



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
RCSD	Dr. Lesli Myers-Small

## 2020-21 Summary of Priorities

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

1	Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners
2	Use data purposefully and collaboratively to drive decisions and to improve student outcomes.
3	Use restorative practices to promote inclusiveness, relationship-building and problem-solving.
4	Create non-traditional, innovative opportunities for family engagement
5	Develop leaders at the school and district levels to achieve each school's targeted outcomes.

## 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
July 13, 2020	Zoom		
July 28, 2020	Zoom		
August 11, 2020	Zoom		
August 18, 2020	Zoom		
September 1, 2020	Zoom		

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

## 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
<b>Dr. Lesli Myers-Small</b>	Superintendent
<b>Dr. Genelle Morris</b>	Deputy Superintendent of Teaching and Learning
<b>Melody Martinez-Davis</b>	Deputy Superintendent of Student Support Services
<b>Kisha Morgan</b>	Chief of Special Education and Related Services
<b>Latresha Fuller</b>	Academy Director- P-Tech
<b>Julie Garcia</b>	Bilingual Education Council
<b>Adrian Hale</b>	Senior Manager of Talent Strategy, Workforce Development, and Education Initiatives, Rochester Chamber of Commerce
<b>Carleen Pierce</b>	Chief Financial Officer
<b>Dr. Carmine Peluso</b>	Chief of Schools
<b>Melanie Funchess</b>	Director of Community Engagement at Mental Health Association
<b>Karen Fahy</b>	Director of ELA
<b>Enkala Paco</b>	Director of Mathematics
<b>Hulda Yau</b>	Teacher- Bilingual
<b>Michelle Richardson-Wilson</b>	Lead Pre-K Paraprofessional
<b>Sandra Chevalier-Blackman</b>	Principal James Monroe High School
<b>Jay Piper</b>	Principal School #15

Stakeholder Involvement Signature Page

<b>Lashara Evans</b>	Principal School #54
<b>Shaheem Ellis</b>	Student
<b>Cheryl Carleton</b>	Parent- Special Education Parent Action Committee
<b>Rakia Hardaway</b>	Teacher- Social Studies
<b>Terry Fitch</b>	Teacher- Special Education
<b>Dr. Shelley Jallow</b>	NYS Independent Monitor
<b>Aniyah Simmons</b>	Student
<b>Sheldon Cox</b>	Teacher on Assignment
<b>Jennifer Agron-Banker</b>	Teacher Assistant
<b>Marisol Lopez</b>	Chief Communications Officer
<b>Bonnie Rubenstein</b>	University of Rochester, Professor (clinical), Chair Counseling & Human Development & Director Urban Teaching & Leadership Program

## Priority 1

What will the District prioritize to extend success in 2020-21?	<b>Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners</b>
Why will this be prioritized?	Based on proficiency data from the 2018-19 NYS 3-8 ELA and Math exams 13% of all students were proficient in ELA and 13% were proficient in Math.

**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?	
Provide professional learning to all administrators and teachers on the Language and Literacy Development Approach through implementation of the Instructional Framework, Hallmarks of Advanced Literacy Instruction <a href="#">LLDA Document</a>	August/September	
Instructional Leadership Teams will provide support to teachers implementation of the Language and Literacy Development Approach <a href="#">ELA and Math Planning Document</a>	January 2021	
Content Directors and centralized staff will continue to provide support to Building Leaders and teaching staff	January 2021	
All teachers will be implementing the Language and Literacy Development Approach during the planning and delivery of instruction	April 2021	
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
NWEA	Projected Proficiency ELA- 15%	Projected Proficiency ELA- 18.5%
	Projected Proficiency Math- 12%	Projected Proficiency Math- 15.5%
	End of Year 2020 (optional)	End of Year 2021
	N/A	Projected Proficiency ELA- 22% Projected Proficiency Math- 19%

