



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Central Square Central School District	Thomas J. Colabufo

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	Reduce Chronic Absenteeism
2	Increase Performance/Growth on ELA and Math Assessments
3	Provide support for students with Social Emotional / Mental Health concerns
4	Decrease in behavioral referrals and suspensions through the use of restorative practices
5	Improve two-way communication between home/community and schools

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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
May 26, 2020	ZOOM		
June 18, 2020	ZOOM		
June 29, 2020	ZOOM		
August 19, 2020	BOE Conference Room		
December 16, 2020	BOE Conference Room		
February 10, 2021	BOE Conference Room		
May 26, 2021	BOE Conference Room		

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	N/A
Parents with children from each identified subgroup	N/A
Secondary Schools: Students from each identified subgroup	N/A

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP. If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
Concetta Galvan	District Administrator	
Kristen Enright	Parent/Director of Counseling	
Patti Stringer	Parent	
Alicia Melvin	Parent	
Kelley Mascaro	Teacher- Music	
Lindsey Marshall	Teacher- ELA/Reading	
Brent Bowden	Principal/CSAA President	
Lynn Dowler	Teacher/CSTA President	
Susan Hamon	Teaching Assistant	
Iraina Gerchman	Director of Technology	
Chase Enright Ari Smolnik Tracy McCaffrey	Student Student Clerical/Parent	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Reduce Chronic Absenteeism
Why will this be prioritized?	The number of students missing 9 or more days had been increasing over the last three years. Last year our system for tracking and addressing absenteeism was leading to a reduction of chronically absent students, COVID closure interrupted that success.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?	
We will be looking at Chronic Absenteeism data.	District - quarterly By Building - monthly	
We will monitor the systems and structures implemented last year.	September - ongoing monthly	
Develop a family outreach program.	Planning begins July Full implementation November	
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
SIRS Report 361 Year to Date Student Attendance/Absenteeism Detail Report	As of 2/28 we met both MIPs for all but 2 subgroups at the District level. We did not meet the State MIP in Multiracial and White subgroups.	By mid year of 2021, we will meet both MIPs for Multiracial and White subgroups.
	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021

Priority 1

	End of Year 2020 (optional)	End of Year 2021

Priority 1

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
on-going daily visitations	on-going daily visitations	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility model along with data driven instruction. Administrators will provide actionable feedback to support quality instruction and student learning using the feedback forms and in person at post observation meetings.
on-going daily	on-going daily	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners. Teachers will respond to the actionable feedback from the walkthroughs and be supported by coaching and professional development .
9/8/20	11/1/20	Building Leadership will create and implement a student mentor system to strengthen relationships between staff and students with attendance issues and support individual student needs.
9/8/20	10/31/20	Building leadership will recruit adult mentors and help identify at-risk attendance students.
7/1/20	11/1/20	Building Leadership and the SEL support team (Social Worker, Social Worker Assistants, Psychologist, Teachers, and Counselors) will use a collaborative team in order to create and roll out a district Family Outreach Program that will provide education to families and the community about social emotional growth and development and mental health issues and community resources. (The team is: Director of Counseling, LCMSW (Social Worker), SWA (Social Worker Assistant), Psychologist, Teachers Building Leadership and the SEL support team (Social Worker, Social Worker Assistants, Psychologist, Teachers, and Counselors).
quarterly (October)	quarterly (January)	District Attendance Committee will meet quarterly to review district level attendance data to look for patterns and trends in absences, identification of families with chronic absenteeism issues; review the “Success Plan” and their movement along the 3 Tier Intervention Model that was adopted last year; Review the success and failures of interventions used at each level.
quarterly (October)	quarterly (January)	District Attendance Committee will provide feedback to the building level teams in the format of ideas for interventions and movement along the tiers, review of the Tiered Intervention Plan implementation,
January Through June		
Start	End	Action
on-going daily	on-going daily	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility model along with data driven instruction. Administrators will provide actionable feedback to support quality instruction and student learning using the feedback forms and in person at post observation meetings.

Priority 1

on-going daily	on-going daily	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners. Teachers will respond to the actionable feedback from the walkthroughs and be supported by coaching and professional development.
1/1/21	on-going through end of the year	Building Leadership will implement and monitor student mentor system to strengthen relationships and support individual student needs. Mentor time will take place primarily after school but will also include check and connect activities throughout the school day. Mentor time will occur at least one time per week for afterschool and during the day as appropriate.
on-going	on-going	Building Leadership and the SEL support team (Social Worker, Social Worker Assistants, Psychologist, Teachers, and Counselors) will implement and monitor the district Family Outreach Program that will provide education to families and the community about social emotional growth and development and mental health issues and community resources. Some educational opportunities will be in person (personal meetings or family information nights, Redhawk University) while others will be in the form of information through newsletters, website, advertisements, etc. (Monthly newsletter update/ Bi-monthly information night events)
quarterly (March)	quarterly (June)	District Attendance Committee will meet quarterly to review district level attendance data to look for patterns and trends in absences, identification of families with chronic absenteeism issues; review the "Success Plan" and their movement along the 3 Tier Intervention Model; Review the success and failures of interventions used at each level.
quarterly (March)	quarterly (June)	District Attendance Committee will provide feedback to the building level teams in the format of ideas for interventions and movement along the tiers, review of the Tiered Intervention Plan implementation.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
	<i>Provide additional support and communication through the Building Attendance Committee members, the building administration, nurses, counselors and District Administration regarding safeguards and considerations of CDC guidance for return to school.</i>	<i>August and ongoing</i>
With the COVID closure we are concerned that it will be even more difficult to keep students in attendance. They have become even more	The Family Outreach Program will be able to address some of our severely chronically absent students with targeted supports.	June

