



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

| District                  | Superintendent |
|---------------------------|----------------|
| Sherburne - Earlville CSD | Robert Berson  |

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

|   |  |
|---|--|
| 1 | We prioritize the articulation and alignment of curriculum |
| 2 | We prioritize strengthening instruction.                   |
| 3 | We prioritize increased student engagement                 |



## PRIORITY 1

### Our Priority

| <b>What will we prioritize to extend success in 2023-24?</b>   | <b>We prioritize the articulation and alignment of curriculum.</b>  |
|--|---|
| <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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> <li>• <i>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 support?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul> | <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 (Friziellie &amp; Schmidt, 2020). During the 2022-2023 school year, professionals continued to work diligently on creating curriculum pacing guides to better articulate our educational planning.</p> <p>We need to continue our curriculum pacing work with a focus on alignment, both vertically and horizontally. Last year, we enhanced our pacing guides by adding references to priority standards and assessments. We now need to ensure completion of all courses, including electives, and make these guides available for all stakeholders. 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>Friziellie, 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> |

## Key Strategies and Resources

| STRATEGY   | METHODS   |  |
|--|---|--|
| What strategies will we pursue as part of this Priority?     | What does this strategy entail? What will implementation look like in our district?   | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?   |
| <b>Complete curriculum pacing guides across all courses.</b> | <p>Grade level and Department Teams will continue curriculum pacing work to complete pacing guides.</p> <p>Pacing guides will be made publicly available.</p> <p>Guides will be analyzed in relation to state test outcomes.</p> <p>Guides will be analyzed to interleave Computer Science and Digital Fluency standards.</p> | <p>Professional Development Time for Teams<br/>Google Suite and Templates</p> <p>District Website/Public Relations Specialist</p> <p>Data from state tests<br/>Instructional Coaching Team<br/>Professional Development Time for Teams</p> <p>BT BOCES Education Technology Support Specialist</p> |
| <b>Expand Eureka Math<sup>2</sup> to UPK and 6th grade.</b>  | <p>Purchase materials.</p> <p>Provide professional development and coaching services.</p>   | <p>Financial resources for Curriculum Materials</p> <p>Coaching<br/>Professional Development Time<br/>Professional Stipends as applicable</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 2023-24 school year.

- Pacing guides, including priority standards and assessments, will exist across all subject areas and levels.
- Full implementation of Eureka Math<sup>2</sup> at UPK - 6th grades.

## 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria  | When we would want to achieve that success criteria | What we ended up seeing<br>(complete after the date listed in the preceding column) |
|---|---|---|
| Curriculum pacing guides, including math based on Eureka Math <sup>2</sup> , up to current date at checkpoints.   | 11/16/23<br>2/8/24<br>5/16/24                       |   |
| Fidelity of implementation of Eureka Math <sup>2</sup> evidenced through informal walkthroughs.   |   |   |
| UPK - 5th Grade : <ul style="list-style-type: none"> <li>Evidence of: a lesson per day, some student discourse, instructional and fluency routines</li> </ul> 6th Grade: <ul style="list-style-type: none"> <li>Evidence of: opportunities for student discourse, utilization of double period for lesson/day</li> </ul>  | 11/16/23  |   |
| UPK - 5th Grade : <ul style="list-style-type: none"> <li>Evidence of: increased student discourse within instructional and fluency routines</li> </ul> 6th Grade: <ul style="list-style-type: none"> <li>Evidence of: increased student discourse, some use of extended period (every other day) for reteach &amp; differentiation</li> </ul>   | 2/8/24  |   |
| UPK - 5th Grade : <ul style="list-style-type: none"> <li>Evidence of: student discourse (at least 10:2 ratio, 10 minutes of instruction, 2 minutes of discourse)</li> </ul> 6th Grade: <ul style="list-style-type: none"> <li>Evidence of: student discourse (at least 10:2 ratio, 10 minutes of instruction, 2 minutes of discourse), lesson per period, use of extended period for differentiation/AIS</li> </ul> | 5/16/24   |   |

## PRIORITY 2

### Our Priority

| What will we prioritize to extend success in 2023-24?  | We prioritize strengthening instruction.   |
|--|--|
| <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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> <li>• <i>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 support?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul> | <p>S-E's Vision Statement is: <i>An innovative, high performing rural school district delivering educational excellence.</i> We need to ensure that every student is afforded high-quality, engaging, and motivating learning experiences. During the Envision activity at our TSI school, stakeholders described a desire for a learning environment with collaborative, student-led learning.</p> <p>This commitment also relates to what we heard when listening to others. When we surveyed students, parents, and staff, they told us that they wanted a school that was focused on providing all students with an engaging learning experience. Students voiced that our instructional strategies need to fit their learning styles.</p> <p>The meetings revealed that we have insufficient local academic data to accurately measure student learning at the middle and high school levels beyond state testing data. The District is committed to creating a sustainable, data-informed and responsive culture.</p> <p>In conclusion, a commitment to delivering exceptional learning opportunities for all is essential to creating a school that is both academically rigorous and relevant for our students. This commitment is reflected in our vision for the school, what we heard when listening to others, and our analysis of student achievement data.</p> |

