



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|------------------------------------|-------------------|
| Monticello Central School District | Dr. Matthew Evans |

2020-21 Summary of Priorities

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

| | |
|---|---|
| 1 | Fully adopt an antiracism framework, improving services and the learning experience for Black students through adult behavior change. |
| 2 | Create a culture of inclusivity and belonging to increase student engagement and improve student outcomes. |
| 3 | Focus on a system of social/emotional learning, restorative practices, and mental health supports to eliminate barriers to learning. |
| 4 | Deliver strong inquiry-based instruction and increased academic intervention both in and after school. |
| 5 | Ensure COVID19 reopening and recovery efforts are implemented in a way that ensures both student safety and equity. |

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 |
|----------------|---|--------------|----------|
| July 9, 2020 | Virtual – Full planning team | | |
| July 16, 2020 | Virtual – Full planning team | | |
| July 29, 2020 | Virtual – Board of Education and members of planning team | | |
| August 6, 2020 | Virtual – Board of Education and members of planning team | | |

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 | <p>The following faculty participated in the DCIP planning committee, supporting the group to focus on Black middle school students per the district’s TSI standing: Michelle Knowlton, Middle School Principal; Jason Doyle, ENL Coordinator and Middle School AP; Sara Kozachuk, Middle School AP; and Jen Ducey and Brittany Harden, Middle School Guidance Counselors.</p> <p>In addition, over 100 faculty and staff participated in a pre-DCIP survey. These respondents include approximately 20 members of the Middle School team.</p> |
| Parents with children from each identified subgroup | <p>The DCIP planning committee included Jesse Hinton, Darrin Raynor, and Vanetta Lane. These parents represent people of color with children of various ages in the district including experience with the middle school, and two of three are also district alumni themselves. In addition, 76 parents and caregivers’ responses to a pre-DCIP survey. One-third of respondents are middle school parents, and approximately 20% are Black parents.</p> |
| Secondary Schools: Students from each identified subgroup | N/A |

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 |
|-------------------------|---|--------------------------------|
| Matthew Evans | Superintendent | <i>Matthew Evans</i> |
| Linda Oehler-Marx | Assistant Superintendent | <i>Linda Oehler-Marx</i> |
| Barb Recchio | Director of Science, World Languages, and English | <i>Barb Recchio</i> |
| Kim Gordon | Director of Math, Technology, and Social Studies | <i>Kim Gordon</i> |
| Shannon Leaney-Levenson | Director of Educational Data | <i>Shannon Leaney-Levenson</i> |
| Dana Taylor | Executive Director of Special Programs | <i>Dana Taylor</i> |
| Jason Doyle | ENL Coordinator, Assistant Principal, MS | <i>Jason Doyle</i> |
| Sara Kozachuk | Assistant Principal, MS | <i>Sara Kozachuk</i> |
| Tim Mangiaracina | Tech Integration Specialist | <i>Tim Mangiaracina</i> |

Stakeholder Involvement Signature Page

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|-------------------|---|--------------------------|
| Michelle Knowlton | Principal, MS | <i>Michelle Knowlton</i> |
| Jennifer Gorr | Assistant Director of Pupil Personnel Services | <i>Jennifer Gorr</i> |
| Kurt Buddenhagen | Athletic Director | <i>Kurt Buddenhagen</i> |
| Melanie Hector | Assistant Principal, Cooke Elementary School | <i>Melanie Hector</i> |
| Rachel Blount | Assistant Principal, High School | <i>Rachel Blount</i> |
| Conmeke Lockhart | Principal, Cooke Elementary School | <i>Conmeke Lockhart</i> |
| Karen Crofoot | K-2 12:1 special education teacher | <i>Karen Crofoot</i> |
| Liz Bassett | MS/HS Art Teacher, K-12 Visual Arts Department Instructional Lead | <i>Liz Bassett</i> |
| Chris Palmer | Principal, KLR Elementary School | <i>Chris Palmer</i> |
| Stephen Wilder | Principal, High School | <i>Stephen Wilder</i> |
| Andrew Scecina | 5 th Grade Teacher | <i>Andrew Scecina</i> |
| Jen Ducey | MS Guidance Counselor | <i>Jen Ducey</i> |
| Brittany Harden | MS Guidance Counselor | <i>Brittany Harden</i> |
| Molly Messina | Elementary Guidance Counselor | <i>Molly Messina</i> |
| Jesse Hinton | Parent | <i>Jesse Hinton</i> |
| Darrin Raynor | Parent | <i>Darrin Raynor</i> |
| Sarah Mootz | Elementary Social Emotional Wellness Teacher | <i>Sarah Mootz</i> |
| Vanetta Lane | Parent | <i>Vanetta Lane</i> |

