

Name:	Central Square Central School District
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2019-2020 District Comprehensive Improvement Plan (DCIP)



Contact Name	Galvan	TiUe	Assistant Superintendent for Instruction
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for Published Plan	www.csad.org		

APPROVAL OF IIIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK ary, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certifi that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL















Position	Signature	Print Name	Date
Superintendent		Thomas J. Colabufo	9.9.19
President, B.O.E. / Chancellor or Chancellor's Designee		Andrew Martin	9.9.19

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §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. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
August 26, 2019	Paul V Moore High School		
April 20, 2019	Paul V Moore High School		
June 25, 2019	Paul V Moore High School		

Name	Title / Organization	Signature
Lynn Dowler	Teacher / CSTA President	
Kelly Mascaro	Teacher	
Patty Stringer	Parent	
Sue Hamon	Paraprofessional	
Alicia Melvin	Parent	
Erin Phillips	Executive Director of Elementary Instruction	
Larry Wink	Elementary Principal / CSAA Absent - family emergency	
Kristen Enright	Executive Principal and Director of Counseling and Pathways to Success	
Concetta Galvan	Assistant Superintendent for Instruction and Personnel	
Iraina Gerchman	Director of Technology, Program Planning and Development	
Chase Enright	Student	
Ari Smolnik	Student	
Jennifer DiBianco	Director of Student Support Services	
Tracy McCaffrey	Parent	
Mathew Penrod	Principal Central Square Middle School - CSAA officer	

subgroup(s)	Feedback and guidance from the culture and climate survey, ESSA interviews and the Strategic planning committee have been incorporated in determining areas of need, goals and actions steps
Parents with children from each identified subgroup.	Feedback and guidance from the culture and climate survey, ESSA Interviews and the Strategic planning committee have been incorporated in determining areas of need, goals and actions steps. Draft plan and related data were also presented prior to finalization of the plan.
Secondary Schools: Students from each identified subgroup	Feedback and guidance from the culture and climate survey, ESSA Interviews as well as participation on the SCEP focus group and participation from the College and Career Readiness committee was gathered from students. Their insight was provided to develop areas of concern and action steps to address them. At the identified CSI school student listening sessions have been scheduled for ongoing monitoring and feedback as to the implementation of the plan.

Tenet 1: Systems and Organizations

A1. DTSDE Pillar	Effective Systems and Organization	
A2. DTSDE Sub-Pillar (if applicable)	Attendance- Proactive Emphasis; Identifying and Responding to Areas of Need	
B1. Baseline Data: Provide the most recently available information.	Per the ESSA Accountability report and NYS Report Card--District Chronic Absenteeism- 2017-2019 All students over three years- range 20-21%; Economically Disadvantaged Students over three years- range 33%-33.45%.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1	By June 30, 2020, reduce the percentage of students who are chronically absent by 3%. Continue this 3% reduction per year for three consecutive years.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Review and improve the systems and structures to address chronic absenteeism in both a responsive and proactive manner.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
August 2019	August 2019	District Leadership will review the coding for absenteeism in the Student Information System (SchoolTool) and make appropriate corrections for identifying true absences, communicate coding changes to appropriate clerical staff in each building.
August 2019	September 2019	School Leaders will review 2018-2019 attendance data to: establish the returning students who were chronically absent and establish tiered interventions and supports; Identify incoming siblings of students who were identified as chronically absent and establish early intervention supports to prevent a repetitive pattern.
August 2019	September 2019	Review the process for identifying and addressing students in danger of becoming chronically absent. Actions include: Written notification at the 10% mark. Administrators, Counselors and Social Workers will implement an intervention plan for students who are identified at risk for chronic absenteeism. Interventions will include but not be limited to student meetings to establish cause and remediation; parent meetings to determine cause and remediation; home visits; written notifications and phone calls; Incentive and recognition programs; as appropriate file an educational neglect call to Child Protective Services.
August 2019	January 2020	Increase the staff resources to address chronic absenteeism to include additional counselor at the elementary and 2 social workers at elementary and secondary levels.
August 2019	September 2019	Establish a District Attendance Committee to Review and Revise systems and protocols for identifying students who are at risk for chronic absenteeism.
September 2019	September 2019	School Leaders will meet with Building Attendance Committee to Review the 3 tier system of support-Tier 1 support- teacher will talk to student and provide support; Tier 2 support- family contact, check and connect; Tier 3 support- home visit, daily check and connect, assign a mentor.