## Key Strategies and Resources

| STRATEGY  | METHODS   | RESOURCES   |
|---|---|---|
| What strategies will we pursue as part of this Priority?  | What does this strategy entail? What will implementation look like in our district?   | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?  |
| <b>Benchmark assess all grade levels in Math and ELA.</b> |   |   |
| Implement NWEA at 6-12 grades to measure progress.        | <p><i>Year 1:</i> Purchase online application (NWEA)</p> <p>Provide training to implement measures</p> <ul style="list-style-type: none"> <li>• MAP Growth for Leaders</li> <li>• MAP Basics for Teachers</li> <li>• MAP Essential Reports for Leaders and Teachers</li> </ul> <p>Instructional Coach will administer Fall benchmarks; teachers will administer Winter and Spring benchmarks.</p> | <p>Online applications</p> <p>Purchased services: training</p> <p>Coaching</p>  |
| Continue Acadience benchmarking at K-5.                   | <p><i>Current procedure:</i> Reading and math team (already trained to administer measures) will assess.</p> <p>Data will be utilized to determine Tiers of support.</p> <p>Grade-level PLCs will analyze data at regular intervals.</p>  | <p>Online application</p> <p>Coaching</p>   |
| Continue Circle Progress monitoring at UPK.               | <p><i>Year 2:</i> Coaches will train UPK teachers in administration. Coaches and teachers will administer assessments. Data will be utilized to determine classroom center-based activities and lessons.</p>  | <p>Online application</p> <p>Substitutes for training and administration.</p> <p>Coaching</p>   |
| <b>Conduct book study on writing strategies.</b>          | <p>Ongoing professional dialogue based on strategies in book through in-person meetings and online posts utilizing a dedicated Google Classroom</p>   | <p>Professional Development Time</p> <p>The Writing Revolution</p> <p>Google Suite to support professional learning Google Classroom</p> <p>Professional development stipends</p> |

## Priority 2

|   |  |  |
|---|--|--|
|   |  | Department Chairs/Coaches  |
| <b>Provide professional development in student discourse across content areas</b> | Coaching (Individual as Needed)  | Coaching Services  |
| <b>Align reading at the primary level with Science of Reading practices</b>       | Replace Leveled Readers with Decodable Readers for Emergent and Early Readers<br><br>Train new teachers in LETRS<br><br>Provide access to ThinkCentral as we transition to decodable text for small groups | Decodable Readers<br><br>2 in-house trainers (trained on previous allocation)<br><br>ThinkCentral Access |

## 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 2023-24 school year.

Increased scores on 3-8 State Assessments and Regents from 2023 to 2024. (We have not received our 2023 scores. Historical data is not reliable due to a low percentage of test participation. 2023 will establish benchmarks to move forward.)

Teacher participation in professional development.

Increase scores on the NWEA, Acadience, and CIRCLE benchmark assessments by 5% from beginning to end of the year.

## Priority 2

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria   | When we would want to achieve that success criteria | <b>What we ended up seeing</b><br><i>(complete after the date listed in the preceding column)</i> |
|--|---|---|
| Improved student engagement in classes as evidenced in informal walk-throughs<br><br>Student engagement will be noted as: pencil to paper or keyboarding, student to student interaction, hands-on participation | 11/16/23<br><br>2/8/24<br><br>5/16/24               |   |
| Review of benchmark scores to guide decision-making  | 11/16/23<br><br>2/8/24<br><br>5/16/24               |   |



## PRIORITY 3

### Our Priority

|  |   |
|--|---|
| <p><b>What will we prioritize to extend success in 2023-24?</b></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>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• 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 support?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul> | <p>We prioritize increased student engagement.</p> <p>Our 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>• Creativity and innovation are key in a rapidly changing world.</li> </ul> <p>During the SCEP planning meetings, the team envisioned more opportunities for collaboration and experiential learning. This was reinforced by the data from our student surveys, as well as in the student interviews. We need to make improvements in connecting in-school learning to real-world applications and increase active student engagement in meaningful tasks.</p> <p>When the District team came together, an analysis of data revealed a high chronic absenteeism rate across all levels. In order to achieve our academic goals, we need to have students at school.</p> |
|--|---|

### Key Strategies and Resources

| STRATEGY  | METHODS   | RESOURCES  |
|---|---|--|
| What strategies will we pursue as part of this Priority?                      | What does this strategy entail? What will implementation look like in our district?   | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| <b>Implement Attendance Initiative as outlined in LINKS plan (Appendix A)</b> | <p>Reinstate Attendance policies across all buildings and communicate policies with all stakeholders</p> <p>Launch social media campaign to advertise importance of daily attendance</p> <p>Partner with outside agencies and organizations</p> | <p>Planning and implementation time</p> <p>Social media sites, Public Relations Specialist</p>             |

### Priority 3

|   |   |   |
|---|---|---|
| <b>Support teachers in engagement strategies.</b> | <ul style="list-style-type: none"> <li>Coaches will identify district needs regarding engagement strategies based on walkthrough data</li> <li>Engagement strategies will be reviewed and taught through the use of Teach Like a Champion at New Teacher Meetings, as well as faculty meetings</li> </ul> | Coaching Services, Professional Development Stipends as applicable<br><br>Teach Like a Champion<br><br>Professional Development time (including established times such as staff development days) |
|---|---|---|

## 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 2023-24 school year.

Decrease chronic attendance rates in the District to under 25%.