Priority 1

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>Pre-August</b>		During the SCEP planning process schools utilized the ELA and Math activities document to identify strategies for implementation aligned with the Hallmarks of Advanced Literacy
<b>August 4, 2020</b>	August 12, 2020	Professional development for all District administrators on the strategies aligned with the Language and Literacy Development Approach administered at the annual Leadership Summit by Teaching and Learning Content Directors
<b>September 8, 2020</b>	September 11, 2020	Superintendent Conference day will be utilized to provide professional learning on the Language and Literacy Development Approach for all teachers in grades K-12
<b>September 8, 2020</b>	September 30, 2020	Content Area Directors will create a non-evaluative “look for” tool aligned with the Language and Literacy Development Approach to provide data and support feedback during classroom walkthroughs/virtual visits across all grade levels and content areas
<b>September 14, 2020</b>	October 31, 2020	True North Logic system will offer additional professional development opportunities for teachers on the Hallmarks of Advanced Literacy to support Language and Literacy Development Approach
<b>October 2020</b>	December 2020	District leaders will support Instructional Leadership Teams through focused instructional visits, virtual professional learning opportunities, and Network Meetings with Building Leaders.
<b>October 6, 2020</b>	October 8, 2020	All building administrators will be provide professional learning for implementation of the “look fors” walk through tool
<b>October 12, 2020</b>	November 14, 2020	Instructional Leadership Teams will utilize the “look fors” walkthrough tool to collect data on elements of the Language and Literacy Development Approach
<b>October 12, 2020</b>	November 14, 2020	Instructional Leadership Teams will analyze data collected during walkthroughs to identify areas in need of professional support
<b>November 7, 2020</b>	December 31, 2020	Instructional Leadership Teams will provide additional support for areas of need through additional professional learning and modeling.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January 3, 2021</b>	January 31, 2021	District and building leaders will analyze mid-term data from primary assessments to identify impact on student learning
<b>January 3, 2021</b>	April 30, 2021	District leaders will support Instructional Leadership Teams through focused instructional visits, virtual professional learning opportunities, and Network Meetings with Building Leaders.
<b>February 2021</b>	February 28, 2021	Instructional Leadership Teams will utilize the “look fors” walkthrough tool to collect data on elements of the Language and Literacy Development Approach
<b>March 1, 2021</b>	March 30, 2021	Instructional Leadership Teams will analyze data collected during walkthroughs to identify areas in need of professional support
<b>April 1, 2021</b>	April 30, 2021	Instructional Leadership Teams will provide additional individual support for identified areas of need through side by side coaching
<b>June 1, 2021</b>	June 30, 2021	District and building leaders will analyze end of year data from benchmark assessments to identify impact on student learning

Priority 1


**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>
Need to address unfinished learning/teaching in each grade level	Convene grade level teams to unpack RCSD District created 2020-2021 Acceleration of learning pacing charts that weave in unfinished learning within grade-level learning/standards.	September through June
Need to focus on critical and essential English Language Arts content and skills of grade level ELA content and skills	Grade level teams collaborate to design daily instruction and assessment that supports district level identified essential and priority standards of grade level ELA content and skills.	September through December

Priority 2

Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	Use data purposefully and collaboratively to drive decisions and to improve student outcomes.
<b>Why will this be prioritized?</b>	<b>13% of all students were proficient on the 2018-19 Grade 3-8 NYS ELA Assessment</b> <b>13% of all students were proficient on the 2018-19 Grade 3-8 NYS Math Assessment</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
Develop a standards based protocol to triangulate NWEA, Common Formative Assessment, and other student data to ensure individual student needs are addressed	August
Provide professional learning to all administrators and teachers on implementation of the standards based protocol	September/October 2020
Utilize the standards based protocol at Grade Level and content area meetings on a regular cycle with the support of administrators and building level coaches	November
All teachers will provide targeted support to students informed by the standards based protocol	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
NWEA	43% of students meeting NWEA growth targets (ELA)	46.5% of students meeting NWEA growth targets (ELA)
	47% of students meeting NWEA growth targets (Math)	50.5% of students meeting NWEA growth targets (Math)
	End of Year 2020 (optional)	End of Year 2021
	NA	50% of students meeting NWEA growth targets (ELA)



