



District Comprehensive Improvement Plan Highlights

Greece Central School District



This one page highlight summarizes our academic and priority goals along with strategies for supporting our Equity Imperative.

Commitments/Goals

Our Commitments as Identified in the Strategic Framework Are..

1. Ignite Learning
2. Cultivate Trust
3. Expand Opportunity

Year End Targets

- Increase Professional learning for teachers
- Increase of integration of Students with Disabilities into General Education Classrooms
- Increase ELA typical annual growth from 77% of students to 81%
- Increase math typical annual growth from 71% of students to 75%
- Credit accrual - 79% of 9th grade students with 6 or more credits
- Student perception survey ratings for trust - 68%
- Instructional Staff positivity ratings for trust - 79%
- Family Perception Survey for trust - 79%
- Social Emotional Learning for 3-12th grade skills to average of 69% positivity scores
- College, Career and Civic Readiness scores will increase to 156 from 150
- Increase summer club and summer school offerings
- Increase teacher retention

Current State Story/ Baseline Data



Our current-state story is that our Students with Disabilities (SWD) and Black students are underachieving as compared to their General Education and White peers (ELA achievement overall: 52%, SWD: 14%, Black:35%; Math overall 40%, SWD 11%, Black: 22%). We know that we are not meeting the needs of all of our community members and want to increase trust and a sense of safety, and belonging in our community.

Equity Imperative



We commit to transforming our school culture so that all families, including families of color, feel welcome and participate. We will research and implement creative ways to engage our most marginalized families and rigorously track parent engagement. We will also focus all instructional improvement efforts on reading acceleration for struggling readers.

Action Steps



Establish a District Shared Decision Making Committee



Families represented on each building level committee



Utilizing IReady Toolbox to increase reading achievement

Points of Pride

Hired over 20 counselors and social workers to support Mental Health in each building

Increased offerings for school clubs last year

Each building has access to Genesee Mental Health Services

Alignment of Committee structures districtwide

Continued Areas of Focus

Recruitment and retainment of a highly qualified and culturally responsive workforce

Establish a Shared Decision Making Protocol Districtwide for a common understanding

Provide more opportunity for student voice and choice in their learning

Revisit Code of Conduct implementation and increased Tier 1 prevention efforts for



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Greece Central School District	Kathleen Graupman

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Ignite Learning - We are committed to building a supportive staff culture that promotes critical self-reflection of their own social and emotional competencies, beliefs and biases. The school community provides opportunities for all to grow personally and engage in challenging work that is reflective of their cultural background, ethnicity, and identity.
2	Cultivate Trust: We are committed to creating a school district that acts with honesty and care while holding ourselves to high academic, moral, and ethical standards. The school community ensures all feel seen, heard, welcomed, and valued, and are united in working towards the common vision.
3	Expand Opportunity - We commit to ensuring schools receive resources, materials and personnel necessary to provide students greater access to rigorous and enriching opportunities. The school community makes certain there are many different ways to be involved and broadens opportunities for learning, development, and growth.

[Strategic Plan](#)