Priority 1

used to staying home and the fears of illness and compromising family members still is a factor. We are also concerned that the CDC guidance related to symptoms and quarantine will raise the absenteeism at all levels.		

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Increase Performance/Growth on ELA and Math Assessments
Why will this be prioritized?	In 18-19 we were identified as a Target District in this category. Without the NYS Assessments in 19-20 we are unable to determine our growth. There is a lack of alignment between the taught curriculum and the tested curriculum. Local data indicates that a significant number of students are reading off-level.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
NYS Assessments scores will increase	June 2021
“Guaranteed and viable” curriculum - alignment of the tested curriculum with the taught curriculum	June 2021
Common formative assessments in the core courses will be administered as pre-assessments to guide instructional planning and implementation	September 2020 and ongoing with each new unit
Classroom walk throughs and observations that result in actionable feedback	On-going through June 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): The District 2018-2019 ELA Academic Achievement Index was 90.4.	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021
		The District will achieve an Academic Achievement Index in ELA of 93.
Data point 2 (optional): The District 2018-2019 Math Academic Achievement Index was 102.6.	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 2

		The District will achieve an Academic Achievement Index in Math of 104.
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Priority 2

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
9/1/20	on-going	Building principal will use monthly team and department meetings with general education and special education teachers in core areas to work on aligning curriculum and modifying appropriately. Teachers will use their daily planning time to collaborate and plan specific lessons.
9/1/20	1/31/21	District Leadership and Teacher Team will complete the ELA and Math audit started in 19-20.
7/1/20	On-going - varies by length of unit	Common Pre-Assessments for ELA, Math, Science and SS will be created and implemented. These pre-assessments be given at the beginning of each unit in order to identify the gaps in mastery as it relates to COVID closure- used for planning and implementation of instruction
7/1/20	1/31/21	District leadership will continue to conduct a curriculum audit for ELA and Math to determine gaps between adopted NYS Modules curriculum and NYS Next Generation Learning Standards. The purpose of the audit will be to define core beliefs, review data related to mastery of standards, review the curriculum alignment to the standards, then define which standards require supplementary planning and instruction within units and which may require supplanted planning and instruction of current curriculum.
9/1/20	on-going	All content teachers will be provided with professional development and coaching pertaining to reading in the content area and explicit academic vocabulary instruction to better align expectations for skills implementation across the content areas. PD will be in the format of dedicated PD sessions and supported by coaching conversations with administrators after observations and visitations. (As appropriate conducted with PD release time and PLC time outside of contractual day)
9/1/20 daily	on-going daily	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
on-going daily	on-going daily	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility model along with data driven instruction. Administrators will provide actionable feedback to support quality instruction and student learning using the feedback forms and in person at post observation meetings.
January Through June		
Start	End	Action
on-going	on-going	All teachers will continue to implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the needs of all learners.
on-going daily	on-going daily	Administrators will continue to conduct regular classroom observations, visitations, and walkthroughs to observe and monitor the gradual release of responsibility model along with data driven instruction. Administrators will

Priority 2

		provide actionable feedback to support quality instruction and student learning using the feedback forms and in person at post observation meetings.
2/1/21	6/30/21	District leadership will continue to conduct a curriculum audit for ELA and Math to determine gaps between adopted NYS Modules curriculum and NYS Next Generation Learning Standards. The purpose of the audit will be to define core beliefs, review data related to mastery of standards, review the curriculum alignment to the standards, then define which standards require supplementary planning and instruction within units and which may require supplanted planning and instruction of current curriculum.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Gaps in learning have been created by closure	Common pre-assessments based will be created to determine the gaps and guide instructional planning and implementation.	Created July/August for on-going implementation through the year

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Provide support for students with Social Emotional / Mental Health concerns
Why will this be prioritized?	Social and Emotion/Mental Health issues have been on the rise. COVID has increased stress and anxiety for our staff, students, and families.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Students and families will be engaged through the Family Outreach Program	early identification and throughout the year
Increased opportunities to gain support to education and programming	
Decrease in students requiring homebound instruction and hospitalization due to anxiety and other mental health concerns, leading to a decrease in absenteeism as well.	