Priority 2

		54% of students meeting NWEA growth targets (Math)
--	--	--

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>August 2020</b>	September 1, 2020	A committee of directors, teachers, and NWEA representatives will develop a protocol for NWEA data/reports to be used by schools with the purpose of informing instructional planning and interventions.
<b>September 21, 2020</b>	September 25, 2020	Elementary and middle school principals will be trained on the data protocol and expected outcomes
<b>September 28, 2020</b>	October 2, 2020	Instructional Leadership Team members will be trained in depth on the data protocol and on the reports that would allow to monitor student progress in alignment with grade level learning standards.
<b>October 8, 2020</b>	October 8, 2020	Elementary and Middle school teachers that teach Mathematics and ELA will be trained on the use of protocol and collection of NWEA Data reports
<b>October 9, 2020</b>	November 7, 2020	Instructional Leadership Team members with support of Central Office personnel will push into each grade level and/or department meeting to support grades 3-8 mathematics and ELA teachers in utilizing the district protocol for using NWEA data and district created pacing documents to inform instructional planning and interventions. Each teacher will attend training sessions during the month of October and November
<b>November 9, 2020</b>	November 30, 2020	Instructional Leadership Team members will continue training with content directors and NWEA staff to discuss data and provide feedback and or propose changes to the data protocol
<b>November 9, 2020</b>	November 30, 2020	Each grade K-8 mathematics and ELA teacher will create a plan to support students in November and December based on the Fall NWEA assessment data
<b>December 1, 2020</b>	December 23, 2020	Each grade K-8 mathematics and ELA teacher will meet with the school based coach or intervention teacher for a support session on implementing the district data protocol to inform mathematics and ELA instruction.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January 4, 2021</b>	January 31, 2021	Content Directors and Instructional Leadership Teams will conduct a mid-year assessment of instructional and intervention impact to determine any needed adjustments to intervention staffing and utilization in meeting student instructional needs.
<b>February 1, 2021</b>	February 28, 2021	Instructional Leadership Team members with support of Central Office personnel will push into each grade level and/or department meeting to support grades 3-8 mathematics and ELA teachers in utilizing the district protocol for using NWEA data and district created pacing documents to inform instructional planning and interventions.
<b>February 1, 2021</b>	February 28, 2021	Each grade K-8 mathematics and ELA teacher will create a plan to support students in February and March utilizing NWEA Winter assessment data
<b>April 1, 2021</b>	April 30, 2021	Instructional Leadership Team members with support of Central Office personnel will push into each grade level and/or department meeting to support grades 3-8 mathematics and ELA teachers in utilizing the district protocol for using NWEA data

Priority 2

		and district created pacing documents to inform instructional planning and interventions.
<b>April 1, 2021</b>	April 30, 2021	Each grade K-8 mathematics and ELA teacher will create a plan to support students in April through June utilizing secondary assessment data sources
<b>May 1, 2021</b>	May 31, 2021	Content Directors and Instructional Leadership Teams will conduct an end of year assessment of instructional and intervention impact to determine any needed adjustments to intervention staffing and utilization in meeting student instructional needs.

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<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>
Administering assessments in a virtual learning environment	Professional learning opportunities for all teachers on District half days on how to administer assessments virtually	October

Priority 3

Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	Use restorative practices to promote inclusiveness, relationship-building and problem-solving.
<b>Why will this be prioritized?</b>	Recognizing that the strength and health of the community (among students, staff, and families) directly impacts school climate and academic achievement. Every member of the community is important and contributes greatly. Each person’s actions affect the health of the community.

