



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020 – 2021 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Patchogue-Medford	Dr. Donna Jones

2020-21 Summary of Priorities

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

1	Utilization of data to inform instruction.
2	Development of vocabulary as a core skill/component for all content area classes.
3	Focus on evidence based instructional strategies that have a high impact on student academic success.
4	Development of a consistent K-12 SEL program that incorporates the use of Restorative Practices.
5	Cultural competences and sensitivity training.

Stakeholder Participation

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
June 18, 2020	Zoom Meeting		
June 19, 2020	Zoom Meeting		
June 23, 2020	Zoom Meeting		
July 13, 2020	Email correspondence with committee to review final draft		

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	Signature
Elisabeth Smith	PLC Consultant	
Lori Cannetti	Asst. Superintendent for Curriculum & Instruction	
Kevin Toolan	Teacher and PMCT President	
Jessica Lukas	Asst. Superintendent for Special Education	
Laura Klein	Parent	
John Mulligan	Parent	
Debbie Quiles	Parent	
Bryan Lake	Principal Oregon MS	
Randy Rusielewicz	Principal Patchogue Medford High School	
Rejane Ribeiro	ENL Teacher	
Gioia Scharf	Special Edu. Teacher	

Stakeholder Involvement Signature Page

Tania Dalley	Principal	
Michele Sullivan	Director of Elementary Humanities	
Syndee Zegal	Elementary Teacher	
Jennifer McQuade	Special Edu. Teacher	
Kim Hochberg	Director of Secondary Special Edu.	
Heather Graney	ENL Teacher	
Dennis Pettas	Technology Integration Specialist	
Pam Julian-Petersen	Parent	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Utilization of data from i-Ready math and reading diagnostic to inform instruction.
Why will this be prioritized?	This year the district adopted and implemented i-Ready as a diagnostic tool in grades 4, 6 and 8. This was a goal in our 2019-2020 DCIP. The district will expand by now using the data obtained from the diagnostic to drive curriculum and instruction and help close the achievement gaps.

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?
The implementation of a research-based, nationally-normed assessment (i-Ready) to evaluate and monitor student growth in reading and math, starting with grades 4, 6 and 8.	September 2020 r-October 2020
The creation and implementation of data teams in each building to examine results, identify trends and provide feedback to teachers for lesson planning.	October 2020
Directors, in collaboration with all K-8 teachers will review data to identify trends and modify curriculum accordingly.	November 2020-May 2021
Teachers in grades 4, 6, and 8, will be providing (whole group/small group) targeted support to students based on data.	December 2020
A committee will be formed of secondary teachers to explore the possible use of i-Ready in math and ELA for grades 9-12.	March 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Percentage of students in 2019 pilot with a completed diagnostic in both ELA and Math.	December 2019-2020 school year	Middle of Year 2021
	83%	93%
	End of Year 2020 (optional)	End of Year 2021
	N/A	98%
Data point 2 (optional): Percentage of students scoring on grade level	December 2019-2020 school year	Middle of Year 2021
	19% ELA	24% ELA
	38% Math	43% Math
	End of Year 2020 (optional)	End of Year 2021

