

District Comprehensive Improvement Plan



DCIP Planning Document for 2021-22 DCIP

District

Washingtonville Central School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2021-22 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2020-21 DCIP
- Understanding local data
- Reviewing the District’s vision, values, and aspirations

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2021-22 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the District. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: Considering What was Learned in 2020-21

Evaluating the Impact of COVID-19

What needs emerged as a result the COVID-19 pandemic?

1. Due to unpredictable shifts in curriculum, instructional models, and assessment approaches teachers were constantly trying to balance delivery of their instruction with the needs of the students in their classroom as well as their own personal struggles during the pandemic. This made it difficult to maintain alignment to the scope and sequence of grade level and content level specific curricula.
2. Gathering meaningful data relevant to academic performance was extremely challenging at all levels, as student attendance was inconsistent, technology platforms and applications didn't always function accordingly, and some assessments could not be given with fidelity in a remote setting.
3. Some students became disengaged in their learning causing gaps in their education.
4. District initiatives and efforts to align curricula, instructional practices, and assessments through professional learning communities—which had begun prior to COVID-19—were also significantly compromised.
5. Structure and routines were severely lacking, and when established, they were often disrupted due to the inconsistency in instructional models.
6. Students on-going development of critical thinking skills, problem solving skills, inquiry-based learning and collaboration were hampered due to the pandemic.
7. Students missed opportunities to establish nurturing relationships with peers, teachers, administrators, and coaches through in-person learning and socialization. They missed opportunities to participate in extracurricular activities and events outside of the classroom community.
8. Students also missed opportunities to deepen their cultural awareness of those who are different from them by engaging with peers, teachers, and community members outside of their homes and social circles.
9. Students grappled with unforeseen mental health issues and trauma as a result of the virus, its physical impact on loved ones, stress on relationships and the economic impact on their families.

To what extent is the identified subgroup(s) disproportionately impacted by the issues identified in the previous response?

During the pandemic, on average, about 25% of our students K-12 were fully virtual learners resulting not only in a lack of student engagement but a decline in their academic performance. The remaining 75% of our student population received instruction in a hybrid model, with approximately 2-3 days of in-person instruction combined with asynchronous learning the rest of the week. Even prior to the pandemic we had a population of students enter the school year at a significant disadvantage in terms of performance, and the issues above undermined the district's attempt to offer our students a social-emotional, culturally responsive and rigorous curriculum in alignment with the NYS Learning Standards. Lack of alignment in curriculum, instructional practices, and data from assessments, along with the teachers' inability to physically meet to analyze and respond to quality data, means that not all students received the necessary tiered interventions to further support their academic growth. Learning for our virtual learners was further compromised by their inability to be fully integrated within a nurturing, face-to-face learning environment and a teacher's ability to provide differentiated lessons to address their individual needs was difficult. Lack of full in-person instruction left some learners struggling to complete asynchronous work independently at home. Opportunities to engage with their teachers, administrators, coaches, and peers left students feeling increasingly isolated, and for those that returned to in-person instruction in the spring, social-distancing requirements made small group instruction and the fostering of relationships extremely challenging. At this time, it is extremely difficult to

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

clearly understand the extent to which our students were disproportionately impacted by these issues because we do not yet have solid data and evidence that might help us draw meaningful conclusions.

What has the District learned through its efforts to address these needs?

Data driven and explicit direct instruction is critical in meeting both the academic and social-emotional needs of all our students. Re-establishing professional learning committees at each grade level and within departments is essential. PLCs will need to meet monthly to review data and use evidence-based protocols to strategically plan to meet the needs of all students. Teams must use qualitative as well as quantitative data from distinct, well-aligned formative, summative, and standardized assessments to inform instruction. PLCs serve as the epicenter to further help develop with teachers strategies to foster genuine relationships with their students while creating positive learning environments that promote academic achievement and student growth. It's through our PLC's that curriculum, instruction, and assessment begin to work together as a system that benefits both the students and the teachers.

How will these lessons learned be incorporated in the 2021-22 DCIP?

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. In each building, grade level and department PLCs will be re-established to create their own school comprehensive improvement plan that defines measurable goals relevant to assessment design, data collection, analysis, and intervention, as well as, continuing to address the social-emotional, mental health and culturally responsive needs of students. The district will examine these SCEP plans and use the trends that emerge to align with our district-wide professional development plan which will speak to the specific steps that must be taken to align and improve curricula, assessments, instructional practice, and/or school culture.

Evaluating the Success of the 2020-21 DCIP

Refer to the 2020-21 DCIP to complete the information below.