Priority 1

Priority 1

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| What will the District prioritize to extend success in 2020-21? | Fully adopt an antiracism framework, improving services and the learning experience for Black students through adult behavior change. |
| Why will this be prioritized? | <p>Our data and TSI status clearly shows a need to provide better supports for students of color, and specifically for Black students. While MCSD students are showing growth, achievement scores led to TD status for the district and TSI status for Black students. Test data reveal an achievement gap between Black (21-point gap) students as well as (16-point gap) Hispanic students and their white peers. In addition to test data,</p> <p>Our district demographics have shifted rapidly over the last 20 years. We now serve approximately 500 Black students (18% of the student population) and 900 Hispanic students (31% of the student population). While the majority of faculty and staff (66%) feel they are prepared to further the district’s equity and inclusion efforts, they have asked for additional support in this area, including training; multicultural learning materials; and support to hire a more representative faculty.</p> |

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

| Qualitative Improvement: Structures, Practices and Behaviors | |
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| 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? |
| <i>Improved administrator, faculty, and staff capacity to uphold antiracist principles:</i> All MCSD employees undergo antiracism and implicit bias training and coaching and observation protocols include feedback on any observed or perceived biases or microaggressions. | This will be an ongoing process, but initial efforts will be implemented by January 2021. |
| <i>Increased representation among faculty:</i> MCSD changes hiring practices to intentionally cultivate a more diverse candidate pool for vacant positions, specifically targeting Black teacher, administrator, and staff candidates through posting positions with Black alumni groups, HBCUs, in local community spaces, etc. As a long-term strategy, MCSD will build connections to students and alumni who are pursuing careers in education to create a pipeline to return to the district. | September 2021 |
| <i>Improved school climate for all students, but with a focus on Black students and families:</i> MCSD ensures all students and families are welcomed and treated with respect. (This is related to Priority 2: increasing a sense of belonging in school.) | September 2020 |
| | |
| Quantitative Improvement: Outcomes | |

Priority 1

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 |
| All faculty and staff participate in effective antiracism, equity, and culturally-responsive practice training, resulting in increased capacity to educate Black students in an equitable and respectful learning environment. | 0% faculty and staff participate in districtwide mandated training on antiracism | 60% faculty and staff participate in additional training and coaching 50% faculty and staff receive feedback on their practices as they relate to creating an inclusive, respectful learning environment |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | 100% faculty and staff participate in additional training and coaching 90% report increased knowledge and skills in antiracism and equity 90% report changes to their instructional practices as a result of the training 100% faculty and staff receive feedback on their practices as they relate to creating an inclusive, respectful learning environment |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| As measured by a school climate and experience survey, perceptions of the school community, faculty and staff, and inclusiveness of the learning environment improve among Black students and families. | When asked if their child(ren) have experienced discrimination in school, 43% of Black parents answered yes compared to 24% of white parents. When asked if their child feels included in school, 45% of non-white parents said yes. | When asked if their child(ren) have experienced discrimination in school, fewer than 25% of Black parents will answer yes. When asked if their child feels included in school, at least 75% of both non-white and Black parents will say yes. |
| | When asked if their child feels included in school, 57% of Black parents said yes. | |
| | End of Year 2020 (optional) | End of Year 2021 |

