



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
<b>Willsboro Central School District</b>	Justin Gardner

## 2020-21 Summary of Priorities

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

1	Implementing curriculum and effective instructional methods for English Language Arts
2	Implementing curriculum and effective instructional methods for Math
3	Special Education, general education, and academic intervention teachers, and service providers working more collaboratively to improve student performance
4	Providing special education teachers with more actionable feedback
5	Use of data for instructional practices

## 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
Data reviewed and DCIP discussed with stakeholders held on 10/24, 12/19, 1/27, 3/6, 4/23, 6/3	Willsboro Central School Conference Room and Google Meets		
Target District Institute Training-2/26, 2/27	Albany		
Special Education Department Meetings held to discuss components of the DCIP on 4/27, 5/4, 5/12, 5/19, 6/2, and 6/16	Google Meets		
Review of Draft plan-7/2	Willsboro Central School Conference Room		
Finalization of plan 7/8/2020	Willsboro Central School Conference Room		

### 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	Special Education staff were included in the planning process of this plan through team meetings where input was received.
Parents with children from each identified subgroup	As a conclusion to annual review meetings, parents were asked to provide feedback to staff as to components of their child’s program that he/she would like to see improvement in. (more data used, more team meetings, and professional development opportunities for staff)
Secondary Schools: Students from each identified subgroup	Secondary staff of students with disabilities participated in department meetings held virtually on the following dates: 4/27/20, 5/4/20, 5/12/2020, 5/19/2020, 6/2/2020, and 6/16/2020 to discuss program needs.

Stakeholder Participation

## 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 the signature was unable to be obtained. 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
Justin Gardner	Superintendent	
Jennifer Leibeck	CSE Chairperson	
Michael Douglas	Dean of Students	
Christian Ford	Guidance Counselor	
Theresa Moss	Special Education Teacher	
Molly Rascoe	Special Education Teacher	
Kristen Theriault	Parent	

Priority 1

Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	Curriculum and instructional practices in the area of English Language Arts
<b>Why will this be prioritized?</b>	Curriculum continues to be an area of concern. Teacher turnover, uncertified teachers, and a lack of cohesion among grade levels and within the special education department have led to a weakened curriculum system to monitor growth.

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
The use of consistent, cohesive, updated curriculum materials that address student individual needs in the area of English Language Arts.	October-June
Exposure to the curriculum materials; outline learning that may be needed to support implementation.	July-August
Teachers will articulate a connection between all components of the student's program.	October-June

<b>Quantitative Improvement: Outcomes</b>		
---	--	--

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
Students will meet a minimum of 3 short term objectives identified for the student after completing assessment tools/	meet a minimum of 3 short term objectives	meet a minimum of 6 short term objectives
	End of Year 2020 (optional)	End of Year 2021
		meet a minimum of 12 short term objectives
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Alignment of all students programs to their objective and the materials available will be determined each quarter; adjustments to programming/objectives will be made when indicated by valid		
	End of Year 2020 (optional)	End of Year 2021

