



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Monticello Central School District	Dr. Matt Evans

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We are committed to creating a system that provides targeted social emotional learning support that addresses students' needs.
2	We are committed to creating a family engagement opportunity that empowers parents and caregivers to be our most powerful partners.
3	We are committed to increasing student achievement and academic outcomes by using all relevant data to target individual student needs.
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## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>We are committed to creating a system that provides targeted social emotional learning support that addresses students’ needs.</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>SEL is essential to creating schools that effectively prepare all students to succeed in school and in life. “It is the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (Collaborative for Academic, Social, and Emotional Learning, 2018).</p> <p>Systemic whole school implementation of SEL encourages safe, supportive school communities in which all young people are valued. When a school’s culture is based on students’ strengths, providing tiered support as needed, all students in the school community benefit. Each implementation component addressed in the pages that follow reflects this commitment to creating and sustaining a school culture and climate that enables all young people to thrive. Success in this depends upon the collaborative efforts of all members of the school community. Research indicates school based SEL programs result in better academic performance, improved attitudes, and behaviors, and reduced emotional distress. Creating a system that provides targeted SEL support is in direct alignment with the District’s vision, values, and aspirations. Student success and school culture are driven by social emotional learning and support our mission to ensure each learner is future ready. SEL emerged as a theme throughout the Pandemic Planning Committees, stakeholder surveys and interviews, and the 21-22 Restoration Plan. In addition to addressing COVID-19 impacts, SEL is an evidence practice used to decrease disproportionality, improve district outcomes, and create welcoming school communities. During the 2022-2023 school year, the district experienced a enormous turnover at all levels of administration. Through the transition there are areas of the 2022-2023 plan that we need to continue to work on in all district buildings. In addition, Cooke</p>

Priority 1

	<p>Elementary (CSI designated 23-24) and Rutherford Elementary (TSI designated 23-24) indicated Across, student, family, and faculty/staff surveys, social/emotional learning was ranked among the top areas in which the district should focus. Students need more support to build SEL skills and specifically cited bullying as a concern. To reduce these barriers in MCSD, this includes using restorative practices to increase students' sense of self-efficacy and responsibility. We also recognize there is a need to continue to work on implementation and monitoring of a district wide MTSS system that provides 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>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implement and monitor MTSS District Wide System</p>	<p>Continue to work on creating a consistent MTSS system that addresses SEL needs and provides Tier 1,2 &amp; 3 interventions.</p> <p>The creation of an MTSS Coordinator who will monitor the district wide system. This position will be a TOSA (Teacher on Special Assignment) who will work with district and building level administrators.</p> <p>Communicate district expectations to all stakeholders within the district.</p> <p>Provide professional development and trainings in RULER, intervention strategies and referrals (including all teacher aids and support staff)</p> <p>Monthly SEL topics/themes at the elementary level, secondary delivery to be</p>	<p>Universal language regarding MTSS district wide.            Reduced referral rates            Decreased chronic absenteeism.            Improved academic outcomes            Reduced hospitalizations.            Data driven discussions will occur throughout the year in both building and district level committees.            5% or less of students referred to CSE committee            Progress monitoring of PDs, workshops and stakeholders' understanding of MTSS</p>

Priority 1

	<p>determined (students create presentations or informational videos about those topics themes which can be publicized to the district)</p> <p>Creating resources that define supports T1, T2, and T3.</p>	
Community Partnerships	<p>Establish and strengthen partnerships within the community to meet the diverse mental health needs of students.</p> <p>Decreased referrals for out of district placements Reduction in SEL Emotional Disability classifications Funding to contract with mental health providers.</p> <p>Bring partners into the district to speak, meet or engage with students. Educate families about available resources.</p>	<p>Decreased referrals for out of district placements Reduction in SE Emotional Disability classifications.</p> <p>Reduced hospitalizations Data driven discussions will occur throughout the year with the Pupil Personnel Services Department</p>
Implement RULER Framework K-12	<p>Creating building RULER teams in all five buildings to implement core routines, tools, and curriculum, including but not limited to:</p> <ul style="list-style-type: none"> <li>- Scheduled Class Meetings - Introduction of restorative circles - Self-Regulation strategies - Ongoing SEL Benchmark training for teachers - Introduction of Panorama Surveys</li> </ul>	<p>Reduced referral rates</p> <p>Decreased chronic absenteeism Improved academic outcomes Reduced hospitalizations Data driven discussions will occur throughout the year in both building and district level committees</p>