Priority 1

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| | | <p>When asked if their child(ren) have experienced discrimination in school, fewer than 25% of Black parents will answer yes.</p> <p>When asked if their child feels included in school, at least 75% of both non-white and Black parents will say yes.</p> |
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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 |
| August 2020 | October 2020 | Identify antiracism/equity and culturally responsive practice training options and secure bids for districtwide training |
| October 2020 | October 2020 | Edit teacher and administrator observation/feedback protocols to include questions regarding bias and inclusion |
| November 2020 | January 2020 | In cohorts, ensure all administrators, faculty, and staff participate in antiracism/equity training |
| January 2021 | January 2021 | Review post-training survey to analyze effectiveness and need for further training |
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| January Through June | | |
| Start | End | Action |
| February 2021 | February 2021 | Train administrators to use new feedback protocols and launch pilot observations/feedback sessions on bias and inclusion |
| February 2021 | April 2021 | Design and administer survey on sense of belonging in school for students (in coordination with Priority 2) |
| June 2021 | June 2021 | Review observation data to identify process changes required and additional professional development needs at the school or district level |
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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. <i>(add additional rows as needed)</i></p> | | |
|---|---|--|
| Need | Strategy to Address | When |
| <i>Ex: Curriculum Maps need updating</i> | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i> |
| Need to train a large number of MCSD employees | We will deploy virtual training, likely using a combination of asynchronous and live sessions to provide flexibility in accessing the content while ensuring learning and growth through live sessions. | Ongoing |
| Need to increase sense of belonging/inclusion in school for Black students while maintaining social distancing and remote learning | With approximately one-third of our students expected to opt into remote-only learning, we will need to find creative ways to connect with our students to address this goal. Ideas include: increased one-on-one | September 2020 (launch calls home); virtual events every other month |

Priority 1

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| | meetings/calls with Black families, offering virtual events (e.g., virtual school spirit rallies, award ceremonies, etc.). | |
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Priority 2

Priority 2

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| <p>What will the District prioritize to extend success in 2020-21?</p> | <p>Create a culture of inclusivity and belonging to increase student engagement and improve student outcomes.</p> |
| <p>Why will this be prioritized?</p> | <p>When parents were asked if their child(ren) feel a sense of belonging in school, only 45% said yes, with another 40% indicating “sometimes” and 12% saying “no” (the remaining 3 respondents were unsure). MCSD aims to ensure all students feel a sense of belonging in school, which is foundational to strong attendance and therefore experiencing more academic time on task, enrichment, and opportunities for social/emotional growth. Several students and family members also indicated they have experienced bias and feelings of being unwelcome in school based on race/ethnicity, religion, or special education status.</p> <p>Our attendance data supports the hypothesis that a significant number of students are disengaged. MCSD had a chronic absenteeism rate of 31.5% in 2018-19, compared to a national rate of 16% and a statewide rate of 18%. Efforts to reduce chronic absence need to be designed to target subgroups struggling the most with attendance, and possibly who feel the least welcome/included in the school community. This includes (in order of population size, largest to smallest):</p> <ul style="list-style-type: none"> • Economically disadvantaged students (chronic absence rate: 35.5%) • Hispanic students (chronic absence rate: 31.4%) • Students with disabilities (chronic absence rate: 36.9%) • Students experiencing homelessness (chronic absence rate: 60.3%) |

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

| <p>Qualitative Improvement: Structures, Practices and Behaviors</p> | |
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| <p>What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?</p> | <p>When would you expect to see this in place?</p> |
| <p><i>Improved attendance and reduced chronic absenteeism for students of marginalized backgrounds:</i> This includes student groups identified above: economically disadvantaged students, Hispanic students, students with disabilities, and students experiencing homelessness.</p> | <p>Programmatic and school climate changes: June 2021</p> <p>Improved outcomes: June 2022 (due to COVID19, see below)</p> |
| <p><i>Increased sense of belonging in school:</i> This is a districtwide goal, with aims to specifically improve sense of belonging among students of color, students representing religious minorities, and students with special education status.</p> | <p>June 2021</p> |
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Priority 2

