



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
East Syracuse Minoa Central School District	Dr. Donna DeSiato

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Continued focus on academic and social-emotional supports through a multi-tiered system of supports (MTSS) , including a strong Tier 1 curriculum and Tier 2 and 3 support programming for all students, with evidence based programming in place at all grade levels.
2	Expanded understanding and implementation of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to involve all stakeholders
3	Operationalize PLCs that focus on high levels of learning through data-driven discussions to target student learning across all content areas, including SEL

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Continued focus on academic and social-emotional supports through a multi-tiered system of supports (MTSS), including a strong Tier 1 curriculum and Tier 2 and 3 support programming for all students, with evidence based programming in place at all grade levels.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Our vision and aspirations identify that we aspire to ensure that all students receive the support to excel academically, socially, and emotionally and provide equitable experiences to all.</p> <p>Local data suggests a continued need to strengthen Tier 1 instruction, as well as align our instructional practices at all tiers. Additionally, COVID-19 has increased our SEL needs and the need for evidence-based SEL programming has grown.</p> <p>This work will support and guide the work of PLCs and culturally responsive pedagogy and practices.</p> <p><i>How Learning Happens: <u>Intentionality</u> - 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.</i></p> <p>Equity Self Reflection: Inclusive Curriculum and Assessment:</p> <p><i>As we continue to strengthen all tiers of instruction, examining curriculum and assessment through a culturally responsive lens will further this work and “provide students with opportunities to discover, research, and build deep understanding of themes, content and curriculum.”</i></p> <p><i>This will support the work of the SCEP with all 3 of their commitments relative to enhancing tier 1 and tier 2 cross-content literacy instruction with a focus on work in PLCs to improve student learning outcomes and creating a more inclusive and equitable school</i></p>
	<p>culture through the training & implementation of S.E.L (social emotional learning) & D.E.I (diversity, equity, & inclusion).</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Embed CASEL Competencies (self awareness, social awareness, self management, responsible decision making and relationship skills) into all classrooms</p>	<p>Training instructional staff on these competencies, share strategies of ways to embed these into daily instruction (i.e. embedded in morning meetings)</p>	<p>Classroom observations, work with counselors and social workers in the building, feedback from staff/students (survey), SEL Screener data (pre- and post-assessment data) connected to evidence-based SEL programming</p>	<p>Professional Learning on the CASEL competencies (by counselors, social workers, etc.)</p>
<p>Social Emotional Learning assessments at K-8 to identify students in need of tier 2+3 SEL supports</p>	<p>Administer SEL screener K-8 Data reviews using universal screening measure Explore and identify appropriate SEL screener for use at grades 9-12</p>	<p>Data on SEL Screeners will show lower percentage of student concerns</p>	<p>Sufficient licenses for all students, time and training for teachers and/or students to complete the rating scales</p>
<p>Evidence based SEL programming in place at all grade levels.</p>	<p>Implementation of Second Step at grades K-2, Social Thinking @ K with targeted Social Thinking as additional support at K-12</p>	<p>SEL Screener data (pre- and post-assessment data) connected to evidence-based SEL programming, with better outcomes evident</p>	<p>Instructional materials (i.e. Second Step) for classrooms, time in schedule to implement lessons in coordination with support staff</p>