**Measuring Success:** *this priority will increase restorative practices in every school, district-wide; engaging in collaborative problem-solving, change/growth and repairing harm.*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
Create and Implement a Restorative-District Support Plan for use during the 10 weeks of remote learning transition into new ways of teaching and learning and reflect on our district-wide needs	September-November
Develop an SEL Toolkit for teachers to access with resources to support virtual social emotional learning	September-October
Create virtual safe spaces, via Drop-In Support/Office hours where students, parents and teachers can receive social-emotional learning and restorative support-circles.	September-November
Restorative professional learning for staff and students focused in both, content, audience, resources and other SEL supports for all schools.	Monthly offerings

**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
Restorative Practice Survey	Not Available	60% of students will indicate restorative practices/SEL support has help them cope with difficult situations
	End of Year 2020 (optional)	End of Year 2021
	Not Available	80% of students will indicate restorative practices/SEL support

Priority 3

		has help them cope with difficult situations
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Behavioral Data	*Data Request Submitted	2,500 Suspensions
	End of Year 2020 (optional)	End of Year 2021
	5,733 Total Suspensions	5000 Total Suspensions

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>August 17, 2020</b>	August 21, 2020	Social Emotional Team will create an SEL Toolkit with resources to support SEL for in person, hybrid, or fully virtual learning models
<b>August 1, 2020</b>	August 31, 2020	Identify stakeholders to participate in the information gathering towards creating a definition and/or criteria for becoming a restorative school
<b>August 1, 2020</b>	August 31, 2020	Ensure master schedules have time for community building activities
<b>September 1, 2020</b>	September 30, 2020	Establish virtual “safe spaces” via Drop-In Support/Office hours where students, parents and teachers can receive social-emotional learning and restorative support-circles. Spaces will be staffed by SEL team members and communicated through Social Media and District and School websites.
<b>September 8, 2020</b>	September 9, 2020	Opening meeting with the ROC Restorative Team Planning restorative virtual/in-person support-services during the first 10 weeks of remote learning
<b>September 1, 2020</b>	September 30, 2020	Central Office Social Emotional Learning (SEL) Team will develop a model of restorative support-services for students, parents, and staff for the 2020-21 school year
<b>October 5, 2020</b>	October 8, 2020	Restorative/SEL Team will communicate the model of SEL supports through several means including sharing with District staff on the Half-day release professional learning
<b>October 1, 2020</b>	October 31, 2020	Identify a member of the Restorative Professional Learning Community from each school as a Restorative Practice Champion
<b>November 9, 2020</b>	November 13, 2020	Provide professional learning to Restorative Practice champions
<b>November 16, 2020</b>	November 30, 2020	Stakeholder group will identify criteria for and definition of a “Restorative School”.
<b>December 7, 2020</b>	December 11, 2020	Provide additional training around restorative practices during Principal Network meetings (model framework during their collaborative time)
<b>December 7, 2020</b>	December 11, 2020	Continue monthly professional learning community meetings for Building Champions
<b>January Through June</b>		

Priority 3

Start	End	Action
January 4, 2021	January 30, 2021	Continue monthly professional learning community meetings for Building Champions
January 4, 2021	January 30, 2021	Restorative/SEL team will analyze data from behavioral supports, mid-year survey results, and utilization of SEL resources such as restorative interventions, Safe Spaces and Professional Learning attendance
January 4, 2021	January 30, 2021	Restorative/SEL team will complete walkthroughs to identify Restorative practices being utilized in the classroom using Restorative Practices tool
January 4, 2021	January 30, 2021	Restorative/SEL team will analyze data from walkthroughs, etc. and identify areas of need and make adjustments to the model of supports for 20-21
February 8, 2021	February 12, 2021	Stakeholder team will present Restorative School criteria to District and Building Leaders
March 1, 2021	March 30, 2021	Restorative/SEL Team in collaboration with School Chiefs will review Restorative School Criteria with Building Leaders and identify evidence schools can provide to meet the criteria
March 1, 2021	March 30, 2021	Continue monthly professional learning community meetings for Building Champions
May 1, 2021	May 31, 2021	Schools will provide evidence of being a Restorative School
June 1, 2021	June 30, 2021	Restorative/SEL Team will identify areas of need for each school to become a restorative school and begin planning summer professional learning opportunities to support those areas