| Quantitative Improvement: Outcomes | | |
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| What data would you use to determine this is successful? | | |
| Specific Data Point | Baseline | Target |
| Data Point 1 (required): Improved attendance for students with lowest attendance in 2019-20 and for marginalized student groups as described above. | Middle of Year 2020 | Middle of Year 2021 |
| | Previous year baseline: 30% of families have student(s) missing 7.5% or more of instructional time Marginalized subgroups: <ul style="list-style-type: none"> • Economically disadvantaged students (chronic absence rate: 35.5%) • Hispanic students (chronic absence rate: 31.4%) • Students with disabilities (chronic absence rate: 36.9%) • Students experiencing homelessness (chronic absence rate: 60.3%) | 20% of families have student(s) missing 7.5% or more of instructional time Marginalized subgroups: <ul style="list-style-type: none"> • Economically disadvantaged students (chronic absence rate: 34%) • Hispanic students (chronic absence rate: 30%) • Students with disabilities (chronic absence rate: 35.5%) • Students experiencing homelessness (chronic absence rate: 57%) |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | 20% of families have student(s) missing 7.5% or more of instructional time Marginalized subgroups: <ul style="list-style-type: none"> • Economically disadvantaged students (chronic absence rate: 32%) • Hispanic students (chronic absence rate: 28%) • Students with disabilities (chronic absence rate: 34%) • Students experiencing homelessness (chronic absence rate: 55%) |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |

Priority 2

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| <p>As measured by a school climate and experience survey, perceptions of the school community, faculty and staff, and inclusiveness of the learning environment improve among all students and families. (Note: this is related to Priority 1 but expands beyond race to all students.)</p> | <p>When asked if their child(ren) have experienced discrimination in school, 33% of parents answered yes.</p> <p>When asked if their child feels included in school, 45% of parents said yes.</p> | <p>When asked if their child(ren) have experienced discrimination in school, fewer than 15% of parents will answer yes.</p> <p>When asked if their child feels included in school, at least 75% of parents will say yes.</p> |
| | <p>End of Year 2020 (optional)</p> | <p>End of Year 2021</p> |
| | | <p>When asked if their child(ren) have experienced discrimination in school, fewer than 15% of parents will answer yes.</p> <p>When asked if their child feels included in school, at least 75% of parents will say yes.</p> |

Priority 2

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

| August Through January | | |
|-------------------------------|--------------|---|
| Start | End | Action |
| September 2020 | October 2020 | Review code of conduct, align with culturally responsive and restorative practices |
| October 2020 | Ongoing | Implement Harvard University model for attendance improvement in rural districts: launch weekly outreach to the 30% of MCSD families of students who missed 7.5% of instructional days in 2019-20 |
| October 2020 | October 2020 | Deliver faculty and staff training on amended code of conduct |
| November 2020 | January 2021 | Launch community outreach program to bring community members into the schools (physically or virtually) and bring students into the community (e.g., guest speakers, volunteers, after-school activities, student employment opportunities, etc.) |
| November 2020 | NA | Create open-ended invitation to submit feedback to MCSD on issues related to inclusion and belonging in the school environment |
| | | |
| January Through June | | |
| Start | End | Action |
| January 2021 | June 2021 | Establish a school equity and inclusion committee including faculty, staff, students, and families to review |
| February 2021 | April 2021 | Design and administer survey on sense of belonging in school for students (in coordination with Priority 1) |
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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 |
|--|---|--|
| <i>Ex: Curriculum Maps need updating</i> | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i> |
| Need to increase sense of belonging/inclusion in school for marginalized students while maintaining social distancing and remote | With approximately one-third of our students expected to opt into remote-only learning, we will need to find creative ways to connect with our students to address this goal. Ideas include: increased one-on-one | September 2020 (launch calls home); virtual events every other month |

Priority 2

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| learning (aligned with Priority 1) | meetings/calls with target families, offering virtual events (e.g., virtual school spirit rallies, award ceremonies, etc.). | *This is a two-year goal given our anticipated challenges with fully launching this effort in the 20-21 school year. |
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Priority 3

Priority 3

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| What will the District prioritize to extend success in 2020-21? | Focus on a system of social/emotional learning, restorative practices, and mental health supports to eliminate barriers to learning. |
| Why will this be prioritized? | <p>Across student, family, and faculty/staff surveys, social/emotional learning and developed ranked among the top areas in which the district should focus. Families indicated: students need more support to build SEL skills and specifically cited bullying as a concern. Faculty and staff rated SEL as the top tenet of effective districts in need of improvement. Illustrative comments from faculty and staff included:</p> <ul style="list-style-type: none"> • Need to acknowledge that students who do not feel mentally and emotionally safe cannot engage in formal learning. This often presents as disengagement or defiance, so these students are too often seen as disruptive, rather than in need. Addressing this would require revisiting punitive discipline policies, both within classrooms (kicking students out) and at the administrative level (suspension). • We seem at a loss to handle students who have emotional challenges... Guidance counselors are overwhelmed [and we need a] written protocol to follow that everyone can see, access, refer to and act upon. <p>Furthermore, we recognize the ample body of research that suggests that by reducing social/emotional barriers to learning, students are more likely to show academic gains. To reduce these barriers in MCSD, this includes using restorative practices to increase students' sense of self-efficacy and responsibility. We also recognize the need for tiered supports, providing tier 1 SEL interventions for all students while ensuring tier 2 and tier 3 interventions are available for students with more acute mental health needs.</p> |