Priority 1

<p>Accelerated learning through a multi-tiered system of supports (MTSS), with continued focus on Tier 1 curriculum, and a renewed focus on Tiers 2 and 3</p>	<p>Ongoing implementation of Next Gen Learning Standards</p> <p>Systematically utilize standards-based and/or adaptive digital programming to target student needs</p> <p>Unpack essential, prioritized standards, with a focus on acceleration and grade-level skills for all students, regardless of demographics</p>	<p>Observations and walkthroughs will show evidence of grade-level instruction for all students,</p>	<p>Scheduled PLC meetings that focus on this work (Question 1 of PLCs), master schedules that do not pull students out during core instruction</p>
<p>Design and implement a digital platform(s) to document and support levels of learning</p>	<p>Design categories of platform with consultation with district MTSS teams and leaders, Training for MTSS teams and turnkey trainers to effectively use during the RTI process</p>	<p>Anecdotal feedback from teachers and leaders, more systematic and aligned process K-12</p>	<p>MTSS Licensing, training, turnkey trainers in each building</p>
<p>Implementation of scaffolds to make grade-level tasks accessible for ALL students so that learning acceleration may occur.</p>	<p>Training on what effective scaffolds are, modeling of this by teacher leaders (coaches, sped teachers, ISs, etc.)</p>	<p>Observations and walkthroughs will show evidence of scaffolds and supports accessible for all students in need of those supports.</p>	<p>Training on scaffolds provided by teacher leaders, Scheduled time for this PD</p>
<p>Inclusion of additional time, support and use of evidence-based approaches at all tiers of instruction, including “just in time” approaches to address unfinished learning.</p>	<p>List of identified evidence-based strategies and interventions to use for unfinished learning in all areas of learning, PD for any areas needed, Alignment with literacy department for evidence-based interventions at Tier 3</p>	<p>Reduction in numbers of students requiring Tier 3 interventions, Tier 2, common assessment information within PLCs, reteaching is taking place, more students successful with Tier 1 instruction</p>	<p>Schedule that provides for a block of time to reteach and provide Tier 3 interventions/remediation</p>

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

i-Ready Data:

3-8 Reading:

Reduction of Tier 3 from 28% to 10%

Increase Tier 1 placement from 50% (EOY) to 65% EOY

6-8 Math:

Reduction of Tier 3 from 37% to 15%

Increase Tier 1 placement from 33% (EOY) to 50% EOY

Fastbridge Data:

CBM Reading Fluency Data (Grades 1-3) EOY

Increase Low risk from 42% to 60%

Reduce high risk from 27% to 10%

SAEBRS data:(Teacher Scale)

95% low risk

5% some risk

- SAEBS scores will show low levels of risk in each of the CASEL Competencies (aligned to Social/Academic and Emotional categories)

Teacher Survey: 24% to 50% increase for favorable responses about professional learning about SEL

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Expanded understanding and implementation of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to involve all stakeholders</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Our aspirations indicate that we believe that Relationships are paramount to success. As a district, we aspire to ensure that all students receive the support to excel academically, socially, and emotionally and provide equitable experiences to all.</p> <p>This emerged as a priority based on feedback from student interviews, staff surveys and the current climate of our country, along with guidance from NYS Diversity, Equity and Inclusion task group. Additionally, this emerged as a priority through our discussions on culturally responsive teaching and through our survey data. The family survey data we received was not representative of our diverse groups, so we must make stronger efforts to have the voices of diverse families heard.</p> <p>How Learning Happens:</p> <p>Students must be engaged in learning relevant to them and see themselves reflected in teachers, leaders, curriculum and learning materials. Relationships are important, including those of adults and peers, including families.</p> <p>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.</p> <p>Equity Self Reflection also identifies a need for more work on training on topics related to diversity, equity and inclusion.</p>

Priority 2

	<p>The equity self-reflection noted “integration” in fostering close relationships with students and families, working to gather insights into students’ cultures, goals and learning preferences.</p> <p>The School’s commitment to “create a more inclusive and equitable school culture through the training & implementation of S.E.L (social emotional learning) & D.E.I (diversity, equity, & inclusion)” aligns to this priority.</p>
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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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Familiarize ourselves with CRSE Framework and the NYS guidance on diversity, equity and inclusion	Deepen our understanding of the NYS CRSE framework and the guidelines for all stakeholders, learn about the principles of culturally responsive-sustaining education (Begin with Administrative team, school leadership teams, etc.), along with the DEI Framework; a greater understanding of diverse cultural identities (race, ethnicity, gender, sexual orientation , disability, language, religion, socioeconomics)	Stakeholder survey data results will show a higher percentage of favorable responses.	Time on agendas to internalize the components of the document (PD day), Processes to internalize and understand the pedagogies associated with CRSE

