



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Sherburne-Earlville CSD	Robert Berson

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 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>What will we prioritize to extend success in 2022-23?</p>	<p>We prioritize strengthening our curriculum and instruction.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The District’s vision sets forth our goal in becoming an innovative, high performing rural school district delivering educational excellence. An aligned, viable, and articulated curriculum is vital in reaching this goal. (Frizellie & Schmidt, 2020). During the 2021-2022 school year, professionals worked diligently on creating pacing guides to better articulate our educational planning.</p> <p>While this was an appropriate start for our curriculum pacing journey (given time limits and other constraints), more needs to be accomplished to provide useful insights into our students’ pathways as they progress through grade levels and courses. We plan to enhance these pacing guides by adding references to priority standards and assessments. In addition, guides will be made available online for students, parents, and community members. These enhanced guides also address our District’s Strategic Planning strategy: Identify priority standards, target needs for remediation, revise curriculum, instruction and assessment.</p> <p>This priority addresses the paradigm shift from “fixing young people” to “improving learning environments” (<i>How Learning Happens, 2021</i>). We will continue to work to articulate, align and communicate our curriculum.</p> <p>Frizellie, H. & Schmidt, J. A. (2020). PLC, HRS, and a Guaranteed and Viable Curriculum. In R. Eaker & 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 19, 2022, from https://www.americaspromise.org/hlhframework</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Enhance pacing guides to include priority standards and assessments</p>	<p>2021-2022 pacing guides will be shared with new staff members</p> <p>Grade level and department teams will add priority standards and assessments to pacing guides.</p> <p>Pacing guides will be made publicly available.</p>	<p>Teachers will access priority standard documents from prerequisite/previous year’s teachers (August/September, 2022).</p> <p>Department chairs will lead departments/grade levels in adding required components (Beginning in Sept, 2022, throughout the year).</p> <p>Viable pacing guides will be posted on the school's website (by August 31, 2023).</p>	<p>Director of CIA will share pacing guides with new staff and train Department Chairs in updating guides. Department Chairs will introduce additions to pacing guides in the first meeting and monitor progress throughout the school year.</p>
<p>Math Audit - The audit being conducted at the TSI school will be extended to 6-12 in order to strengthen alignment.</p>	<p>Review training from last year.</p> <p>Classroom visits (Fall)</p> <p>Final report written and shared (December)</p>	<p>Department Chairs will review progress of the audit and develop classroom visit protocols. Additional audit team members will be identified as needed.</p> <p>Department chairs and other identified audit team members will visit classrooms and share observations.</p>	<p>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>Coverage for teachers to visit other classrooms.</p> <p>Subsequent training/resources will be required to address the outcomes and findings of the audit.</p>

Priority 1

<p>ELA Audit - The audit being conducted at the TSI school will be extended to 6-12 in order to strengthen alignment.</p>	<p>Review training from last year.</p> <p>Professional Development will be provided to middle school teachers to identify areas of need found in first phase of audit (reading).</p> <p>Classroom visits (Spring)</p> <p>Final report written and shared (June)</p>	<p>Department Chairs will review progress of the audit and develop classroom visit protocols. Additional audit team members will be identified as needed.</p> <p>State test data and writing samples will be analyzed to determine impact of training.</p> <p>Department chairs and other identified audit team members will visit classrooms and share observations.</p>	<p>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>2 staff members (Director of CIA and Reading Instructional Coach) to be trained as in-house LETRS facilitators to turn-key LETRS training to teachers. As this training is intensive, and the availability of substitute teachers is limited, this training will occur in the summer of 2023.</p> <p>Substitute teacher coverage for teachers to visit other classrooms.</p> <p>Subsequent training/resources will be required to address the outcomes and findings of the audit.</p>
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

