



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Sherburne-Earlville CSD	Robert Berson

## 2021-22 Summary of Priorities

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

1	We prioritize strengthening our curriculum and instruction.
2	We prioritize social emotional learning to improve wellness for all.
3	We prioritize the enhancement of student engagement and connections.



# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We prioritize strengthening our curriculum and instruction.</p>
<p><b>Why is this a priority?</b>  <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 District's vision references the worthy goals of becoming a high performing school district and providing an educational experience brimming with excellence. In order for this to be realized across all of our student subgroups, we must guarantee that our curriculum is aligned and viable (Frizellie &amp; Schmidt, 2020). In discussions at both the building and district levels, it was revealed that we cannot assert this guarantee at this point in time. Several areas of improvement were noted, including:</p> <ul style="list-style-type: none"> <li>● instructional programming from one building to another is not articulated and, we don't believe, aligned</li> <li>● a lack of evidence that current adopted methods, programs, and strategies are being implemented with fidelity across all areas</li> </ul> <p>In order for us to fulfill our other commitments focused on wellness and connections, we must ensure that each and every student is provided with aligned curriculum. This curriculum, and the resulting expectations, should be transparent to all stakeholders.</p> <p>This priority is shaped by a need for meaningful learning experiences, which are planned with intentionality ("How Learning Happens," 2021). In student interviews, for instance, students reported that they wrote in school, but didn't think of themselves as writers. We need to strive to make the learning process engaging, relevant, and meaningful for our students.</p> <p>Frizellie, H. &amp; Schmidt, J. A. (2020). PLC, HRS, and a Guaranteed and Viable Curriculum. In R. Eaker &amp; R. J. Marzano (Eds.), <i>Professional Learning Communities at Work and High Reliability School: Cultures of Continuous Learning</i> (pp. 149-188). Solution Tree Press.</p> <p><i>How Learning Happens.</i> (2021). America's Promise Alliance. Retrieved July 5, 2021, from <a href="https://www.americaspromise.org/hlhframework">https://www.americaspromise.org/hlhframework</a></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>Curriculum Alignment Check-up</p>	<p>Collect/retrieve priority standards bridging documents created in 2020-2021.</p> <p>Analyze bridging documents for vertical alignment to reveal gaps from the pandemic.</p> <p>Plan for supplemental instruction to address gaps.</p> <p>Develop pacing guides across all grades/content areas.</p>	<p>Teachers will access priority standard documents from prerequisite/previous year's teachers (August/September).</p> <p>Department chairs will analyze bridging documents and communicate gaps to teachers (September/October).</p> <p>Grade levels/departments will plan to weave supplemental instruction within their 2021-2022 curriculum planning (Fall grade level/department meetings).</p> <p>Viable pacing guides will be created for the 2022-2023 school year (June through the summer of 2022).</p>	<p>Director of CIA will gather and disseminate documents (Most are online and can be shared in this manner.). Department chairpersons will need time to analyze these documents and communicate their analyses out to their departments. Time and space will be required for PLCs to plan supplemental instruction. Substitute teachers will be needed to cover classes for extended meeting times.</p>
<p>Math Audit - The audit planned at the TSI school will be extended to 6-12 in order to strengthen alignment.</p>	<p>Communicate the need for audit to our BOCES liaison. Identify teams for both internal and external processes. Implement audit procedures, as identified by our BOCES liaison.</p>	<p>Math Internal Audit (October) Math External Audit (November) Communicate findings (December)</p> <p>Curriculum Writing/Adjusting as per findings of the audit (Summer 2022)</p>	<p>BOCES Liaison Contractual Days, Director of CIA days devoted to audit, coverage for teams for training as well as classroom visits and analysis, support for final report dissemination</p>

Priority 1

			Subsequent training/resources will be required to address the outcomes and findings of the audit.
<p>ELA Audit - The audit planned at the TSI school will be extended to 6-12 in order to strengthen alignment.</p>	<p>Communicate the need for an audit to our BOCES liaison. Identify teams for both internal and external processes. Implement audit procedures, as identified by our BOCES liaison.</p>	<p>ELA Internal Audit (January/February)            ELA External Audit (February/March)            Communicate findings (April/May)             Curriculum Writing/Adjusting as per findings of the audit (Summer 2022)</p>	<p>BOCES Liaison Contractual Days, Director of CIA days devoted to audit, coverage for teams for training as well as classroom visits and analysis, support for final report dissemination</p> <p>Subsequent training/resources will be required to address the outcomes and findings of the audit.</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.

- Pacing guides will exist across all subject areas and levels.
- Findings from both audits will be summarized and available to stakeholders to guide future planning and programming.
- 85% of teachers surveyed will agree or strongly agree with the statement, "Curriculum goals and expectations are clearly articulated."