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
# of students transported for psychological evaluations		
	End of Year 2020 (optional)	End of Year 2021
# of students on homebound instruction for social emotion or mental health issues	As of March 17 (closure)	
# of student enrolled in our Redhawk Program, an instructional support program for at-risk youth	# of students transported for psychological evaluation = 12(HS), 10 (MS) = 22 total	# of students transported for psychological evaluation = 18 total
	# of students on homebound instruction for social emotion or mental health issues = 22	# of students on homebound instruction for social emotion or mental health issues = 18
	# of student enrolled in our Redhawk Program, an instructional	# of student enrolled in our Redhawk Program, an instructional support program for at-risk youth = 34

Priority 3

	support program for at-risk youth = 38	
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 3

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
7/1/20	11/1/20	Building Leadership and the SEL support team (Social Worker, Social Worker Assistants, Psychologist, Teachers, and Counselors) will create and roll out a district Family Outreach Program that will provide education to families and the community about social emotional growth and development and mental health issues and community resources. Monthly newsletters, bi monthly parent information nights, regular website updates and as needed personal meetings with parents/families will take place.
9/1/2020	on-going	Include SEL/Mental Health issues as a strand in our required professional development plan. The plan will guide the PD available to CSSD staff during Superintendent's Conference Days, PD release time, PLCs, Faculty Meetings, Department Meetings, etc.. The strands referenced in the plan align to the DCIP priorities and the CSSD Strategic Plan.
January Through June		
Start	End	Action
January 1, 2021	on-going through August 2021	Building Leadership and the SEL support team (Social Worker, Social Worker Assistants, Psychologist, Teachers, and Counselors) will implement and monitor the district family outreach program that will provide education to families and the community about social emotional growth and development and mental health issues and community resources. Monthly newsletters, bi monthly parent information nights, regular website updates and as needed personal meetings with parents/families will take place.
January 1, 2021	on-going	Include SEL/Mental Health issues as a strand in our required professional development plan. The plan will guide the PD available to CSSD staff during Superintendent's Conference Days, PD release time, PLCs, Faculty Meetings, Department Meetings, etc.. The strands referenced in the plan align to the DCIP priorities and the CSSD Strategic Plan.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>

Priority 3

COVID has increased stress and anxiety on our staff, students, and families.	The SEL Support Team will be proactive when school resumes in the fall providing a variety of outreach and educational services.	on-going

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Decrease in behavioral referrals and suspensions through the use of restorative practices
Why will this be prioritized?	This was a priority in 19-20. As we began to dig into the data, we realized we had inconsistent reporting of incidents across the district. Further, the climate and culture revealed that students, families and staff are still concerned with the level of incidents in selected categories across the district.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Reporting of referrals will be done consistently across the district	September 1
Decrease in referrals related to Use/possession/sales of drugs/alcohol, DASA, Disrespect to a staff member, and insubordination.	June
Explore and train for the Implementation of Restorative Practices	June

Quantitative Improvement: Outcomes	
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What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required)	Middle of Year 2020	Middle of Year 2021
Referral data	1259 incidents as of COVID Closure	<1000 incidents by March 17
Use/Possession/Sales of Drugs/Alcohol	End of Year 2020 (optional)	End of Year 2021
DASA		
Disrespect to a Staff Member		
Insubordination		
Obscenity/Profanity/Abusive Language		
Smoking		
Use of Smokeless Tobacco		
Use/Possession of Tobacco		
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021

Priority 4

	End of Year 2020 (optional)	End of Year 2021

Priority 4

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
7/1/20	9/1/20	Complete revisions to the District Code of Conduct
7/1/20	9/1/20	Align SMS codes to match District Code of Conduct and School Safety and Educational Climate reporting
9/1/20	1/31/21	Establish a district committee to explore Restorative Practice models for full implementation in the 21-22 school year.
January Through June		
Start	End	Action
2/1/21	5/1/21	District Committee will continue to explore Restorative Practice Models- via research based discussions, training, visitations to other school districts, etc.
5/1/31	5/30/21	District committee will make a recommendation to District Administration of Restorative Practice Model for CSSD for implementation in the 21-22 school year.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
	All of these items can be addressed if we remain closed in the fall or return using a hybrid model.	August

Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	Improve two-way communication between home/community and schools
Why will this be prioritized?	Throughout the closure, we received many complaints regarding the overwhelming number, length and tools used for communications to students and families.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
We need a clearly articulated communication plan for the district.	January
We need to streamline our communications to staff, students, and families.	January
We need to simplify communication in order to maintain family engagement.	January

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Baseline data will be collected through a community survey to be given summer of 2020.		Parent feedback will result in more favorable response to our communication practices overall
	End of Year 2020 (optional)	End of Year 2021
		Parent feedback will result in more favorable response to our communication practices overall
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 5

Priority 5

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
9/1/20	10/31/20	Establish a district committee to publish surveys and analyze results.
11/1/20	1/1/21	District committee will draft a District Communication Plan/Guidelines
January Through June		
Start	End	Action
2/1/21	6/31/21	Implement the District Communication Plan

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Throughout the closure, we received many complaints regarding the overwhelming number, length and tools used for communications to students and families.	A clear set of protocols will help all administrators communicate effectively. Community members will have a clear understanding of how, who, and when communications will be delivered by the district.	January

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 As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. x The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. x The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. x Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. 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.
7. 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).
8. 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 the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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).