**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>Restorative Team will continue to support students, parents and staff</i>	<i>During the 15-20 minute SEL sessions in the beginning of the day</i>  <i>Via Drop-in Support &amp; Office Hours</i>  <i>Restorative, Supportive, Social Justice, Re-entry Circles, etc.</i>  <i>Community Collaboration</i>	<i>November-June</i>

## Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Create non-traditional, innovative opportunities for family engagement</b>
<b>Why will this be prioritized?</b>	<b>There is an inconsistent implementation of Parent Teacher Organizations across the District.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
Solicit feedback from focus groups of Parents, Home School Assistants, Parent Liaisons, Building Leaders, and Teachers regarding barriers to parent engagement	October/November
Increase collaboration among school leaders and Home School Assistants and Parent Liaisons to develop the role of the Parent Teacher Organization (PTO), analyze current Title 1 Parent Engagement plans, and plan to mitigate barriers identified by focus groups	October/November
Increase membership in PTO's through District-wide communication, school based outreach, and Community support	January
Provide learning opportunities for PTO leadership on best practices and structures for parent engagement	February/March
Provide opportunities for PTO, Home School Assistants/Parent Liaisons, and school leaders to collaborate in creation of Title 1 Parent Engagement Plans.	April
Increase in parent led engagement events (Parent Empowerment) including one new opportunity that addresses identified barriers	May/June

<b>Quantitative Improvement: Outcomes</b>		
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
School Climate Survey- I feel welcome at this school.	N/A	90% Agree and Strongly Agree
	End of Year 2020 (optional)	End of Year 2021
	55% Strongly Agree 31% Agree 9% Disagree 5% Strongly Disagree	95% Agree and Strongly Agree

Priority 4

Priority 4

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>September 1, 2020</b>	September 30, 2020	Identify stakeholders to participate in focus groups to identify barriers to engagement
<b>September 1, 2020</b>	September 30, 2020	Office of Parent Engagement (OPE) will create discussion questions for focus groups
<b>September 1, 2020</b>	September 30, 2020	OPE will schedule focus groups in collaboration with Office of School Innovation (OSI)
<b>October 1, 2020</b>	October 31, 2020	Engage with District Parent groups, ROC the Future, and Parent Leader Training Institute to discuss the parent experience of engagement opportunities identified in Title 1 Parent Engagement plans and current barriers to engagement
<b>October 1, 2020</b>	October 31, 2020	Engage with Teacher focus group, Home School Assistants, Parent Liaisons, and Building Leaders to discuss parent engagement opportunities and barriers to parent engagement
<b>November 1, 2020</b>	November 30, 2020	OPE will present to Building Leaders during weekly Network Meetings information regarding the role of Home School Assistants, Parent Liaison's, and PTOs and the barriers to engagement identified by focus groups.
<b>December 1, 2020</b>	December 30, 2020	OSI and OPE will collaborate to engage Building Leaders and Home School Assistants/Parent Liaisons in activities to support development of systems to support the role of the PTO, mitigate barriers to engagement, and analyze current activities in the Title 1 Parent Engagement Plan
<b>December 1, 2020</b>	December 31, 2020	With support of OPE, Building Leaders and Home School Assistants/Parent Liaison's will continue to develop systems designed to support the role of the PTO by collaborating with the current leadership of the PTO to identify ways to increase engagement and participation in the PTO.
<b>December 1, 2020</b>	December 31, 2020	OPE will collect data regarding the active membership of the PTO for each school and share with District and Building Leaders.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January 1, 2021</b>	January 30, 2021	District and Building level communications will be sent to all parents regarding the role of the PTO and directions for joining. Communications will be made through social media, mailing, email, and robo-calls, and direct contact with parents from teachers and building leaders.
<b>February 1, 2021</b>	March 30, 2021	OPE will collect data regarding the active membership of the PTO for each school and share with District and Building Leaders.
<b>February 1, 2021</b>	March 30, 2021	OPE and OSI will provide professional learning opportunities to PTO leadership regarding best practices and structures to support the role of the PTO in school decision making, providing support to families on how to be involved in student learning, managing volunteers, etc.
<b>April 1, 2021</b>	April 30, 2021	OPE and the Office of Grants and Program Accountability will provide professional learning during Network Meetings to Building Leaders and Home School Assistants/Parent Liaisons regarding allowable activities and innovative ideas for Title 1 Parent Engagement Plans.