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We prioritize social emotional learning to improve wellness for all.</p>
<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 District’s Core Beliefs include:</p> <ul style="list-style-type: none"> <li>● Everyone is treated with compassion, kindness and dignity.</li> </ul> <p>As such, a focus on the social-emotional well-being of our students, families, and staff is vital. The need for this focus increased exponentially during the COVID-19 health crisis. While stress hinders learning, developing strategies and experiencing positive emotions can help mediate these effects (Sousa, 2020). In student interviews, as well as our student surveys, stress management difficulties were cited. Students expressed the need for more strategies to address their response to adversity in their lives.</p> <p>Feeling safe, respected, and supported is critical for learning (“How Learning Happens,” 2021). Students, as well as adults, need to feel heard and valued. Focus on this priority will support the following SCEP commitment:</p> <ul style="list-style-type: none"> <li>● We commit to ensuring a caring, safe, and inclusive learning environment.</li> </ul> <p><i>How Learning Happens.</i> (2021). America’s Promise Alliance. Retrieved July 5, 2021, from <a href="https://www.americaspromise.org/hlhframework">https://www.americaspromise.org/hlhframework</a></p> <p>Sousa, D.A. (2020, September 4). <i>Can the Brain Teach and Learn During a Pandemic?</i> Learning SciencesInternational. <a href="https://www.learningsciences.com/blog/can-the-brain-teach-and-learn-curriculum-during-a-pandemic/">https://www.learningsciences.com/blog/can-the-brain-teach-and-learn-curriculum-during-a-pandemic/</a></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>Implement intentional and aligned SEL curriculum</p>	<p>At the elementary school, the Second Step curriculum was implemented in K-2 by the school counselor. This curriculum will be expanded horizontally, as well as vertically (3-5).</p> <p>The Second Step “Home Link” will be shared with families.</p> <p>“Follow Through” activities will be shared with teachers through the school’s Launch Pad. Teachers will use these to support and extend Second Step Lessons.</p> <p>At the MS/HS, monthly counselor-led SEL curriculum will be identified and/or developed and implemented.</p>	<p>Counselor-led classroom lessons will occur 1x per 6-day cycle at the elementary school (September through June). This will be added to the master schedule for all grade levels (August).</p> <p>Counselors will send home “Home Link” resources (September-June).</p> <p>Principals will link activities via the Launch Pad (September-June)</p> <p>The SSS team will identify and/or develop curriculum for implementation (September-November).</p> <p>Lessons will be scheduled throughout the year (November-June)</p> <p>Lessons will occur monthly throughout the school year (November-May)</p>	<p>In order to provide counselor-led lessons, an additional counselor has been added for 3rd through 5th grades. Time for all counselors to implement lessons is needed. Lesson times will be added to schedules. Materials and supplies will be needed to implement the expanded SEL curriculum.</p> <p>The SSS team will need time to examine various programs. Supplies and materials will need to be purchased to support the chosen program. Scheduling will need to occur to incorporate these lessons.</p>

Priority 2

<p>Focus on the development of character traits</p>	<p>At the MS/HS, morning announcements and monthly luncheons will be centered on specific character traits. Inspirational words based on character traits will be posted.</p> <p>Community building activities will be implemented during our planned early dismissal days.</p>	<p>Morning announcements and monthly luncheons will be organized (September through June). Signage will be designed and posted (February).</p> <p>Activities will occur during half days (December, January, March, May, and June).</p>	<p>Supplies and materials will need to be acquired for the luncheons and signage.</p> <p>Purchased services (contracts) with outside speakers and/or performers will be needed for half day activities.</p>
<p>Assess and monitor social-emotional well-being</p>	<p>Across the district, a school culture and climate survey will be administered two times per year.</p> <p>An SEL screening tool will be utilized across all levels. At the elementary school, a screener will be purchased to provide pre and post test data.</p> <p>Teachers will be trained to administer the screening tool.</p> <p>At the MS/HS, a district-developed screener will be implemented. Information will be used to plan subsequent lessons and address needs.</p>	<p>The school culture and climate survey, with questions drawn from the U.S. Department of Education ED School Climate Surveys (National Center on Safe Supportive Learning Environments), will be administered during the first and fourth quarters to students, teachers, and parents.</p> <p>At the elementary, a screener will be identified and purchased (Aug). Teachers will be trained to administer the screener. (Sept/Oct) The screener will be administered in the first and fourth quarters of the school year to all students. Results will be discussed with grade level teams.</p> <p>At the MS/HS, the screener will be administered by the SSS team during the first and fourth quarters.</p>	<p>Time and a platform to administer this survey will need to be utilized by the administration. The Director of CIA will need time to organize and disseminate the survey. Analysis will occur within the administrative council and shared with staff.</p> <p>A screening tool needs to be purchased at the elementary level. Support for training and data analysis and dissemination will need to be provided.</p> <p>Time and tools to administer the screeners will need to be provided to the SSS team.</p>



