



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cortland Enlarged City School District	Robert J. Edwards

2020-21 Summary of Priorities

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

1	The expansion of intentional communication strategies to engage all stakeholders in continuous improvement and school/district initiatives
2	Universal Implementation of all activities identified in the DCIP partnered with progress monitoring and accountability systems
3	Delivery of instructional responses to meet the needs of all learners monitored through student learning data
4	Intentional planning for student engagement as evidenced by class visits and lesson plans
5	Implementation MTSS/RTI systems aligned with K-12 SEL standards

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 22, 2020	Kaufman Center		
July 28, 2020	Kaufman Center		
August 4, 2020	Kaufman Center		
August 5, 2020	Kaufman Center		
August 11, 2020	Seven Valleys New Tech		
August 12, 2020	Seven Valleys New Tech		
August 14, 2020	Kaufman Center		

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

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
Robert Edwards	Superintendent	
Judi Riley	Asst. Superintendent for PPS	
Jeff Craig	Asst. Superintendent for C & I	
Katie Swanson	Director of Special Education	
Lisa Kaup	Barry Primary School Principal	
Angela Wanish	Smith Intermediate School Principal	
Jordan Ashley	Randall Middle School Principal	
Kevin Cafararo	Junior High School Principal	
Abe Brafman	9-10 Principal	
John Zarcone	11-12 Principal	
Joe Mack	High School Principals	
Building Level Reflections and School Improvement Planning Meetings	Parents, Teachers and Support Staff, Lists maintained in the schools	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	The development of intentional communication strategies to engage all stakeholders in continuous improvement and school/district initiatives (Tenet 6)
Why will this be prioritized?	Increased awareness and commitment from all stakeholders regarding the district plan for continuous improvement is critical in extending success in 2020-21.

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?
Increased responses from parents/caregivers on district and school surveys	August - October
Increased parent/caregiver accounts on district communication tools such as parent portal to monitor student learning, building and district newsletters, and social media interaction.	September
Increased methods of communication from teachers to parents	September - June

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
Parent Portal accounts	Unable to access at this time	Will be set when data is available
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Readership of newsletters	40%.(February)	60%
	End of Year 2020 (optional)	End of Year 2021
	46% (June)	75%

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
July	September	The district will communicate the need for updated parent/caregiver contact information to ensure access to school reopening planning, health and safety information and student learning formats.
August	September	Personal outreach to collect updated contact information
August	September	Weekly communication to all stakeholders regarding the reopening plan
September	September	Communication to all stakeholders regarding the district reopening plan and commitment to high levels of learning for all students
January Through June		
Start	End	Action
January	February	Exploration of stakeholder survey for input focused on student learning
April	May	District created survey seeking feedback on the learning plan implemented during the 2020-21 school year

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>
Updated Parent/Caregiver Contact Information is needed	Electronic newsletters, Social Media Reminders, Superintendent Messages, Paper mailings, direct outreach will be used to elicit increased parent contact information.	August - September

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Universal implementation of all activities identified in the DCIP partnered with progress monitoring and accountability systems (Tenet 2)
Why will this be prioritized?	Inconsistent implementation of planned activities is a barrier to realizing and extending success in 2020-21.

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?	
Analysis of 2019-20 progress toward district collective commitments, interdependent goals and non-negotiables	August	
Increased implementation of building and district initiatives in DCIP	August - September	
Review progress monitoring tools	August - September	
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
2019- 20 District Goal Data	13-35% chronic absenteeism across grades K-12	11 - 31% chronic absenteeism across grades K-12;
	24-45% students above 70%tile in fluency	29 - 50% students above 70%tile in fluency
	16-43% students above 70%tile in numeracy	21 - 48% students above 70%tile in numeracy
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Administrative team review of progress monitoring data.	Qualitative	Qualitative
	End of Year 2020 (optional)	End of Year 2021
	N/A	

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
August	August	Develop building and district activities for implementation in 2020-21
September	September	Develop a progress monitoring system and calendar for DCIP activities
September	September	Create quarterly data review calendar to monitor progress toward district goals
September	January	Commit time and attention to review building and district DCIP activities at LC meeting
January Through June		
Start	End	Action
January	June	Check implementation of progress monitoring activities and data sharing
January	June	District and School Leaders will review of building activities and school level data
June	June	District and School Leaders will review of end of year data, assessment progress, attendance and anticipated graduation rate

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>
Reopening and student learning planning needs to address both in-person and remote learning experiences	Commit to a focus on student learning through all possible reopening methods: in-person, hybrid and remote.	August

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Delivery of instructional responses to meet the needs of all learners monitored through student learning data (Tenet 3)
Why will this be prioritized?	The data analysis cycle focused on student progress toward mastery of learning data is in place. The universal commitment to All Means All is not yet fully in place. Intentional planning of instructional responses to meet the learning needs of all students is the next step to extend success in 2020-21