- Pacing guides, including priority standards and assessments, 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>What will we prioritize to extend success in 2022-23?</p>	<p>We prioritize social emotional learning to improve wellness for all.</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"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The District’s Core Beliefs include:</p> <ul style="list-style-type: none"> ● Everyone is treated with compassion, kindness and dignity. <p>As such, a focus on the social-emotional well-being of our students, families, and staff is vital. While stress hinders learning, developing strategies and experiencing positive emotions can help mediate these effects (Sousa, 2020). Stress management needs continued to be reported through our climate and culture survey. 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 (<i>How Learning Happens</i>, 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"> ● We commit to ensuring a caring, safe, and inclusive learning environment. <p><i>How Learning Happens</i>. (2021). America’s Promise Alliance. Retrieved July 19, 2022, from https://www.americaspromise.org/hlhframework</p> <p>Sousa, D.A. (2020, September 4). <i>Can the Brain Teach and Learn During a Pandemic?</i> Learning SciencesInternational. https://www.learningsciences.com/blog/can-the-brain-teach-and-learn-curriculum-during-a-pandemic/</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 will be expanded through the reinforcement of skills and strategies introduced during SEL lessons (provided by school counselors and social workers) throughout the students' school day.</p> <p>The Second Step curriculum will be extended to the middle school, with school counselors and social workers providing targeted lessons.</p>	<p>Counselor-led classroom lessons will continue to occur 1x per 6-day cycle at the elementary school (September through June).</p> <p>Resources and professional development will be provided to all professionals to integrate into other school environments.</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>Materials and supplies will be needed to implement the expanded SEL curriculum, including the purchase of access to the online platform.</p> <p>The MS mental health team will implement the Second Step curriculum. Training and resources are necessary to achieve this.</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>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>Time and a platform to administer this survey will need to be utilized to assess and monitor social-emotional wellness. 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>

Priority 2

	<p>An SEL screening tool will be utilized across all levels. At the elementary school, DESSA was implemented last year. Results need to be analyzed with teachers</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>New 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>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>
<p>Improve school culture and support the development of positive interpersonal relationships</p>	<p>Teachers and staff members will be trained in Restorative practices, including Restorative Circles.</p> <p>Outside presenters will further develop positive school culture amongst students.</p> <p>Staff will engage in Diversity, Equity, and Inclusion training.</p>	<p>Staff will engage in training (October).</p> <p>Staff will integrate restorative practices at each building as appropriate for the age levels.</p> <p>2 presentations: Jared Campbell and Sweethearts & Heroes</p> <p>Utilization of BOCES vendor: Progression Partners</p>	<p>Training will need to be secured for our October conference day (BOCES trainer).</p> <p>The strategic planning team will meet quarterly to discuss implementation and further action.</p> <p>Presenter contracts, building use forms for auditorium, scheduling</p> <p>Contract with BOCES, building use form for auditorium, schedule for professional development day</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 2022-23 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>What will we prioritize to extend success in 2022-23?</p>	<p>We prioritize the enhancement of student engagement and connections.</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"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The District’s Core Beliefs include:</p> <ul style="list-style-type: none"> ● Everyone is treated with compassion, kindness and dignity. ● Community, collaboration and partnerships are vital to our success. <p>Feelings of belonging and identity are critical to support engagement and learning (<i>How Learning Happens, 2021</i>). Students, as well as adults, need to feel heard and supported. Unfortunately, the number of “agree” and “strongly agree” responses to questions on our Climate and Culture survey regarding belonging and sense of community decreased during the 2021-2022 school year. While the challenges of the continued national health concerns, substitute teacher shortages, and societal divisions increase, we must strive to improve positive feelings of belonging, engagement, and collaboration in our students, as well as the adults expected to meet their needs. Addressing this priority will need to be at the core of schools across the nation, as student learning is directly impacted by this core factor (<i>Teacher Stress and Health, 2017</i>).</p> <p>This priority will also support the following SCEP commitment:</p> <ul style="list-style-type: none"> ● We commit to ensuring a caring, safe, and inclusive learning environment. <p><i>How Learning Happens.</i> (2021). America’s Promise Alliance. Retrieved July 19, 2022, from https://www.americaspromise.org/hlhframework</p> <p><i>Teacher Stress and Health: Effects on Teachers, Students, and Schools.</i> (2016). The Robert Wood Johnson Foundation, The Pennsylvania State University. Retrieved July 19, 2022 from https://www.prevention.psu.edu/uploads/files/rwjf430428-TeacherStress.pdf</p>