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Ignite Learning - We are committed to building a supportive staff culture that promotes critical self-reflection of their own social and emotional competencies, beliefs and biases. The school community provides opportunities for all to grow personally and engage in challenging work that is reflective of their cultural background, ethnicity, and identity.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This provides alignment with our district strategic plan. This came after listening to various stakeholders in focus groups, through Thought Exchange and perception surveys. We also had a group of stakeholders that provided work to contribute to a revised vision of the next 5 years. We will break the 5 year vision down into annual steps through this plan.</p> <p>We will to be sure that we continue to address a safe and welcoming environment that allows for students and staff to learn. This year we will be focusing more intentionally on rigorous instruction and high expectations based on the NYS Culturally Responsive Sustaining Framework. By layering on this focus we are hoping to see improvements at each identified school as well as at the district level with our identified subgroups of black students and students with disabilities.</p> <p>School Comprehensive Education Plan (SCEP) data also confirmed that focusing on closing the achievement gap and establishing positive learning environments are important priorities to continue to focus on.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Prioritize adult learning Optional professional learning (PL) Structures</p> <p>Teaching staff will have a mandated 10 hours of professional learning time that needs to be completed over the course of the 22-23 school year.</p>	<p>Staff will be offered to attend various choice professional learning both within the district and outside of the district.</p> <p>District staff will be organizing these opportunities based on staff interest and data.</p> <p>We will monitor and analyze School Improvements Plans (SIP) and staff focus group input to determine professional learning offerings and alignment with student needs.</p>	<p>We will analyze the learning that staff partake in through Frontline Professional Growth . This will help us to know what staff want more learning in.</p> <p>Collect and analyze data from professional feedback forms to inform future opportunities</p> <p>Collect, analyze, and summarize data from Frontline:</p> <ul style="list-style-type: none"> • Conduct preliminary analysis • Facilitate focus groups and/or interviews to triangulate data as needed • Conduct a thorough analysis and interpretation of results, and prepare a brief summary 	<p>Teacher on Special Assignment (TOSA) pay for after-school PL offerings</p> <p>Data is electronically collected in Frontline and analyzed by instructors and Professional Learning Policy Board.</p>
<p>Focus Group Feedback, Professional Learning, and Job Embedded Coaching</p>	<p>Interview building administrators and special education teachers to gather additional information regarding procedures for integration, barriers, and/or potential opportunities</p>	<p>Develop survey questions focused on beliefs and procedures regarding integration in elementary schools</p>	

Priority 1

	<p>Conduct an audit of 2022-2023 IEPs for students enrolled in a Special Class to determine the baseline number/percentage of students with disabilities integrated into a general education classroom for at least a portion of the school day (content, special class, cafeteria, elective, vocational program, etc).</p> <p>Provide comprehensive Professional Development targeting special area teachers' ability to deliver specially designed instruction and/or manage challenging behaviors.</p> <p>Via participation in Grade Level PLCs and monitoring of self-contained curriculum implementation, assign TOSA structured support and job embedded coaching on a priority basis</p>	<p>Analyze data and establish a baseline percentage of students integrated for at least a portion of the school day. Establish a goal reflecting a 5% increase in the baseline number (of students integrated for a portion of the school day)</p> <p>IEP Development Agendas from district and building Special Education PLCs Collect and analyze data from professional feedback forms to inform future opportunities, review IEPs for evidence of implementation of PL</p> <p>TOSA Mentor/Coaching Logs Feedback from PL provided regarding IEP Development and Specially Designed Instruction (SDI) Agendas from grade and building level Special Education PLCs and RtI Meetings</p>	<p>Frontline Data and Comprehensive Listings School Schedules</p> <p>Time for PL and meetings substitutes for PL pay for PL offered outside the school day</p> <p>Instructional resources for use in SDI classroom implementation</p>
<p>Implement Comprehensive plan and MTSS Instructional Learning Networks (ILNs)</p>	<p>Teachers (representing each grade level team from each building at the elementary level and each department reps at the secondary level from each building) will gather monthly to determine needs for district support and resources.</p>	<p>Increased communication between teachers and district level curriculum leaders.</p> <p>Increased support and communication from district office to teachers.</p>	<p>Monthly meetings held virtually</p> <p>Teachers will be compensated their hourly rate for their time</p>

