

# District Comprehensive Improvement Plan



## DCIP Planning Document for 2021-22 DCIP

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**District**

Evans-Brant (Lake Shore) Central School District

## A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2021-22 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District's ability to identify specific solutions for their unique needs. This document will involve:

- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2020-21 DCIP
- Understanding local data
- Reviewing the District's vision, values, and aspirations

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2021-22 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the District. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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## Section 1: Considering What was Learned in 2020-21

### Evaluating the Impact of COVID-19

What needs emerged as a result the COVID-19 pandemic?

- Teachers maintained triage and remained highly responsive to unpredictable shifts in curriculum, instructional modes, and assessment approaches. This made it difficult to maintain alignment to the scope and sequence of grade and content level specific curricula.
- Gathering meaningful data relevant to academic performance was difficult, as attendance was inconsistent, technologies didn't always perform as needed, assessments could not be deployed in a remote setting as they were in person, and teachers' focus on professional learning and growth as well as the design of new assessments was significantly disrupted.
- District efforts to align curricula, instructional practices, and assessments—which had begun in earnest prior to COVID19—were also significantly compromised.
- Learners missed opportunities to establish nurturing relationships with peers, teachers, administrators, and coaches through in-person learning and socialization.
- Learners missed opportunities to deepen their cultural awareness of those who are different from them by engaging with peers, teachers, and community members outside of their homes and close family and social circles.
- Routine was lacking, and when it was established, it was often disrupted.
- Students grappled with unforeseen trauma as a result of the virus, its physical impact on loved ones, and the resulting loss of jobs and stress on relationships.
- Opportunities to move through healthy phases of norming, storming, forming, and performing as learning communities inside of classrooms, on teams, and in extra-curricular groups were significantly compromised. These are natural phases of group formation that result in healthy learning communities and form the foundation of collaborative learning, problem-solving, and growth. In the absence of this, it is difficult for groups to pursue significant shifts in learning or practice.

To what extent is the identified subgroup(s) disproportionately impacted by the issues identified in the previous response?

- 26% of students in the identified subpopulation were fully remote learners last year.
- 22% of students in the identified subpopulation transferred out of the district during this time.
- 81% of students in the identified subpopulation live in poverty.
- Over half of these students also have incomplete assessment records due to absence or test refusal.
- The identified subgroup entered the year at a significant disadvantage in terms of performance, and the issues above undermined the district's attempt to offer learners a rigorous, guaranteed and viable curricula. Lack of alignment in curriculum, instructional practices, and assessment—along with teachers' inability to gather and then, meet to analyze and respond to quality data—means that this population has not yet had focused interventions. They are now in grades 6-10.
- The identified subgroup was further compromised by their inability to be fully integrated within a nurturing, face-to-face learning environment. Opportunities to engage with their teachers, administrators, coaches, and peers left them increasingly alienated, and even upon return to school, social-distancing requirements made small group instruction and the fostering of close relationships far more challenging.
- The identified subgroup lost opportunities to engage in focused, rigorous, and carefully differentiated learning, socialization, and academic work. Rather than entering a dedicated space where they could draw a

## SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

line between what was happening at home and in the world and what was to be learned and created at school, all of these forces competed for attention all of the time, the processing of trauma took center stage, and learning was likely compromised as a result.

- Most significantly, it is difficult to clearly understand the extent to which the identified subgroup was disproportionately impacted by these issues because we do not yet have solid evidence that might help us draw meaningful conclusions.

What has the District learned through its efforts to address these needs?

- Establishing PLCs at grade levels and within departments is essential. Such PLCs should meet monthly and use evidence-based protocols and skilled facilitators to strategically plan to meet the needs of all students, but especially those in the identified sub-population. Teams must use qualitative as well as quantitative data from distinct, well-aligned formative, summative, and standardized assessments to inform instruction. PLCs serve as unifying centers. It's here that curriculum, instruction, and assessment begin to work together as a system that serves learners and teachers well. In the absence of PLCs each of these elements is typically attended to infrequently, inconsistently, and in disparate initiatives that typically begin to compete with one another.

How will these lessons learned be incorporated in the 2021-22 DCIP?

- PLCs will be established in grades 6-8, with a skilled facilitator, to establish a strategic plan that defines their measurable goals relevant to assessment design, data collection, analysis, and intervention as well as movement toward culturally responsive teaching and trauma-informed practices. This plan will also describe their current realities in relation to those goals, make their needs specific, and define specific actions each PLC will take to achieve these goals. Specific tasks will be assigned to specific PLC team members and leaders, and deadlines will be established.
- The district will examine these strategic plans and use the trends that emerge to shape align with their district-wide professional development plan which will speak to the specific steps that must be taken to align and improve curricula, assessments, instructional practice, and/or school culture.