Increase positive response rate on Valuing School module on Panorama Survey (We need to establish baseline data on this module in the fall.)

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria   | When we would want to achieve that success criteria | <b>What we ended up seeing</b><br>(complete after the date listed in the preceding column) |
|--|---|--|
| By each interval, student chronic absenteeism will be under 25%. Chronic absenteeism will be calculated by 10% or more of absences at the specific point of the school year. | 11/16/23<br>2/8/24<br>5/16/24                       |  |
| New Teacher Meetings will focus on one Teach Like a Champion strategy per month. New Teachers will share results of previous strategy at each meeting.                       | 9/25/23<br>10/23/23<br>11/27/23<br>12/18/23         |  |

### Priority 3

|  |         |  |
|--|---------|--|
|  | 1/29/24 |  |
|  | 2/26/24 |  |
|  | 3/25/24 |  |
|  | 4/29/24 |  |
|  | 5/20/24 |  |
|  | 6/17/24 |  |

## 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<br>(if applicable) |
|----------------------|---|---------------------------|
| Berson, Robert       | Superintendent                                      | District                  |
| Eaves, Lacey         | Director of Special Services                        | District                  |
| Halliday, Antoinette | Asst. Superintendent for Instruction                | District                  |
| Hoff, Harmon         | Board of Education Representative                   | District                  |
| Hough, Josh          | BT BOCES Technology Program Leader                  | District                  |
| French, McKay        | BT BOCES Education Technology Instructional Support | District                  |
| Babcock, Claudia     | Literacy Coach                                      | Elem                      |
| Calhoun, Chelsea     | School Counselor                                    | Elem                      |
| Edwards, Wendy       | 3rd Grade Teacher                                   | Elem                      |
| Emhof, Jolene        | Intermediate Principal                              | Elem                      |
| Fenton, Keeley       | Mathematics Coach                                   | Elem                      |
| Lewis, Jessica       | 3rd Grade Teacher                                   | Elem                      |
| Maltzan, Lydia       | Teaching Assistant                                  | Elem                      |
| Mullen, Austin       | Kindergarten Teacher                                | Elem                      |
| Mullin, William      | School Social Worker                                | Elem                      |
| Murray, Karen        | 5th Grade Teacher/Teachers' Union President         | Elem                      |

|                         |  |      |
|-------------------------|--|------|
| Shapley-Blenis, Jessica | Special Education Teacher                      | Elem |
| Carpenter, Toni         | Parent   | MS   |
| Czachowski, Jessica     | Art Teacher                                    | MS   |
| Ford, Jennifer          | School Counselor                               | MS   |
| Krivit, David           | Instructional Coach                            | MS   |
| Lane, Kristie           | ELA Teacher                                    | MS   |
| Mulligan, Karen         | Family and Consumer Science Teacher            | MS   |
| Parker, Michelle        | Physical Education Teacher                     | MS   |
| Perry, Brad             | Assistant Principal/Athletic Director          | MS   |
| Piske-Fleming, Kathleen | Social Studies Teacher                         | MS   |
| Simmons, Kerry          | Parent   | MS   |
| Smith, Randy            | MS Principal                                   | MS   |
| Snogles, Stacey         | School Counselor                               | MS   |
| Tackabury, Melissa      | Math Teacher, 6-12 Math Department Chairperson | MS   |
| Fuller, Ryker           | Student  | HS   |
| Hoag, Gretchen          | HS Assistant Principal                         | HS   |
| O'Connor, Jena          | English Teacher                                | HS   |
| Slentz, Will            | Special Education Teacher                      | HS   |
| Waters, Mike            | HS Principal                                   | HS   |

## Meeting Dates

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

| Meeting Date         | Location                    |
|----------------------|-----------------------------|
| 8/1/23 (8:00 - 3:00) | Sherburne - Earlville MS/HS |
| 8/2/23 (8:00 - 3:00) | Sherburne - Earlville MS/HS |

## Districts with Schools Identified for TSI/ATSI Supports Only

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

| Stakeholder group  | How the perspectives of this group been incorporated into the DCIP?   |
|--|---|
| Teachers responsible for teaching each identified subgroup | All teachers instruct students in poverty and those with special needs in our District. The Committee was composed of a cross-section of these professionals.       |
| Parents with children from each identified subgroup        | Parents surveyed included those with children representing our subgroups. In addition, parents on the committee represented a range of student strengths and needs. |
| Secondary Schools: Students from each identified subgroup  | Students interviewed and surveyed were representative of subgroups. A student was included in our planning meetings.  |

## 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 31, 2023, 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).