Priority 1

	N/A	29% ELA 48% Math
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Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
September 2020	January 2021	Ongoing Professional Development on using i-Ready math and reading for teachers in grades 4, 6 and 8.
September 2020	November 2020	Administer the i-Ready diagnostic for students in grades 4, 6, and 8 for ELA and math.
October 2020	October 2020	Building leadership will formulate data teams for their building.
November 2020	December 2020	ELA and Math Directors will work with the Asst. Superintendent for Curriculum & Instruction to examine district-wide trends. Information will be shared at Curriculum Council meetings with building leadership.
December 2020	January 2021	Building leaders, directors and instructional coaches will share trends with individual teachers for lesson planning.
December 2020	January 2021	Teachers will use data to create a plan to support students instructional needs.
January 2021	January 2021	Administer Winter i-Ready diagnostic to students in grades 4, 6 and 8 for ELA and math.
January Through June		
Start	End	Action
January 2021	June 2021	Ongoing Professional Development for teachers in grades 4, 6 and 8 on using i-Ready.
February 2021	March 2021	Directors and coaches will examine the data trends from the i-Ready Winter diagnostic and prepare to meet with principals to share their findings.
February 2021	June 2021	Teachers will use data to provide targeted instruction to students.
March 2021	June 2021	Directors and coaches, in collaboration with all K-8 teachers will review data to identify trends and modify curriculum accordingly.
March 2021	June 2021	A committee will be formed of secondary teachers to explore the possible use of i-Ready in math and ELA for grades 9-12, to include a pilot for 2021-2022.
April 2021	May 2021	Begin staff development for grades 3, 5, and 7 for implementation of i-Ready for Fall, 2021.
May 2021	June 2021	Grade level collaboration meetings facilitated by directors with teachers in grades 3-8 to discuss i-Ready math and reading data and its effect on student placement into the next grade level and/or placement for additional AIS services.
May 2021	May 2021	Administer Spring Diagnostic of i-Ready for students in grades 4, 6, and 8.
June 2021	June 2021	Directors, building leadership and district administrators will evaluate the implementation of i-Ready and plan for the expansion in grades 3, 5 and 7.

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
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Priority 1

Curriculum Updates	Due to COVID-19 and school closures, not all of the previous year's Math and ELA curriculum was completed. Academic Directors are addressing curriculum needs through surveying teachers.	June 2020 - September 2020
Grade 2-8 Summer Academy	District offered a Summer Academy using i-Ready instruction for at-risk students. Directors created a scope and sequence of units to be covered based on "power" standards. Data from the summer will be used to help prepare for September.	July 2020 - August 2020
Diagnostic must be conducted in a supervised setting.	The i-Ready diagnostic may need to be given in smaller portions or less than the three yearly benchmarks if students do not return back to school in September or if students are on a split/hybrid schedule.	Ongoing September 2020 – June 2021
Students need devices and adequate Internet connectivity in each building.	The district has purchased 1800 devices and modified building improvement plans to address connectivity concerns.	July 2020 – September 2020
Student assessment results will not be reliable if administered at home.	We will adjust the frequency and type of assessment.	As needed per school closure

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Development of vocabulary as a core skill/component for all content area classes.
Why will this be prioritized?	Reading comprehension has been repeatedly shown to be a good predictor for academic success at the high school and college level. Enhancing the vocabulary development and growth for children who are experiencing reading difficulties enables them to better identify key concepts in text that they read, make inferences within and between texts, and increase their abilities to comprehend. Vocabulary is an excellent predictor for reading ability, and reading ability is an excellent predictor of academic success.

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

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Learning Targets will include generic academic vocabulary (Tier 2 words).	September 2020
Students are able to “unpack” Learning Targets.	November 2020
During classroom visitations, there is evidence of content specific vocabulary being used by teacher and students (Tier 3 words).	December 2020
Visual evidence that vocabulary is being taught (anchor charts, word walls, vocabulary games, assessment).	January 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	December 2019-2020 school year	Middle of Year 2021
Student scoring two grade levels below on the vocabulary subcomponent in the i-Ready diagnostic pilot in grade 8.	62%	52%
	End of Year 2020 (optional)	End of Year 2021
	n/a	48%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Percentage of clearly posted Learning Targets that were evident during classroom walkthroughs using the district developed Walkthrough Tool.	52%	75%
	End of Year 2020 (optional)	End of Year 2021
	64%, School closed in March which impacted walkthrough data	85%

