



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Central Square Central School District	Thomas J. Colabufo

2021-22 Summary of Priorities

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

1	Every child will have access to opportunities to practice and build social, emotional and cognitive skills.
2	Every child feels safe, respected, supported, and has a true sense of belonging.
3	Every child has strong, trusting relationships with adults and peers.
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DCIP Cover Page

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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Every child will have access to opportunities to practice and build social, emotional and cognitive skills.</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>It has always been a District priority to implement teaching and learning practices that enable students to grow as independent learners, think critically and apply their learning to real-world situations. The impacts of the COVID-19 Pandemic have required additional support for social-emotional well-being as well as enhanced focus on gaps in learning exacerbated by the Pandemic.</p> <p>The current failure rate coupled with the STAR data for the building along with the results from the student interviews/surveys is determined as a priority that supports the SCEP plan. (STAR data at CSMS indicates 48% of students are meeting benchmarks in both Math and ELA. PVM indicates that: 45% of 9th grade students;48% of 10th grade students; 64% of 11th grade students and 67% of 12th grade students, are at the benchmark for ELA. For Math we are implementing a new tool (Delta Math) to determine levels. Elementary data shows that 46% of 5th graders are at or above at the benchmark for math based on the STAR assessment. Elementary ELA results using DIBELS 8 Composite Scores indicates the following:</p> <ul style="list-style-type: none"> ● 47 % of Kindergarten students are at or above benchmark ● 48% of 1st grade students are at or above benchmark ● 51% of 2nd grade students are at or above benchmark ● 49% of 3rd grade students are at or above benchmark ● 47% of 4th grade students are at or above benchmark ● 55% of 5th grade students are at or above benchmark <p>This particular priority aligns with Commitment 1 in our SCEP plan for CSI school, Central Square Middle School. The How Learning Happens document notes that learning is cognitive and that the ability to think, reason and solve problems deepens our understanding. The document also points out that when the social, emotional and cognitive dimensions of learning work together, youth are more likely to achieve academic success as well as enhance skills such as teamwork and empathy.</p>

Priority 1

The Equity Self Reflection survey of learners reports that students felt that their grades dropped during the pandemic and they attributed this to lack of motivation, procrastination and lack of self-monitoring of practice and performance.

This commitment aligns and reflects the *Attributes and Competencies of a Central Square Learner* which is included with our CS Strategic Plan adopted by our Board of Education.

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>ELA/Math Curriculum Audit</p>	<p>A k-12 review and rewrite of ELA and Math curriculum continues under the supervision and guidance of the building administrators and the Department Chairpersons (secondary) and Curriculum Consultants (elementary).</p>	<ul style="list-style-type: none"> Student performance will be monitored by way of creation and implementation of common formative assessments that will be one of the data points used to measure growth in ELA and Math. Other points will be the common summative assessments, the NYS Testing Data, Delta Math, STAR Reading assessment data. 	<p>A year-long schedule of release time has been designed for teachers of ELA and Math to conduct the audit; Money to support any work delivered outside the instructional / contractual day has been set aside as has money to support the substitutes required to allow the release time. Support materials have been purchased and distributed to the leaders and teachers as appropriate.</p>

Priority 1

<p>AIS program enhancements through design and implementation of instructional support</p>	<p>Increasing AIS staff to support instruction; design and implementation of Tier 1, 2 and 3 interventions that focus on explicit instruction aligned to individual / group learning gaps ;</p>	<ul style="list-style-type: none">● Eight additional staff members will be hired to expand the access to AIS at all levels. For the elementary level, we will use the DIBELS benchmarks three times a year. We will know if these extra supports are making a difference if the number of students in the “at risk range” decreases (over three years).● An instructional coach designated to monitor and support the AIS instruction at the secondary level has been hired.● Number of students moving out of the “at risk” range in STAR ELA and Math decrease (CSMS)	<p>CRRS monies have been used to hire the additional staff to address the loss of learning. SIG grant monies are set aside for reimbursement of staff meeting on data, etc outside of the contractual day.</p>
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Priority 1