Priority 1 in 2020-21 DCIP: Use of data to inform instruction in ELA K-8

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

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Factors
<p>During the 2020-2021 school year, COVID-19 complications absorbed the district’s full attention. We were not able to meet on a monthly basis with our building level data teams to analyze the data we had and implement with fidelity our literacy units. Much of our time was spent consistently and rapidly responding to the ever-changing learning environments and unprecedented needs of our faculty and students during the pandemic. Our instructional coaches continued to meet with teachers virtually, offering professional development and coaching opportunities, to help them implement best literacy practices and support our students in a hybrid learning environment.</p>

Priority 2 in 2020-21 DCIP: Use of data to inform instruction in Mathematics K-8
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
<p>During the 2020-2021 school year, COVID-19 complications absorbed the district’s full attention. We were not able to meet on a monthly basis with our building level data teams to analyze the data we had and implement with fidelity our units of study in mathematics. Much of our time was spent consistently and rapidly responding to the ever-changing learning environments and unprecedented needs of our faculty and students during the pandemic. Our administrative team worked with our teachers and instructional coaches to analyze the iReady diagnostic and student data we had. Together we triaged to modify curricular units to teach the essential standards of each unit while addressing the individual needs of our students. Professional development focused on using the resources in the iReady Teacher Toolkit to help provide additional academic support and differentiated lessons for all of our students. Our instructional coaches continued to meet with our teachers virtually, offering professional development and coaching opportunities, to help them implement best practices in mathematics and support student learning in a hybrid learning environment.</p>

Priority 3 in 2020-21 DCIP: Address the social-emotional and mental health needs of our students in K-12
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Partially

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If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Throughout the pandemic, the social-emotional well being of our students and our staff was a top priority. Teachers conducted morning meetings with students to help foster positive teacher and peer relationships to the best of their ability in the varying instructional models. Mentor programs were established to help support struggling students. Support staff was available to students and their families virtually, and in-person when we were in school, to offer counseling and mental health support. District social workers, school psychologists and guidance counselors developed professional learning seminars/workshops for parents and faculty that focused on SEL, how to handle stress and anxiety during a pandemic, coping strategies to address mental health concerns, etc. These were shared with families virtually and posted on the district’s website and social media platforms. Although students, staff, and administrators reported that teachers and school personnel were in closer contact with families and students throughout the COVID-19 pandemic there still was a large population of students and their families that we were unable to reach during the pandemic. In addition, with the social and political climate that surfaced during the pandemic many students were not able to appropriately address/process these issues, as well as, their own social and mental health needs while in their home environment. As we return to full in-person learning in September, social-emotional learning, mental health and wellness, and culturally responsive teaching will be top priorities for our district.

Priority 4 in 2020-21 DCIP: Decrease the number of students that are chronically absent in K-12

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Unfortunately, during the COVID-19 pandemic we saw an increase in the number of students that were chronically absent. We will continue to address this as a district goal for the 2021-2022 school year.

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

Priority 5 in 2020-21 DCIP: Addressing the number of student failures in Grades 6-12

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Partially

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

As a result of the COVID-19 pandemic, we had many students become disengaged in their learning resulting in failing grades and learning gaps. With the use of funding from the CARES Act we were able implement summer programs for our students. At the HS level, we were able to provide our struggling students with the opportunity to attend a four week summer school program to help them close their learning gaps and earn HS credit for the classes they failed. At the MS level, we provided 2- two week summer programs that focused on ELA, Math and Spanish 1. Our at risk and struggling students were able to participate in the programs that focused on reviewing the essential learning standards and foundational skills needed in these academic areas in preparation for the next grade. At the elementary level, an enrichment camp that focused on the arts, music and wellness through physical activity and mindfulness was offered to support their social emotional learning. In September, an intervention block (WIN-What I Need) will be built into the elementary master schedule to target ELA and Math interventions/enrichment activities for all students. At the secondary level, we will continue to offer academic support services during the school day, and additional academic support after school through our MS Bridge Academy and HS Evening Academy to address students' gaps in learning.

After reviewing your success in achieving the 2020-21 DCIP Priorities, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

1. Prioritize data collection through standards-based formative and summative assessment design to inform instruction
2. Re-establish our PLCs in our buildings to focus on:
 - Building connections and strengthening our relationships with students
 - Using Data Collection and Implementation to Drive Curriculum and Instruction
 - Provide professional learning opportunities and coaching to continue to implement our Literacy and Mathematics Initiatives
 - Continue focus of professional learning opportunities on SEL and mental health strategies to embed into classroom lessons
3. Address the social emotional health and wellness of students and staff as they return to school for full in-person instruction

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2020-21 Title 1 1003(a) District-level Improvement Funds.