Priority 2

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

August Through January		
Start	End	Action
September 2020	September 2020	Principals and directors will meet with instructional coaches, chairpersons, etc to assign a K -12 academic continuum of grade level appropriate Tier 2 & Tier 3 vocabulary lists using a selected resource.
September 2020	September 2020	Academic continuum of vocabulary will be created and made available to teachers and families and posted to website.
September 2020	October 2020	During Meet the Teacher events, families will be made aware of this priority and teachers and building leadership will emphasize the importance of vocabulary development and request of family involvement in this effort.
September 2020	October 2020	District office in collaboration with building principals and academic directors will reach, select and purchase a professional text that will be used thought the school year with teachers to reinforce vocabulary instruction in core content areas.
September 2020	October 2020	Multiple data points will be used to assess student vocabulary knowledge (I-Ready, Aimsweb and Regents Results, etc).
September 2020	October 2020	During professional development periods, directors, principals, instructional coaches and/or department chairs will train teachers on learning targets and how to incorporate tier 2 words into learning targets. Principals, directors, instructional coaches and department chairs will show videos and examples. (What does it look like, what does it sound like, etc).
November 2020	January 2021	Directors, principals, instructional coaches and/or department chairs will push-in to classrooms to model and support the implementation of Learning Targets.
November 2020	January 2021	Directors, principals, instructional coaches and/or department chairs will meet with teachers during professional development periods to show how vocabulary instruction will manifest itself in a lesson plan.
December 2020	January 2021	Informal walkthroughs will be used as a checkpoint to have dialogue to support implementation of vocabulary instruction.
December 2020	January 2021	Principals and directors will review lesson plans to ensure inclusion Tier 2 and Tier 3 vocabulary.
January 2021	January 2021	Asst. Superintendent for Curriculum& Instruction, principals, directors, instructional coaches & department chairs will meet to discuss implementation effectiveness and necessary adjustments.
January Through June		
Start	End	Action
January 2021	March 2021	Professional development with teachers during the professional development period on how to have students unpack learning targets. Principals, directors, instructional coaches and/or department chairs, will show videos and examples. (What does it look like, what does it sound like)
January 2021	June 2021	District TOSAs, department chairs and/or directors will meet with teachers in need of additional support.
January 2021	June 2021	Directors, principals, instructional coaches and/or department chairs will train teachers on additional ways to engage students in vocabulary instruction using additional resources, i.e. vocabulary games, word families, morphemes, etc.
January 2021	June 2021	District Office, principals, directors and assistant principals will continue to collect walkthrough data to monitor vocabulary instruction.

Priority 2

June 2021	June 2021	Instructional coaches, department chairs and directors will evaluate the implementation of vocabulary instruction to gain insight on what worked well and areas that may need further refinement. Information will be reported back to the Assistant Superintendent for Curriculum and Instruction.
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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
Student assessment results will not be reliable if administered at home.	We will adjust the frequency and type of assessment.	As needed per school closure
Students will require virtual vocabulary instruction during remote learning.	Instructional coaches, department chairs, directors and teachers will design vocabulary lessons specific to courses.	As needed per school closure

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Focus on evidence based instructional strategies that have a high impact on student academic success. (Learning Targets, student ownership/monitoring of learning, differentiated instruction, higher order thinking, student engagement and checks for understanding)
Why will this be prioritized?	Research (Marzano, Hattie, Danielson, Tomlinson, Bloom, Schomoker, Archer, Berger, Himmele) indicates that these strategies promote learning and student ownership. Professional learning related to these strategies began in 2019-20 offered to targeted groups of teachers in the K-12 setting.