Priority 1

formative assessment tools such as iReady		
---	--	--

Priority 1

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
10/24/19	1/27/20	Special Education teachers reviewed state test results on 10/24/19 and 1/27/20 for the 2018-2019 3-8 students with the Assessment Planning Coordinator of the CEWW BOCES. Common trends were identified amongst grade levels and targeted strategies were suggested.
4/27/20	6/16/20	On 4/27 a team meeting took place with Special Education staff only (virtually) to start brainstorming the curriculum components that are areas of concern. Additional team meetings were held on the following dates: 5/4, 5/12, 5/19, 6/2, and 6/16.
5/1/20	6/16/20	Research took place in order to look into a range of English Language Arts materials for purchase. These would include: Phonics for Reading, Corrective Reading, Wonders, and Reading Mastery.
7/2/2020		The team met and decided to purchase the Phonics for Reading program for students in grades 3-8 and also the grades 4-8 component of the Wonders series. Currently grades K-3 use the Wonders series; meanwhile grades 4-8 don't have a formal reading series being used. This purchase would allow for a consistent English Language Arts program for K-8 Special Education students receiving instruction in a Special Class. These two programs will be supplemented with the I-Ready program that the district already uses. This is used as a diagnostic tool. The I-Ready program provides the teachers with actionable insight on student needs, offers a complete picture of student growth, sets an individualized path for each student, and allows the district to see how students are performing with the standards. These program options will provide our teachers with a variety of tools to use and fill in gaps that have been previously identified through data analysis.
8/1/2020		Special Education teachers and the Chairperson on Special Education will collaborate with one another and then create a curriculum map that will be used within their classroom setting starting in September. This map will be reviewed by the school leaders and discussed.
8/1/2020	9/3/2020	Special Education teachers will review and familiarize themselves with the new curriculum purchased and professional development opportunities will be provided if available and felt necessary.
10/1/2020	10/15/2020	Students will be given baseline/placement assessments prior to starting with the curriculum. Teachers will begin to use new materials once he/she feels it's appropriate.
10/1/2020	6/25/2021	School leaders will complete a weekly walkthrough and complete the feedback form agreed upon with the team. A schedule of these walkthroughs will be provided to teachers in September.
11/1/2020		A team meeting will be scheduled to discuss new curriculum materials being used. These meetings will be scheduled quarterly by district leaders.
11/1/2020	11/12/2020	By 11/12 classroom visits will be scheduled for teachers to observe in a district classroom that uses the Wonders series. (K-3) A classroom visit at a nearby school will also be scheduled to see their best practices if possible. School leaders will make arrangements for this to happen.

Priority 1

<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/15/21		Mid-year assessments will be administered to students.
1/21/21		A quarterly team meeting will occur to review the data and see if the targeted strategies are working with the students and adjustments will be made if necessary for improvement.
1/21/21	1/27/21	Special Education teachers will communicate with parents/guardians to receive feedback on the programs being used with their child. This will be completed using a formal survey with up to 10 questions on it. Completion of this can be done via computer or paper copy.
3/1/2021		Test preparation will be provided to the students prior to the state assessments. This will allow students to become familiar with the test format and not necessarily the content. School leaders and teachers will communicate with the parents/guardians the details of the state tests allowing them the opportunity to ask questions or express concerns. School leaders and teachers will make sure testing accommodations are arranged for all the students with either an Individualized Education Plan or 504 Plan.
4/1/2021		A quarterly team meeting will take place to review student progress.
4/15/2021		Special Education teachers will participate in the Committee of Special Education annual review meetings and share results of the curriculum used and data retrieved with parents/guardians. Work samples will be shared with the parents when available and appropriate.
6/1/2021		The end of the year assessment will be given and results reviewed at a team meeting. Discussion will take place in regards to the results. Curriculum map will be reflected upon and the teachers will submit the pros and cons of the curriculum format used.
6/15/2021		A quarterly meeting will be held where school leaders will review and discuss feedback given with all parties involved.

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Curriculum mapping may need to be adjusted	The team needs to take into consideration that regression may have occurred during the closure and/or content from the previous year wasn't taught dependent on the home support system.	As needed
Be mindful that instruction may end up being remote once again at some point of the school year and the barriers that exist with this option.	The team will need to be creative in ways that the teacher will deliver the instruction and will foster student learning in a remote manner.	As needed



Priority 1

Priority 2

Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	Curriculum and instructional practices in the area of Math
<b>Why will this be prioritized?</b>	Curriculum continues to be an area of concern. Teacher turnover, uncertified teachers, and a lack of cohesion among grade levels and within the special education department have led to a weakened curriculum system to monitor growth.

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
The use of consistent, cohesive curriculum materials that address a student's individual needs in the area of Math will be an indicator.	October -June
Daily lessons will be shifted in order to address specific areas of weakness and to provide continuity from K-8 by using the same Go Math program.	July-August
If a variety of materials are being used, a connection will be made between all components of the student's program.	October-June

**Quantitative Improvement: Outcomes**

What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Students will meet a minimum of 3 short term objectives identified for the student after completing the Go Math placement test.	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	6 short term objectives will be met
		End of Year 2021
Data point 2 (optional): Alignment of all students programs to their objective and the materials available will be determined each quarter; adjustments to programming/objectives will be	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	12 short term objectives will be met
		End of Year 2021

