



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cortland Enlarged City School District	Robert Edwards

2021-22 Summary of Priorities

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

1	We will continue to implement a Guaranteed and Viable curriculum that ensures student learning through collaboration and data driven intervention and enrichment.
2	We will ensure students learn the behavioral and academic skills necessary for success.
3	We will ensure the emotional and physical needs of students are met.
4	We will establish best practices and a vision related to ensuring diversity, equity, and inclusion throughout the school district.
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will continue to implement a Guaranteed and Viable curriculum that ensures student learning through collaboration and data driven intervention and enrichment.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This priority will help us to realize our school's mission and vision. By ensuring student learning through the collective actions of teacher teams, students will learn the knowledge and skill necessary for success. Teachers will continue to ensure student learning related to what has been deemed essential based on NYS standards. Data drives this process and allows teams to ensure each student gets what they need. Ensuring essential learning also ensures equity for all students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Collaborative teacher teams	Content specific teams will meet to ensure essential student learning.	Evidence will include: meeting minutes, data trackers, misconception sheets, student groupings, unit by unit goals, pacing guides, and common assessments	Time for collaborative work and planning. Professional learning opportunities
Engagement Strategies	Teams will share instructional best practices based on student improvement.	Evidence will include: targeted instruction based on student needs, relevant examples, and increased student learning.	Professional learning Time for observations Time and money for team walkthroughs

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Improvement will be noticed based on a district universal screening assessment. The district will use AimsWebPlus to compare data between school years. Improved student data will also be noted by team created district data trackers as measured against team identified goals.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will ensure students learn the behavioral and academic skills necessary for success.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>In order for students to achieve in school and in a broader society they need appropriate academic and behavioral skills. These skills allow students to access academic content, work productively with teachers and peers, persevere through tasks, and engage appropriately.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Responsive Classroom	All instructional staff will be trained in responsive classroom.	This will ensure strategies are used to establish a positive classroom environment. This will be evidence by classroom visits and walkthroughs	Professional learning for all staff.
Intentional teaching academic and behavioral skills	As a district we will establish common expectations related to students' academic and behavioral skills. The expectations will be explicitly taught and reinforced throughout the school year.	There will be improved engagement in learning and time on task as evidenced by classroom visits and walkthroughs.	Time, space, and funds for collaborative work outside of the contractual day will be required.
MTSS systems for student behavior	Each school will establish teams to plan and implement interventions at tier 2 and 3 related to learning academic and behavioral skills.	There will be improved engagement in learning and time on task as evidenced by classroom visits and walkthroughs.	Time, space, and funds for collaborative work outside of the contractual day will be required.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

There will be increased student engagement and time on task as observed through classroom walkthroughs and visits. Evidence of regular team meetings and relevant documentation of interventions will also exist.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will ensure the emotional and physical needs of students are met.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>In order to access learning students must have their physical and emotional needs met. Meeting these basic needs will allow students to be more fully engaged throughout the school day. It will also allow them to be present and focus on academic tasks.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Food provided to students in need.	Additional food to take home will be provided to students who are in need.	Students will be focused during classroom instruction.	Funds to purchase food.
School supplies provided to students.	School supplies will be provided to all students K-6.	Students will be able to engage in classroom learning.	Funds to purchase supplies.
Necessary hygienic supplies provided to students.	Hygienic supplies will be made available to all students K-12. They will be distributed by nurses as needed.	Students will be engaged in classroom learning.	Funds to purchase hygienic supplies.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Students will be prepared for and engaged in academic tasks. There will be minimal signs of physical needs.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will establish best practices and a vision related to ensuring diversity, equity, and inclusion throughout the school district.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>In order to ensure best practices in teaching, consideration related to diversity, equity, and inclusion need to be made. This will help to ensure we are acting and teaching in a culturally responsive manner. It also ensures that the cultural backgrounds of students are understood, celebrated, and accepted. This validates students and makes schools a safe space to be and learn.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Utilize a committee to establish practices related to ensuring diversity, equity, and inclusion throughout the district.	A K-12 committee will be formed to learn and ensure the district implements best practices related to diversity, equity, and inclusion.	Teaching and learning will occur that is culturally relevant and respects the needs of a diverse population. This will improve student engagement and outcomes.	Time, space, and money will be needed to engage in the committee review process.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of the year recommendations will be made to ensure diversity, equity, and inclusion throughout the district. These recommendations will be acted on in the 2022-23 school year.

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>
Robert Edwards	Superintendent	
Jordan Ashley	Director	
Amanda Viel	Director	
Laurie Widman	Business Administrator	
Katie Swanson	Director	
Lisa Kaup	Principal	Barry Primary
Angela Wanish	Principal	Smith Intermediate
Juliann Quinn	Principal	Randall Middle
Kevin Cafararo	Principal	Cortland Junior High
Janessa Cornish	Assistant Principal	Cortland High School
John Zarcone	Principal	Cortland High School

Our Team's Process

Joseph Mack	Executive Principal	Cortland High School
Matthew Wood	Athletic Director	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
8/11/21	District Office
8/12/21	District Office
8/16/21	District Office
8/19/21	District Office

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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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. 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 by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).