



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---------------------------------------|------------------|
| North Collins Central School District | Mr. Scott Taylor |

2021-22 Summary of Priorities

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| 1 | We will prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction. |
| 2 | We will provide a respectful and inclusive environment where all students feel safe and welcomed. |
| 3 | We will provide students with relevant and meaningful learning experiences. |

PRIORITY I

Our Priority

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| <p>What will we prioritize to extend success in 2021-22?</p> | <p>We will prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.</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>In striving to maximize educational opportunities for all students, we will offer support for students in reaching their potentials. Our vision statement states that we will work together as a district to help students achieve their potential.</p> <p>Our state scores in ELA show that our students are not proficient in reading and writing. Due to the pandemic, this issue has become more apparent with the loss of instructional time.</p> <p>Our Reading Committee focuses on the Science of Reading Research and seeks to implement evidence-based practices in the classroom through a structured literacy approach. We recognize the importance of this initiative to close the gap between research and practice, as adopted by other states.</p> <p>This ties into our Special Ed District Improvement Plan along with our priority for supporting students with their social-emotional well-being.</p> <p>This supports our SCEP Commitments of engaging students and providing meaningful and relevant learning experiences.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>LETRs Training for all PreK-8 Classroom and Special Education teachers</p> | <p>LETRs training - 2 year commitment for all Pre-K through 8th grade teachers and special education teachers (7th, 8th grade – ELA, ELA AIS, ELA Special Ed only)</p> <p>Coaching teachers on how to improve their phonics, phonemic awareness, vocabulary and fluency and comprehension skills instruction</p> <p>Monthly check-ins with grade-level teams during planning periods.</p> | <p>We will know that the LETRS training is making a difference when our teachers are able to recognize, identify, and address their struggling readers’ deficit reading skills.</p> <p>Attendance at LETRS Professional Development Sessions (4 six-hour sessions per year) -sign in sheets after each PD Session</p> <p>NYS ELA test scores increase (grades 3-8)</p> <p>Dibels score increase (grades K-2)</p> | <p>Provide LETRS Training for teachers</p> <p>Additional curriculum resources (Decodable books, Morphology Curriculum, RGR Supplies)</p> <p>A second planning period for all Elementary Staff in order for them to complete the additional 1 to 1.5 hours of LETRS training reading. (Make Music and Art teachers full-time).</p> |
| <p>Using Data to Drive Instruction</p> | <p>Universal Screening calendar (BOY, MOY, EOY) for Dibels, STAR and Decoding Surveys from Really Great Reading</p> <p>Monthly grade level meetings during common planning periods</p> | <p>Formation of screening calendar</p> <p>Grade level meeting agendas and notes (kept in shared Google folder)</p> | <p>A schedule, designated teachers, teacher assistants, aids who will assess students.</p> |

Priority 1

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| | <p>Familiarize teachers with how to interpret and utilize their student progress monitoring data- through provided professional development.</p> <p>Grouping matrix (Really Great Reading) - allows teachers to determine where to help struggling decoders</p> | <p>Attendance at grade-level meetings and professional development sessions (sign-in sheets, agendas)</p> <p>Grouping matrix is used for all grade levels and holds data from decoding surveys</p> <p>Training of teachers, teacher assistants and aides on how to complete benchmark-screening assessments. (Literacy Coach)</p> | <p>A physical space for administration of assessments</p> <p>Professional development for analyzing data</p> <p>Contract with Really Great Reading (in order to access grouping matrix)</p> |
| <p>Formation and Implementation of Reading Block Guidelines</p> | <p>Collaboration of reading committee participants to form template of reading block for each grade level</p> <p>Align practices and materials with the Science of Reading</p> | <p>Completion of reading block guidelines and shared with the staff during the first week of school</p> <p>Weekly Google surveys will be reviewed by the reading committee to determine strengths and weaknesses related to the implementation of the new reading block.</p> | <p>Shared Google folder to reference reading block guidelines</p> <p>Creation of Google Survey</p> |
| <p>Review of Literacy Curriculum</p> | <p>The reading committee will examine grade level reading curriculum, to determine which programs align with the Science of Reading.</p> | <p>Teachers will be aware of and utilize only the parts of their curriculum that align with the Science of Reading.</p> | <p>Time for the reading committee to review the grade level curriculum.</p> <p>Documentation per grade level noting which curriculum and program materials would be appropriate to use with their students.</p> |

