



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Evans-Brant (Lake Shore) Central School District	Charles Galluzzo, Ed.D.

## 2021-22 Summary of Priorities

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

1	The establishment of discipline and grade level specific PLCs
2	Standards-based formative and summative assessment design
3	Attending to the social emotional health of students and staff

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>The establishment of discipline and grade level specific PLCs to use to data to inform practice and the development of assessments that inform instruction</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>Establishing PLCs at grade levels and within departments is essential. Such PLCs will 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.</p> <p>Teams must use qualitative as well as quantitative data from distinct, well-aligned formative, summative, and standardized assessments to inform instruction. They must also learn how to accomplish these tasks using culturally sustaining practices.</p> <p>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. It’s here that shifts in perspective and practice happen as well, as teachers learn more about the relationship between teaching and learning and how learning happens.</p> <p>In the absence of PLCs each of these elements is typically attended to infrequently, inconsistently, and in disparate initiatives that begin to compete with one another.</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><b>PLCs will be established in ELA and Math 6-8, and a leader for each PLC will be identified.</b></p>	<ol style="list-style-type: none"> <li>1. Establishing each team</li> <li>2. Creating a calendar and scheduling time to meet</li> <li>3. Scheduling floating substitute teachers or afterschool meetings with pay/CTLE/pay</li> <li>4. Identifying a leader for each PLC</li> <li>5. Scheduling PLC leader to receive training from a skilled PLC facilitator</li> <li>6. Sharing the explicit protocols and tools that PLC leaders will use to facilitate meetings</li> <li>7. Training PLC leaders in the use of data capture tools</li> </ol>	<ol style="list-style-type: none"> <li>1. PLCs will be established by October 1, 2021.</li> <li>2. Calendars will be created by October 1, 2021.</li> <li>3. PLC leaders will be identified by October 1, 2021.</li> <li>4. A skilled PLC facilitator will be identified and employed.</li> <li>5. Agreed upon protocols and tools will be identified and shared with PLC leaders by October 1, 2021.</li> <li>6. PLC leaders will be trained to facilitate PLCs and lead initial strategic planning by October 15, 2021.</li> <li>7. All PLCs will meet once prior to November 30, 2021.</li> </ol>	<p>PLC schedule Reserved space for PLC meetings PLC leadership training schedule Funds to support hiring of expert on PLC facilitation</p> <p>Reserved space for PLC leadership training</p> <p>Floating substitute teachers for PLC leadership training and PLC meetings.</p> <p>References and Resources to be Used by PLCs: Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, and Danny Espinoza (2017) <a href="#">Effective Professional Development report.</a></p>

Priority 1

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><b>A skilled facilitator will build capacity for PLC leaders to plan, lead, and sustain high quality PLCs by identifying and training leaders for each unique PLC.</b></p>	<ol style="list-style-type: none"> <li>1. Clarify the district’s PLC vision.</li> <li>2. Use vision to conduct a search for a skilled facilitator and hire.</li> <li>3. Develop program proposal with facilitator, in alignment with the outcomes included in this document.</li> </ol>	<p>District will collaborate with PLC facilitator to develop a program proposal that includes measurable outcomes. Such outcomes will align with those in this document. The proposal will also include evidence that the facilitator will gather to assess progress toward each outcome pre/during/post within the first and all subsequent years of the initiative.</p>	<p>Funding to pay facilitator</p> <p>Dedicated time and space for collaborative planning</p>
<p><b>Facilitators will meet with PLC leaders monthly to define shared and unique goals, identify and prepare to facilitate the protocols necessary to achieving such goals, and commit to documenting specific findings from each meeting. These findings will be</b></p>	<ol style="list-style-type: none"> <li>1. Identify and share the agreed upon protocol for PLC meetings.</li> <li>2. Learn how to leverage this protocol to define goals.</li> <li>3. Learn how to use evidence to guide the development of formative assessments that will be completed between meetings.</li> <li>4. Prepare to share data documentation tools and protocols for using them.</li> <li>5. Prepare to assess the quality of curriculum, instruction, assessment and establish goals to improve over time.</li> </ol>	<p>A strategic plan will be submitted by all PLCs.</p> <p>Monthly progress monitoring will be conducted by PLC facilitator.</p> <p>Facilitator will share findings with district leadership.</p> <p>Findings will be used to inform how facilitator and district support PLCs in future.</p>	<p>Dedicated time and space for PLC leaders to meet with PLC facilitator</p> <p>Dedicated time and space for PLC facilitator to meet with district leaders</p> <p>Substitute teachers</p>

