



# District Comprehensive Improvement Plan (DCIP)

| District            | Superintendent       |
|---------------------|----------------------|
| Washingtonville CSD | Dr. Larry Washington |

## 2021-22 Summary of Priorities

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

|   |                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------|
| 1 | Data Collection and Implementation to Drive Curriculum and Instruction                                                     |
| 2 | Establish and Incorporate Social Emotional Learning Curriculum and Practices to improve student wellness and mental health |
| 3 | Address chronic absenteeism and increase student attendance K-12                                                           |
| 4 |                                                                                                                            |
| 5 |                                                                                                                            |

# PRIORITY I

## Our Priority

| <b>What will we prioritize to extend success in 2021-22?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Data Collection and Implementation to Drive Curriculum and Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>The Washingtonville Central School District is committed to using data to drive instruction to help all of our students grow as learners and achieve academic success. The district will provide professional development in all content areas that increases rigor and expectations, while providing opportunities for explicit direct instruction and individualized, student centered, inquiry-based instruction using data driven decisions.</p> <p>This priority continues to be a focus for our district as we address the increased learning gaps of students that fell further behind as a result of the COVID-19 pandemic while providing learning opportunities for students that continue to excel and achieve academic excellence.</p> <p>Students will be returning to school in September at different academic levels based on their educational experiences during COVID last year and with varying levels of social-emotional needs. Our goals are to use data to identify the needs of our students, provide targeted interventions to address individual student need using a tiered approach of academic support, align our curriculum and instruction to the NYS Learning Standards, while meeting the needs of all students in our classrooms. An intervention block (WIN-What I Need) has been built into the elementary schedule to address all of our students needs. This block provides teachers the opportunity to address learning gaps through tiered instruction and/or provide enrichment for students. At the secondary level, students will have the opportunity to receive academic support services during the day and/or participate in our Bridge Academy after school at the MS and in our Evening Academy at the HS.</p> <p>Data Driven Instruction is a goal of our district’s plan. In addition, based on the equity self-reflection survey at our CSI school, students voiced their desire to have more opportunities</p> |

Priority 1

to become more active learners in their classrooms. We will provide opportunities for all students to be successful and explore areas of interest.

Priority 1

Key Strategies and Resources

| STRATEGY                                                                                | METHODS                                                                                                                                                                            | GAUGING SUCCESS                                                                                                                                                                                                                                                                                                                                                  | RESOURCES                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What strategies will we pursue as part of this Priority?</p>                         | <p>What does this strategy entail?</p>                                                                                                                                             | <p>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.</p>                                                                                                                                                                                                         | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>                                                                                                                                    |
| <p>District-wide data collection that is consistent across all buildings.</p>           | <p>Each grade level/department will utilize a uniform collection for data analysis.</p>                                                                                            | <p>The data collection tool(s) will be shared electronically with all teachers at the beginning of the school year. Expectations and implementation of the tool(s) will be discussed during September faculty/department meetings. Updated information will be shared via email/meetings throughout the year. PLC/department discussions will focus on data.</p> | <p>All grade level and/or department teachers have been given a common planning time across the district and will use this time to analyze data from benchmarks, diagnostics and assessments.</p>                                                    |
| <p>Grade level PLC's and department meetings that focus on data driven instruction.</p> | <p>Each grade level will select a goal to focus on related to their classroom/grade level data and create instructional groups, tiered interventions and targeted instruction.</p> | <p>On-going data collection of pre and post test analysis for literacy and mathematics.</p>                                                                                                                                                                                                                                                                      | <p>Teachers will need time to examine data. They will meet after school on a monthly basis to complete PLC work. Minutes will be shared with administration. Any additional resources will be addressed on as needed basis within the buildings.</p> |
| <p>Professional learning and coaching opportunities to</p>                              | <p>Professional learning opportunities and coaching will be available for teachers focusing on utilizing best</p>                                                                  | <p>Diagnostics, benchmarks, pre and post assessments, running records, close</p>                                                                                                                                                                                                                                                                                 | <p>Professional learning days have been built into the school year. Funding for</p>                                                                                                                                                                  |

Priority 1

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| <p>enhance data driven instruction in literacy and mathematics.</p> | <p>instructional practices in literacy and mathematics, explicit direct instruction and tiered intervention strategies for all students. Teachers will meet with administration and coaches on a monthly basis to review data and curricular units of study.</p> | <p>reads from LLI and on-going data collection.<br/>                 Feedback from coaching opportunities, professional learning sessions and walk-throughs.<br/>                 Administrators will utilize informal and formal observations to monitor instruction and student learning, while ensuring that district initiatives and PD are being implemented with fidelity.</p> | <p>the PD, substitutes and instructional coaches has been budgeted.</p> |
|                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                         |
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## 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.