## Measuring Success

### END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Priority 1

- Reduce chronic absenteeism rates by 10%
- Decrease the number of referrals by 10%
- Address SEL needs at monthly MTSS meetings including articulation of tiered SEL interventions.
- Increase community partnerships x2 to provide mental health support for Tier 3 students.
- Mood Meters in 100% of district classrooms
- Classroom and faculty CHARTERS displayed.
- Monthly data discussions

**THROUGHOUT THE YEAR**

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
<ul style="list-style-type: none"> <li>• Reduce chronic absenteeism rates by 10%</li> <li>•</li> <li>• Decrease the number of referrals by 10%</li> <li>• Address SEL needs at monthly MTSS meetings including articulation of tiered SEL interventions.</li> <li>• Increase community partnerships x2 to provide mental health support for Tier 3 students.</li> <li>• Mood Meters in 100% of district classrooms</li> <li>• Classroom and faculty CHARTERS displayed.</li> </ul> <p>Monthly data discussions</p>	<p>Mid-year Chronic Absenteeism as compared to 22-23 mid-year rate has decreased by 10%</p> <p>Mid-year referrals as compared to 22-23 mid-year rate has decreased by 10%</p> <p>MTSS Plan completed and evidence of use at meetings</p> <p>Evidence of partnerships with mental health supports for tier 3 students</p> <p>Visual checks through evaluations and observations that Mood Meter is in at least 75% of classrooms.</p> <p>Visual checks through walkthrus and observations that classroom and faculty charters displayed in at least 75% of classrooms.</p>	

Priority 1

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## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>We are committed to creating a family engagement opportunity that empowers parents and caregivers to be our most powerful partners.</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Ongoing research shows that <b>family engagement</b> in schools improves student achievement, educational opportunities, reduces absenteeism, decreases disproportionality, and helps to forge strong partnerships with all stakeholders in education. We commit to intentionally engaging with our families and community to help students learn more, test better, have social connections and relationships that lead to increased positive behaviors.</p> <p>One of our Board of Education goals is to <i>enhance and grow our community engagement</i>. Teachers and administrators in the district strive to build authentic relationships rooted in trust, transparency, and two-way communication with all constituents. We will actively seek avenues and innovative ways to partner with local organizations and agencies to increase our network of resources that improve and support life-long learning opportunities for our entire school community.</p> <p>The Alla Breve Survey, conducted in Spring 2023, Administrators noted that family investment/engagement was a characteristic of an ideal district and mentioned that the district is working on it. They said it is important for parents and students to see the importance of education, and parents reported they wanted to be more involved, some expressing appreciation for the newly revamped PTOs, parents had high levels of agreement for feeling welcome at school. Parents expressed, in open-ended comments, the need for better ongoing communication with families about academics as well as other activities, events, or student situations in the district. They noted more information about school closings and even about the survey process were areas where communication could have been better. On scaled items, there were low to moderate levels of agreement regarding the schools working with community organizations to support their students.</p>

Priority 2

Administrators suggested hosting community events to foster school pride.

MCSD will embellish and build upon current district work grounded in creating systemic sustainable change. *The Dual Capacity Framework* will provide tools and strategies to build relationships and create meaningful family engagement opportunities to create a welcoming and affirming environment where everyone feels a sense of belonging.

Through intentional efforts we seek to:

**Develop** *the knowledge and skills of school and district personnel, as well as families and community members, to increase required trust and relationships necessary to address student learning needs and abilities at each grade level.*

**Provide** *access to multi-level networks that foster respect and trust in building family relationships with the school and school community.*

**Create** *an environment where partnerships thrive in a comfortable, culturally diverse, and engaging atmosphere that fosters respect and trust.*

**Commit** *to building and sustaining child-centered roles for the school, family, and community that values student learning and social and emotional development as equal educational partners.*

As the cornerstone to student success, family and community engagement continues to emerge as a priority throughout the district as evidenced during the Pandemic Planning Committees, stakeholder surveys, the 22-25 Strategic Plan, the SCEP, and Board of Education Policy. Both CSI and TSI SCEP plans identified the need to improve family and community engagement at the building level.

