



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
City School District of the City of Niagara Falls	Mark R. Laurrie

2020-21 Summary of Priorities

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

1	Decrease Rate of Chronic Absenteeism
2	Decrease Behavior Referrals and Suspensions for Students with Disabilities
3	Institute a Framework of Training and Support for Implementation of Trauma Informed Schools
4	Universal Behavioral Screening to Identify Students in Need of Support
5	Utilization of Diagnostic Data and Targeted Intervention Programming to Address COVID Learning Loss in Grades 3 – 6 Mathematics

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 19, 2020 @ 9:00 AM	District Office		
June 30, 2020 @9:00 AM	District Office		
June 30, 2020 @1:00 PM	Niagara St. Elementary		
July 13, 2020 @ 9:00 AM	District Office		
July 14, 2020 @ 9:00 AM	Niagara Street Elementary		
July 20, 2020 @ 9:00 AM	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	Two teachers are members of the DCIP Leadership Team; all District teachers were responded to a DTSDE, School Climate, and Trauma Informed Care survey.
Parents with children from each identified subgroup	Parent Survey results were used (2019). Parent feedback on Priorities 1 and 3 were discussed with the District Parent Committee at is January 2020 meeting.
Secondary Schools: Students from each identified subgroup	N/A

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
Andreana, Ashley	Teacher, Niagara St. Elementary	
Brundidge, Dorothy	Assistant Principal, Niagara St. Elementary	
Capone, Marcia	District Chief Information Officer	
Carella, Richard	Administrator for Curriculum	
Fisher, Thomas	TOSA, Curriculum Office	
Giarrizzo, Joseph	District Business Administrator	
Jones, Cynthia	Principal, Niagara Falls High School	
Laurrie, Mark	Superintendent	
Massaro, Maria	Human Resources Administrator	
Nearhood, Jolene	Teacher, LaSalle Prep School	
Rotella, Bryan	Parent, 79 th Street Elementary	

Stakeholder Involvement Signature Page

Tompkins, Lynne	Principal, Abate Elementary	
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Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Decrease Rate of Chronic Absenteeism (focus on Economically Disadvantaged Student Subgroup)
Why will this be prioritized?	In grades 1-8, 25.6% and in grades 9-12, 52.4 % of all students were absent 10% or more of enrolled instructional days during the 2019-2020 school year.

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?
School leaders will establish School Attendance Team and review student attendance data every two to three weeks.	October 2020
District leaders will ensure that the Attendance and SEL Steering Committee creates a tiered system of supports for at risk students and families.	November-December 2020
School leaders will provide regular reports to the superintendent regarding their school's absentee data, tiered interventions, and attendance rate improvement.	January 2021
All Schools' Tier 2 and Tier 3 students will have action plans, documentation of case management.	May 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
NYSED Chronic Absenteeism Accountability Report – all students	Grades 1-8: 30.6%	Grades 1-8: 28%
	Grades 9 – 12: 61.2%	Grades 9-12: 58%
	End of Year 2020 (optional)	End of Year 2021

Priority 1

<p><i>June 2019 Accountability Report, SIRS – 107:</i></p> <p>All Students Gr. 1-8: 41.6%</p> <p>ELL: 53.4%</p> <p>Hispanic: 56.2%</p> <p>Multiracial: 46.4%</p> <p>SWDs: 49.1%</p> <p>All Students Gr. 9 – 12: 64.1%</p> <p>Black: 65.8%</p> <p>ELL: 63.6%</p> <p>SWDs: 68.2%</p>	<p>Grades 1-8: 25.6%*</p> <p>Grades 9-12: 52.4%*</p> <p>*up through March 13 only</p>	<p>Grades 1-8: 35%</p> <p>Grades 9-12: 58-%</p>
<p>Data point 2 (optional): N/A</p>	<p>Middle of Year 2020</p>	<p>Middle of Year 2021</p>
	<p>End of Year 2020 (optional)</p>	<p>End of Year 2021</p>

