District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Onteora Central School District	Marystephanie Corsones

2021-22 Summary of Priorities

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

1	**The integration of Social Emotional Learning, Civic Literacy, as well as Diversity, Equity, and Inclusion initiatives**
2	**Supporting educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.**
3	**Supporting educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model.**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	The integration of Social Emotional Learning, Civic Literacy, as well as, Diversity, Equity, and Inclusion initiatives

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)?*
	Our district's mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment supports that vision and allows us to reflect more intentionally upon supporting the mission with our instructional practices and curricula. Clarifying the interrelationship of these areas of focus, as well as how they support the implementation of the NYSED Culturally Responsive-Sustaining Education Framework, are key to moving forward with purpose and identified goals.
	
	The review of the "How Learning Happens" document, the "Equity - Self-Reflection'' and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the "why" of our actions, leading us back to the core of our district mission. Specifically, we will address the principles of creating a welcoming and affirming environment that ensures all cultural identities, including disability, experience an academically rigorous and intellectually challenging environment enhanced by inclusive curriculum and assessment. We seek to create the most nurturing environment for all learners for which clarity of purpose and understanding of the individual educator's role in the process are essential.

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?
The development of a continuous school improvement framework to improve teaching for all teachers and learning for all students	Regular meetings of a district-wide data team to analyze multiple measures of data to create a tight analysis of student learning in a data profile that is easily accessible & analyzable by staff....analyze what is working/ what is not & why & what else/ alternatives	In quarterly meetings, we will analyze what is working, what is not, and why, and develop additional or other steps based on data.	Identify members of the data team, establish the dates and time of the meetings, establish our data protocols Funds to cover teacher time outside of the school day
A Multi-Tiered System of Support (MTSS) - systematizes the school improvement process and coordinates with other district initiatives	Alignment of district curriculum that will be consistent across the district A focus on prevention, early intervention, and data-based decision making to create interventions that are evidence-based, systematic, and documented	Building level teams will meet monthly to review action plan progress and will have a representative on the district level MTSS team. The district team will meet to review building-level data including reading assessments, MAPS data, and benchmarks.	Professional development with MTSS stakeholders and MTSS facilitator/trainer Team, building, and district meetings are scheduled and held regularly, all monitored by district staff.

	Ongoing support and monitoring for all students through the teaming process where interventions are implemented and monitored Focus on supporting a school culture that promotes trust, collaboration, and shared responsibility for student learning		
Administer the District-Wide School Climate Survey	Complete the process of our district-wide School Climate Survey that was interrupted by COVID. We will redo the entire survey with all stakeholder groups, since the initial data is almost two years old.	The data team and MTSS team will use the collected data to shape professional development and classroom instruction	Dedicated times for the team, building, and district meetings Funds to cover teacher participation outside of the school day and during the summer as needed

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.

We plan to have established, bi-monthly meetings of a district data team and an MTSS team to review classroom data, grade-level benchmarks, and quarterly assessments.

We will review the data of our district-wide school climate survey (to be completed during the middle of the school year) and use the data to adjust the goals or implementation of our SEL, diversity, and equity work as indicated.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Supporting educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.

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)?*
	Our district's mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment fully supports that vision and allows us to more reflect more intentionally upon supporting the mission with our instructional practices and curricula. PLCs provide the vehicle to increase the success of all students, including our identified subgroups. Furthermore, our PLCs will allow us to practice, model, and reflect upon student efficacy in the school goal of our identified school: We learn, we show respect and responsibility, we collaborate, and we are kind.
	
	The review of the "How Learning Happens" document, the "Equity - Self-Reflection'' and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the "why" of our actions, leading us back to the core of our district mission. Specifically, we will address the principle of Ongoing Professional Learning and Support with our PLCs. PLCs will provide us with the time and structure to address issues brought forth on the student survey including discovering the impediments to student learning and working collectively to remove them.
	
	Our previous SCEP goals established the structural creation of PLCs and provided discussions on how we will work together in these structures to ensure that all students are exposed to common learning opportunities while incorporating SEL strategies. With the PLC

	structure, we are taking our previous team approach and enhancing opportunities to discuss student learning horizontally and vertically. We believe that if we continue with our PLC practices, we will see students and staff understanding each other better, creating more positive learning and behavioral outcomes.