Priority 1

	District Curriculum Instruction Assessment Committee (DCIA) level staff will actively participate on teams to ensure needs are addressed.	Survey questions to include *Does the district effectively communicate resources and provide support for teachers? *Do you attribute components of your student success to your work with your Instructional Leadership Teams?	Folders and protocols will be created and shared with building level PLCs by the ILN leaders Surveys will be administered
Implement Comprehensive plan Principal Learning Networks (PLNs)	Administration will anchor into the work of Zaretta Hammond 's text <i>Culturally Responsive Teaching and the Brain</i> during Summer Leadership Academy Administration will apply the concepts from Hammond to the High Quality Lesson Criteria	Get post data from 21-22 from New York University Equity Rubric with a focus on High Expectations and Rigorous Instruction Get pre-assessment data for Inclusive Curriculum and Assessment component of NYU Equity Rubric Walkthroughs will focus on Rigorous Instruction and High Expectations look fors indicated in the High Quality Lesson Criteria for teachers and students Survey questions to include: *Does the district effectively communicate resources and provide support for principals? *Do you attribute components of your building's student success to your work with your Principal Leadership Teams?	Monthly meetings held centrally and on site at the buildings during the instructional day. Folders for each PLN and protocols for walkthroughs will be utilized and shared with PLN leaders Surveys will be administered
Implement Comprehensive plan and MTSS Instructional Coaching	pulling together the instructional coaches to be updated cognitive coaching for district and building TOSAS	Establish regular meeting times for TOSAs - with supervisors and as a group Establish clear expectations for TOSA roles across the district including	utilize time available during the day to create a consistent schedule for check ins on work identified for each individual TOSA as well as the TOSAs and

Priority 1

		instructional coaches at the building level	instructional coaches as a group
<p>Bolster Prevention efforts Culturally Responsive Education Training for Teachers</p>	<p>8-12 teachers will participate in a comprehensive instructional equity program that includes a series of professional learning and video coaching.</p> <p>There will be four new cohorts for the CRE Training</p> <p>District Guardian of Equity Team will revisit current Day 4 instruction and ensure Hammond’s practices are embedded in the content</p> <p>Day 4 curriculum will be updated</p>	<p>Street/survey data from the teachers showing how they set and reached their goals related to the high expectations and rigorous instruction principle of the CRSF.</p> <p>Attendance by at least 80 staff who have not participated in the past.</p> <p>Meeting with day 4 instructors to communicate changes to the curriculum for day 4</p> <p>Gather resources and embed protocols from Hammond’s work into instructional delivery of day 4 content</p> <p>Update handbook/print requests based on new curriculum</p>	<p>Compensation for the participants and the lead facilitator of the video coaching (Jim Thompson).</p> <p>Suitable location for the 4 cohorts, CRE books.</p> <p>Leaders will gather during regularly scheduled Guardians of Equity Meetings to consider recommendations</p> <p>Day 4 leaders will meet to review updated content prior to next cohort</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

PL participation - working to establish a baseline during the 22-23 school year using Frontline MLP data

Students with Disabilities (SWD) inclusion-establish baseline, target 5% increase for students in specific elementary special classes (data from IEPs in Frontline)

ELA/Math achievement will target a 4% increase especially the identified subgroups of SWD and Black students (**ELA currently** 52% SWD currently 14% Black currently 38% ; **Math Currently** 40% SWD currently 11% Black currently 22%)

ELA/Math typical annual growth will target a 4% increase(ELA 77% and Math 71% currently)

9th grade credit accrual : 75% currently will target a 4% increase

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Cultivate Trust: We are committed to creating a school district that acts with honesty and care while holding ourselves to high academic, moral, and ethical standards. The school community ensures all feel seen, heard, welcomed, and valued, and are united in working towards the common vision.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This provides alignment with our district strategic plan. This came after listening to various stakeholders in focus groups, through Thought Exchange and perception surveys. We also had a group of stakeholders that provided work to contribute to a revised vision of the next 5 years. We will break the 5 year vision down into annual steps through this plan.</p> <p>In that Strategic Plan document we call out that:</p> <ul style="list-style-type: none"> ● We recognize and value diverse perspectives and are committed to collaborating from and assuming positive intent from all stakeholders. ● We will commit to co-creating supportive relationships and equitable learning environments where students and adults feel a sense of belonging and agency. ● We will commit to developing a culture where our staff identifies with and understands the feelings of our students and parents, as well as their colleagues. <p>This fits into our vision of our Strategic plan to:</p> <p>Involve student, family, and community voice in decision-making and leadership in a timely and transparent manner through the use of surveys, Student Leaders group, listening campaigns, committee work, school improvement planning, and instructional decision-making.</p>

Priority 2

Engage in cycles of continuous improvement while employing voice and shared decision-making in order to inform process improvements, policymaking strategies and progress monitoring strategies and goals.