Priority 2

made when indicated by valid formative assessment tools such as iReady		
--	--	--

Priority 2

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
10/24/19	1/27/20	Special Education teachers reviewed state test results on 10/24/19 and 1/27/20 for the 2018-2019 3-8 students with the Assessment Planning Coordinator of the CEWW BOCES. Common trends were identified amongst grade levels and targeted strategies were suggested.
4/27/20	6/16/20	A team meeting took place with Special Education staff only (virtually) to start brainstorming the curriculum components that are areas of concern. Additional team meetings were held on the following dates: 5/4, 5/12, 5/19, 6/2, and 6/16.
5/1/20	6/16/20	Research took place in order to look into a range of Math curriculums. Those would include: Saxxon Math, Singapore Math, and GoMath.
7/1/2020		The district team met and decided to purchase the GoMath curriculum for grades K-3 and also grades 7-8. GoMath was purchased two years ago for grades 4-6 students in Special Education. The other grades levels don't have a formal Math series at the time and, therefore, this purchase would allow for a consistent Math program for K-8 Special Education students receiving instruction in a Special Class. This will be supplemented with the I-Ready program that the district already uses. This is used as a diagnostic tool. It also provides the teachers with actionable insight on student needs, offers a complete picture of student growth, sets an individualized path for each student, and allows the district to see how students are performing with the standards.
8/1/2020		Special Education teachers will collaborate with one another and then create a curriculum map that will be used within their classroom setting starting in September. This map will be reviewed by the school leaders and discussed.
8/1/2020	9/3/2020	Special Education teachers will review and familiarize themselves with the new curriculum purchased and professional development opportunities will be provided if available/needed.
10/1/2020		Students will be given baseline/placement assessments prior to starting with the curriculum. Teachers will begin to use new materials once he/she feels it's appropriate.
10/1/2020	6/25/2021	School leaders will complete a weekly walkthrough and complete the feedback form agreed upon with the team. A schedule of these walkthroughs will be provided to teachers in September.
11/1/2020		A team meeting will be scheduled to discuss new curriculum materials being used. These meetings will be scheduled quarterly by school leaders.
11/1/2020	11/12/2020	A classroom visit at a nearby school will also be scheduled to see their use of this program if possible. School leaders will make arrangements for this to happen.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/15/21		Mid-year assessments will be administered to students.

Priority 2

1/21/21		A quarterly team meeting will occur to review the data and see if the targeted strategies are working with the students and make adjustments necessary for improvement.
1/21/21	1/27/21	Special Education teachers will communicate with parents/guardians to receive feedback on the programs being used with their child. This will be completed using a formal survey with up to 10 questions on it. Completion of this can be done via computer or a paper copy.
3/1/2021		Test preparation will be provided to the students prior to the state assessments. This will allow students to become familiar with the test format and not necessarily the content. School leaders and teachers will communicate with the parents/guardians the details of the state tests allowing them the opportunity to ask questions or express concerns. School leaders and teachers will make sure testing accommodations are arranged for all the students with either an Individualized Education Plan or 504 Plan.
4/1/2021		A quarterly team meeting will take place to review student progress.
4/15/2021		Special Education teachers will participate in the Committee of Special Education meetings annual review meetings and share results of the curriculum used and data acquired with parents/guardians. Work samples will be shared with the parents when available and appropriate.
6/1/2021		The end of the year assessment will be given and results reviewed at a team meeting. Discussion will take place in regards to the results. Curriculum map will be reflected upon and the teachers will submit the pros and cons of the curriculum format used.
6/15/2021		A quarterly meeting will be held where district leaders will review and discuss feedback given with all parties involved.

**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
Curriculum mapping may need to be adjusted	The team needs to take into consideration that regression may have occurred during the closure and/or content from the previous year wasn't taught dependent on the home support system.	September
Be mindful that instruction may end up being remote once again at some point of the school year and the barriers that exist with this option.	The team will need to be creative in ways that the teacher will deliver the instruction in a remote manner.	As needed

Priority 3

Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	Utilize data to guide instructional practices
<b>Why will this be prioritized?</b>	It's essential that teachers and instructional staff, in collaboration with school leaders analyze data to monitor and adjust academic supports and interventions.