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?
Implement PLCs	Common planning time and revision of master schedule	Teacher participation in regular weekly meetings of PLCs. Student, faculty, and family survey data at the beginning, middle, and end of the year.	Designated times and locations for teachers to collaborate in PLCs during the school day. Summer "curriculum writing" for common PLC processes and to identify topics of focus. Purchase of common texts for entire building faculty, possibly including: *Kid by Kid, Skill by Skill*, by Eaker & Keating 2015, and *Yes We Can!* by Friziellie, Schmidt & Spiller, 2016. Funding for teacher leader teams to work

			outside of school day to plan process and common focus
Establishing effective PLC practices	Framing PLCs meeting around the questions of: 1. What do we expect students to learn? 2. How will we know if they learn it? 3. How do we respond when students experience difficulty in learning? 4. How do we respond when students do learn? (Eaker & Keating, *Every School, Every Team, Every Classroom, 2012)*	Targeted review of student work and assessments Analysis of student attendance and disciplinary data Survey teachers on the effect of PLCs on their instructional practice and design of student learning experiences	Summer "curriculum writing" for common PLC processes and to identify topics of focus. Funding for teacher leader teams to work outside of school day to plan PLC process and common focus. Funding for additional teacher participation in Solution Tree PD on PLCs. Funding for attending state and national conferences on using PLCs to support student achievement Funding for and time to learn about and better implement data management systems,

Priority 2

			including Infinite Campus.
Create and regularly implement common benchmarks.	1. Review the common assessment data available in all classes. 2. Analyze the need for assessment revision or create based on the assessment's ability to inform our four core PLC questions. 3. Revise or create assessments as needed	Common assessments exist across all content areas, for all students for both grades. The goal is to implement these assessments with students by June 2022. PLCs use assessment data to inform their core questions.	Summer "curriculum writing" for identification of, revision, and creation of common benchmarks Funding for teacher leader teams to work outside of school day to plan PLC process and common focus.

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.

Identified School Survey	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	strongly agree, agree, not sure, disagree, strongly disagree My teacher understands how I learn. The adults in my school help me to learn in the ways that I need.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Staff Survey	For this school year, the school helps students learn in different ways when they need it.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Family Survey	The middle school staff is meeting the learning needs of my student this year.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%

At the end of the 2021-22 school year:
- we will strive to have at least 85 % of our students, families, and staff identifying "agree" or "strongly agree" to each of our survey questions.
- we will have local student assessment data for all students on common assessments in all content areas

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Supporting educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model.

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)?*
	Our district's mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment also supports that vision and allows us to reflect more intentionally upon supporting the mission with our instructional practices and curricula. Effective implementation of co-taught classes in English, math, science, and social studies will provide the structure for increasing access.
	
	The review of the "How Learning Happens" document, the "Equity - Self-Reflection'' and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the "why" of our actions, leading us back to the core of our district mission. Specifically, we will address the principles of creating a welcoming and affirming environment that ensures all cultural identities, including disability, experience an academically rigorous and intellectually challenging environment enhanced by inclusive curriculum and assessment. Implementation of the Co-Taught model will provide us with a means to address potential issues highlighted by our identification status as a TSI School.
	
	Our previous SCEP goals established the structural creation of the co-taught model and began discussions on how we will work together in this setting. This is the right commitment to pursue as we believe that

	the current model of Intensive classes places students in a highly restrictive environment with limited access to mainstream curriculum, potentially providing too much support and not enough access to rigorous curriculum. In addition, the Co-Taught model provides all students with greater access to their peers, building a sense of belonging for all and deepening opportunities for our SEL work. As we move to a return to the full-time in-person classroom setting in September, all students will return to the classroom needing many supports. The co-taught model allows for the expertise of both teachers to support the learning of all students. Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind. The co-taught model will help us to more fully attain this goal.