Priority 4

<b>April 1, 2021</b>	April 30, 2021	Building Leaders, Home School Assistants, Parent Liaisons, PTO Representatives, and School Based Planning Teams will collaborate to create a Title 1 Parent Engagement plan that identifies allowable activities that include at least 1 new opportunity for parent engagement.
<b>May 1, 2021</b>	May 15, 2021	OPE and OSI will collaborate to develop a system for schools to report the parent engagement opportunities they have provided
<b>May 1,2021</b>	May 15, 2021	OPE will create a feedback survey to solicit input from participants following parent engagement activities.
<b>May 1,2021</b>	June 15, 2021	Each school will provide 1 new Parent Engagement opportunity with support from the PTO. Time for participants to provide feedback will be allotted.
<b>June 15, 2021</b>	June 30, 2021	Data will be collected and analyzed from the surveys, PTO membership, and reporting system to identify engagement and satisfaction of the recent opportunities.
<b>June 15, 2021</b>	June 30, 2021	School Leaders, PTO, Parent Liaisons/Home School Assistants, and School Based Planning Teams will make adjustments to the Title 1 Parent Engagement Plans based on feedback.

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<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>
Ensuring Parents and Caregivers are able to access student chromebooks to participate in engagement opportunities	Information Management and Technology Department will provide ongoing training sessions to parents and community agencies on how to use technology platforms supported by the District	September -June

Priority 5

Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Develop leaders at the school and district levels to achieve each school's targeted outcomes.</b>
<b>Why will this be prioritized?</b>	<b>There is an inconsistent understanding of ESSA indicators throughout the district as evidenced by the support required for School Based Planning Teams during improvement planning.</b>

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

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
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?
Content Directors will create a network of “building champions” with a representative from each school agreeing to turnkey professional learning and hold monthly professional learning opportunities to respond to feedback gathered in focused walkthroughs	January
Monthly Network meetings led by School Chiefs and Central Directors with Principals and Assistant Principals focused on improvement planning	October
Monthly focused walkthroughs with School Chiefs, CO Directors, and Instructional Leadership Teams	October

<b>Quantitative Improvement: Outcomes</b>		
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
Percentage of schools meeting 80% of SCEP mid-year benchmarks and end of year goals	Calculation In Process	50%
	End of Year 2020 (optional)	End of Year 2021
		50%