The MCSD will increase family engagement and partner with families to reduce chronic absenteeism. Allow our students the opportunities that help them feel welcome and safe so they can



## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Districtwide Family and community engagement opportunities	Building level team members will work with MBKFCEP team to create opportunities to engage families from all five schools. District team will provide opportunities to create a culture of care and empower all families to support the success of learners.	Training, space, time and money staff
Building Family and community engagement opportunities	Partner with EPIC to host quarterly evening workshops for families at the school. Building level teams will create opportunities to engage families based on identified needs. School building will provide opportunities that create a culture of care and empower all families to support the success of learners.	Contract with EPIC for quarterly workshops. Training, space, time and money staff
Host Family and Community events	The district will hold a Spring Family Engagement event during the school year that will help to create a sense of community within the district, which will lead to a more positive and supportive learning environment for students and staff.	Space, time, and money staff

## Measuring Success

### END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Priority 2

Building level teams will meet 8 times throughout the year.  
 District level teams will meet quarterly throughout the year.  
 Building family engagement needs will be identified via a needs assessment and 4 opportunities for families will occur throughout the year.  
 Family and Community Event held during the spring of 2024  
 75% of families who respond to end of the year surveys will report satisfaction with the improved family and community engagement opportunities provided by the buildings and district  
 Attendance at opportunities will be representative of district demographics  
 Updated Board of Education Family and Community Engagement Policy  
 Family and community engagement events hosted within the community

**THROUGHOUT THE YEAR**

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
<p>Building level teams will meet 8 times throughout the year.</p> <p>District level teams will meet quarterly throughout the year.</p> <p>Building family engagement needs will be identified via a needs assessment and 4 opportunities for families will occur throughout the year.</p> <p>Family and Community Event held during the spring of 2024</p> <p>75% of families who respond to end of the year surveys will report satisfaction with the improved family and community engagement opportunities provided by the buildings and district</p> <p>Attendance at opportunities will be representative of district demographics</p>	<p>Building Teams will have met 5 times by mid-year with evidence of agendas and minutes.</p> <p>District Teams will have met 2 times by mid-year with evidence of agendas and minutes.</p> <p>At least 2 family engagement opportunities for families will occur throughout the year.</p> <p>N/A</p> <p>N/A</p> <p>Visual checks at events will show more diversity and equitable access from participants.</p>	

Priority 2


## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>We are committed to increasing student achievement and academic outcomes by using all relevant data to target individual student needs</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Research has shown that student success in the early years is an indicator of access to opportunities later in life. We want our students to be at grade level in ELA by the time they enter the third grade. This goal emerged as a commitment because our students have been below grade level for many years and it’s even more concerning post pandemic. Our MCSD team is committed to using evidence-based practices and research-based curriculum to best meet the needs of all students.</p> <p>District NWEA ELA Data:          53% of our current kindergarten cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 11% or 24 additional students read on grade level.</p> <p>46% of our current first grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 13% or 24 additional students reading on grade level.</p> <p>46% of our current second grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 14% or 24 additional students read on grade level.</p> <p>60% of our current Third Grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 10 % or 20 additional students read on grade level.</p> <p>31% of our current fourth grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 37% or 24 additional students reading on grade level.</p> <p>27% of our current Fifth grade cohort students are at or above grade level (mean NWEA RIT). By June of 2024 we would like to see an increase of 41% or 24 additional students read on grade level.</p>

Priority 3

	<p>Our team is committed to using evidence-based practices and research-based curriculum to best meet the needs of all students. We will make data informed decisions to leverage growth in ELA.</p> <p>Increase professional development around ELA instruction to help teachers better understand the use of data to drive their instruction so they know where the skill gaps are and can address those gaps. Offer consultant opportunities to analyze our current data practices and help us gain an understanding of what we need to implement to improve our data practices. Make learning spaces more appropriate for differentiated and project-based learning. Increase family engagement and partner with families to reduce chronic absenteeism. Allow our students the opportunities that help them feel welcome and safe so they can learn better.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional Coaches	<p>The elementary schools will develop an evidence-based instructional coaching program that provides a clear process to foster positive learning experiences for Rutherford students. In addition, the district team will include an evaluation process to determine the success and next steps to support Instructional Coaches and building principal.</p> <p>Instructional coaches and the building principal will participate in professional development provided by the Instructional Coaching Group. The team will work implementing the 7 success factors and the sustainability of a highly effective coaching program at Rutherford Elementary.</p>	<p>Time to create, implement, and evaluate coaching programs.</p> <p>Funds to attend the Teaching Learning Coaching Conference, October 2024.</p> <p>Funds to attend Instructional Coaching Group 5 Day Intensive Instructional Coaching Institute, July 2024.</p> <p>Schedule meetings with instructional coaches and administration each month.</p>