Create learning-focused partnerships between district office and school leaders dedicated to improving instruction in every classroom.

Ensure all schools have positive school climates where all members of the school community feel emotionally and physically safe, included and accepted.

Cultivate and strengthen relationships within the district's community through timely, consistent, and equitable two-way communications to help stakeholders within and outside the system understand and engage in our vision, school improvement plans, feedback structures and challenges.

Attract, develop, and retain a highly qualified, culturally responsive workforce that reflects and appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families.

Schools identified that students felt bullied or less valued by their peers. We will increase student sense of belonging and increase agency.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Cultivate Trust in District Community Shared Decision Making protocols</p>	<p>Utilize the District Improvement Team/Shared Decision making team to monitor the DCIP and to create guidelines for shared decision making for each building and district wide</p>	<p>Shared Decision Making District document updated</p> <p>Framework to guide development of shared decision making within each school over the next school year and the following</p>	<p>Extra working forms for committee members for after school meetings</p>
<p>Cultivate Trust in District Community by Reestablishing a Multi Tier Systems of Support (MTSS) Committee (this was a committee interested in partnerships around improving MTSS for each building)</p>	<p>involving increased teacher voice in the MTSS process that occurs with each building. We have received feedback that the structures are inconsistent. We have a lot of resources that we have created, but they are not necessarily well known or utilized consistently.</p>	<p>We will increase access to existing documents</p> <p>Increase availability for tier 2 resources and protocol, focus on Mental Health teams and an early warning system, share intervention lists</p> <p>Identify inefficiencies in building level systems to problem solve around</p> <p>Survey questions to committee members to include *Does the district effectively communicate resources and provide support for teachers?</p>	<p>Subs for release for committee members</p> <p>Coming up with a structure to share information with teachers back in the school</p>

Priority 2

		*Do you attribute components of your student success to your work with your Instructional Leadership Teams?	
<p>Ensure all schools have positive school climates Review Code of Conduct structures</p>	<p>providing new structures in the Code of Conduct that allow increased voice from GTA and collaboration/transparency with understanding behavior. GTA and GASA will meeting monthly to review the document for increased understanding</p> <p>Overview with all staff and students at the start of the year reviewing the purpose</p> <p>Continued support with SEL blocks and how that connects to reducing behaviors</p>	<p>Perception data from staff around discipline from the perception survey</p> <p>Perception data</p> <p>Office Disciplinary Referral data- reduce disproportionality and increase use of restorative practices</p>	<p>Subs for release time for 18 committee members</p>
<p>Ensure all schools have positive school climates Building Culture Climate Committees</p>	<p>provide toolkits to principals and building culture climate committees from CASEL to set one goal related to the CASEL rubric</p>	<p>CASEL rubric</p>	<p>meeting times for District Culture Climate Committees and Building Culture Climate Committees</p>
<p>Ensure all schools have positive school climate Revising Perception survey</p>	<p>Ensure the perception survey is aligned with the strategic plan measures /District Comprehensive Improvement Plan (DCIP) structures and having this available in the Panorama system for increased access</p>	<p>Perception survey in Panorama baseline scores</p>	<p>Panorama</p>
<p>Attract, develop and retain highly qualified and culturally responsive workforce</p>	<p>Develop a Districtwide Committee consisting of a variety of stakeholders to review and assess our current</p>	<p>As we establish a baseline, we will be using WinCap to pull data in multiple ways to determine success.</p>	<p>Establishing a schedule for monthly meetings. Payment for teachers and other</p>