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
There will be implementation of consistent data methods used and a planning process by the teachers. The school leaders will decide who is responsible for collecting the data, frequency of collection, and distributing data to team members.	August/September
The data will be used to adjust pace and planning for the students. Teachers will provide targeted support to students informed by the data.	September-June

<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): I-ready assessment data will be collected and analyzed by internal personnel. The values will be sent to an external person who will also analyze the data to provide validity regarding the analysis.	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional): Use of both NYS testing data and curriculum-based data to drive instruction.	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 3

Priority 3

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
10/24/19	1/27/20	Special Education teachers reviewed the 3-8 test data from the previous year with the Assessment Planning Coordinator at CEWW BOCES on 10/24 and 1/27. Teachers were trained on how to analyze the data through the reports provided.
4/16/2020	6/11/2020	The Committee of Special Education Chairperson provided her teaching staff with information pertaining to free professional development opportunities through the North Country Regional Partnership. Most of these offerings are vetted through New York State. Prior to April, WCS teachers participated in the full day Individualized Education Plan Development training on 3/2 and Indicator 13 training that centers on the process and protocols as per State Performance Plan Indicator 13 on 2/11. As of April 16th, the Regional Partnership put out further training sessions such as Fundamentals of Specially Designed Instruction, Classroom Management, and Annuals Goals Skills Group. These are offerings that can be offered again to WCS teachers if requested or are recommended by school leaders.
8/1/2020	9/3/2020	Special Education teachers will review the data acquired through I-Ready and other assessments used prior to the March closure. Teachers will also create a more formal system to track data. (charts, tracking sheets, and etc.)
10/1/2020		Students will be given baseline/placement assessments prior to starting the curriculum.
10/1/2020	6/25/2021	Special Education teachers will begin to use the new materials once felt appropriate. Teachers will be responsible for acquiring data on students and will be expected to distribute this information when requested by school leaders.
11/1/2020	6/15/2021	At quarterly team meetings scheduled by school leaders, results will be reviewed. Needs will be identified and strategies developed to address the need(s) presented through the data. If felt necessary school leaders will arrange for the Assessment Planning Coordinator to once again assist with this process.
10/1/2020	6/25/2021	Special Education teachers will designate a weekly planned time for the students to complete individual lessons on I-Ready to obtain ongoing data for both English Language Arts and Math.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/21/2021		Special Education teachers and school leaders will review mid-year assessments and the data with the Assessment Planning Coordinator at CEWW BOCES. Necessary adjustments to curriculum and/or strategies will be done if needed.
6/15/2021		School leaders and teachers will review end of the year data.

**Addressing COVID-19 Related Challenges**



Priority 3

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
There's no 2019-2020 state test data to use, along with no formal end of the year assessments	Assessments will be given at the start of the school year to see where the students are following the closure.	
If remote learning is once again used, it's difficult to acquire accurate data on the student to use.	Teachers will acquire as much data as possible through direct instruction using online platforms. (if feasible)	
There may be increased deficits with students depending on home support.	Teachers will support families using a variety of approaches. (phone calls, online platforms, paper resources)	

Priority 4

Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	Increased collaboration between general education teachers, Special Education teachers, academic intervention teachers, and services providers when appropriate
<b>Why will this be prioritized?</b>	Special Education teachers need to work with the general education and academic intervention teachers to improve understanding of how to design lessons that recognize the disability.

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see 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?
Comprehensive support for students with disabilities will be provided by general education teachers and academic intervention teachers. Classrooms systems will be adjusted to meet the accommodations that students have.	September-June
Effectiveness of strategies for individual students will be shared across the team of educators so that they can be leveraged when working with the student.	September-June