Key Strategies and Resources

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<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. An interactive platform will be utilized to foster communication.</p> <p>At the MS/HS, staff members will make connections with families through outreach for input regarding pivotal policies, such as cell phone use.</p>	<p>Teachers will continue to produce a bi-weekly newsletter to families (Sept through June). Teachers will utilize Seesaw as a communication tool.</p> <p>Opportunities for input in decision making will include the utilization of crowd-sourcing platforms and public meetings.</p>	<p>Professionals need time to support the creation of these documents. These documents will be published through an online learning platform (purchased service). This platform will also be used for families to communicate with teachers.</p> <p>Crowd-sourcing software, meeting promotion, venue, and related costs</p>
<p>Connection and engagement within our school community will be promoted and enhanced</p>	<p>At the elementary school, there will be a focus on events to bring together the school community.</p> <p>At the MS/HS, events (such as parent meetings and family engagement opportunities) will be held to build engagement and connections.</p>	<p>Two team-building events will occur (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"> • Back to School Bash (Sept) 	<p>Time, materials, supplies and purchased services will be needed to support these experiences.</p> <p>Time, materials and supplies to support events.</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 2022-23 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.”
- Chronic absenteeism rates will be below 15% in Grades 1-8 and 20% in Grades 9-12

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>
Name	Role	School
Babcock, Claudia	Reading Coach	Elem
Berson, Rob	Superintendent	District
Buehner, Ken	Teacher/MS-HS SS Dept. Chairperson	HS
Busce, Frank	Teacher/Elem. Science Dept. Chairperson	Elem
Carmon, Bridgette	2nd Grade Teacher	Elem
Czachowski, Jessica	Art Teacher	MS
Davis, Kylie	Music Teacher/Music Department Chairperson	Elem
Eaves, Lacey	Director of Special Education	District
Edwards, Wendy	3rd Grade Teacher	Elem
Emhof, Jolene	3-5 Principal	Elem
Fenton, Keeley	Math Coach/Elem. Math Dept. Chair	Elem
Ford, Jennifer	School Counselor	MS
Halliday, Antoinette	Director of Curriculum, Instruction, and Assessment	District

Our Team's Process

Krivit, David	English Teacher	MS
Kurtz, Deb	Board of Education President	District
Lane, Kristie	English Teacher	MS
Lawton, Kelly	WL Teacher/World Language Dept. Chairperson	HS
Leslie, Tamie	Special Education Teacher	MS
Maltzan, Lydia	Teaching Assistant	Elem
May, Melanie	PE Teacher	Elem
Morris, Jeffrey	UPK-2 Principal	Elem
Mulligan, Karen	Occ. Ed. Teacher/Occ. Ed. Dept. Chairperson	MS
Mullin, William	School Social Worker	Elem
Murray, Karen	5th Grade Teacher/Teachers' Union President	Elem
O'Connor, Jena	English Teacher/MS-HS English Dept. Chairperson	HS
Palamaro, Joanne	Director of Technology and Finance	District
Parker, Michelle	PE Teacher/PE Dept. Chairperson	MS
Parsons, Sara	Special Education Teacher	Elem
Perry, Brad	Assistant Principal/Director of Athletics	District
Piske-Fleming, Kathleen	SS Teacher	MS
Sevey, Brian	Middle School Principal	MS
Simmons, Kerry	Parent/PTO President	District
Slentz, William	Special Education Teacher	HS
Snogles, Stacey	School Counselor	MS
Tackabury, Melissa	Math Teacher/MS-HS Math Dept. Chairperson	MS
Thomas, Gene	5th Grade Teacher/SS Dept. Chairperson	Elem
Thorne, Amy	Reading Teacher	Elem

Our Team's Process

Waters, Michael	HS Principal	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
August 2, 2022	Elementary School Band Room (and various breakout locations)
August 3, 2022	Elementary School Band Room (and various breakout locations)

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 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. 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 August 1, 2022, 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).