Priority 2

<p>Recruitment and retainment efforts</p>	<p>hiring practices and support structures for our current employees.</p> <p>Develop a centralized process to screen all GTA candidates to develop a pool of vetted candidates for hiring managers to access when filling vacancies at the building and district level.</p>	<p>Street level data from surveys and interviews with our staff of color.</p> <p>Increase in diverse staff, specifically of GTA staff.</p>	<p>non-administrative staff at the hourly rate.</p>
<p>Involve student, family and community voice Multilingual Parent Advisory Council</p>	<p>This committee will plan for increased opportunities for multilingual parent engagement through language access, and two way communication initiatives.</p>	<p>Development of resources and opportunities for multilingual parent engagement. (Translated resources, Family Literacy, Interpretation Resources, Parent Engagement)</p> <p>Attendance data around PL for multilingual families Amount of translation services</p>	<p>Money for translation resources.</p>
<p>Involve student, family and community voice Special Education Parent Teacher Association (SEPTA) Meetings</p>	<p>The PPS Department will continue to utilize the SEPTA committee to seek input from parents and guardians regarding topics of interest/need relative to Special Education</p>	<p>Qualitative data-survey the group for topics, gather feedback after presentations/meetings, and conduct an end-of-year reflection</p>	<p>Time and space to hold the meetings Parents and other stakeholders to attend</p>
<p>Cultivate and strength relationships in the district's community Greece Teachers Association (GTA) Special Education Committee</p>	<p>Establish focus for the year with committee input, e.g. integration into General Education</p>	<p>After establishing the focus, the committee will develop a plan whereby it gets grounded in common learning and language, and then shares that learning within the buildings, e.g. plan for increasing special class students' integration into General Education</p>	<p>Time and space to meet Release time/Subs for Reps Time for building roll-out (e.g. faculty meetings, Special Education building Special Education PLCs)</p>
<p>Cultivate and strength relationships in the district's community</p>	<p>We will enlist members from all of the Building Guardians of Equity to be members of the District Guardians</p>	<p>Survey data</p>	<p>Space for the meetings, transportation for students to get to the student equity</p>

Priority 2

<p>District Guardians of Equity</p>	<p>of Equity and be open to the community to help advance conversations about district inequities. The priorities of the professional learning and community conversations at the monthly meetings this year will include the diversity and retention of teachers, rigorous instruction and high expectations, and student voice.</p> <p>We will also create a student equity committee that has representation from each of the high schools. This committee will be overseen by the Director of Equity and the Director of School Improvement.</p>	<p>Participation and clear proposals for change by students in the student equity committee from each of the high schools by the end of the year.</p>	<p>committee meetings, food for the student equity committee.</p>
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Teacher retention - Will use year to year comparison for GTA staff leaving the district for personal reasons or to take a position in another district (will not include those who were promoted or took a different position in the District). Our goal for this year is to create our baseline. We will determine how this information will be pulled from our data management system and who will track the data.

Equitable Hiring practices to increase the percentage of teachers of color. Currently at 6.6% district wide (all staff) and 3.1% in GTA. Our focus this year will be on increasing the GTA percentage to 5%.

Committees with at least 1 staff member, 1 parent member, 1 student member - began a District Shared Decision Making to review building committee structures and ways to involve families and staff as part of decision-making. Will work to increase consistency and structures to ensure representation

Student, staff and family perception positive rating for trust and climate - Re-establishing a baseline for 22-23 with the development a new survey. Even though the surveys are not the same we will see the following movements: last year cultivating trust for students:64%--> goal = 68%; Instructional staff: 75% →goal =79%; Families: 75%-->goal = 79%.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Expand Opportunity - We commit to ensuring schools receive resources, materials and personnel necessary to provide students greater access to rigorous and enriching opportunities. The school community makes certain there are many different ways to be involved and broadens opportunities for learning, development, and growth.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This provides alignment with our district strategic plan. This came after listening to various stakeholders in focus groups, through Thought Exchange and perception surveys. We also had a group of stakeholders that provided work to contribute to a revised vision of the next 5 years. We hope to break the 5 year vision down into annual steps through this plan.</p> <p>In our Strategic Plan we call out that:</p> <p>We will strategically and responsibly allocate our budget and facility landscapes to high quality education in 21st century environments.</p> <p>We believe in the power of partnerships to support student growth.</p> <p>We will engage community organizations, higher education, wellness services, and the business community to make the entire town a classroom. In doing so, we will draw on Greece’s diverse array of resources, talent, and expertise in order to enrich learning for our students.</p> <p>We will continually analyze how to best structure school time in order to maximize student learning and professional collaboration.</p> <p>Our SCEP schools identified that there was an increased need to focus on SEL skills in order for student to be prepared for post secondary opportunities and contribute meaningfully in our community for change. We also know that we will ensure that all students, regardless of demographics have access to</p>