<p>Provide Coaching Support for the design and implementation of intervention instruction</p>	<p>Acquisition of a Coach to observe and coach teachers in tier 1, 2 and 3 interventions. This coach will support teachers and administrators in identifying strengths and weaknesses of the AIS programs at the secondary level (through direct observation and data discussion and review) and provide appropriate professional development to the staff;</p>	<ul style="list-style-type: none"> Administrative observations of staff will measure effectiveness of instruction and provide coaching opportunities; Student performance in ELA/Math will show growth on NYS Assessments as well as in local performance and course pass/fail rates. 	<p>This will require time in schedules (teachers and administrators) to conduct additional visitations/observations to intervention classrooms and regular classrooms (for tier 1 interventions) as well as time to host the coaching conversations to strengthen the instructional delivery.</p>
<p>Monthly data meetings in core areas of ELA/Math to review student performance data as a measurement of mastery of curricular expectations at each level</p>	<p>Reviewing student performance data to determine the areas of mastery and gaps at each level. Data will be used to drive instructional practice and delivery in the gap areas. As appropriate it will also be used to determine professional development needs for staff in these areas.</p>	<ul style="list-style-type: none"> Data will show the areas in need of enhancement. Long term goal, end of the year data will show growth in those areas. 	<p>This will require substitutes to cover classes during the data meetings, funding to support the substitutes, materials and resources determined as necessary to support the curriculum and instruction, stipends to staff who work to re-write curriculum and instructional materials outside of the contractual day.</p>

Priority 1

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.

Success will be measured by the increase in resources so students can in fact access additional supports for cognitive / performance growth as well as SEL supports by way of the social workers and counselors.

Further success will be measured by data points at each level demonstrating an increase in student performance by at least 3%.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Every child feels safe, respected, supported, and has a true sense of belonging.</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>Student climate surveys from the end of the year along with the impacts of the COVID Pandemic have led to students feeling isolated and alone. While the end of the year interviews and observations showed that once we returned to more in-person learning the connections and feeling safety began to grow, there are still significant numbers of students who did not return to in person learning nor did they fully engage in the virtual instruction on a regular basis. The number of students failing at the secondary level, primarily due to lack of engagement in virtual learning, was the highest failure rate we have ever had.</p> <p>The How Learning Happens document reiterates that emotions are directly connected to learning and that students who do not feel safe and respected, do not perform at the same level of success as students who do.</p> <p>Our District daily attendance data shows 93.62% . The equity and self reflection survey was not conducted district wide but the middle level survey/interview shows we can do better to support learners in these areas.</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>Increase after school activities to support student connections to school.</p>	<p>Invite staff to create and provide after school activities that will engage and motivate learners to participate and become more connected to their learning environment. Activities may but do not have to connect to academic curriculum. Transportation will be available to make access easier.</p>	<p>Overall daily student attendance will maintain or improve; student survey results will indicate that students feel safe and connected to their school; Dropout rate at HS level will maintain or decrease;</p>	<p>Individuals to provide activities and drive busses will be required, along with the funding to support their time outside of the contractual day.</p>
<p>Provide increased access of counseling/social worker supports and programs.</p>	<p>Increase the personnel resources that deliver counseling or SEL supports either in the form of School Counselors or Social Workers.</p>	<p>Overall daily student attendance will maintain or improve; student survey results will indicate that students feel safe and connected to their school; Dropout rate at HS level will maintain or decrease;</p>	<p>Individual School Counselors and/or Social Workers. Monies to support the salaries and benefits of the above hires. Space to host the individuals in each building. (COVID Response Funding)</p>
<p>Provide staff professional</p>	<p>Planning and providing the professional development that aligns</p>	<p>Maintain or decrease the incidents of negative interactions between students</p>	<p>Individual School Counselors and/or Social</p>

Priority 2

<p>development in the areas of trauma informed instruction; building relationships and making connections; recognizing and supporting students in SEMH (Social Emotional and Mental Health) areas.</p>	<p>to the staff and student needs in the area of Trauma Informed Instruction.</p>	<p>and staff resulting in disciplinary referrals; student survey results will indicate that students feel safe and connected to their learning environment; Student survey indicates that students feel their teachers care about them.</p>	<p>Workers. Monies to support the salaries and benefits of the above hires. Time for professional development implementation that is sufficient and regular.</p>
<p>Implement Positivity Project across all buildings</p>	<p>Regular opportunities for the Positivity Project (P2) traits will be embedded into daily content as well as special activities that will be explicitly scheduled.</p>	<p>Overall daily student attendance will maintain or improve; student survey results will indicate that students feel safe and connected to their school; Dropout rate at HS level will maintain or decrease;</p>	<p>Monies will be spent on Positivity Project materials and contracts. Time will be explicitly scheduled to allow for activities to take place along with daily embedded content.</p>
<p>Implement a community outreach program that supports activities that connect the school/ students with the local community.</p>	<p>Community gardening, field trips, community exploration, and service projects.</p>	<p>Students will be more connected to their school community and as such overall daily student attendance will maintain or improve; student survey results will indicate that students feel safe and connected to their school;</p>	<p>Individuals to lead the activities, transportation to activities, funds for projects and materials.</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.