Priority 1

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><b>analyzed at each monthly meeting and used to inform and improve PLC functioning, assessment design, and strategic planning.</b></p>	<ol style="list-style-type: none"> <li>6. Prepare to assess the quality of PLC meetings and team functioning. Set goals to improve.</li> <li>7. Share findings and emerging needs from each meeting with PLC facilitator and district leadership.</li> </ol>		
<p><b>Each PLC will create a plan that defines their measurable goals relevant to assessment design, data collection, analysis, and intervention.</b></p>	<ol style="list-style-type: none"> <li>1. Work with PLC leader, who is trained and supported by hired PLC facilitator, to draft plan.</li> <li>2. Share plan with district leaders in order to receive feedback.</li> <li>3. Revise plan to improve quality.</li> <li>4. Use revised plan to guide PLC planning, work, and course-correction.</li> </ol>	<p>A strategic plan will be submitted by all PLCs.</p> <p>Monthly progress monitoring will be conducted by PLC facilitator.</p> <p>Facilitator will share findings with district leadership.</p> <p>Findings will be used to inform how facilitator and district support PLCs in future.</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.

- PLCs will be established for ELA and Math in grades 6-8.
- PLCs will convene monthly, November-June, and attendance will be taken.
- PLCs will create plans. Plans will be submitted to DCIP team and PLC facilitator for review and progress-monitoring purposes.
- Findings from each PLC meeting will be documented and shared with district leadership.
- District leadership will present these findings to DCIP team, PLC facilitators and PLC leaders for analysis.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Standards-based formative and summative assessment design</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The identified subgroup entered the year at a significant disadvantage in terms of performance, and pandemic planning and pivoting undermined the district’s attempt to offer all 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 findings—means that this population has not yet employed focused interventions.</p> <p>Typically, curriculum design begins with assessment design. If we’re to create aligned, culturally responsive curricula, it makes sense to begin with assessment design. These needs were expressed by teachers on the DCIP planning team.</p> <p>It’s imperative that assessment is not narrowly defined as the creation of selected response quizzes or tests or projects or performances that have no connection to students’ authentic, lived experiences.</p> <p>Assessments that are aligned to standards and connect to students’ authentic, lived experiences will provide teachers and leaders the evidence of learning that will inform solid decision making in the classroom.</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>PLCs will assess the quality of their assessments through the lenses of standards alignment, cultural responsiveness, and authentic learning.</p>	<p>PLC facilitator will train PLC leaders to facilitate this assessment in December of 2021.</p>	<p>PLC leaders will submit PLC entry points for assessment revision and strategic planning recommendations to DCIP team by January 2021.</p> <p>It is predicted that such entry points will prioritize formative assessments that may be put into place rapidly, in order to generate findings that will improve student learning outcomes and work during the 2021-2022 school year.</p>	<p>The first two phases of this work will happen within the context of PLC meetings. Necessary resources are defined in Priority 1.</p>
<p>They will define clear entry points for revision.</p>	<p>PLCs will work with PLC leader to define these entry points in January of 2021.</p>	<p>Summative assessment revision and design work will begin in earnest in June 2022.</p>	
<p>They will include their plans to improve assessments in the strategic plans described above.</p>	<p>Findings will be added to strategic plans.</p>	<p>The majority of summative, local assessments offered at each grade level and within each discipline will be aligned to standards, culturally responsive, and rooted in authentic learning and work by June 2023.</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.

The majority of summative, local assessments will be culturally responsive, aligned to standards, and rooted in authentic learning experiences for students—in every discipline and grade level—by Summer of 2023.

Students will report a greater sense of belonging on the Panoramic 360 survey in the spring of 2022, and they will rank in the fiftieth percentile on this dimension of the survey when compared nationally.