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? |
| <i>Improve students' sense of safety:</i> Using an asset-based and trauma-informed approach to student development, faculty and staff will ensure the learning environment is respectful and caring. | Immediately |

Priority 3

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| <p><i>Implement restorative practices:</i> Student discipline shifts toward a focus on repairing harm and empowering students to hold one another accountable and seek restoration of trust and relationships.</p> | <p>January 2020 (middle schools) June 2020 (high school) September 2021 (elementary schools)</p> |
| <p><i>Build strong SEL skills across K-12 grades:</i> Faculty and staff receive professional development and curricular materials to deliver explicit and implicit SEL in the classroom and after school.</p> | <p>Ongoing</p> |
| | |

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

| Specific Data Point | Baseline | Target | | | | | |
|--|---|---|---|----|----|----|---|
| <p>Data Point 1 (required):</p> <p>Increased ability to regulate and manage emotions as evidenced in a reduced number of referrals, detentions, and suspensions.</p> | <p>Middle of Year 2020</p> | <p>Middle of Year 2021</p> | | | | | |
| | <p>Elementary Referrals 1,163</p> | | <p>2.5% reduction district wide in the total # of: Referrals Detentions Suspensions</p> | | | | |
| | % | <table border="1"> <tr> <td>W</td> <td>B</td> <td>H</td> <td>O</td> </tr> </table> | | W | B | H | O |
| | W | B | | H | O | | |
| | Referrals | <table border="1"> <tr> <td>35</td> <td>27</td> <td>37</td> <td>1</td> </tr> </table> | | 35 | 27 | 37 | 1 |
| | 35 | 27 | | 37 | 1 | | |
| | Detentions | <table border="1"> <tr> <td>37</td> <td>24</td> <td>38</td> <td>1</td> </tr> </table> | | 37 | 24 | 38 | 1 |
| | 37 | 24 | | 38 | 1 | | |
| | Suspensions | <table border="1"> <tr> <td>34</td> <td>35</td> <td>31</td> <td></td> </tr> </table> | | 34 | 35 | 31 | |
| | 34 | 35 | | 31 | | | |
| | <p>Middle School Referrals 2,627</p> | | | | | | |
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| | Referrals | <table border="1"> <tr> <td>29</td> <td>35</td> <td>35</td> <td>1</td> </tr> </table> | 29 | 35 | 35 | 1 | |
| 29 | 35 | 35 | 1 | | | | |
| Detentions | <table border="1"> <tr> <td>30</td> <td>31</td> <td>38</td> <td>1</td> </tr> </table> | 30 | 31 | 38 | 1 | | |
| 30 | 31 | 38 | 1 | | | | |
| Suspensions | <table border="1"> <tr> <td>33</td> <td>34</td> <td>33</td> <td></td> </tr> </table> | 33 | 34 | 33 | | | |
| 33 | 34 | 33 | | | | | |
| <p>High School Referrals 1,946</p> | | | | | | | |
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| W | B | H | O | | | | |
| Referrals | <table border="1"> <tr> <td>39</td> <td>36</td> <td>24</td> <td>1</td> </tr> </table> | 39 | 36 | 24 | 1 | | |
| 39 | 36 | 24 | 1 | | | | |
| Detentions | <table border="1"> <tr> <td>34</td> <td>40</td> <td>26</td> <td></td> </tr> </table> | 34 | 40 | 26 | | | |
| 34 | 40 | 26 | | | | | |
| Suspensions | <table border="1"> <tr> <td>35</td> <td>46</td> <td>19</td> <td></td> </tr> </table> | 35 | 46 | 19 | | | |
| 35 | 46 | 19 | | | | | |
| | | | | | | | |
| | <p>End of Year 2020 (optional)</p> | <p>End of Year 2021</p> | | | | | |
| | | <p>5% reduction district wide in the total # of: Referrals Detentions Suspensions</p> | | | | | |
| <p>Data point 2 (optional):</p> | <p>Middle of Year 2020</p> | <p>Middle of Year 2021</p> | | | | | |