- iReady Diagnostic Data- September 2021, End of January/Early February 2022, June 2022 ELA and Mathematics K-8
- Common Formative Assessments in Literacy and Mathematics from Units of Study K-8 (Teacher Toolkit with links with data collection sheets)
- Common Formative Assessments in Core 4 subjects at HS (Google Docs)
- All teachers will input data into 2021-2022 Data Collection Sheets (iReady diagnostic, F&P Benchmark Assessment, myOn Renaissance Data, Foundations K-3)-Google Sheets
- 85% of teachers will use data to identify instructional goals, plan instructional groups and drive instruction

## PRIORITY 2

### Our Priority

| <b>What will we prioritize to extend success in 2021-22?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Establish and Incorporate Social Emotional Learning Curriculum and Practices to improve student wellness and mental health</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p style="text-align: center;"><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>The Washingtonville Central School District prioritizes the importance of implementing classroom lessons and strategies to address social-emotional learning and the mental health needs of our school community K-12. Providing all students with a safe and nurturing environment is a top priority, as we continue to see an increase in students with anxiety, mental health issues and signs of trauma as result of the pandemic.</p> <p>The district will continue to conduct quarterly meetings with its Mental Health and Wellness Committee to address the SEL and mental health needs of our faculty, students and their families. Administration and building level teams will prioritize social-emotional programs to foster a positive climate and promote acceptance of all students in their buildings.</p> <p>This priority is closely aligned with the goals of our district, including our SCEP commitments that believe that healthy, happy and socially emotionally secure students are stronger academic learners. In addition, when students feel safe in their school community it will have a positive impact on their attendance, which will also impact their academic engagement and academic success.</p> |

Key Strategies and Resources

| STRATEGY                                                                                                                                                                                  | METHODS                                                                                                                                                                                                                                                                                                                                                                                                          | GAUGING SUCCESS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What strategies will we pursue as part of this Priority?</p>                                                                                                                           | <p>What does this strategy entail?</p>                                                                                                                                                                                                                                                                                                                                                                           | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>                                                                |
| <p>Teachers, school guidance counselors and social workers will continue to implement social-emotional programs and strategies as well as counseling and other mental health supports</p> | <p>Pre-K through Gr. 5 will continue to implement the Choose Love Program through classroom lessons and school wide assemblies.</p> <p>PBIS and DBT step programs will be utilized in Gr. 6-12. In addition, at the HS level the QRP program will shared with our students.</p> <p>School counselors, social workers and SSA will push into classrooms to conduct lessons on SEL and wellness at all levels.</p> | <p>Pre/post responses to survey questions that address students social-emotional and mental health needs.</p> <p>Informal and formal data collection obtained from lessons and interventions. Data will determine next steps and instruction needed to be embedded into classrooms lessons, small group discussions or individual counseling sessions.</p> <p>Walk-throughs by administration will ensure that SEL programs are being implemented with fidelity in classroom and small group learning environments.</p> | <p>Continued PD of SEL programs.</p> <p>Additional school psychologist and social worker district-wide</p> <p>Funding for materials and parent workshops on SEL and wellness</p> |
| <p>District and Building Level Wellness Committees/Teams</p>                                                                                                                              | <p>The District Wellness Committee will continue to meet quarterly to identify goals and implementation plan. They will assist in developing professional learning opportunities,</p>                                                                                                                                                                                                                            | <p>The district/building level teams will conduct and look at surveys of faculty, parents and students to address mental health needs.</p>                                                                                                                                                                                                                                                                                                                                                                              | <p>Funding for the K-12 Insight Culture and Climate Survey.</p>                                                                                                                  |

Priority 2

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|  | <p>community workshops and resources, and pre/post surveys to identify needs and climate. Each building team will meet monthly to assess SEL and mental health needs of their school community. Building level teams will align their goals with the district's goals and target programs and interventions to meet the needs of the faculty, students, and their families.</p> |  | <p>Funding for PD and community workshops</p> |
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## 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.