<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): I-Ready will provide a concrete tool to evaluate the effectiveness of supports.	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional): Work samples will be analyzed to provide a more finite indication of strategy effectiveness.	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?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
2/25/20	9/1/2020	An Academic Intervention Services committee was created and met on 2/25 to begin developing an updated plan for students needing this intervention. Meetings were held on 2/25, 3/4, 6/9, 6/18. More meetings are scheduled to take place prior to 9/1/2020 to continue developing this plan before Board of Education approval. Committee members consist of the Superintendent, Guidance Counselor, general education teachers, Committee of Special Education Chairperson, and the Academic Intervention Services Coordinator.
9/3/2020	6/25/2021	Since April 2020 the Special Education department began to meet weekly with meetings coordinated and managed by the Committee of Special Education Chairperson. These meetings included the school counselor, Physical Therapist, Occupational Therapist, Speech and Language Therapist, and all four Special Education teachers. This upcoming year these weekly meetings will be expanded more to include the general education teachers and academic intervention teachers depending on students that have been put on the weekly agenda to be discussed. This will be a common time where staff can collaborate and discuss strategies and techniques that may or may not be working with a student. The Committee of Special Education Chairperson will continue to be responsible for scheduling and conducting these meetings. Weekly calendar invites will be sent to all teachers/staff involved. These meetings will occur from 2:50-3:15 when there's a common planning time. If possible, conference days will also be used to allow for longer periods of time to meet and discuss students.
9/3/2020	6/25/2021	In 2019-2020 the district conducted regularly scheduled Child Study Team meetings to discuss students of all populations and ages. Students could be referred by teacher(s) filling out a Child Study form that listed concerns and strategies already tried within the classroom setting. The CST consisted of the Superintendent, Committee of Special Education Chairperson, Guidance Counselor, School Counselor, and Dean of Students. Teachers and other staff members were invited when appropriate. This multidisciplinary group worked together to identify student strengths, needs, put strategies into action, and evaluated impacts so the student(s) discussed could succeed. These meetings will continue to partake in the 2020-2021 to allow for continued collaboration on students. The Superintendent will be responsible for scheduling and conducting these meetings. The Dean of Students will be responsible for distributing and collecting referrals from the teachers.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/5/2021	6/25/2021	Academic Intervention Services committee members will meet to review and reflect on the updated plan.

Priority 4

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Due to the closure, recommendations may vary with students for AIS services depending on the amount of instruction and/or home support received throughout the COVID.	At the start of the school year, formal assessments will be given to all students to identify his/her current levels.	September/October
There may be an increase in the number of students referred to the Committee of Special Education due to parent and/or teacher concerns after the extended closure.	The same referral process will be followed prior to the pandemic.	September-November
If students are still not at school physically there is the concern of conducting an evaluation within the legal timeline and also whether if the evaluation is done remotely, will it contain accurate information.	Face to face evaluations will occur as often as allowed. If evaluations need to be completed remotely, a discussion will take place between the Committee of Special Education Chairperson and the parent as what would be best for the student.	September-June

Priority 5

Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	Providing teachers with more feedback
<b>Why will this be prioritized?</b>	The department consists of new, inexperienced staff that are requesting more actionable feedback to improve practices in the classroom.

**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?
Weekly classroom walkthrough will occur with prior notice to Special Education teachers.	September-June
A feedback form will be developed between the team where the expectations are clear. The school leaders and teachers will evaluate the functionality of the walkthrough and feedback form.	August-September

**Quantitative Improvement: Outcomes**

What data would you use to determine this is successful?		
Specific Data Point	<b>Baseline</b>	<b>Target</b>
Data Point 1 (required):  Follow up from the walkthroughs by sending feedback to the teacher	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):  Discussions with educators regarding what was observed in their classrooms will be held intermittently.	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?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
2/26/2020	2/27/2020	School leaders attended training on how to conduct walkthroughs at the Targeted School training held in Albany on 2/26 and 2/27.
8/1/2020	8/2/2020	A feedback form will be developed and discussed amongst the team members involved. Teachers will know the expectation of the feedback form.
10/1/2020	6/25/2021	A calendar will be developed for the months of October to June as to when the weekly walkthroughs will occur and to which classroom(s) will be visited each week.
9/3/2020	6/25/2021	Once the walkthrough occurs, the school leader conducting the visit will submit the form for the teacher and other school leaders to review within two days of the visit. This information will be included in the discussions at quarterly team meetings scheduled to be held on 11/1, 1/15, 4/1 and 6/15.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
		See above information and dates

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Classroom visits may not be able to take place if students are receiving remote learning.	School leaders could observe remote learning via platforms used if allowable	October-June

## 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](mailto: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).