PLCs will share monthly reports of how culturally responsive formative assessments aligned to standards are conducted in each grade level and discipline, beginning in February of 2022.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Attending to the social emotional health of students and staff</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This emerged as a need from DCIP team planning meetings, the Panoramic 360 student survey data, and in interviews with district leaders. Despite our efforts with substantial training, our implementation in some buildings has been thwarted due to leadership shifts and/or other projects became the priority. Two of our elementary buildings are steeped in this work and with the pandemic, the other three buildings are making this a priority for the 21-22 school year.</p> <p>This work aligns with our long-standing district goal of trauma-informed work and culturally responsive practices.</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><b>The district will identify and hire teacher leaders in each building to lead PLCs, to develop action plans and to implement those plans in coordination with building leadership to improve school culture by addressing the mental health needs of students and staff through the use of best practices for systems.</b></p>	<p>Job Descriptions will be developed. Calendars will be constructed. Budgets will be developed. Resources identified as best practices in trauma-informed instruction and social emotional health for staff and students. Purchase or obtain resources.</p>	<p>PLCs will begin in October. PLC leaders will be meet October, December, February, April and June as a pod with District Leadership to assess progress and to deepen action planning.  Mid-year updates to the Board of Education.</p>	<p>Funding for teacher leaders and teacher participation in PLCs.</p>
<p><b>The district will collaborate with Compeer in grades 6-12 to provide evidence-based lessons that are document to improve</b></p>	<p>Obtain and sign a MOU with Compeer.</p>	<p>Presentation to the Board of Education on September 21, 2021.  Monthly meetings with School Counseling Department will document the success of this program in minutes.</p>	<p>Funds to pay for this service in the Middle School and High School</p>

Priority 3

<p><b>the mental health of students. The goal is to motivate students to attend school, feel motivated to participate, and to choose safe behaviors for themselves.</b></p>		<p>The administrative leader for that department will report to cabinet.</p> <p>A report will be provided to the Board of Education in December 2021 and in an end-of-year report.</p>	
<p><b>Train all staff in Mental Health First Aid</b></p>	<p>Secure a contract and develop a long-range training plan with Compeer, a certified provider</p>	<p>Training schedule and long-range plan will be established in November 2021</p>	<p>Funds to support this training with include American Rescue Plan funding</p>
<p><b>Employ a Teaching Assistant to attend to academic needs in math, ELA and executive functioning with the AIS team</b></p>	<p>Secure a Teaching Assistant</p>		<p>SIG funds</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.

Each building will have PLCs and implementation of action plans will begin in November 2021 and continue throughout the year.

Staff will be trained in Mental Health First Aid using ARP funds and a long-range training plan will be established.

This plan will define specific actions the district will take to create a culture of trauma-informed practices that will be sustained and embedded into our school culture to the benefit of staff and students.

## Stakeholder Participation [1]

### 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
<b>Katy Berner-Wallen</b>	Facilitator	Middle School
<b>Jill Clark</b>	Principal	AJS
<b>Melissa Bergler</b>	Assistant Supt	District
<b>Kellie Rooth</b>	Teacher Data Leader	JTW
<b>Andrea Conrad</b>	Teacher Department Chair	Middle School
<b>Ian Lewis</b>	Teacher	JTW
<b>Kristina Lewis</b>	Teacher	AJS
<b>Angela Karpinski</b>	Teacher	AJS
<b>Colleen Politowski</b>	Principal	Highland
<b>Karen O'Connor</b>	Teacher	JTW

Our Team's Process

<b>Paula Eastman</b>	Principal	JTW
<b>Angela Stockman</b>	Consultant	
<b>Erich Reidell</b>	Principal	Middle School
<b>Chris Binder</b>	Parent BOE Member	AJS
<b>Parent</b>	TBD	JTW
<b>Parent</b>	TBD	MS

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
June 21, 2021	Virtual
July 6, 2021	Virtual
July 22, 2021	Virtual
August 24, 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	Meetings with input
Parents with children from each identified subgroup	Pending – We need to recruit a new set of parents for participation.
Secondary Schools: Students from each identified subgroup	NA



## 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](mailto: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).