Priority 2

Build capacity as leaders through equity-focused book studies	Instructional leaders engage with a book study led by professors at Syracuse University	Committee work will have representation from all different equity-focused groups and diverse backgrounds to have all voices heard to mirror population of school and/or district	Partnerships with Syracuse University (Dr. Theoharis) Committee formed, meeting dates with focused agendas
Use of culturally responsive practices to be increasingly sensitive to support relationships with students	Implementation of inclusive curriculum, assessment and pedagogies (opportunities to understand diverse perspectives, time to explore implicit bias, better acquaint ourselves with diverse communities, dismantling systems based on inequities, ongoing professional development	Observation data: evidence of CRSE practices in instruction Survey data from student and teachers focused on diversity and inclusion (specifics in quantitative data)	Training in CRSE practices, Outside experts to present (BOCES, RBERN, SU etc.)
Text Audit for culturally responsive and culturally relevant materials (secondary)	Examination of texts used at secondary levels to be evaluated for culturally responsiveness, through curriculum reviews, particularly in literacy.	Texts used will be more representative of diverse populations with varied perspectives of historical events	Money to update text sets that may be outdated or not culturally relevant/responsive, time to audit libraries based on a given set of criteria
Review/Analyze policies, pedagogy and practices to ensure equitable access to opportunities for all students	Analyze school and district policies and practices (ie. Student Handbook), that may be based on inequities ,high expectations/rigorous instruction for all students	Feel of belonging in student survey question (increase in category from 40% favorable responses) Updated handbooks	Time for teams to review policies/procedures, Grade level access with support for all students
Intentional inclusivity of families from diverse backgrounds in committee work, big picture conversations, family/admin, etc.	Identify who is not at the table and determine additional opportunities for having a voice	Attendance and feedback from diverse stakeholders in a variety of family groups	Time to develop and meet with groups, People to represent the groups
Use of Parent Square to communicate more effectively in family's language of choice	This platform will allow leaders and teachers to communicate more effectively in family's language of	More engagement from diverse families, Usage data from Parent Square to assess level of access	Training on Parent Square for all stakeholders,

Priority 2

	choice, Clear communication to all families on this updated platform that will be utilized		including families, Money for platform districtwide
Develop a districtwide equity focused leadership group (Diversity, Equity and Inclusion)	Gathering stakeholders from multiple perspectives and diversity groups to gather feedback and learn about this group to enhance our collective understanding	Increased sensitivity and responsiveness to all diverse groups of students, more diversity at Parent-Admin meetings, Big Picture Strategic Planning sessions, etc.	Schedule of meetings, List of families to whom we want to expand partnerships, to be a part of important meetings, groups and offer feedback and expertise.

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 2021-22 school year.

Student Survey Data:

Diversity and Inclusion Topic: Increase from 54% favorable to 75% favorable.

Increase from 13% to 25% favorable for: *How often do students at your school have important conversations about race, even when they might be uncomfortable?*

Increase from 30% to 50% for: At your school, how often are you encouraged to think more deeply about race-related topics with other students?

Teacher Survey Data:

Increase from 42% to 60% for: In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?

Text/Curriculum - evidence in practices through classroom walkthroughs and observations

Family Survey responses (increased rate from diverse groups)

Increase from 14% ethnicity (other than white) and an increase in the ENL family responses (received only 2) on the family survey.