<p>#1 Recipient/Use of District Improvement Funds: K-12 Insights: Culture and Climate Survey</p>
<p>What was your goal in directing funds in this manner? Provide yearly data on the culture and climate of our district from all stakeholders allowing for comparisons from year to year.</p>
<p>Have you met this goal? How do you know? No. Unfortunately due to the pandemic we were not able to administer the K-12 Culture and Climate survey until Spring of 2021. We will administer the survey again in Spring 2022 to gather data and analyze for a year to year comparison.</p>
<p>What practices (including student practices and teacher practices)</p> <p>According to the results of the Culture/Climate survey 98% of participating parents said that their student had access to internet and computers for learning. In addition, 31% of participating parents were disagreeing or strongly disagreeing that their child's teacher(s) communicate(s) with them on a regular basis during online/distance learning and 30% disagreeing or strongly disagreeing that teachers regularly inform them about how their child is doing academically. As we work with teachers during PLC's we will focus professional development on helping teachers build relationships with students and their families and provide supports to help them make connections with their students. In turn, teachers will be encouraged to communicate more frequently with their student's families to about how their child is doing social-emotionally and academically in the school environment.</p> <p>Two out of the five lowest-ranking indicators were items in the Social-Emotional Learning Tenet, with 32% of participating elementary students disagreeing or strongly disagreeing that students do not bully each other in their school and 17% disagreeing or strongly disagreeing that their belongings are safe from being stolen at their school.</p> <p>Two out of the five lowest-ranking indicators fell within the Social-Emotional Learning tenet, with 56% of participating secondary students disagreeing or strongly disagreeing that students do not get in fights or hurt each other at their school and 47% disagreeing or strongly disagreeing that they have not seen anyone being threatened or bullied at their school.</p> <p>Our district will continue to set high priority to social-emotional learning and focus on creating a better school climate where students feel safe and secure.</p>
<p>#2 Recipient/Use of District Improvement Funds: Emily Antoine Consulting, Inc.</p>
<p>What was your goal in directing funds in this manner? To provide professional learning opportunities and coaching in all curricular areas to meet the NYS Learning Standards. Development of an elementary mathematics curriculum.</p>
<p>Have you met this goal? How do you know? Yes. Professional development opportunities were provided to all faculty and staff each month based on needs of our learning community. (ie. Best Instructional Practices in a Hybrid Model, Math is Everywhere, World Language Standards, myON-Using Reports to Guide Instruction, Differentiation in a</p>

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Hybrid/Virtual Classroom, Redefining the “Period”, Tips for Live Streaming, Flipped Classroom, Book Study on Grit, etc). Our consultant’s instructional coaching schedule was consistently utilized by teachers and staff at all levels. This summer, administrators, teachers, and our instructional coach developed the framework for our mathematics curriculum Pre-K-5. Development of Quarter 1 Units of Study were completed. Ongoing development of curricular units with PD and coaching will continue throughout the 2021-2022 school year.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Continued professional development that focuses on data driven instruction, instructional practices that align with NYS Learning Standards, EDI training, LLI PD and use of manipulatives to teach mathematical concepts. Use of PLC’s to analyze data and develop goals to drive instruction. New curriculum maps that focus on hands-on activities for students and student center learning that is differentiated to meet individual student needs. Guided small group math instruction being implemented during WIN Block.

#3 Recipient/Use of District Improvement Funds:

What was your goal in directing funds in this manner?

Have you met this goal? How do you know?

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

After considering the effectiveness of previous resource allocation decisions, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2020-21 school year.

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Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data
According to the results of the Culture/Climate survey: <ul style="list-style-type: none">• 98% of participating parents said that their student had access to internet and computers for learning• 95% of participating secondary students said they have access to computers and the Internet to do their schoolwork• 31% of participating parents were disagreeing or strongly disagreeing that their child’s teacher(s) communicate(s) with them on a regular basis during online/distance learning• 30% disagreeing or strongly disagreeing that teachers regularly inform them about how their child is doing academically.• 95% of participating elementary students said their teachers help them when they need it• 32% of participating elementary students disagreeing or strongly disagreeing that students do not bully each other in their school and 17% disagreeing or strongly disagreeing that their belongings are safe from being stolen at their school• 56% of participating secondary students disagreeing or strongly disagreeing that students do not get in fights or hurt each other at their school and 47% disagreeing or strongly disagreeing that they have not seen anyone being threatened or bullied at their school.
NYS 3-5 ELA and Mathematics Assessment Data
NYS Regents Data
iReady Data K-8 in ELA and Mathematics
Fountas and Pinnell Benchmark Assessment, LLI Assessment Data
Informal and Formal Assessment Classroom Data including district-wide pre/post unit assessments
Student Attendance and Chronic Absenteeism Rates

Listening to Students

Identified schools are interviewing students in advance of writing their annual plans, and Districts with identified schools are being asked to reflect on the feedback provided by students as part of their DCIP. Districts without identified schools are welcome to pursue Student Interviews as well, and may find the resource below helpful:

<http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-developing-scep.pdf>.