### Evaluating the Success of the 2020-21 DCIP

Refer to the 2020-21 DCIP to complete the information below.

Priority 1 in 2020-21 DCIP: We must build capacity for data-informed decision-making.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No.

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

We were not able to establish PLCs or data teams during the 2020-2021 school year because COVID-19 complications absorbed the district's full attention, and much planning time was spent consistently and rapidly responding to these needs.

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Priority 2 in 2020-21 DCIP: We must pursue standards based instructional design.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No.

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

While some attention was paid to supporting teachers as they identified and then explicitly taught to aligned standards-based targets, robust standards-based instructional design was not supported consistently during the 2020-2021 school year because time for such meetings was limited and resources were as well. Teachers were using atypical planning tools and modes, resources, and practices. Opportunities to bring skilled facilitators to the table in order to plan and execute such work were limited as well.

Priority 3 in 2020-21 DCIP: Standards based assessment design

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Time for such assessment design was not available. Such initiatives require significant and sustained opportunities for teachers to collaborate and meet face-to-face as well. This was not possible due to the COVID-19 pandemic.

Priority 4 in 2020-21 DCIP: Culturally sustaining practices

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority?

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Limited time is a factor and the district will maintain this district-wide goal each year.

Priority 5 in 2020-21 DCIP: Attending to the social emotional health of students and staff

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

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Factors

All schools are participating in Trauma Informed Learning and Practices; the school district is in year 4 of this initiative at the Middle School and one elementary school. We are in year 6 in two of our elementary buildings. In elementary, we have dug deep in the work of Kristen Souers using day-to-day strategies and common language in each classroom. In grades 6-8, we have created SEL supports including a structured homeroom time focused on supporting students and building relationships, as well as built-in relationship building/orientation for incoming 6th grade students through a monthly cooperative learning and interaction program. Students, staff, and administrators report that district teachers and leaders have been in far closer contact with families and students throughout the COVID-19 pandemic.

After reviewing your success in achieving the 2020-21 DCIP Priorities, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

We will establish PLCs in our buildings for the purpose of building and strengthening our relationships with students.

We will prioritize data collection through standards-based formative and summative assessment design to inform instruction.

We will continue to employ a teaching assistant as part of the AIS team for the purpose of academic and executive function support.

We will increase our focus and training in trauma-informed practices to attend to the social emotional health of students and staff.

Considering the Effectiveness of Previous Resource Decisions [1][2]

Identify the top three areas where the District directed its 2020-21 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds:

We hired a Teaching Assistant (who has K-12 Special Education certification) to collaborate with the AIS teachers to provide direct interventions to students identified in our DCIP.

What was your goal in directing funds in this manner?

The goal is to accelerate learning by providing direct small group or individual instruction in identified academic needs.

Have you met this goal? How do you know?

We did provide direct small group or individual instruction. Further data can be collected this fall to better assess our learning targets and goals.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

Students who have been identified in this grant are getting small group or individual instruction provided by a certified special education teacher in a TA position.

#2 Recipient/Use of District Improvement Funds:

We hired a current administrator with a stipend to oversee and implement this grant.

What was your goal in directing funds in this manner?

The goal was to have an administrator with an identified strength in curriculum, instruction, assessment and data analysis to lead this initiative.

Have you met this goal? How do you know?

## SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

We hired an administrator with these strengths.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

We have a Teaching Assistant in place with an administrator in the building providing support and vision throughout the year.

#3 Recipient/Use of District Improvement Funds: We purchased a survey to allow us to assess school culture and the social emotional impact of COVID.

What was your goal in directing funds in this manner?

Our goal was to use the data to drive further social and emotional support for students.

Have you met this goal? How do you know?

Our school year will include social and emotional support structures for all students K-12.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

While our district has always had a strong vision for trauma-informed instruction, we have increased our focus and our digging deep to design intentional practices for the 21-22 school year for all kids K-12.

After considering the effectiveness of previous resource allocation decisions, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

We will establish PLCs in our buildings for the purpose of building and strengthening our relationships with students.

We will prioritize data collection through standards-based formative and summative assessment design to inform instruction.

We will continue to employ a teaching assistant as part of the AIS team for the purpose of academic and executive function support.

We will increase our focus and training in trauma-informed practices to attend to the social emotional health of students and staff.

### Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2020-21 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

## SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

District-level Data
Districtwide state assessment data.
Student-level state assessment data.
Student engagement/attendance data.
Panoramic 360 survey data from students
Disaggregated data: transiency rate among members of identified sub-population

### Listening to Students

Identified schools are interviewing students in advance of writing their annual plans, and Districts with identified schools are being asked to reflect on the feedback provided by students as part of their DCIP. Districts without identified schools are welcome to pursue Student Interviews as well, and may find the resource below helpful:

<http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-developing-scep.pdf>.

If your District conducted Student Interviews, what themes emerged from this process? If no interviews were conducted, the District may leave this section blank.

Students in grades 3-12 completed the Panorama Education 360 survey in the spring of 2021. These findings are generalized, but more nuanced data are available and have been analyzed from within the reporting tool:

-22% of high school students—of which the identified sub-population are a part—report that the behavior of others hurts their ability to learn.

-39% of high school students report a sense of belonging.

-23% of students claim to use ideas learned in school in their daily life.

-When compared nationally, positive responses relevant to diversity and inclusion, school climate, and sense of belonging are significantly lower district-wide, positioning Lake Shore in the tenth percentile.

### Examining Equity

Identified schools are completing an Equity Self-Reflection in advance of writing their annual plans, and Districts with identified schools are being asked to consider the discussions that occurred within their identified schools when developing their DCIP. Districts without identified schools are welcome to incorporate the Equity Self-Reflection into their DCIP as well, and may find the resource below helpful:

<http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-identified-schools.docx>.

If schools within your District completed the Equity Self-Reflection, what themes emerged from this process? If schools did not complete this document, the District may leave this section blank.

NA



## Section 2: District's Vision, Values, and Aspirations

### 1. What is the District's vision?

The Lake Shore Central School District in partnership with our students, families and school community will cultivate engaging, diverse, and challenging educational opportunities and learning environments to promote life-long learning and achievement in preparation for high school graduation, college and careers.

### 2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

Rather than presenting the district's vision to our DCIP team, they were invited to share what they actually recognize as the district's vision from their experiences teaching and leading within it. [Findings are here](#). Comparing these findings to the district's vision is providing much food for thought relevant to our DCIP planning.

### 3. Review your responses to Section 1. What themes emerge that let you know that you have made progress toward the vision, values, and aspirations of the District?

Teachers and district leaders were rapidly responsive and willing to remain agile in service to learners during the COVID-19 pandemic. Closer relationships were fostered with families as well.

### 4. Review your responses to Section 1. What themes emerge that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

-There are few systems in place that support sustained standards and data-informed assessment, instruction, or curriculum design.  
-Students in the identified sub-population do not report for testing, and this leaves us with incomplete perspectives about their strengths and needs.

### 5. If Student Interviews were conducted, what themes emerged through the Student Interviews that let you know that you have made progress toward the vision, values, and aspirations of the District? What themes emerged that let you know that you still have work to be done toward the vision, values, and aspirations of the District? Districts that did not conduct Student Interviews may leave this section blank.

Students report being treated with respect by their teachers. They also feel that their teachers treat them equally regardless of their racial, ethnic, or cultural backgrounds.

### 6. If the Equity Self-Reflection for Identified Schools was completed within your District, what themes emerged that let you know that you have made progress toward the vision, values, and aspirations of the District? What themes emerged that let you know that you still have work to be done toward the vision, values, and aspirations of the District? Districts that did not complete the Equity Self-Reflection for Identified Schools may leave this section blank.

Historically, great care has been taken to build and sustain culturally responsive relationships with Native American children and their families.

Members of the DCIP team an eagerness to continue the challenging work of becoming a culturally responsive school district.

## Section 3: Putting it all together

**Review your responses to sections 1 and 2** to identify 3 to 5 priorities for the 2021-22 DCIP. Identify the priorities below and indicate how those priorities support the themes that emerged in the previous sections.

### Priority 1:

**What will the District prioritize to extend success in 2021-22?**

**The establishment of discipline and grade level specific PLCs**

This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

### Priority 2:

**What will the District prioritize to extend success in 2021-22?**

**Standards based formative and summative assessment design**

This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

### Priority 3:

**What will the District prioritize to extend success in 2021-22?**

**Attending to the social emotional health of students and staff**

This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

### Priority 4 (if applicable)

What will the District prioritize to extend success in 2021-22?

This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

### Priority 5 (if applicable):

What will the District prioritize to extend success in 2021-22?

This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2021-22 DCIP, please take into consideration your reflection on the District’s vision, values, and aspirations and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2021-22 DCIP.**