parents from October through March (one per month).
October	October	Establish and communicate technology night for parents K-12 to learn how to help your child at home.
January Through June		
Start	End	Action
January	March	Invite parent representatives to participate on the District Leadership Team to prepare for the 2021-22 school year.
January	June (monthly)	Teachers increase calls home on recognized improvement in school behavior based on a reduction of discipline referrals.
February	March	Review mid-year survey results to determine preferred communication tools/methods
January	June	Faculty members will send one "Positive Postcard" per month to parents/guardians.
March	April	PLC survey for parents and students will be administered to determine growth from the previous 2019 survey and establish new goals for 2021-22.
May	June	Monitor, assess and reevaluate the frequency and content of communication happening between families and teaching staff through data collection in communication platforms used in the district.

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
Students re-acclimating themselves to being in	Use district and building support of student services personnel	September-November

Priority 3

school for six and a half hours per day.	Design a call-in line for families with concerns about their child	
---	--	--

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.
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 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).