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?
Implementing a co-teaching model in ELA, math, science, and social studies classes	Continued professional development opportunities around the co-teaching model	Analysis of student work and assessments will reflect student success for all students.	Funding for teachers to visit schools who are successfully implementing co-teaching models in middle schools
Creating school-wide cultural shifts necessary to support all learners.	Shifting from and to... <table><tr><td>**From**</td><td>**To**</td></tr><tr><td>A focus on teaching</td><td>A focus on learning</td></tr><tr><td>An emphasis on what was taught</td><td>A fixation on what was learned</td></tr><tr><td>Coverage of content</td><td>Demonstration of proficiency</td></tr></table>	Student, faculty, and family survey data at the beginning, middle, and end of the year. Targeted review of student work and assessments Analysis of student attendance and disciplinary data	Identified days for reviewing data and checking in on our success. Funding for additional teacher participation in Solution Tree PD with a focus on collaborations between general education and special education teachers

			Funding for attending state and national conferencing on Co-Teaching and supporting academic success for all students.
			Funding for PD around maximizing the use of instructional technology
			Funding for increased use of Microsoft Surfaces
			Funding for the expansion of active learning spaces into more classrooms

Private practice	Open sharing of practice
Individual Responsibility	Collective responsibility
Each teacher assigning priority to different learning standards	Collaborative teams determining the priority of standards

Source: DuFour et al, 2010

Summer and after school curriculum and assessment revision	In co-teacher teams: 1. Review the curriculum and relevant student learning activities used by both teachers. Create a singular curriculum for the co-taught class. 2. Review the common assessments used in both classes 3 . Analyze the need for assessment revision or create based on the assessment's ability to inform our four core PLC questions.	The curriculum for English, math, science, and social studies is reviewed and revised by September 2022. Assessments exist across all content areas, for all students for both grades. The goal is to implement these assessments with students by June 2022.	Funding for summer curriculum writing for identification of, revision, and creation of common benchmarks Funding for teacher leader teams to work outside of school day to plan PLC process and common focus.

	4. Revise or create assessments as needed This will be an ongoing yearly process based on evidence of student learning.	PLCs use assessment data to inform their core questions.	Identification of Superintendent Conference Days, etc. where curriculum and assessment work can occur.
The development of a continuous school improvement framework to improve teaching for all teachers and learning for all students	Regular meetings of a district-wide data team to analyze multiple measures of data to create a tight analysis of student learning in a data profile that is easily accessible & analyzable by staff....analyze what is working/ what is not & why &what else/ alternatives	In quarterly meetings, we will analyze what is working, what is not, and why, and develop additional or other steps based on data.	Identify members of the data team, establish the dates and time of the meetings, establish our data protocols Funds to cover teacher time outside of the school day
A Multi-Tiered System of Support (MTSS) - systematizes the school improvement process and coordinates with other district initiatives	Alignment of district curriculum and will be consistent across the district A focus on prevention, early intervention, and data-based decision making to create interventions that are evidence-based, systematic, and documented Ongoing support and monitoring for all students through the teaming process where interventions are implemented and monitored	Building level teams will meet monthly to review action plan progress and will have a representative on the district level MTSS team. The district team will meet to review building-level data including reading assessments, MAPS data, and benchmarks.	Professional development with MTSS stakeholders and MTSS facilitator/trainer Team, building, and district meetings scheduled and held regularly, all monitored by district staff.

	Focus on supporting a school culture that promotes trust, collaboration and shared responsibility for student learning		

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.

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	strongly agree, agree, not sure, disagree, strongly disagree Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Staff Survey	Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%
Family Survey	At Onteora Middle School, students learn, students show respect and responsibility, students collaborate and are kind.	Fall - 40% agree/strongly agree Winter - 60% End of year - 85%

- 85 % of all students are experiencing growth and success as evidenced by local benchmarks by June of 2022

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
Gabriel Buono	Principal	Bennett Elementary
Raymond Clinton	Transportation Dispatcher	
Marystephanie Corsones	Interim Superintendent	
Lance Edelman	Principal	Onteora HS
Stephanie Laffin	Assistant Superintendent for Curriculum and Instruction	
Kevin LaMonda	Teacher	Bennett Elementary
Kelly McLean	Reading Teacher	Phoenicia Elementary
Jennifer O'Conner	Principal	Onteora MS
Elohim Pacheco	Teacher	Woodstock Elementary
John Reimer	Technology Director	
Cheryl Spada	Parent	
Sarah Turck	Guidance Counselor	Onteora MS/HS
Scott Via	Teacher	Onteora HS
Wendy Wolfenson	Parent	

Meeting Dates

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

Meeting Date	Location
June 17	Google Meet
July 27	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	Surveys, conversations, and participation in the SCEP and DCIP process.
Parents with children from each identified subgroup	Surveys, conversations, and participation in the SCEP and DCIP process
Secondary Schools: Students from each identified subgroup	Student surveys

Submission Assurances

Directions

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

1. ☐ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. ☐ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. ☐ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. ☐ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

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