September 2019	October 2019	School leaders will clearly communicate the expectation that counselors and social workers will call home or make visits to the students who establish a pattern of weekly absenteeism. At the elementary level school leaders will communicate a "welcome plan" to address the return of students from absenteeism.
September 2019	October 2019	School leaders will send letters to parents explaining the importance of regular school attendance and the connectin to student success.
September 2019	January 2020	Building Attendance Committee will meet monthly to review student attendance data and assess necessary revisions to placement within the identified Tiers of support for individual students. Committee will review data for any new students requiring individual attendance intervention plans as appropriate.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	Identified students will have a written intervention plan identifying their tiered level of supports; Students identified in September for Tier 3 supports will have reduced their absenteeism by 1%.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	February 2020	District Attendance Committee will meet to review the data from September 2019- December 2020 as a means to monitor progress.
January 2020	June 2020	Building Attendance Committees will continue monthly meetings to monitor individual student attendance and appropriate placement among the
June 1, 2020	June 30, 2020	District Attendance Committee will meet to review the data from January 2020-June 2020 as a means to monitor progress toward 3% reduction

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 2: School Leadership

A1. DTSDE Pillar	2D Provides High Quality Instructional Leadership	
A2. DTSDE Sub-Pillar (if applicable)	Monitoring and Analysis	
B1. Baseline Data: Provide the most recently available information.	ESSA accountability report as it relates to chronic absenteeism and student growth performance; Parent/Student/ Staff climate survey indicated that students need more support with social/emotional and mental health issues (responses were 50% or more indicating an area in need); Parent/Student/ Staff climate survey indicated that disciplinary issues related to insubordination and other acts of disrespect are interrupting the educational climate of the building (primarily middle and highschool levels-(responses were 50% or more indicating an area in need); DSTDE review/ESSA visitation interviews also reported areas of concern with social/emotional needs as well as discipline.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2	By June of 2020, we will meet our ESSA MIPs in Chronic Absenteeism and Student Growth. We will also improve Social / Emotional and Mental Health Well Obelng by inscreasing opportunities for services by 10% over 3 years. For Discipline we will decrease the referrals for bullying by 10% over three years and reduce the referrals for insubordination and disrespect by 10% over three years. and reduce referrals for drug/alcohol incidents by 5% over 3 years.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	The ESSA visitation team found the following: inconsistent practices for classroom walk throughs and data analysis and monitoring, inconsistent practices for monitoring discipline and discipline procedures,	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
August 2019	September 2019	.
September 2019	January 2020	Building Principals will conduct regular visitations to classrooms and focus on the observation of rigorous learning opportunities with targeted strat
September 2019	October 2019	District Leadership will provide training to all administrators to calibrate the evaluation process as it applies to all areas of instruction but especially rigorous learning opportunities andthe gradual release of responsibility.
September 2019	October 2019	District Leadership will clearly communicate the expectation that each building principal will host no fewer than bi-monthly data review meetings with teachers of ELA, Math and Reading (as appropriate) to discuss individual student growth.
September 1, 2019	January 1, 2020	At the elementary level teachers will implement strategies aligned to the Literacy Initiative Training (Phonological awareness and phonics through explicit instruction that provides targeted interventions for students based on data gathered).
January 1, 2020	January 30, 2020	District Leadership will meet with building leadership to review Local data (STAR and DIBELS/ report card grades) to assess student growth. If it is found that growth is not occurring at an acceptable rate, individual meetings with principals will occur to discuss the implementation process of RTI and the individual classroom concerns should they exist.

REVIEWER FEEDBACK

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<p>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</p>	<p>Review of mid year assesment scores and report card grades to gauge the 4 year cohort graduation rate; review of local assesment data to monitor trajectory to mastery of grade level standards (K-8).</p>
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G1. Action Plan - January 2020 through June 2020

<p>G2. Start Date: Identify the projected start date for each activity.</p>	<p>G3. End Date: Identify the projected end date for each activity.</p>	<p>G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</p>
January 2020	June 2020	District Leadership will review progress of the Curriculum Mapping project for grades k-5 and make necessary adjustments.
January 2020	June 2020	District Leadership will meet iwth Principals and Department Coordinators to review progress toward the curriculum audit and need for summer
January 2020	June 2020	District Leadership will meet with Principals monthly to monitor and support data gathered by the classroom walkthrougths and observations.