Priority 3

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| | | |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | |

Priority 3

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

| August Through January | | |
|-------------------------------|---------------|---|
| Start | End | Action |
| October 2020 | January 2021 | In cohorts starting with the middle school, faculty and staff receive professional development on SEL competencies, integrating SEL into the curriculum, building positive relationships with students, trauma-informed practices, and restorative justice. |
| September 2020 | October 2020 | Review code of conduct, align with culturally responsive and restorative practices (aligned with Priority 2). |
| September 2020 | October 2020 | Administer Panorama survey to identify specific areas of SEL for intentional implementation. |
| October 2020 | November 2020 | All athletic coaches and club advisors meet to establish SEL practices in non-classroom settings (fall activities). |
| January 2021 | January 2021 | SEL training described above delivered to afterschool staff. |
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| | | |
| January Through June | | |
| Start | End | Action |
| January 2021 | June 2021 | Building administrators support faculty to implement age appropriate SEL curricula and practices in the classroom through in-service training and observations/feedback. |
| January 2021 | June 2021 | Roll out new code of conduct and restorative practices (e.g., healing circles). |
| February 2021 | March 2021 | All athletic coaches and club advisors meet to establish SEL practices in non-classroom settings (spring activities) |
| | | |
| | | |
| | | |

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. <i>(add additional rows as needed)</i></p> | | |
|---|--|---------------|
| Need | Strategy to Address | When |
| <i>Ex: Curriculum Maps need updating</i> | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i> |
| NA – all can be conducted virtually if needed | | |
| | | |

Priority 4

Priority 4

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| What will the District prioritize to extend success in 2020-21? | Deliver strong inquiry-based instruction and increased academic intervention both in and after school. |
| Why will this be prioritized? | MCS D clearly has room to grow as evidenced by our academic achievement data and status as a Target District. Our faculty generally feels we have strong curricula, and some schools are having stronger results in certain areas (e.g., Chase is outperforming the district in ELA; Cooke is outperforming the district in math). However, we have identified inconsistencies in how we define and implement “intervention.” We also see room for improvement in how we utilize our after-school programming (Empire State Afterschool Program (ESAP) grant, school-funded extracurricular activities) as part of a comprehensive set of academic supports. |

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? |
| <i>Expanded use of inquiry-based learning:</i> MCS D has a culture of professional learning and collaboration as it relates to designing and implementing inquiry-based lessons. Faculty feel safe taking risks and using innovative strategies, and share data and resources regularly to support continuous improvement. | Pilot: February 2021 Full implementation: September 2021 |
| <i>Improved in-school intervention:</i> MCS D identifies the strongest interventions for students who are grouped by skill/need rather than grade through the use of strong and consistent diagnostic practices. | December 2020 |
| <i>Improved after-school intervention:</i> MCS D faculty and staff increasingly collaborate with ESAP after-school staff to deepen alignment of after-school activities with day school lessons and themes. School-led tutoring and clubs are designed using data with intentional connections to students’ needs and interests. | December 2020 |
| | |

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 |

Priority 4

| | | |
|---|------------------------------|-----------------------|
| Changes to ELA and math proficiency rates as a proxy for increased academic knowledge and skills. | Baseline from previous year: | NA |
| | ELA proficiency: 21% | |
| | Math proficiency: 21% | |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | ELA proficiency: 26% |
| | | Math proficiency: 26% |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| | | |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | |

