



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Watertown City School District	Patricia B. LaBarr

2020-21 Summary of Priorities

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

1	Addressing student perceptions of safety in school.
2	Social media usage among students.
3	Chronic absenteeism.
4	Diversity presence in curriculum and conversations.
5	Supporting students with disabilities.

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 29, 2020	WHS Library		
August 4, 2020	WHS Library		
August 6, 2020	WHS Library		
August 11, 2020	WHS Library		

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	

Stakeholder Involvement Signature Page

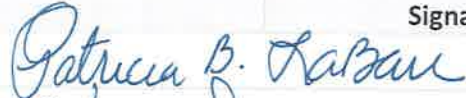


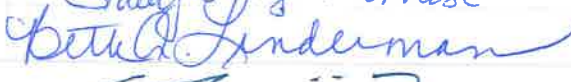






Stakeholder Involvement Signature Page

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 to obtain 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
Patricia LaBarr	Superintendent	
Tina Lane	Asst. Supt. For Personnel & Student Services	
Stacey Eger-Converse	Asst. Supt. For Instruction	
Jason Harrington	Board of Education	
Chad Fairchild	WHS Principal	
Mark Taylor	Case MS Principal	
Elizabeth Maurer	H.T. Wiley Intermediate Principal	
Daniel Mincer	H.T. Wiley Intermediate Assistant Principal	
Thomas Dunckel	Ohio Elementary Principal	
Janelle Dupee	Knickerbocker Elementary Principal	

Stakeholder Involvement Signature Page

Karen Meeker	WHS Special Education Teacher	
Rebecca Rose	WHS Music Teacher	
Vicky Kolb	WHS Health Teacher	
Terry Freeman	Case MS Guidance /7-12 Lead Counselor	
Heather Cean	Grade 3 Teacher, Starbuck Elementary	
Pamela Monnat	Grade 6 Teacher, H.T. Wiley Intermediate	
Jason Reynolds	Case MS Math Teacher/7-8 Lead Math Teacher	
Gavin Stone	Case MS Student	
Nico Spaziani	Case MS Student	
Stacy Spaziani	Parent	
Kristin Harrienger	Parent	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Increase in students' perceptions of feeling safe while in school.
Why will this be prioritized?	Climate survey results in the past two years show that there is a significant percentage of students who do not feel safe while at school.

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?
Each building will implement Positivity Project to begin conversations around a universal language and discuss character traits that are admirable attributes.		September 2020
Teachers will implement daily lessons with students using the Positivity Project framework.		October 2020
Conversations around minor behavioral infractions will result in discussions about traits that could have been demonstrated as opposed to the infringed behavior.		March 2021
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
MS/HS Climate Survey Results (I feel safe in all areas of the school building).	56%	60%
	End of Year 2020 (optional)	End of Year 2021
		65%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Out-of-School Suspensions	380	300
	End of Year 2020 (optional)	End of Year 2021
	587	450

Priority 1

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

August Through January		
Start	End	Action
August 1	August 31	Each building identifies Positivity Project leads.
September 1	September 3	Staff receives Positivity Project PD.
September 8	September 30	Positivity Project/PBIS committee convenes to discuss beginning implementation and initial questions from staff.
September 15	September 30	School counselors visit classrooms to introduce themselves and discuss Positivity Project with students.
September 17	December 18	Positivity Project/PBIS district-wide committee meets monthly to analyze data on behavioral referrals and out-of-school suspensions.
October 1	October 31	Staff receive training on support of Resource Officers in the district → their roles, when to call, etc.
November 1	November 30	Staff meet during collaboration time to discuss Positivity Project.
December 1	December 23	Admin meet to discuss implementation dips of Positivity Project and how to renew during second semester.
January Through June		
Start	End	Action
January 1	January 31	Positivity Project/PBIS committee meets to revisit implementation and how to support staff based on admin recommendations.
January 15	January 31	Administer mid-year check-in survey to all students in grades 3-12.
February 1	June 30	Positivity Project/PBIS district-wide committee meets monthly to analyze data on out-of-school suspensions and plan faculty meeting share outs in each building.
February 15	March 1	Mid-year check-in survey data shared with district-wide Positivity Project/PBIS committee. Plans for additional activities with Positivity Project developed based on results of survey.
March 1	April 30	Begin planning end-of-year celebrations for Positivity Project implementations and exemplary traits exhibited by students.
May 1	June 15	Administer end-of-year climate survey and Positivity Project awareness/feedback survey to staff and students.
June 1	June 30	Reward students during Positivity Project celebrations.

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>
Students will not see teachers daily for the Positivity Project lessons.	Incorporate into remote learning environments so students can discuss when attending school in-person but receive daily	September through June

Priority 1

	instruction from Positivity Project regardless of school setting.	