If your District conducted Student Interviews, what themes emerged from this process? If no interviews were conducted, the District may leave this section blank.

The data from the student interviews conducted at our CSI school indicated that students expressed a desire for more opportunities for positive social interactions within the school community as well as a voice in learning experiences and content. The plan was written with the existing curricula and district initiatives on fostering the intellectual, physical, and emotional growth of our children in a safe and supportive learning environment.

Examining Equity

Identified schools are completing an Equity Self-Reflection in advance of writing their annual plans, and Districts with identified schools are being asked to consider the discussions that occurred within their identified schools when developing their DCIP. Districts without identified schools are welcome to incorporate the Equity Self-Reflection into their DCIP as well, and may find the resource below helpful:

<http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-identified-schools.docx>.

If schools within your District completed the Equity Self-Reflection, what themes emerged from this process? If schools did not complete this document, the District may leave this section blank.

Based on the equity self-reflection survey completed by our CSI school, the school was identifying as emerging in the area of including students in shaping of their learning. The CSI team build methods and strategies of their plan around this discovery.

Section 2: District's Vision, Values, and Aspirations

1. What is the District's vision?

Ensuring Washingtonville students are college and career ready is the end result of our work to support and promote student success and achievement during their 13-year academic careers. The pathway to reach this outcome will be through the alignment of the K-12 curriculum with New York State Standards while providing a social/emotional and culturally responsive and rigorous curriculum. We will provide opportunities for all students to be successful and explore areas of interest. We will cultivate a diverse and highly qualified staff who will follow best practices to make this a reality.

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

A safe, equitable, civil, inclusive, healthy and intellectually stimulating learning environment is necessary to maximize student success. We will review current policies and update as needed, and this includes continuing to support and expand K-12 SEL and EAP programs. We will partner with our community, parents, students, staff and other key constituents to ensure those voices are heard, respected and part of any planning and implementation. Addressing equity and the social/emotional needs of all of our students and staff are critical components to be included in this process.

3. Review your responses to Section 1. What themes emerge that let you know that you have made progress toward the vision, values, and aspirations of the District?

Our district continues to use data to drive curricular and instructional decisions in alignment with the NYS Learning Standards while ensuring that students are provided with a culturally responsive, social-emotional, and rigorous education.

4. Review your responses to Section 1. What themes emerge that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

Addressing the social-emotional and mental health needs of our faculty, students and their families.

5. If Student Interviews were conducted, what themes emerged through the Student Interviews that let you know that you have made progress toward the vision, values, and aspirations of the District? What themes emerged that let you know that you still have work to be done toward the vision, values, and aspirations of the District? Districts that did not conduct Student Interviews may leave this section blank.

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

Students interviews were not done district-wide. The data from the student interviews conducted at our CSI school indicated that students expressed a desire for more opportunities for positive social interactions within the school community as well as a voice in learning experiences and content. The plan was written with the existing curricula and district initiatives on fostering the intellectual, physical, and emotional growth of our children in a safe and supportive learning environment.

6. If the Equity Self-Reflection for Identified Schools was completed within your District, what themes emerged that let you know that you have made progress toward the vision, values, and aspirations of the District? What themes emerged that let you know that you still have work to be done toward the vision, values, and aspirations of the District? Districts that did not complete the Equity Self-Reflection for Identified Schools may leave this section blank.

Based on the equity self-reflection survey completed by our CSI school, the school was identifying as emerging in the area of including students in shaping of their learning. The CSI team build methods and strategies of their plan around this finding which is in alignment of our district's vision.

Section 3: Putting it all together

Review your responses to sections 1 and 2 to identify 3 to 5 priorities for the 2021-22 DCIP. Identify the priorities below and indicate how those priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2021-22?	Data Collection and Implementation to Drive Curriculum and Instruction
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

Priority 2:

What will the District prioritize to extend success in 2021-22?	Establish and Incorporate Social Emotional Learning Curriculum and Practices to improve student wellness and mental health
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

Priority 3:

What will the District prioritize to extend success in 2021-22?	Address chronic absenteeism and increase student attendance K-12
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

SECTION 3: PUTTING IT ALL TOGETHER

Priority 4 (if applicable)

What will the District prioritize to extend success in 2021-22?	N/A
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2021-22?	N/A
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2021-22 DCIP, please take into consideration your reflection on the District’s vision, values, and aspirations and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Please submit this document to dcip@nysed.gov when you submit your 2021-22 DCIP.