Priority 4

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

| August Through January | | |
|-------------------------------|----------------|--|
| Start | End | Action |
| September 2020 | Ongoing | Embed training and planning time for inquiry-based learning throughout pre-service and in-service training and grade-level team meetings. Create a resource library on inquiry-based learning that can be accessed by all faculty and staff. |
| August 2020 | September 2020 | Building administrators review intervention practices to assess most effective practices for different learners. Explore and implement appropriate diagnostic tools, and work with AIS team to create skill-based student groups. |
| August 2020 | September 2020 | Design ESAP after-school offerings for first half of the year with building liaisons to align services with classroom plans and data-driven needs. |
| October 2020 | January 2021 | Audit school-led tutoring and club offerings to identify ways to increase alignment with students' needs and interests. |
| | | |
| | | |
| January Through June | | |
| Start | End | Action |
| January 2021 | June 2021 | Assess effectiveness of inquiry-based instruction practices; determine what to continue and what to shift for 2021-22 school year. |
| January 2021 | February 2021 | Design ESAP after-school offerings for second half of the year with building liaisons to align services with classroom plans and data-driven needs. |
| January 2021 | June 2021 | Implement practices to improve school-led tutoring and club offerings based on results of program audit. |
| | | |
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| | | |

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 |
|--|--|---------------|
| <i>Ex: Curriculum Maps need updating</i> | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i> |
| Need to deliver stronger instruction and interventions, which is increasingly difficult in a hybrid school model with some students learning remotely part or full time. | Faculty will receive additional support to use online learning platforms in ways that increase interaction (to facilitate inquiry-based learning) and provide better small group and one-on-one learning experiences | Immediately |
| | | |

Priority 5

Priority 5

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|--|--|
| What will the District prioritize to extend success in 2020-21? | Ensure COVID19 reopening and recovery efforts are implemented in a way that ensures both student safety and equity. |
| Why will this be prioritized? | <p>Each student and family has experienced COVID19 in different ways, but we know our students of color and economically disadvantaged students have been disproportionately effected in terms of health and economic well-being. Families of means can afford tutoring, babysitters, etc., while other families rely on school not only for education and enrichment, but for childcare and food stability. In our parent/caregiver survey, we heard 42% of parents are concerned about their children’s academic progress given school closures, and 41% are concerned about their children’s social/emotional well-being. When asked what supports are needed to address COVID19-related challenges, parents asked for more help to navigate their children’s academic progress; technology troubleshooting; and social/emotional supports for their children.</p> <p>We believe it is critical to address these needs to ensure our TSI subgroup (Black students) and other marginalized or at-risk students (students with special needs, economically-disadvantaged students) are set up for success to learn and grow during the 2020-21 school year.</p> |

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? | |
| <i>Meaningful family choice:</i> Families are able to choose a school schedule/format that works for their students. | September 2020 | |
| <i>All needs are met to reduce barriers to learning:</i> Students have the technology needed to participate in part-time or full-time remote learning. Meals are made available to all students who need them. | September 2020 | |
| <i>Virtual and in-person inclusion:</i> Per the priorities above, all students feel included in their school community whether they are participating in-person or virtually. | Ongoing | |
| | | |
| 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 |

Priority 5

| | | |
|--|---|--|
| Families in need of remote learning can access a high-quality remote learning experience for their student(s). | One-third of families wish to have their student(s) participate in high-quality, fully remote learning. | At least 80% of families that opted into remote learning report satisfaction with the academic program provided to their student(s). |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | At least 90% of families that opted into remote learning report satisfaction with the academic program provided to their student(s). |
| Data point 2 (optional): | Middle of Year 2020 | Middle of Year 2021 |
| | End of Year 2020 (optional) | End of Year 2021 |
| | | |

Priority 5

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

| August Through January | | |
|-------------------------------|----------------|--|
| Start | End | Action |
| August 2020 | August 2020 | Complete family survey of fall educational preferences and needs. |
| September 2020 | September 2020 | Launch school year in a manner that meets family preferences without trading off quality or inclusive learning experiences. |
| September 2020 | Ongoing | Ensure safe learning environment for students who are in school (and for those learning remotely who want to return to the building) with adequate PPE and cleaning procedures in places |
| | | |
| | | |
| | | |
| January Through June | | |
| Start | End | Action |
| February 2021 | April 2021 | Design and administer survey on sense of belonging in school for students engaging in remote learning (in coordination with Priority 1 and 2) |
| | | |
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| | | |

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. <i>(add additional rows as needed)</i></p> | | |
|---|--|---------------|
| Need | Strategy to Address | When |
| <i>Ex: Curriculum Maps need updating</i> | <i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i> | <i>August</i> |
| N/A for this priority | | |
| | | |

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).