Priority 3

opportunities, which connects to our focus on the culturally responsive sustaining framework.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Ensure all schools have positive school climates Establishing Culture and Climate Committees in each building</p>	<p>curriculum for Social Emotional Learning - supporting resources for teaching competencies during SEL block</p> <p>Panorama perception survey HQLC continued focus on welcoming and affirming environment Building Climate Culture focus SEL Equity TOSAs - supporting</p>	<p>Social Emotional Learning blocks will have meaningful content aligned with the 5 competencies. Resources will be built by grade level to start an aligned curriculum based on state benchmarks for SEL</p> <p>SEL competencies data in Panorama</p> <p>CASEL rubric - continue to move towards level 4 in rubric areas</p>	<p>release time for 18 staff members (one from each building) for 4 half days.</p> <p>After school work for curriculum building and summer work</p>
<p>Focus on counseling and mental health curriculum development</p>	<p>continue to work with mental health teams around building evidence based interventions and consistent curriculum to support mental health</p>	<p>Panorama data ODR data Counseling curriculum for each building Counseling advisory boards for each building</p>	<p>Bivona partnership - money to support train the trainer model Curriculum time for after school and summer work</p>
<p>Involve students in decision-making and leadership Establishment of a district-wide student leadership group</p>	<p>This representative group will expand opportunity by elevating student voice through a variety of avenues including, but not limited to, identifying student issues in their schools and collaborating on a plan for resolution, participating in</p>	<p>the completion of a representative committee that meets regularly</p> <p>the identification of 2-3 centralized issues to work on in the District.</p>	<p>Planning time for the group, possible funding for field experiences or for guest panelists/speakers</p>

Priority 3

	leadership development training, and participating in district committees.		
Increased communication with students and families on initiatives and supports	School Improvement Plan templates will be updated by each building and shared with community stakeholders Parent Engagement and Support Coordinators and Community Schools Site Coordinators will build relationships with families and connect them with key information	School Improvement Templates/Summaries	Use exiting Parent Engagement Coordinator meetings to share information
Collaborate with partner agencies and organizations Extracurricular involvement	The Community Schools team will connect with community-based organizations to provide before and after school club opportunities related to academics, sports, creative arts, and more based on student interests and academic needs	Each Community School will have at least one community based organization offering clubs in their building. Students will self-report positive experiences in these clubs and will attend clubs regularly.	The Community Schools team will use their already existing clubs structure to oversee these clubs.
Collaborate with partner agencies and organizations Community Partnerships	Using the Community Schools strategy, the district will engage partners to support expanded opportunities for students related to academics, social emotional learning and mental health.	The number of partnerships and the level of partnerships will be measured (lead innovator, sustainer, connector). Data will also be collected from each partner regarding the number of students reached.	The District Community Schools and Family Engagement Advisory team and the Community Schools Team will use already existing structure to oversee partnerships.
Design structures and experiences that provide pathways towards Post secondary efforts	Utilizing new tools to build an alumni communication program. This will allow us to obtain meaningful data from graduated students, including the percentage of students enrolled in post secondary education or the workforce.	Year 1: Number of seniors who specify a non-school email address in their new Maia Learning Profile. Year 2: Percentage of students completing the alumni survey and initial metrics for post secondary and workforce participation.	The Maia Learning team is preparing suggestions of ways we can gather alumni data through surveys.
Design structures and experiences that provide pathways	This committee will review and revise district processes for supporting the NYS Seal of Biliteracy.	Communication and shared resources	Committee members; Language assessments