REVIEWER FEEDBACK

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REVIEWER FEEDBACK ON BENCHMARK(S)

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<u>REVIEWER FEEDBACK ON ACTIVITIES</u>

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Tenet 4: Instruction

A1. DTSDE Pillar	Effective Instruction 4D Lesson Delivery	
A2. DTSDE Sub-Pillar (if applicable)	Lesson Delivery	
B1. Baseline Data: Provide the most recently available information.	ESSA accountability report as it relates to student growth performance; Local performance data (Elementary DIBELS, QPS) (Middle and High School STAR and Report card grades) Teacher evaluation data reported In Standard for Success as it relates to instruction using the Thoughtful Classroom Effectiveness Framework as a rubric; DSDTE Review Visitation from ESSA team feedback.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3	By June 2020 all teachers will implement strategies that support rigorous learning opportunities for all students with an emphasis on differentiated instruction, cognitive engagement and a gradual release of responsibility.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Increase rigorous learning opportunities with targeted strategies to enhance student performance in Reading, ELA and Math.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below. Identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
August 2019	December 2019	K-3 teachers will receive training from the Oswego County Literacy Initiative/ Reading League to enhance reading instruction using strategies that focus on foundational skills of phonological awareness, phonics using explicit instruction and providing soecific targeted Interventions for individual students based on data gathered using formative assessments.
September 2019	December 2019	Literacy coaches will visit elementary classrooms to monitor, model and support teachers in delivering high quality reading / literacy instruction.
September 2019	December 2019	Reading teachers in grades 6-8 will receive training from the Oswego County Literacy Initiative/ Reading League to enhance reading instruction using strategies that focus on foundational skills phonological awareness, phonics using explicit instruction and providing specific targeted interventions for individual students based on data gathered using formative assessments.
September 2019	December 2019	Building Principals will review local data (bi monthly data meetings) with appropriate staff (Reading ELA and Math) to determine student growth and movement through the RTI process.
September 2019	December 2019	All classroom teachers will implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the individual needs of all learners.
September 2019	December 2019	Principals will conduct regular classroom walkthroughs to observe and coach instructional strategies that foster rigorous learning opportunities for all students at a differentiated level to meet individual needs of learners.
September 2019	December 2020	District administrators will conduct regular classroom walkthroughs to observe and coach instructional strategies that foster rigorous learning opportunities for all students using differentiated instruction and a gradual release of responsibility.
September 2019	December 2020	District Leadership will arrange professional development on the Gradual Release of Responsibility and Differentiated Instruction as evidenced

<p>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</p>	<p>Local data will be used to measure student growth (STAR, DIBELS, QPS and student report card grades) to determine growth that will lead to mastery of grade level standards by June 2020. Data should indicate that learners are on trajectory to meet that standards of mastery for their grade level.</p>	

G1. Action Plan - January 2020 through June 2020

<p>G2. Start Date: Identify the projected start date for each activity.</p>	<p>G3. End Date: Identify the projected end date for each activity.</p>	<p>G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</p>
January 2020	June 2020	K-3 teachers will receive training from the Oswego County Literacy Initiative/ Reading League to enhance reading instruction using strategies that
January 2020	June 2020	Literacy coaches will visit elementary classrooms to monitor, model and support teachers in delivering high quality reading / literacy instruction.
January 2020	June 2020	Reading teachers in grades 6-8 will receive training from the Oswego County Literacy Initiative/ Reading League to enhance reading instruction
January 2020	June 2020	Building Principals will review local data (bi monthly data meetings) with appropriate staff (Reading ELA and Math) to determine student growth
January 2020	June 2020	All classroom teachers will implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet
January 2020	June 2020	Principals will conduct regular classroom walkthroughs to observe and coach instructional strategies that foster rigorous learning opportunities
January 2020	June 2020	District administrators will conduct regular classroom walkthroughs to observe and coach instructional strategies that foster rigorous learning