Examine pre/mid-year/post survey data to determine if the percentage of students struggling with mental health, trauma, and SEL needs has declined throughout the school year with the implementation of research-based SEL programs and intervention strategies.

## PRIORITY 3

### Our Priority

| <p><b>What will we prioritize to extend success in 2021-22?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Address chronic absenteeism and increase student attendance K-12</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>The Washingtonville Central School District is committed to providing all students with a safe, equitable, civil, inclusive, healthy and intellectually stimulating learning environment which is necessary to maximize student success. This is in alignment with the “How Learning Happens” document that stresses student relationships, connections and a positive learning environment are major factors for student attendance.</p> <p>As a result of our ESSA Accountability Report in 2018 the district prioritized reducing our chronic absenteeism rates to meet the state goals as attendance is directly related to student achievement and social-emotional well-being. We made a commitment to monitor student attendance and provided supports and assistance for our students and their families that were chronically absent.</p> <p>As a result of the pandemic and our hybrid instructional model last year, our level of absenteeism increased with about 15% of our student population disengaged in their learning affecting both their mental health and academic performance. As we return to full in-person instruction, our goal is to continue to monitor and increase our student attendance for the 2021-2022 school year.</p> <p>This commitment directly supports not only our CSI school but our entire district by committing to reduce chronic absenteeism starting with the students in our elementary schools and following through to high school.</p> |

Key Strategies and Resources

| STRATEGY                                                              | METHODS                                                                                                                                                                                                                                                                                                                                                                            | GAUGING SUCCESS                                                                                                                                                                                                                                                                                                                                   | RESOURCES                                                                                                         |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <p>What strategies will we pursue as part of this Priority?</p>       | <p>What does this strategy entail?</p>                                                                                                                                                                                                                                                                                                                                             | <p>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.</p>                                                                                                                                                                                          | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Daily data collection</p>                                          | <p>Teachers will take daily attendance and submit electronically through SchoolTool. Attendance will be monitored by the attendance officer in each building.</p>                                                                                                                                                                                                                  | <p>Students with three consecutive unexcused absences will receive phone call/email/text inquiring about absences which will be followed up by a tiered approach with 10, 20, ... total absences as outlined in district attendance policy. Follow-up with home visits by social worker and support by additional outside agencies if needed.</p> | <p>Social worker/Attendance officer</p>                                                                           |
| <p>Implementation of intervention strategies for Tier 1,2, and 3,</p> | <p>District and building level data teams will analyze student attendance data to identify students that were chronically absent for the 2020-2021 school year. Each team will identify root causes, develop a tiered approach of support and implementation plan with students and their families.</p> <p>Building level teams will have the opportunity to create attendance</p> | <p>Building level attendance committees will analyze school attendance data reports on a bi-monthly basis to identify improvements/declines in student attendance.</p> <p>Building level committees will analyze data for trends and identify strategies and systematic interventions to improve rate of attendance.</p>                          | <p>Additional District-wide Social Worker</p>                                                                     |

Priority 3

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|                                                                               | incentive programs that promote and encourage attendance.                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Increase communication and education about chronic absenteeism district-wide. | <p>Review of communication plan to parents/guardians when student is absent. A phone call/email/text will be communicated to families.</p> <p>Connect Ed messages on District Attendance Policies</p> <p>Parent workshops on the importance of school attendance and the impact on student achievement.</p> | In September, building administration will be given list of chronically absent students to monitor. Data will be maintained and distributed on a monthly basis to building administration, social workers, guidance counselors, school psychologists, etc. to check status of chronic absenteeism rates and individual student attendance. | <p>School personnel will need time to reach out to the student’s families and set up meetings to develop plans for improved attendance.</p> <p>Each school will utilize the district’s management system (SchoolTool, ConnectEd) to communicate with families.</p> <p>The district’s social workers will work to create parent workshops and supports that are accessible to all parents to promote the awareness of the importance of school attendance.</p> |

## 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.

\*Identify baseline data for chronic absenteeism rate for the all buildings for 2020-2021 school year. By the end of the 2021-2022 school year, the chronic absenteeism rate will be at or below..