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Completion data from LETRs Unit training (asynchronous work that teachers will complete, collection of sign-in sheets)
- 80% of all students will meet the reading benchmark by the end of the year marking period
- 80% of teachers will agree or strongly agree with “I use benchmark and progress monitoring data to inform my classroom instruction”
- 80% of teachers will agree or strongly agree with “We work together across grade levels and content areas in order to provide an integrated approach to student learning”
- Calendar and sign-in sheets for scheduled 2021-2022 reading data meetings, and grade level meetings

PRIORITY 2

Our Priority

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| <p>What will we prioritize to extend success in 2021-22?</p> | <p>We will provide a respectful and inclusive environment where all students feel safe and welcomed.</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>The district has committed to prioritizing the social emotional needs of our students. With the impact of COVID-19 pandemic, we began a social emotional curriculum for students in pre-k - grade 6. The district would like to continue its efforts and expand this initiative to include students in grades 7-12.</p> <p>Upon completion of the Equity Self-Reflection, it became apparent that students, staff and parents identified us as wanting to sustain (highest designation) our work on issues such as prioritizing social-emotional learning programs. We scored emerging in the district’s ability to provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.</p> <p>This theme also surfaced during our interviews with students, where some individuals shared that students hear negative talk among peers about racism and sexual orientation. Work remains to improve on the fostering of a safe environment for students to discuss cultural and interpersonal (Race and LGBTQ+) differences openly.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|--|---|---|--|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Increase emphasis on creating an environment of inclusivity and connecting curriculum to the real world.</p> | <p>Provide professional development to staff to increase awareness of culturally responsive teaching and inclusivity.</p> <p>Classroom teachers in ELA select culturally relevant teaching material to present to students, minimally one time per quarter.</p> | <p>Classrooms, hallways and shared spaces will include posters, signs, etc. that represent diverse cultural identities.</p> <p>Complete an end of the year self-reflection survey on awareness of culturally responsive teaching and inclusivity.</p> <p>North Collins will complete a self-reflection survey to ensure that culturally relevant teaching material is provided to students.</p> | <p>Allocating PD days for staff, money and material for posters/signs.</p> <p>Materials for curriculum use.</p> |
| <p>School staff work together to support student social and emotional well-being.</p> | <p>Expand Panorama survey to include surveying students in grades 9-12 twice a year to determine social emotional status of our high school students.</p> <p>Implement Second Step curriculum to students in grades 7.</p> | <p>The survey will provide useful information to gauge student social emotional well-being. Results can be disaggregated by cohort to share information with teachers to identify student strengths and areas of need.</p> <p>The first step in gauging success is ensuring that the curriculum is</p> | <p>Scheduling time for survey administration.</p> <p>We have the Second Step curriculum; we need to prioritize time with 7th grade teachers to implement the curriculum.</p> |

Priority 2

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| | <p>Research SEL activities for students in high school.</p> | <p>consistently implemented. Classroom teachers who provide Second Step will maintain a log of lessons delivered.</p> <p>The SEL team will identify 2-3 research-based programs/activities/assemblies appropriate for students in grades 9-12. Purchase a curriculum or invest in activities for students. These activities will be implemented during the 2022-2023 school year.</p> | <p>Time for the SEL team to do this work. Money to purchase a program or to cover costs of an assembly.</p> |
| <p>Formation of a Multi-Tiered System of Supports Framework Committee</p> | <p>Find district-wide participants (admin, teachers, counselors, psychologist, support teachers, students, family members, community members) and determine roles on committee</p> <p>Develop meeting schedule</p> <p>Write our vision statement (core beliefs, goals, and definitions) - share with NC community</p> <p>Research data-system management system (one place to hold academics, behavior, attendance, SEL)</p> <p>PD for committee members</p> | <p>List of Committee Members of NC MTSS Committee</p> <p>Meeting agendas and notes in google folder</p> <p>Completion of vision statement posted on school website</p> <p>Purchase data-management system and set-up reports</p> | <p>Stipends for Committee Members</p> <p>Data-management system</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 2021-22 school year.

- ELA teachers in grades 7-12 will present culturally relevant material to students, once per quarter as evidenced by the inclusion of materials in teacher lesson plans.
- During a follow-up self-reflection survey on equity, responses will reflect an increase from the rating of “emerging” to “integrating” in the district’s ability to provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.
- Administer Panorama survey to 90% of students in grades 9-12 as evidenced by survey results.
- 7th grade teachers will include Second Step curriculum to be implemented at a minimum of once per week as evidenced by teacher lesson plans.
- Investigate and identify a SEL research based program to provide to HS students during the 2022-23 school year.
- By June 2022, the MTSS committee will submit meeting schedule, agendas and vision statement.