Priority 3

	<p>Teaching Learning Coaching Conference (TLC) is the world’s leading conference for instructional coaching and instructional practices. The TLC consists of education experts and practitioners who lead keynote presentations and learning sessions focused on high-impact teaching strategies, proven instructional coaching practices, and system change strategies designed to lead to a high performing school.</p> <p>The team will also participate in a five-day Intensive Instructional Coaching Institute that will develop a deeper and complete understanding of the coaching process and practices, cultivate the necessary communication skills for healthy conversations, deeper engagement in the classroom, and how to best utilize coaching tools and resources.</p>	
<p>MTSS</p>	<p>Initial plans will be collaboratively developed by a diverse group of stakeholders with the objective of developing and implementing an academic support system for all students K-12 in all content areas.</p>	<p>Time, money, and space Training for all instructional stakeholders</p>
<p>Data Meetings</p>	<p>Create district protocols to analyze data to drive conversations toward an examination of pedagogical and instructional practices. Use data protocols, common language, and practices to analyze data during and after instruction as a means of ascertaining student learning gaps and making warranted changes in real time</p>	<p>Time, money, and space Training for all instructional stakeholders Data protocols Access to in-time data Planning time</p>
<p>Monitoring of instructional programs by Assistant Superintendent of Curriculum and Instruction, Directors and building Administrators.</p>	<p>During walkthroughs in the first half of the school year both District and Building level Administrators will visit classrooms looking for evidence of student engagement (differentiated strategies), high expectations (higher levels of Bloom Taxonomy), student teacher interactions, grouping, and time management. Follow up discussion between building administrators and directors will</p>	<p>Schedule of “look-Fors”</p>

Priority 3

	encourage collaboration and communication between district and building administrators.	
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## Measuring Success

### END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Instructional Coach attendance at training
- Monthly walkthroughs with building and district administrators
- Collaborative Discussions held to discuss instructional and reading and math programs
- Data protocols created and monitored use by directors and ASI
- Schedule for “Look Fors” developed
- 6 Walkthroughs completed during the school year
- MTSS plan developed for academics

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
100% Instructional Coaches Trained	Our instructional coaches will have attended all trainings provided up to mid-year.	
90% report changes to their instructional practices because of the training	Evidence from walk-thru that instructional practices have improved.	
100% walkthroughs completed	50% of walkthroughs completed	



## Stakeholder Participation

### Background

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

### Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. Matthew Evans	Superintendent	
Theresa Carlin	Assistant Superintendent	
Michelle Knowlton	Middle School Principal	RJK Middle School
Allyson Steinberg	Teacher	HS
<b>Ashley Rielly</b>	Parent	
<b>Barbara Recchio</b>	Director of Math/Science	
<b>Cassandra Darnobid</b>	Teacher	KLR Elementary
<b>Catherine Whaley-Williams</b>	Equity Director	
<b>Colleen Corwin</b>	Teacher	Middle School
<b>Connie Avery-Cheng</b>	Teacher	KLR Elementary
<b>Douglas Murphy</b>	Assistant Principal	St. John's Street
<b>JoAnn Kelleher</b>	Teacher	RJK Middle School
<b>Jennifer Holmes</b>	Board Member	
<b>Jessica DiFrenza</b>	Teacher	Cooke Elementary School
<b>Joelle Walz</b>	Teacher	RJK Middle School
<b>John Maranzana</b>	Teacher	HS
<b>Kimberly Gordon</b>	Technology Director	
<b>Tavi Bockman</b>	AIS/RTI Provider	Chase Elementary
<b>Lynka Rivera</b>	Parent	
<b>Melissa Wright</b>	Parent	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
3/10/23	Zoom
5/30/23	Zoom
6/15/23	Zoom

### Districts with Schools Identified for TSI/ATSI Supports 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	Meeting data as well as survey data were used and incorporated into the DCIP plan. Some teachers also sit on both the building and district committees.
Parents with children from each identified subgroup	Meeting data as well as survey data were used and incorporated into the DCIP plan. Some parents sit on both the building and district committees.
Secondary Schools: Students from each identified subgroup	

## 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 31, 2023, 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).