Priority 2

	<p>In addition, a screener to identify staff needs will be administered three times per year.</p>	<p>A staff screener will be developed and administered via Google in the summer (August), mid-year (January/February) and at the end of the school year (May/June). Results will be analyzed by the SSS team and administration, and future planning to address needs will commence.</p>	<p>The SSS staff and administration will need to develop and administer the SEL for Staff screener. Salaries for professional and support staff, purchased services, and supplies and materials may be needed, as per needs identified in the surveys.</p>
<p>Improve school culture and support the development of positive interpersonal relationships</p>	<p>Teachers and staff members will be trained in Restorative/Community Circle practices.</p> <p>Restorative/Community Circles will be implemented during meetings</p>	<p>Staff will engage in Circle training (October). Staff will participate in a Circle (December). Circles will be implemented during staff and professional development days for small group staff SEL discussions.</p>	<p>We will contract with our BOCES Liaison to provide training for this initiative (Purchased Services with BOCES). Time will be needed to plan and implement the circles. Funding will be needed to purchase <i>Circle Forward</i> for staff, as well as any other supplies and materials for implementation.</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.

- Screeners will be utilized 2x/year (pre and post) to gauge the social-emotional status of our students.
- Counselor-led SEL curriculum will be implemented across the district.
- 85% of teachers, parents, and students surveyed will agree or strongly agree with the statement, “The district places a priority on addressing students’ mental health needs.”
- 80% of students surveyed will agree or strongly agree with the statement, “At school, I have learned strategies to manage my stress levels.”

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We prioritize the enhancement of student engagement and connections.</p>
<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 District’s Core Beliefs include:</p> <ul style="list-style-type: none"> <li>● An engaging education includes rigorous academics, as well as relevant life skills.</li> <li>● Community, collaboration and partnerships are vital to our success.</li> </ul> <p>While our staff, students, and parents reported a high level of agreement with “Students feel that they belong here and attend school as a result,” on our surveys, concerns with our attendance rates emerged in discussions. Upon review of our data, the percentage of students who are chronically absent is trending upward in Grades 1-8. While there has been slight improvement in Grades 9-12, over 20% of students at this level continue to be chronically absent (absent for more than 10% of the scheduled attendance days). The team would like to decrease chronic absenteeism by promoting engagement in the school.</p> <p>Feelings of belonging and identity are critical to support engagement and learning (“How Learning Happens,” 2021). Students, as well as adults, need to feel heard and supported. This priority will also support the following SCEP commitment:</p> <ul style="list-style-type: none"> <li>● We commit to ensuring a caring, safe, and inclusive learning environment.</li> </ul> <p><i>How Learning Happens.</i> (2021). America’s Promise Alliance. Retrieved July 5, 2021, from <a href="https://www.americaspromise.org/hlhframework">https://www.americaspromise.org/hlhframework</a></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>Interactions between school and families will be fostered.</p>	<p>At the elementary school, regular communication to families from the administration and classroom teachers will occur.</p> <p>At the MS/HS, staff members will make connections with families through positive postcards, home visits, parent-teacher conferences, and guest speakers.</p>	<p>Administrators will produce a monthly newsletter to families. Teachers will produce a bi-weekly newsletter to families (Sept through June).</p> <p>Students will receive positive postcards. School staff members will visit homes. Parent-teacher conferences will be attended. guest speakers (by the end of the year)</p>	<p>Professionals need time to support the creation of these documents. These documents will be published through an online learning platform (purchased service).</p> <p>Supplies and materials, staff salaries to support home visits, purchased services for guest speakers</p>
<p>Connection and engagement within our school community will be promoted and enhanced</p>	<p>At the elementary school, one common educational activity/experience per grade will be articulated and implemented.</p> <p>At the MS/HS, events will be held to build engagement and connections. Staff members will be provided opportunities to pursue experiential learning with their students.</p>	<p>Each grade level will plan, communicate, and implement an innovative experience for their cohort (by the end of the year).</p> <p>Events will be planned and implemented throughout the school year, including:</p> <ul style="list-style-type: none"> <li>● Back to School Bash (Sept)</li> <li>● Spirit Week (Sept/Oct)</li> <li>● Olympic Week</li> <li>● Staff recognition (throughout the year)</li> </ul>	<p>Time, materials, supplies and purchased services will be needed to support these experiences across all grade levels/areas.</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.