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?
During walkthroughs students will not only answers questions but pose their own questions to the teacher and the class.	After teachers have received professional development. December 2020 –June 2021
Teachers will utilize evidence-based strategies for student engagement.	After teachers have received professional development. December 2020 –June 2021
Teachers will utilize differentiated instruction, higher order thinking and checks for understanding.	After teachers have received professional development. December 2020 –June 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
Percentage of clearly posted Learning Targets evident during classroom walkthroughs using the district developed Walkthrough Tool.	52%	75%
	End of Year 2020 (optional)	End of Year 2021
	64%, School closed in March which impacted walkthrough data	85%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Percentage of observable/evident student engagement during classroom walkthroughs using the district developed Walkthrough Tool.	68%	79%
	End of Year 2020 (optional)	End of Year 2021
	74%, School closed in March which impacted walkthrough data	84%

Priority 3

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

August Through January		
Start	End	Action
August 2020	September 2020	A walk-through tool will be collaboratively revised in order to monitor this priority and will be shared with faculty
September 2020	September 2020	The DCIP Team and/or building leadership will share the priority with the faculty.
September 2020	October 2020	The DCIP Team and/or building leadership will share the priority with students and families.
September 2020	January 2021	Faculty will be provided with professional development on this priority during professional development days.
September 2020	January 2021	Faculty will be provided with professional development on this priority during after school PD hours.
September 2020	January 2021	Faculty will be provided with professional development on this priority during faculty meetings.
September 2020	January 2021	Faculty will be provided with professional development on this priority during department meetings.
September 2020	January 2021	Teachers will share instructional strategies during collaborative meetings.
November 2020	January 2021	Directors, TOSAs and department Chairs will create a shared file(s) of successful ideas, samples and resources related to learning strategies.
November 2020	January 2021	Principals will share collective, building wide walkthrough data, with teachers at faculty meetings to identify trends and monitor progress toward the priority.
November 2020	January 2021	1:1 devices will be given to grades 6-9 students to enhance opportunities to differentiate instruction and increase student involvement.
November 2020	January 2021	Teachers will be provided with PD on integrating new student technology to their instruction/classroom.
November 2020	January 2021	Students will be provided with instruction on how to successfully use their new devices in all classes.
November 2020	January 2021	Parents will be provided with instruction on how to assist their children with the new devices and district expectations.
January Through June		
Start	End	Action
January 2021	June 2021	Faculty will be provided with professional development on this priority during professional development days.
January 2021	June 2021	Faculty will be provided with professional development on this priority during after school PD hours.
January 2021	June 2021	Faculty will be provided with professional development on this priority during faculty meetings.
January 2021	May 2021	Principals will continue to share collective, building wide walkthrough data, with teachers at faculty meetings to identify trends and monitor progress toward the priority.
January 2021	June 2021	Teachers will share instructional strategies during collaborative meetings.
January 2021	June 2021	Teachers will have access to a shared file(s) of successful ideas, samples and resources related to learning strategies.
1/31/21	6/30/21	Students in grades 6-9 will continue to utilize provided devices to differentiate instruction and increase student involvement.

Priority 3

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
During school building closure, students will need learning strategies to meet their academic needs.	Instructional coaches, directors and teachers will design lessons for remote learning incorporating these priority learning strategies, which will be taught and stored in a shared electronic file.	On-going development and as needed as per potential school building closure.
Priority strategies must be monitored during remote learning.	Principals and Directors will conduct virtual walkthroughs, using the District Walkthrough Tool to monitor priority strategies. Principals will review materials posted to the platform that has been adopted by the district during remote learning.	Through-out the time of remote learning.

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Implementation of Restorative Practices to address student discipline at all secondary schools.
Why will this be prioritized?	Building relationships between students, students and staff and students and administrators is a key to students' continued success in the educational environment. Social-emotional skills promote student success.