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Educating students on appropriate social media usage.
Why will this be prioritized?	Climate survey results indicate that only a small percentage of students (27%) do not share inappropriate information on social media.

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?
The district will have clear expectations for social media usage at each grade level to help students navigate these applications.	October 2020
District will have a plan for developing digital citizenship instruction at each grade level.	November 2020
Digital citizenship lessons will be implemented at each grade level.	January 2021

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
Climate Survey (Students in my school do not share inappropriate information on social media).	27%	35%
	End of Year 2020 (optional)	End of Year 2021
		45%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 2

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

August Through January		
Start	End	Action
September 1	October 31	A digital citizenship awareness committee will convene and meet two to three times throughout the months of September and October to identify key needs and expectations for social media behavior for each grade band/level.
October 1	October 15	The district committee will develop a plan for communicating the standards to staff.
October 15	October 31	Standards for expectations will be shared with staff.
November 1	November 30	Posters and signage will be developed and distributed on digital citizenship and social media usage awareness using universal language for students and staff.
November 1	November 30	Staff participating on district committee will receive PD from ISTE DigCit course.
November 1	November 30	District identifies resources and topics for instruction in digital citizenship for each grade level that can be integrated into curriculum areas.
December 1	December 23	District committee develops ideas for lessons in digital citizenship for a variety of topics for all grade levels.
January Through June		
Start	End	Action
January 1	January 31	Staff begins implementing digital citizenship lessons.
February 1	February 15	Mid-year check-in survey administered to all students in grades 3-12.
February 15	February 28	Committee meets to analyze the data from mid-year check-in.
March 1	March 31	Committee meets to plan additional supports for digital citizenship based on mid-year check-in results.
April 1	April 30	During the faculty meetings in each building, administrators will ask staff to share perceptions and insights into social media usage of students and conversations they have had in classrooms with students about this topic.
April 1	April 30	Second round of participation for other staff in buildings to receive training from ISTE through DigCit course.
May 1	May 31	Staff who participated in DigCit course will share learning with colleagues through faculty meetings.
June 1	July 31	Begin planning for digital badging system for 2021-2022 for students who exhibit positive social media usage behaviors.
August 1	August 31	Committee for developing badging system provides PD to staff to support badging in 2021-2022 to students.

Priority 2

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>
If closure occurs, committee may not be able to convene in person.	Meetings can be conducted virtually, but might be on a voluntary basis.	If closure occurs.

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Chronic absenteeism will decrease.
Why will this be prioritized?	Every single building in the district experiences chronic absenteeism for a large number of students. All buildings in 2019-2020 were a level 1 on the ESSA indicator data.

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?
Each building in the district will develop an attendance-based team consisting of multiple stakeholders.	September 2020
Building teams will utilize resources from AttendanceWorks.org to create a tiered system of interventions to address chronic absenteeism in students.	November 2020
The district will begin using “nudge letters” to keep parents informed about chronic absenteeism in their children.	January 2021
The district will engage students in developing ideas for getting students to come to school.	January 2021

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
% of students on-track with attendance (not chronically absent)	79%	82%
	End of Year 2020 (optional)	End of Year 2021
		85%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	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 1	September 15	Each building will identify an attendance support team.
September 1	December 23	The district admin team will work through the Attendance Playbook from AttendanceWorks.org to help support their attendance teams. They will do this collectively and then bring back leadership plans to their individual building teams.
October 1	October 31	Each building team will create a system of tiered interventions, with an emphasis on identifying remote strategies that have been found to be successful in other districts and virtual schools.
November 1	December 23	Each principal will receive attendance report data and use Panorama to identify students in need of interventions for attendance and begin implementing tiered interventions that have been developed by the committees.
November 1	December 23	Survey middle and high school students about interest in course offerings for 2021-2022 and beyond.
January Through June		
Start	End	Action
January 1	January 31	The district will share nudge letters with homeschool coordinators and building attendance teams. These will be mailed out for the first time in January 2021.
February 1	March 31	Building attendance teams and homeschool coordinators will examine intervention successes and challenges for each individual student identified as in need of an intervention for attendance and adjust interventions accordingly.
February 1	May 31	Building attendance teams will invite students (those chronically absent, specifically) to participate in the attendance team and generate ideas for how to better help students get to school.
February 1	May 31	Data will be shared monthly with staff through faculty meetings by the building attendance teams.