PRIORITY 3

Our Priority

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| <p>What will we prioritize to extend success in 2021-22?</p> | <p>We will provide students with relevant and meaningful learning experiences.</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>Through the communication and collaborative efforts of our faculty, we will make real-world curricular connections to demonstrate relevance.</p> <p>Throughout the past school year, faculty and students have acquired new technology skills. Continuing the use of these skills provide ongoing learning experiences that will prepare our students for college and career readiness. Learning from students that a more flexible learning environment promotes student success was helpful in determining the need for this to be an ongoing priority.</p> <p>In addition, there have been strong efforts made within the district to become more data driven through lessons, assessments, and curriculum decisions. Lessons become more relevant to the students’ needs, and faculty can see exactly where students may have further needs.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Increased emphasis on collaboration and inclusiveness for all students and staff</p> | <p>Increase teacher communication and collaboration between subject areas in grade level meetings.</p> <p>Through grade level and department chair meetings, discussions take place on how to best cross-collaborate so students can maximize the comprehension of the subject matter to make it meaningful.</p> <p>Increase relevant curricular materials related to culture and human sexuality (LGTBQ+)</p> | <p>Through student participation and project based learning (PBL) activities, teachers can gauge how and if connections are being made.</p> | <p>Schedule - time in both grade level and department chair meetings to discuss.</p> <p>Purchase new relevant books/resources for the school libraries.</p> <p>Purchase curricular materials that supplement existing curriculum.</p> |
| <p>Continue to utilize Learning Targets for students in the classroom</p> | <p>Continue discussion of the importance of using learning targets for both students and teachers in September/October department meetings.</p> | <p>Walk-throughs by principal</p> <p>Meeting notes in department meeting agendas.</p> | <p>Space and time to have department meetings</p> <p>Department chairs will lead learning target discussions</p> |

Priority 3

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| | <p>Revisit progress during monthly department meetings (Jr/Sr High) or grade level meetings (elementary).</p> <p>Staff share best practices of using and sharing learning targets in their classroom. This could include using process-based learning targets or helping students develop their own.</p> | | |
| <p>Continue to Integrate technology learning opportunities into the 7th through 12th classroom</p> | <p>Continue to utilize Google Classroom for students</p> <ul style="list-style-type: none"> • provide students with gateway to college level communication tools • put responsibility on students to know what work was assigned • coach students in planning methods to ensure greater success as they become more independent learners <p>Utilize technology better to transfer Tier 1 Strategies from Elementary School to Middle School transition</p> <ul style="list-style-type: none"> • Provide a seamless learning experience to the student • Proven methods for teaching a student are carried forward to all teachers • Digital log for students | <p>Usage of google classroom by teachers and students</p> <p>Submission of assignments through Google Classroom</p> <p>MTSS Committee will plan a way to share data between the Elementary and Jr/Sr High School Buildings</p> | <p>1 to 1 Chromebooks for all students</p> <p>Utilize Powerschool or data management system to provide digital file for students that follows them year to year</p> <p>Professional Development when necessary</p> <p>Purchase remote learning tools</p> |

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Department meeting and grade level meeting agendas will have minutes and notes documenting cross-collaboration opportunities.

80% of students surveyed will agree or strongly agree with the statement, "My teacher cares about me."

65% of students surveyed will agree or strongly agree with the statement, "I feel welcomed and part of my school."

65% of students surveyed will disagree or strongly disagree with the statement, "It is hard for people like me to be accepted here."

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> |
|-----------------|-------------------------------------|---|
| Scott Taylor | Superintendent | District |
| Brandon Wojcik | Principal | Jr/Sr High School |
| John Cataldo | Principal | Elementary |
| Jinelle Burger | Director of Student Services | District |
| Kerry Buell | TOSA for Curriculum and Instruction | District |
| Jennifer Bardo | School Psychologist | District |
| Scott Kaplan | TOSA for Technology Integration | District |
| Bob English | School Counselor | Jr/Sr High School |
| Nicole Falkner | Teacher | Jr/Sr High School |
| Ian Calder | Teacher | Jr/Sr High School |
| Kelli McCormack | Reading Specialist | Elementary |

Our Team's Process

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|-----------------|---------|-------------------|
| Karlie Bley | Teacher | Elementary |
| Kristina Miller | Parent | Jr/Sr High School |
| Jessica Horton | Parent | Elementary |

Stakeholder Participation

Meeting Dates

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

| Meeting Date | Location |
|--------------|---------------------------------|
| 6/7/21 | North Collins Elementary School |
| 6/14/21 | North Collins Jr/Sr High School |
| 6/23/21 | North Collins Elementary School |
| 7/8/21 | North Collins Elementary School |
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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 | |

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

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