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

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Teachers, administrators and students will use restorative language and practices when interacting with one another.	December 2020
Support Staff and guidance counselors will be pushing into classrooms.	Ongoing
Restorative language and vocabulary will be posted for both staff and students to reference as needed to continue to build relationships.	November 2020 - December 2020
In alignment with the code of conduct, the majority of behavior referrals will be managed through restorative practices.	December 2020 – June 2021
Each school will have a system in place to monitor referrals to be managed using restorative practice and established a procedure to record reoccurrence of behaviors after using restorative practices.	December 2020 – June 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	End of Year 2019	Middle of Year 2021
PLC Inc. Data Triangle Secondary Student Voice Survey data. Percentages of students who strongly agree or agree that they feel the school deals effectively with bullying.	38%	48%
	End of Year 2020 (optional)	End of Year 2021
		53%
Data point 2 (optional):	End of Year 2019	Middle of Year 2021
PLC Inc. Data Triangle Secondary Student Voice Survey data. Percentages of students who	69%	75%
	End of Year 2020 (optional)	End of Year 2021

Priority 4

strongly agree or agree that they have adults to go to if they are having trouble.		85%
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Priority 4

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

August Through January		
Start	End	Action
September 2020	January 2021	Using our local BOCES or district approved consultants, selected staff members will receive professional development in restorative practices and act as turn-key trainers for the district.
November 2020	December 2020	District office, secondary principals and turn-key trainers will collaborate and develop protocols to actively support staff with implementation.
November 2020	January 2021	Secondary principals will schedule PD to school counselors, deans and/or school support staff in restorative practices.
November 2020	January 2021	Committee will be developed to begin updating the District's Code of Conduct to be in alignment with Restorative Practices.
January 2021	January 2021	Secondary principals, secondary school counselors, deans and/or support staff will develop a schedule for supporting restorative practices implementation.
January Through June		
Start	End	Action
January 2021	May 2021	Committee will be developed to begin updating the District's Code of Conduct to be in alignment with Restorative Practices.
February 2021	March 2021	Buildings review implementation plan with teachers during scheduled Faculty meetings.
March 2021	June 2021	Teachers provided additional support in class for Restorative Practices through peer observations/feedback working with support staff.
March 2021	June 2021	Building principals, school counselors, deans and/or support staff meets to assess/suggest revisions for restorative practices protocols and implementation.
March 2021	June 2021	School counselors, deans and/or support staff will meet with teachers during PDP periods to discuss the progress with implementation and seeks suggestions for enhancements and revisions.
March 2021	April 2021	Building principals will meet with District Leadership to share updates on implementation. Discuss enhancements needed and supports that will be needed to enhance/expand for the remaining months of the school year.
May 2021	June 21	Building Principals will share summary on restorative practices to the building. and provide supports to implement any changes.

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
As part of the reopening plan, an SEL committee was created to discuss the necessary supports for students as they transition back to school this fall.	We are incorporating an SEL block into the school day. This can be done as a push-in or an individual block.	August

Priority 4

<p>Students have been isolated for several months and interaction with students has been limited.</p>	<p>We are creating a teaming model at the middle school level for support within small learning communities. At the high school we are looking to do a block schedule and the development of grade level clusters.</p>	<p>August</p>
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Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	Educating the school community on inclusiveness, cultural competences and sensitivity training.
Why will this be prioritized?	Schools that have a culture of inclusiveness, awareness and acceptance of diverse culture and sensitivity to all people provide a learning environment that promotes academic and social success for all students. Given the current climate the district believes it must take an active stand to denounce racism and discrimination of any form in our schools.

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?	
Public spaces within a school building communicate and value students profiles.	September 2020- June 2021	
Student work is posted and reflects diverse learning styles and cultures.	September 2020- June 2021	
Modifications and enhancements to curriculum to expose students to diversity.	January 2021 – June 2021	
After-school activities will be inclusive of all students.	September 2020- June 2021	
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	End of Year 2019	Middle of Year 2021
PLC Inc. Data Triangle Secondary Student Voice Survey data. Percentages of students who strongly agree or agree that they feel welcomed and part of their school.	54.4%	65%
	*do to school closures, no survey was administered this year	
	End of Year 2020 (optional)	End of Year 2021
		75%
Data point 2 (optional):	End of Year 2019	Middle of Year 2021
PLC Inc. Data Triangle Secondary Family Survey. Percentage of families that felt connected to the schools. indicated that only 50.4% of parents in the community felt connected to our schools.	50.5%	60%
	*do to school closures, no survey was administered this year	
	End of Year 2020 (optional)	End of Year 2021
		70%