Washingtonville HS- 15.1% (Baseline 2021-19.1 %)

Washingtonville MS- 8.3% (Baseline 2021-12.3%)

Little Britain Elementary School- 5% (Baseline 2021-8.1%)

Taft Elementary School- 11.3% (Baseline 2021-15.3%)

Round Hill Elementary School-14.1% (Baseline 2021-18.1%)

\*On a weekly basis, attendance will be reported and attendance reports run to monitor Chronic Absenteeism. School Tool reports on School attendance will be run to show building level attendance percentages. Each building level team will have regularly scheduled monthly meetings to review data and action steps to be put in place for individual students. Buildings will follow a tiered approach to schedule meetings, set up home visits or provide other interventions with student's and their families accordingly.

## PRIORITY 4

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

### Our Priority

**What will we prioritize to extend success in 2021-22?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
  - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

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? |
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## 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.

## PRIORITY 5

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

### Our Priority

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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| <p><b>What will we prioritize to extend success in 2021-22?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> |  |

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? |
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## 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.

## 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<br><i>(if applicable)</i> |
|--------------------|---------------------------------------------------|----------------------------------|
| Alexander Brown    | Teacher                                           | WMS                              |
| Carla Sansone      | Director of Washingtonville Teacher Center/Parent |                                  |
| Christine Williams | Principal                                         | Taft Elementary                  |
| Christine Sullivan | Parent                                            |                                  |
| Dina Martirano     | Teacher                                           | Round Hill Elementary            |
| Denise Zouganatos  | Teacher                                           | Round Hill Elementary            |
| Jake Bogaczyk      | Teacher                                           | Taft Elementary                  |
| Jennifer Nimmo     | Parent                                            |                                  |
| Joseph Catania     | Director of Data Management and Technology        |                                  |
| Katrina Kiernan    | Supervisor of Science and Math K-12               |                                  |

### Our Team's Process

|                      |                                         |                                      |
|----------------------|-----------------------------------------|--------------------------------------|
| Lynn Imperato        | Director of Human Resources             |                                      |
| Dr. Michael Cogliano | Assistant Superintendent of PPS         |                                      |
| Dr. Melissa Pittmann | Assistant Principal                     | WMS                                  |
| Robert Leonard       | Assistant Principal                     | WHS                                  |
| Steve Nyarady        | Assistant Principal                     | WMS                                  |
| Steve Kiel           | Principal                               | Round Hill Elementary                |
| Scott Walter         | Teacher                                 | WHS                                  |
| William Rund         | Assistant Principal                     | Round Hill/Little Britain Elementary |
| Sally Walsh          | Teacher                                 | Taft Elementary                      |
| Teresa Thompson      | Principal                               | WMS                                  |
| William Ormiston     | Supervisor of English and SS K-12       |                                      |
| Scott Lerner         | Director of Guidance/Guidance Counselor | WHS                                  |
| Brian Connolly       | Principal                               | WHS                                  |
| Jason Brown          | Teacher                                 | WHS                                  |
| Lori Brennan         | Teacher                                 | Round Hill Elementary                |
| Dr. Jennifer Luciana | School Psychologist                     | WHS                                  |
| Laura Donnelly       | Special Education Teacher               | Taft Elementary                      |

### Our Team's Process

|                  |                                                        |                           |
|------------------|--------------------------------------------------------|---------------------------|
| Molly Dookhie    | Teacher                                                | Little Britain Elementary |
| Tara Skiff       | School Psychologist                                    | Taft Elementary           |
| Sandra Huntz     | Academic Intervention Specialist                       | Round Hill Elementary     |
| Sagrario O'Neill | Principal Little Britain                               | Little Britain Elementary |
| Barbara Quinn    | Assistant Superintendent of Curriculum and Instruction |                           |

## Stakeholder Participation

### Meeting Dates

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

| Meeting Date            | Location    |
|-------------------------|-------------|
| Tuesday, March 16, 2021 | Google Meet |
| Tuesday, May 11, 2021   | Google Meet |
| Tuesday, June 8, 2021   | Google Meet |
|                         |             |
|                         |             |

### 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](mailto: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).