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-

Priority 3

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>		
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>
Students may not be able to readily participate with a hybrid schedule or fully remote.	The district can meet virtually, or invite students to do so.	February - June
Interventions may be difficult to implement for fully remote students.	Identify remote attendance strategies that other districts and virtual schools have found to be successful.	November

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Staff will feel more comfortable addressing issues of diversity that occur in curricular materials and in general in the classroom.
Why will this be prioritized?	The district is coming off a negative experience related to diversity and staff have asked for this support in getting better. Also, it appears that students do not always respect one another's differences, based on school climate survey results.

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?
Staff and students will start to feel more connected to one another.	October 2020
The district will see an increase in conversations around diverse topics.	January 2021
District staff will feel more comfortable engaging in difficult conversations about issues surrounding diversity.	June 2021

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
Climate Survey Results (Students will feel that students respect their differences.)	69%	75%
	End of Year 2020 (optional)	End of Year 2021
		80%
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 1	September 30	Staff will receive PD related to diversity and teambuilding, potentially with a ropes course experience.
September 1	September 30	Staff will spend the first three weeks of school focused on teambuilding with students in their classes and getting to know students, their culture, and their interests/needs.
October 1	October 31	Staff will experience PD from <i>Teaching Tolerance</i> on Social Justice 101.
November 1	December 23	Students will be challenged during their remote learning experiences to get to know a fellow student via virtual weekly pairings.
November 1	December 1	Building principals will collaborate to generate a list of ways that culture can be celebrated both virtually and in-person in Spring 2021.
December 1	December 23	The district will develop a list of student forums for tough topics to be discussed in the spring semester. The district will also create a list of ground rules for these forums.
January Through June		
Start	End	Action
January 1	January 31	Staff will experience PD from <i>Teaching Tolerance</i> on Facilitating Critical Conversations.
January 15	January 31	Conduct mid-year check-in with students in grades 3-12.
February 1	June 30	The district will sponsor tough topic forums for students to speak in small groups about topics like racism, mental health, safety, etc.
February 15	February 28	Analyze results from mid-year check-in.
March 1	April 1	Buildings will plan and implement a cultural celebration in their buildings, either virtually or in-person.
April 1	May 31	The district will bring back <i>One District One Book</i> with a K-4, 5-8, and 9-12 book provided to students and staff focusing on authentic, diverse literature. This will also focus on accessibility to students with disabilities and others who might need books in different formats.
April 1	May 31	Staff in the district will have an opportunity to participate in a book study on <i>Blindspot</i> by Mahzarin R. Banaji & Anthony G. Greenwald.

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)*

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>
Book study and PD may not be able to be offered in-person.	Identify ways to support teachers virtually through PD and book studies (convenient times, etc.)	October 2020
Tough topic forums for students may not be able to be offered in-person.	Examine ways to gather students virtually in small groups with a tech savvy facilitator who is also comfortable leading these groups.	January 2021

Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	The district will see an improvement in the coping skills of students with disabilities.
Why will this be prioritized?	The district identifies as having a disproportional number of students with disabilities receiving out-of-school suspensions.

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?
District will see an increase in progressive interventions for students with disabilities who exhibit problematic behaviors.	November 2020
Staff will implement behavioral skills training approaches in classrooms where students with disabilities present with aggressive behaviors.	December 2021

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
Out-of-School Suspensions for Students with Disabilities (number of students suspended)	91	85
	End of Year 2020 (optional)	End of Year 2021
		80
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 5

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

August Through January		
Start	End	Action
September 1	October 30	Staff will receive PD on the structure of the conflict cycle and the stages of the conflict cycle as well as the role(s) they play as a teacher in perpetuating the conflict within this structure.
October 15	November 30	Counseling staff and special education staff who are experienced in behavioral skills training will provide professional development to staff on teaching coping skills for all students.
November 1	December 23	Provide ongoing after-school support sessions for staff to bring anonymous behavioral concerns for problem-solving in a group brainstorming session.
November 1	December 23	Administrators will consult with special education teachers and the CSE Coordinators to identify potential interventions when students with disabilities are moving up in the progressive disciplinary measures outlined in the Student Code of Conduct.
January Through June		
Start	End	Action
January 1	February 28	Select staff will be afforded the opportunity to attend Yale University's SPACE training (Supportive Parenting for Anxious Childhood Emotions) and share what they learn at faculty meetings and special education department meetings.
February 1	April 1	Partner with Children's Home NNY and NRCIL (Northern Regional Center for Independent Living) to offer support training/sessions for parents of students with disabilities who present with behavioral problems.
February 1	May 1	Partner with Linda Matons of University of Rochester who has consulted with self-contained special education classrooms in WCSD to work with classrooms identified by administrators as having particular struggles in meeting students with disabilities' behavioral needs.

Priority 5

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>
PD may not be able to take place in-person.	Offer PD virtually whenever possible.	October 2020 and ongoing

Submission Assurances

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

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. ☒ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
7. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
8. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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