Priority 5

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

August Through January		
Start	End	Action
September 2020	October 2020	The district will establish an equity committee comprised of multiple stakeholders, including students.
November 2020	December 2020	Representatives from the Equity Committee and the building administrator will inventory the current state of each building for diversity representation by completing a school culture analysis using the Generation Ready Equity Learning Walk Tool rubric.
December 2020	January 2021	The representatives of the Equity Committee will reconvene and debrief on districtwide Equity Walks.
September 2020	November 2020	Districtwide security guards will participate in cultural competency and sensitivity training.
September 2020	January 2021	Social Workers, Psychologists and Guidance counselors will collaborate three times in the first half of the year to provide a culturally competent lesson to students on every level.
September 2020	November 2020	An inventory of classroom and building libraries K-12.
September 2020	December 2020	One out of the first five faculty meetings will be devoted to cultural competency. (one of two).
September 2020	November 2020	Two out of the six mandatory professional development hours will be mandated in cultural competency and sensitivity training.
September 2020	December 2020	The Directors of Elementary and Secondary Humanities will develop strategies and practices to promote cultural values and enhance diversity and inclusion within the curriculum.
September 2020	December 2020	Clubs will need to submit a mission statement that will include diversity and inclusivity in conjunction with the charter paperwork.
September 2020	December 2020	The club advisor has to make a conscience effort to promote the club to ensure that the club is well represented by the demographics of the school community.
September 2020	December 2020	Music, Art and Dance produced by students should be representative of various cultures. The Director of Art and Music should ensure that teachers select pieces represented of all cultures and backgrounds.
September 2020	December 2020	Club advisors will understand the issues of bias and intolerance and address them on the first session as they may affect the club experiences.
September 2020	December 2020	Central Office Administration will continue to distribute articles to staff regarding cultural competency and sensitivity.
January through June		
Start	End	Action
January 2021	June 2021	The Family Center will provide two family workshops to address diversity and inclusion within the community.
January 2021	June 2021	Central Office Administration will continue to distribute articles to staff regarding cultural competency and sensitivity.
January 2021	June 2021	Social Workers, Psychologists and Guidance counselors will collaborate three times in the second half of the year to provide a culturally competent lesson to students on every level.
January 2021	June 2021	The Directors of Elementary and Secondary Humanities will develop strategies and practices to promote cultural values and enhance diversity and inclusion within the curriculum.
January 2021	June 2021	Clubs will need to submit a mission statement that will include diversity and inclusivity in conjunction with the charter paperwork.
January 2021	June 2021	The club advisor has to make a conscience effort to promote the club to ensure that the club is well represented by the demographics of the school community.
January 2021	June 2021	Music, Art and Dance produced by students should be representative of various cultures. The Director of Art and Music should ensure that teachers select pieces represented of all cultures and backgrounds.

Priority 5

January 2021	June 2021	Club advisors will understand the issues of bias and intolerance and address them on the first session as they may affect the club experiences.
January 2021	February 2021	The representatives will report the findings of the districtwide Equity Walks to the cabinet and administrative council.
February 2021	April 2021	Representatives from the Equity Committee and the building administrator will complete a follow up walk through to ensure the recommendations have been implemented. The representative will report back to the district committee.
April 2021	May 2021	The Equity Committee will share the findings with the Instructional Committee.
May 2021	June 2021	The Instructional Committee will report out at the next Board of Education.

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
It is important that students, teachers, and parents are fully informed about the issues that have contributed to the current state of unrest in society.	In order to assist stakeholders with processing all perspectives, a series of podcasts were prepared which presents multiple perspectives to the current state of affairs based on discussions. The podcasts were moderated by the Superintendent with a panel of administrators and students representing multiple races.	June - August

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 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).