The Central Square School District will have an overall daily attendance rate of 95%. Current daily attendance rate is 93.62% (SchoolTool Dashboard). The percentage of students exhibiting chronic absenteeism will decrease by 3%. Current chronic absenteeism is 29.6% (SIRS 361). All Chronic Absenteeism Summary Reports can be found here https://drive.google.com/drive/folders/1Cvfl5_J_nxGNYkDUSkgGWonGUX9iLa-8?usp=sharing.

Student Survey results for this question, “ I am comfortable reporting bullying incidents to a teacher or other adult from school.” will increase by 3%. Baseline data from Spring of 2021 indicates 69%.(BrightBytes Modern Learning Survey 2021).

The percentage of secondary students failing 2 or more courses for 20-21 was 33%. This rate will decrease for the 21-22 school year by 4%.

Grade Level	# of Students Failing 2 or More Courses	Total Enrollment (taken from SchoolTool Demographics Dashboard)	% of Students Failing 2 or More Courses
6	90	279	32%
7	120	255	47%
8	108	275	39%
9	113	301	38%
10	96	287	33%
11	88	279	32%

Priority 2

12	36	269	13%
Totals	651	1,945	33%

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Every child has strong, trusting relationships with adults and peers.</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 How Learning Happens documents indicates that learning is relational. It states that relationships play a key role in a child’s social- emotional and cognitive development. The relationships foster a risk free learning environment that broadens the opportunities for academic and social emotional success.</p> <p>The COVID Pandemic caused a loss of connectedness due to the lack of in-person instruction for over a year. That, combined with the reduced personal interactions outside of school also supported the deterioration of personal interaction on all levels.</p> <p>This priority aligns to the SCEP plan of our CSI school not only in identification but also in the strategies to support growth in this area.</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 a Big Brother(Sister)/Mentor /Check and Connect Program</p>	<p>Regular opportunities for students to have access to an adult in the school building to use as a resource/connection.</p>	<p>Student attendance will maintain or increase; student grades will maintain or increase</p>	<p>individuals and monies to support any meetings outside of the contractual day; monies for food/snacks for student meetings;</p>
<p>Provide Staff Professional Development to identify and support students who struggle with social emotional or other mental health concerns that impact their success. Staff and administration will attend training on How Learning Happens and how to explicitly address students</p>	<p>Organize needs, presenters and time for delivery of professional development on a consistent basis, i.e. faculty meetings, evenings and staff development release time.</p>	<p>Student attendance will maintain or increase; student grades will maintain or increase; fewer incidents of transport or hospitalization to mental health facilities.</p>	<p>Presenters; funding to pay presenters; time to provide the professional development.</p>

Priority 3

struggling with SEL concerns.			

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.

The Central Square School District will have an overall daily attendance rate of 95%. Current daily attendance rate is 93.62% (SchoolTool Dashboard). The percentage of students exhibiting chronic absenteeism will decrease by 3%. Current chronic absenteeism is 29.6% (SIRS 361). All Chronic Absenteeism Summary Reports can be found here https://drive.google.com/drive/folders/1Cvfl5_J_nxGNYkDUSkgGWonGUX9iLa-8?usp=sharing.

Student Survey results for this question, "My classmates treat each other with respect." will increase by 4%. Baseline data from spring of 2021 indicates 78% of students feel that their classmates treat each other with respect. as indicated on the Brightbytes Modern Learning Survey2021. The Middle School Culture and Climate Survey asked students to respond to "My teachers really care about me," 89 % currently responded. We will look to increase this by 4% as well.

Participation in the Check and Connect, Mentoring, Big Brother/Sister programs will build bonds and relationships that will move the quantitative data results mentioned above.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2021-22?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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.

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2021-22?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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.

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>
Kelly Mascaro	Teacher	CSMS
Sarah Lucas	Parent	CSMS
Lindsay Marshall	Teacher	CSMS
Jennifer Smolnik	Principal Elementary	Millard Hawk Elementary
Mathew Penrod	Principal CSMS	CSMS
Susan Hamon	Paraprofessional	CSMS
Jamie Blakes	Teacher	PVM
Joe Stala	Parent	CSMS / PVM

Our Team's Process

Erin Phillips	Exec. Director of Elementary Education	Elementary
Justin Enright	Parent	CSMS
Lynn Dowler	CSTA President	ALL CSSD

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
July 7, 2021	CSSD BOE COncference Room
July 14 ,2021	CSSD BOE COncference Room
July 22, 2021	CSSD BOE COncference 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	NA

Stakeholder Participation

Parents with children from each identified subgroup	NA
Secondary Schools: Students from each identified subgroup	NA

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 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).