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?
Increased awareness of subgroup performance	September
Increased commitment to high levels of learning for all students	October
Increased flexible grouping	Ongoing
Faculty sharing best instructional practices based on student learning data	Ongoing
MTSS/RTI Systems developed in all schools	Ongoing
Collaborative instructional planning to meet the needs of all learners	October
Progress toward mastery of student learning data related to essential standards	October - January

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
Collaborative Team Notes and Data Trackers	Qualitative Data	Qualitative Data
	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
September	September	Communicate 2020-21 Continuous Improvement Plan district-wide
September	September	Communicate 2020-21 Building level plans
September	January	Collaborative team analysis of student learning data
September	January	Sharing of best practice instructional strategies aligned to student learning data
September	January	Intentional instructional planning related to student learning data
October	January	Embedded professional learning focused on building a culture committed to the learning of all students
October	January	Advancements in development of MTSS/RTI across all schools.
January Through June		
Start	End	Action
January	June	Continued implementation of collaborative time, learning data analysis and sharing of instructional practices.
January	June	MTSS/RTI systems implemented in all schools

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>
Assessment of gaps in learning that occurred March - June 2020 needs to occur	Convene teacher teams to analyze Spring learning data and remote learning participation.	August and September

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Intentional planning for student engagement as evidenced by class visits and lesson plans (Tenet 4)
Why will this be prioritized?	Universal understanding of engagement and intentional planning for engagement are not yet fully in place. Growth in understanding and planning for engagement of all students is necessary to extend success in 2020-21.

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?
Differentiated lesson plans and instructional delivery as a result of student learning data	October - January
Evidence of varied engagement strategies in lesson plans and instruction	September - January
Increased teacher to student feedback	September - January
Intentional planning including culturally responsive materials and resources	October - January
Increased participation of all students in learning block/reteach/RTI	October - January

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Classroom visit data related to engagement strategies	Middle of Year 2020	Middle of Year 2021
	Qualitative	Qualitative
	End of Year 2020 (optional)	End of Year 2021
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	June	Review of ELA curriculum, classroom and library collections and teacher resources to ensure access to culturally responsive materials and resources
July	August	Development of push-in lessons to support teachers in creating inclusive learning environments, raising awareness and addressing social justice issues within the classroom
September	January	Building level professional development on engagement strategies and intentional planning to meet the learning needs of all students
September	January	Data collection on use of varied engagement strategies collected through class visits
January Through June		
Start	End	Action
January	June	Continued emphasis on engagement strategies at monthly faculty meetings.
January	June	Continued data collection on use of varied engagement strategies collected through class visits
January	June	Analysis and Sharing of data regarding implementation of engagement strategies.

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>
Identify and reinforce engagement strategies for in-person and remote learning	Support continued collaborative planning for both in-person and remote learning with a focus on engaging strategies.	September

Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	Implementation MTSS/RTI systems aligned with K-12 SEL standards (Tenet 5)
Why will this be prioritized?	Progress has been made to support students' academic learning toward essential goals. A systemic response to social emotional development must be created and implemented to extend success in 2020-21.

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?
K-6 SEL learning targets developed to align with SEL Standards	August - October
7-12 professional learning focused on SEL standards	September - January
Use of SEL universal screening data, K- 6	October - December
Commitment to and alignment of building wide programs, Responsive Classroom, PBIS, and the Positivity Project	August - October
Implementation of Tier 1 SEL instruction	September - January
Exploration of equity across programs and practices	August - January

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
Number of Students requiring additional instruction (K-6) from the DESSA universal SEL Screening	14% of all; 86% of initial 14%	12%; 80%
	End of Year 2020 (optional)	End of Year 2021
	N/A	10%; 75%

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	August	Facilitated administrative professional development focused on creating and implementing a Multi-Tiered System of Support inclusive of Tier 1 SEL instruction
September	September	Support the social emotional health of adults through community building and information sharing related to procedures in place to maintain a safe and health learning /teaching environment
August	September	Develop building level SEL teams
September	January	Building level development of SEL learning targets aligned to SEL standards
September	January	Professional learning for 7-12 teachers on SEL standards and MTSS
August	September	Monitor and support the implementation of RC, PBIS, PAX and Positivity Project as developed by the administrative team
August	January	Develop actions and resources aligned with the left side of the pyramid
January Through June		
Start	End	Action
January	June	Provide three tiers of SEL support for students
January	June	Identify curricular alignments with SEL standards
January	June	Integrate SEL instruction into academic learning

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>
Assessing students social, emotional and mental health needs is priority	Multiple assessment methods will be employed; student - family check- in questionnaires, teacher referrals, counseling check-ins and service prioritization	August - September
Addressing the social - emotional health needs of adults and students will be a priority area of focus embedded in the reopening planning.	Opening Faculty/Staff days will include attention to the social, emotional and mental health needs of adults. Information regarding adult health and safety will be shared. Training on reopening with students attending to their social, emotional and mental health will be provided	September

Submission Assurances

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

1. X 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. X 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. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. X 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. X 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. X 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).