Strategic planning, parent meetings include more diverse families

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>PLCs that focus on data-driven discussions that target student learning across all content areas, including SEL</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We aspire to be a professional learning community with a focus on data-driven instruction and evidence-based best practices. Currently, only 49% of teachers indicate meeting as a PLC on a regular basis.</p> <p>We know that PLCs are an evidence-based best practice with an effect size of 1.57 (<i>Hattie, 2017</i>) and that there was a significant drop in the teachers who reported using PLCs with a focus on data on our 20-21 survey.</p> <p>We recognize that the use of proper PLCs are necessary to successfully implement a multi-tiered system of supports through collective teacher efficacy to implement effective tier one instruction, coupled with tier 2 and 3 interventions.</p> <p>The “How Learning Happens” document identifies that we must be intentional with our practices to build social, emotional and cognitive skills. Through PLCs, teacher teams will focus on the key things they want students to know and how to build those skills. The equity self reflection indicates that through high expectations and rigorous instruction, it will prepare them for rigor of learning. All this work will happen in the context of PLCs.</p> <p>The Equity self-reflection identifies only emerging knowledge in creating learning communities, such as PLCs for teachers.</p> <p>Our TSI school has prioritized PLCs as they “commit to enhancing tier 1 and tier 2 cross-content literacy instruction with a focus on work in PLCs to improve student learning outcomes.”</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Leadership training with Solution Tree associates on PLC implementation	Professional Learning with Solution Tree representative, scheduled leadership date/agenda	Leaders will articulate their next steps and will facilitate the effective use of PLCs in their buildings	Money for Solution Tree expert to provide Professional Learning and additional support
School improvement training with the use of the PLC at Work Portable Event Package with Solution Tree and attendance at PLC at Work Live Institute	Engagement with keynotes and breakout sessions with school improvement teams	Each School Improvement Plan will reflect PLC as a priority, key ideas from the sessions will be included as action steps to guide PLC work in each building	Systematic structures (i.e. schedules, protocols for PLC, support and use of Instructional coach to further operationalize PLCs, Licenses/registration fees purchased for use with School Improvement teams
Facilitation of PLCs using building instructional coaches	Training with coaches, scheduled PLC times with teacher teams and departments	Teachers will more regularly collaborate with a focus on the 4 essential questions of a PLC, data reviews using both formative assessments and benchmarks	Training for coaches, consistent PLC protocols and forms determined and shared (ie unpacking standards form), Instructional Coaches to support this work, schedule of team PLC meetings
Collaborative reviews of data following universal screenings and administration of common formative assessments	Developing, selecting and gathering essential data, with a purpose to assess student learning and modify teaching as needed; teams engage in collaborative discourse on data and make instructional decisions as a team	Teacher teams identify T2 support by student, standard and learning target; Students will receive regular reteaching as needed at Tier 2, based on assessments, and students who require remediation	Processes to analyze assessments and collectively meet student needs, scheduled PLCs with each team/department

Priority 3

		(Tier 3) will receive this, as needed, to fill off-grade level essential skills	
Ongoing collaborative examination of curriculum and instruction through a culturally responsive lens	PLC conversations, during question 1, will embed conversations around culturally responsive teaching practices; curriculum work with instructional specialists will be inclusive of this work	Instructional Specialists, coaches, teacher leaders, and teacher teams will regularly discuss the culturally responsive implications on Curriculum, Instruction and assessments during PLC meetings	Release time for ongoing curriculum work to analyze resources
Provide standards-based feedback/grades to students that represents the student's academic progress	Standards-aligned assessments to provide feedback, teachers offering students multiple opportunities/ways to exhibit learning, reflective conversations between students/teachers to discuss strengths and areas in need of improvement	Students will be able to articulate their strengths and areas of need, rather than just a number grade, to know where to improve and extend their learning Survey question: Grades are accurate representation of learning	Time to update assessments with appropriate standards, continued discussions with buildings around standards-based grading and reporting (secondary)

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 2021-22 school year.

Increase from 49% to 75% for the question on the teacher survey:

How often does your team convene as a Professional Learning Community to engage in data-driven discussions around student needs?

Regularly scheduled PLC meetings facilitated by instructional coaches.

Student Survey question: *How well do your grades reflect your understanding of the subject?* (49% to 75% favorable)

Student growth on essential standards

Fewer referrals to MTSS committee

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Shane Hacker	Executive Director of Curriculum, Learning and Assessment	
Michele Gipe	Director of Teaching and Learning	
Meghan Thomas	Associate Director of Special Education + Parent	
Doug Mohorter	Executive Director of Employee Engagement and Accountability	
Ashleigh Wilson	Principal	Pine Grove Middle School
Tom Sweeney	Instructional Specialist and Administrative Intern	
Krystal Ward	Coordinator for Spartan Academy, College and Career Pathways	

Meeting Dates

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

Meeting Date	Location
7/9/2021	Virtual
7/20/2021	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	Through feedback during the SCEP Process Stakeholder feedback on surveys
Parents with children from each identified subgroup	Through feedback during the SCEP Process Stakeholder feedback on surveys
Secondary Schools: Students from each identified subgroup	Through feedback during the SCEP Process, Student interviews both with teachers and outside agency led student focus groups Stakeholder feedback on surveys

Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, 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)