Priority 5

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>August 1, 2020</b>	August 30, 2020	Identify an anchor text to drive professional learning for administrators
<b>August 1, 2020</b>	August 30, 2020	Create a schedule of monthly Network meetings for Principals and Assistant Principals
<b>September 1, 2020</b>	September 30, 2020	Content Directors will identify teachers at each building who have agreed to serve as “content champions” to receive and turnkey content focused professional learning to their school buildings
<b>September 21, 2020</b>	September 25, 2020	Network Meetings focused on Data Protocols, Accessing Data, and continued support for implementing the Data Wise Improvement Process
<b>October 5, 2020</b>	October 9, 2020	Network meetings focused on gathering data including use of the “look fors” walkthrough document, and data cycle timelines
<b>October 1, 2020</b>	October 31, 2020	Focused walkthroughs with School Chiefs and Central Office Directors begin. Currently conducted virtually. Feedback provided toward meeting SCEP goals.
<b>October 1, 2020</b>	October 31, 2020	Feedback provided from focused walkthrough will be analyzed by the Instructional Leadership Team and areas in need of support will be identified.
<b>November 9, 2020</b>	November 13, 2020	Content Directors will provide professional learning to Building Champions based on data from focused walkthroughs.
<b>November 9, 2020</b>	November 13, 2020	Network Meetings focused on steps to complete a comprehensive needs assessment including a resource toolkit for needs assessment
<b>November 1, 2020</b>	November 30, 2020	Focused walkthroughs with School Chiefs and Central Office Directors begin. Currently conducted virtually. Feedback provided toward meeting SCEP goals.
<b>November 1, 2020</b>	November 30, 2020	Feedback provided from focused walkthrough will be analyzed by the School Chiefs and Instructional Leadership Team and areas in need of support will be identified.
<b>December 7, 2020</b>	December 11, 2020	Content Directors will provide professional learning to Building Champions based on data from focused walkthroughs.
<b>December 7, 2020</b>	December 11, 2020	Network meeting focused on understanding school climate and engaging stakeholders in the comprehensive needs assessment process
<b>December 1, 2020</b>	December 23, 2020	Focused walkthroughs with School Chiefs and Central Office Directors begin. Currently conducted virtually. Feedback provided toward meeting SCEP goals.
<b>December 1, 2020</b>	December 23, 2020	Feedback provided from focused walkthrough will be analyzed by the School Chiefs and Instructional Leadership Team and areas in need of support will be identified.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January 4, 2021</b>	January 8, 2021	Content Directors will provide professional learning to Building Champions based on data from focused walkthroughs
<b>January 4, 2021</b>	January 8, 2021	Network meeting focused on aligning action steps to identified needs
<b>January 4, 2021</b>	January 31, 2021	Focused walkthroughs with School Chiefs and Central Office Directors begin. Currently conducted virtually. Feedback provided toward meeting SCEP goals.

Priority 5

<b>January 4, 2021</b>	January 31, 2021	Feedback provided from focused walkthrough will be analyzed by the School Chiefs and Instructional Leadership Team and areas in need of support will be identified.
<b>February 8, 2021</b>	February 12, 2021	Content Directors will provide professional learning to Building Champions based on data from focused walkthroughs
<b>February 8, 2021</b>	February 12, 2021	Network meeting focused on reviewing mid-year data, comparing it to benchmarks identified in improvement and continuation plans, and identifying adjustments needed to action plans
<b>February 1, 2021</b>	February 28, 2021	Focused walkthroughs with School Chiefs and Central Office Directors begin. Currently conducted virtually. Feedback provided toward meeting SCEP goals.
<b>February 1, 2021</b>	February 28, 2021	Feedback provided from focused walkthrough will be analyzed by the School Chiefs and Instructional Leadership Team and areas in need of support will be identified.
<b>March 1, 2021</b>	March 5, 2021	Content Directors will provide professional learning to Building Champions based on data from focused walkthroughs
<b>March 1, 2021</b>	March 5, 2021	Network meetings focused on creating a timeline for the improvement planning process, setting meeting dates and agendas
<b>April 5, 2021</b>	April 9, 2021	Network meetings focused on overcoming current barriers to needs assessment and improvement planning
<b>May 10, 2021</b>	May 14, 2021	Network meetings focused on sharing needs assessment data and improvement plans with collegial feedback

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<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>
19-20 NYS Assessment and Regents Data is unavailable	Consistent use of Common Formative Assessments, NWEA, and other formative assessments during data protocols	Oct-June

## Submission Assurances

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  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.  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.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6.  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.  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.  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) 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).