Priority 3

Seal of Biliteracy Advisory Committee			
Design structures and experiences that provide pathways CTE Endorsement	Through Training and a number of communication initiatives we will increase the number of students who have successfully obtained a CTE endorsement on their Regents Diploma	Number of students who have met the qualifications required to obtain a CTE Endorsement	Transportation/Subs for October industry/family event at the GPAC.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

School Club/Summer School offerings -Each Community School will have three sessions of before/after school clubs. Other schools will also have the option to provide club opportunities with support from the Community Schools team if desired. All elementary students district-wide will be invited to participate in Summer Fun Camps during the summer of 2022-2023 for one week. Transportation will be provided if required for participation.

Post-Secondary: Graduated HS students enrolled in post secondary education program or workforce - will establish a baseline this year with Maya Learning and measure against that.

SEL panorama increase in competency scores- average of the 5 SEL competencies for 3-12 is 66%. Goal is to increase to 69% average this year based on Panorama Survey fall data. Specific focus on increasing SWD outcomes (6-12 average of -5 below average responses; 3-5 average of -5 below average responses) and Black student outcomes (6-12 average of -2.5 below average response; 3-5 -9 below average responses). We will lower disproportionality between each group by at least 1 point to close the gap in student responses.

Access to partnership - Every school will have access to services and supports from at least one lead Innovator community organization. Additional partnerships will be created and aligned with the schools identified needs.

Technology innovation - Increase leadership, collaboration, and engagement for all. Establish student-led technology help desks at all secondary schools; School-based members of the District Digital Innovation Team will lead at least one staff presentation at their schools related to instructional innovation in the classroom using technology. A baseline will be established through the staff perception survey regarding staff confidence in using instructional technology tools that support student expression and creation.

College, Career, and Civic Readiness achievement earned (CTLE, AP courses, Seal of Biliteracy) - increase index from 150 to 156. Specifically increase the number of students obtaining a CTE Endorsement on their Regents (currently only 6 - target for this year will be 12). NYS Seal of Biliteracy - increase student Seal of Biliteracy earners districtwide in 2023 by 5%, or at least 43 students total. The creation of an Alumni Communication System in 22-23 with initial Post Secondary outcome surveys distributed in 23-24.

~~PRIORITY 4~~

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

Our Priority

~~What will we prioritize to extend success in 2022-23?~~

~~Why is this a priority?~~

Things to potentially take into consideration when crafting this response:

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

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

~~PRIORITY 5~~

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

~~Our Priority~~

~~What will we prioritize to extend success in 2022-23?~~

~~Why is this a priority?~~

~~Things to potentially take into consideration when crafting this response:~~

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

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Christine Baker	Director of Student Services and School Improvement	District Office
David Blahowicz	Teacher on Special Assignment	District Office
Jeremy Smalline	Assistant Superintendent	District Office
Kelly Spurduto	Community and Family Engagement Coordinator (TOSA)	District Office
Lonnie Reaves	Parent	
Marc Fleming	Principal on Special Assignment	District Office
Micahel Zaffuts	Assistant Superintendent	District Office
Monica Wagner	Parent	
Stacey Brindisi	Director of PPS	District Office
Amy McCabe	Teacher	

Our Team's Process

Kaligh Schwarz	Teacher	
Suzanne Pettifer	Executive Director	District Office
Tom Mariano	Executive Director	District Office
Alejandra CAtillo	Student	
Ava Yoder	Student	
Cedrick-Michale Simmons	Equity Director	District Office
Kevin Thornton	GTA	
Kelvin Nguyen	Student	
Skye Hemingway	Student	
Todd Smith	Executive Director	District Office

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
April 27, 2022	District Office
May 18, 2022	District Office
July 14, 2022	District Office
Jul 19, 2022	District Office
July 28, 2022	District Office

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 Participation

Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).