



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Brookfield Central School District	RONALD PAVLUS

2024-25 Summary of Priorities

1	We are committed to increased participation on NYS ELA, Math and Science assessments.
2	We are committed to decreased chronic absenteeism rates.
3	We are committed to a personalized learning experience for all students.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to increased participation on NYS ELA, Math and Science assessments.</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Our mission is: The Brookfield Central School District community provides a diversity of academic and co-curricular programs/activities with emphasis on the development and demonstration of knowledge, skills, responsible attitudes and personal growth for our students and community so that they may reach their fullest potential in an ever-changing society.</p> <p>Scores earned on NYS ELA, Math and Science assessments during the 21-22 and 22-23 school years place Brookfield CSD in the bottom 10% of school districts across NYS, which is contrary to the mission of the school district. Part of this is due to a lack of participation from the all students subgroup on NYS assessments. While there is a goal of 95% participation, rates for Brookfield CSD in 22-23 were 83% and 81% for ELA and Math respectively.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increased communication about “why” NYS assessments are important and how the data from the assessments is utilized.</p>	<ul style="list-style-type: none"> • Letters of Support • Presentations for families, staff, and community • Social Media Campaign • Collect feedback on success of strategy 	<p>Postage, printing, refreshments</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Success at the end of the year will look like increased participation rates on NYS assessments (SIRS 302)

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Meeting Dates Established	Fall 2024	
Letters Created and Mailed	Winter 2025	
Online Participation Reminders	Spring 2025	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to decreased chronic absenteeism rates.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Our mission is: The Brookfield Central School District community provides a diversity of academic and co-curricular programs/activities with emphasis on the development and demonstration of knowledge, skills, responsible attitudes and personal growth for our students and community so that they may reach their fullest potential in an ever-changing society.</p> <p>In reviewing attendance data, the chronic absenteeism rate for students grades 1-8 in 22-23 was 26.3%. Basically, 1 out of every four students missed more than 10% of instructional time. Also, from interviewing students, we learned students miss school because of illness, appointments, and not wanting to come to school.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increased communication about attendance and the impact of loss of learning time on student success</p>	<ul style="list-style-type: none"> • Distribution of updated attendance letters to families with more information about the impact of lost learning time. • Sharing of attendance support strategies with staff • Collect feedback on success of strategy 	<p>Postage, printing</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Success looks like decreased student absenteeism rates (SIRS 107)

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Monthly Chronic Absenteeism Data Review (SIRS 107)	Decreased rates each month	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to a personalized learning experience for all students.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Our mission is: The Brookfield Central School District community provides a diversity of academic and co-curricular programs/activities with emphasis on the development and demonstration of knowledge, skills, responsible attitudes and personal growth for our students and community so that they may reach their fullest potential in an ever-changing society.</p> <p>A strategy of personalized learning aligns to the mission of the district. In the survey data collected parents and staff shared agreement for the quality of programming offered. Personalized learning is about ensuring that each student has access to the programming they need to be successful, both academically and socially-emotionally as well.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implementation of MTSS-I Framework to support W.I.N.</p>	<ul style="list-style-type: none"> • Training for staff • Development of a support/implementation team • Establish calendar of meeting dates • Development MTSS-I Plan • Implementation of MTSS-I Plan • Collect feedback on success of strategy 	<p>Professional development, stipends, sub pay, instructional support, data support, instructional resources</p>
<p>Utilization of Formative Assessment</p>	<ul style="list-style-type: none"> • Training for staff 	<p>Professional development, stipends, sub pay, instructional</p>

Priority 3

	<ul style="list-style-type: none"> ● Establish calendar of assessment dates ● Review assessment data to drive instruction ● Share assessment progress with families ● Collect feedback on success of strategy 	<p>support, data support, assessment software, printing, postage</p>
<p>Development of Restorative Justice Practices</p>	<ul style="list-style-type: none"> ● Training for staff ● Development of a support/implementation team ● Establish recording practice in Schooltool ● Collect feedback on success of strategy 	<p>Professional development, stipends, sub pay, instructional support, data support, materials/resources</p>
<p>Enhanced Instructional Strategies and Data-Driven Practices</p>	<ul style="list-style-type: none"> ● Trainings for staff about how to use data tools and engaging instructional strategies to support personalized learning ● Staff implement instructional strategies or make use of data tools to inform instruction ● Collect feedback on success of strategy 	<p>Professional development, stipends, sub pay, instructional support, data support, data visualizations, instructional resources</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Success looks like greater attainment of instructional skills/standards as reflected on the NYS assessments (Level 1 Instructional Reports)

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Skill/Standard proficiency as reflected on the STAR assessments	Fall 2024/Winter 2025/Spring 2025	

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 <i>(if applicable)</i>
Ron Pavlus	Superintendent	
Colleen Rutherford	Interim Principal	
Sarah Abrams	Parent	
Tammy Cook	Parent	
Kim Brennan Lallier	Teacher	
Sharon Cossette	Teacher	
Amy Konz (MORIC)	Regional Data Leader	

Meeting Dates

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

Meeting Date	Location
3/5/24	Virtual
5/21/24	Brookfield CSD
6/27/24	Brookfield CSD
7/1/24	Virtual

Submission Assurances

Directions

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

1. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X 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. X 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. X 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 31, 2024, 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).