REVIEWER FEEDBACK

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focus on foundational skills of phonological awareness, phonics using explicit instruction and providing specific targeted interventions for individual students based on data gathered using form

Tenet 5: Social-Emotional Learning

A1. DTSDE Pillar	Effective Systematic Approach to Social-Emotional Learning	
A2. DTSDE Sub-Pillar (if applicable)	Establishing Schoolwide Practices that Support SEL	
B1. Baseline Data: Provide the most recently available information.	# of students who required transport and evaluation for social emotional or mental health issues in 18-19= <u>80</u> ; # of students receiving homebound instruction for a social emotional or mental health diagnosis = <u>31</u> ; # of students enrolled in the Redhawk Program for having been identified for exhibiting social emotional or mental health issues that have negatively impacted their ability to succeed in a regular school setting 17-18 <u>17</u> and 18-19 <u>34</u> .	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5	Increase the opportunities for students to access support with Social Emotional and Mental Health Issues by 10% over three years with no less than a 3% increase each year.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Review of the DCIP team data gathered indicates there is a need to increase opportunities for staff and students and families to recognize and address needs related to social emotional and mental health issues	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
July 1, 2019	July 6, 2019	Hired two full time social worker assistants to provide support for students and families with social emotional/mental health needs; start date September 2019
August 5, 2019	August 5, 2019	Hired a full time counselor at the elementary level to provide support for students and families with social emotional/mental health needs; start date September 2019.
August 2019	September 2019	District level administration in collaboration with the counselors and social workers established a protocol for addressing students with various social emotional /mental health needs to include threat to self, threat to others, social emotional distress, etc. Protocol has been communicated to each building level principal and the counseling team in each building. The protocol includes steps to assess, refer for outside support and establish a transition plan for students who have been identified as having social emotional or mental health concerns that are impeding their success.
September 2019	January 2020	District Administrator is leading a collaborative team of counselors, social workers and principals in developing a Comprehensive Counseling Plan that will be implemented District-wide to support students and families with social-emotional and mental health needs.
September 2019	January 2020	Contract with Oswego County Mental Health Services to provide opportunities for students to access professional counseling services.
September 2019	January 2020	Contract services with The Farnham Agency to support students and families experiencing challenge with drug or alcohol issues.
September 2019	September 30, 2019	Director of Counseling and Pathways to Success and the Director of Student Support and Interventions will inform all building principals, counselors and social workers of the services available and protocols in place to address social-emotional and mental health needs of students.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

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F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	A parent survey will be implemented to gain feedback as to the satisfaction of the new communication systems; adjustments will be made as appropriate.
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G1. Action Plan - January 2020 through June 2020

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January 2020	June 2020	Teachers will continue to update student performance in the parent portal on a regular basis.
January 2020		
May 2020	June 2020	End of the year parent survey on communication will be administered.
June 2020	June 30, 2020	District and building leadership will review the data gathered from the parent survey and make appropriate adjustments to the plan for coming

REVIEWER FEEDBACK

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Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Central Square Central School District	Targeted District	\$50,000
Name of CSI/TSI School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Central Square Middle School	CSI	\$100,000
DISTRICT / BUILDING TOTALS		\$150,000

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- yes** 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 plans before they are approved.

- yes** 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

- yes** 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

- yes** 4. 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).

- yes** 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- yes** 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.

Please sign in



August 26, 2019

Committee Member	Signature
Mathew Penrod	Math & Penrod
Lynn Dowler	Lynn Dowler
Kelly Mascaro	Kelly Mascaro
Patty Stringer	Patty Stringer
Susan Hamon	Susan Hamon
Alicia Melvin	Alicia Melvin
Erin Phillips	Erin Phillips
Larry Wink	
Kristin Enright	Kristin Enright
Concetta Galvan	Concetta Galvan
Iraina Gerchman	Iraina Gerchman
Chase Enright	Chase Enright
Ari Smolnik	Arianna Smolnik
Jennifer DiBianco	Jennifer DiBianco
Tracy McCaffrey	Tracy McCaffrey
Michele Alagna	
Laurie Hedges	Laurie Hedges