- 85% of parents and teachers surveyed will agree or strongly agree with the statement, “The district communicates with parents and/or guardians in a timely and ongoing basis.”
- 85% of students and parents surveyed will agree or strongly agree with the statement, “Students feel that they belong here and attend school as a result.”
- Special events and traditions will be planned, promoted, and documented.
- Chronic absenteeism rates will be below 15% in Grades 1-8 and 20% in Grades 9-12 (DEPENDENT ON COURSE OF PANDEMIC).

## 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>
<b>Name</b>	<b>Role</b>	<b>School</b>
Babcock, Claudia	Reading Teacher	Elem
Berson, Rob	Superintendent	District
Brennan, Liz	ELA, 6-12 ELA Department Chair	HS
Buehner, Ken	SS, 6-12 SS Department Chair	HS
Busce, Frank	Science Teacher, UPK-5 Sci Department Chairperson	Elem
Carmon, Bridgette	2nd Grade Teacher	Elem
Colosi, Nicholas	High School Principal (Grades 9-12)	HS
Czachowski, Jessica	Art Teacher	MS
Davis, Kylie	Music Teacher	Elem
Dawkins, Bridgette	1st Grade Teacher	Elem
Edwards, Wendy	3rd Grade Teacher	Elem
Emhof, Jolene	Intermediate Principal (Grades 3-5)	Elem
Fenton, Keeley	5th Grade Teacher, UPK-5 Math Department Chairperson	Elem

Our Team's Process

Ford, Jennifer	School Counselor	MS
Halliday, Antoinette	Director of Curriculum, Instruction, and Assessment	District
Johnson, Heidi	4th Grade Teacher	Elem
Jones, Gretchen	Special Education Teacher	HS
Krivot, Melissa	ELA Teacher	MS
Lane, Kristie	Social Studies Teacher	MS
Lawton, Kelly	World Language Teacher, 6-12 WL Department Chair	HS
Leslie, Tamie	Special Education Teacher	MS
Maistros, Jamie	Middle School Principal (Grades 6-8)	MS
Maltzan, Lydia	Teaching Assistant	Elem
Martinez, Jenn	Special Education Teacher	HS
May, Melanie	Physical Education Teacher	Elem
Morris, Jeff	Primary Principal (Grades UPK -2)	Elem
Mosher, Reinian	School Social Worker	HS
Mullen, Austin	Kindergarten Teacher, UPK-5 ELA Department Chairperson	Elem
Mulligan, Karen	Occ, UPK-12 Occ Ed Department Chair	MS
Mullin, William	School Social Worker	Elem
Murray, Karen	5th Grade Teacher, SETA President	Elem
O'Connor, Jena	English Teacher	HS
Olive, Kayleigh	Art, UPK-12 Art Department Chair	HS
Parker, Michelle	PE, UPK-12 PE Department Chair	MS
Parsons, Sara	Special Education Consultant Teacher	Elem
Perry, Brad	Assistant Principal/Athletic Director	MS
Pirnie, Elizabeth	School Counselor, UPK-12 SSS Department Co-Chair	HS

Our Team's Process

Piske-Fleming, Kathleen	Special Education Teacher, Special Education Department Chair	MS
Rinaldo, Ginger	Director of Special Services	District
Schwartz, Susana	Parent	Elem
Shapley-Blenis, Jessica	Special Education Consultant Teacher	Elem
Simmons, Kerry	Parent, PTO President	Elem
Slentz, Will	Special Education Teacher	HS
Snogles, Stacey	School Counselor, UPK-12 SSS Department Co-Chair	MS
Tackabury, Melissa	Math Teacher	MS
Thorne, Amy	Reading Teacher	Elem
Tianello, Courtney	Special Education Teacher	MS
Vibbard, Kevin	Math Teacher	HS
Weidman, Charlee	Sci, 6-12 Sci Department Chair	HS
Zdanowicz, Amanda	Science Teacher	MS



## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
July 19, 2021 (Pre-planning meeting)	Elementary School Library Classroom
July 27, 2021	Elementary School Band Room
July 28, 2021	Elementary School Band Room

### Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	As our identified subgroups are very large subgroups in our TSI school's student body, every teacher on the committee has students in these subgroups in their classrooms.
Parents with children from each identified subgroup	Care was taken to ensure that parents interviewed and those on the committee were representative of the student body. In addition, the school culture and climate survey was sent to all parent stakeholders.
Secondary Schools: Students from each identified subgroup	N/A

## Submission Assurances

### 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](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).