Priority 1

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

August Through January		
Start	End	Action
8/10/20	8/14/20	The Superintendent will select a core team of cross-functional District Office staff to support and monitor the District's and individual schools' attendance improvement efforts.
8/17/20	8/19/20	Each person on the cross-functional team will complete the Chronic Absenteeism Self-Assessment Tool* (<i>*Attendance Works</i>) to assess the District on each of five key components for reducing chronic absenteeism (actionable data, positive engagement, capacity building, shared accountability, and strategic partnerships).
8/24/20	8/27/20	The District Office cross-functional team will select its priorities based on results of the Chronic Absenteeism Self-Assessment Tool, beginning with those ingredients in the "urgent gap" category and, if necessary, revise or add to this action plan.
9/1/20	9/9/20	The District Office cross-functional team will work with the Information Services department to identify currently enrolled students who were absent 20 or more days during the 2019-2020 school year. Reports, by school, will be distributed to all School leaders, including the Chronic Absentee Visualization Report from WNYRIC.
9/8/20	9/10/20	The District Office cross-functional team will schedule/calendar the production (every two to three weeks) of District and individual school reports on absences, to include numbers of Excused vs. Unexcused, and student progression toward chronic status.
9/14/20	9/16/20	The District Office cross-functional team will define the number of absences which will identify students' as chronically absent or at risk for chronic absence for each reporting period within the 2020-2021 school year.
9/21/20	9/21/20	The District Attendance and SEL Steering Committee will convene to review District priorities as identified by the District Office cross-functional team, district and school attendance data up through June 2020, and complete a Committee Yearly Planning Calendar.
9/21/20	9/25/20	The District Attendance and SEL Steering Committee will establish a subcommittee for Preschool Attendance Planning, Monitoring and Intervention. The subcommittee will meet at least once per month to review Preschool attendance data, propose interventions for each tier, and revise policy if needed.
10/5/20	10/9/20	School leaders will establish building-level Student Attendance Teams and report membership and meeting schedule to the District Office cross-functional team.
10/14/20	5/26/21	School leaders will include monthly School Attendance Team updates for the Superintendent during round Table at each mid-month School Leaders meeting, October through May.

Priority 1

10/13/20	10/16/20	School leaders and building Attendance Teams will complete an updated School Attendance Self-Assessment (first administered in 2019) and identify priorities for 2020-2021.
10/19/20	10/19/20	The District Attendance and SEL Steering Committee will meet to begin creation of a District model for a Multi-Tiered system of supports, to include Prevention (Tier 1), Early Intervention (Tier 2), and Specialized Supports (Tier 3), and a District Policy and Practices section to ensure that School Attendance Teams function consistently across the District. The Team will start by completing the Social-Emotional Learning Initiative Inventory from EAB Global, Inc.
11/9/20	11/25/20	The District Office cross-functional team will conduct site visits to all schools to observe Attendance Teams functioning, identify bright spots and teams in need of additional support.
12/7/20	12/14/20	The District Attendance and SEL Steering Committee will complete its recommended District model for a Multi-Tiered System of Support: Policy and Practices and submit to the Superintendent for approval.
12/9/20	12/9/20	The Preschool Attendance subcommittee will compile, review and present Trimester 1 Preschool attendance trends and interventions to the Superintendent and the District Office cross-functional team.
12/14/20	12/18/20	The Superintendent will set a date for presentation of the District Attendance Multi-Tiered Systems of Support: Policy and Practices document to the Board of Education and the District Parent Committee.
January Through June		
Start	End	Action
1/11/21	1/27/21	District Attendance and SEL Steering Committee members will present the District model for Multi-Tiered attendance supports and interventions to all School leaders.
2/8/21	2/12/21	The District Office cross-functional team will analyze mid-year data (January NYSED Accountability Report by District and School) and compare progress to previous (mid) year reports. Trends will be noted and reported to schools, the Board of Education and the District Parent Committee.
2/15/21	3/1/21	The District Attendance and SEL Steering Committee, in conjunction with the District Office cross-functional team will facilitate a review of community partnerships for early intervention and prevention (Tiers 1 and 2).
3/8/21	3/22/21	The District Attendance and SEL Steering Committee, in conjunction with the District Office cross-functional team will review community partnership agreements for Tier 3 intensive interventions, and develop plans to equitably distribute support to all schools, and if necessary, expand the roster of providers for the 2021-2022 school year.
3/22/21	3/26/21	The Preschool Attendance subcommittee will compile, review and present Trimester 2 Preschool attendance trends and interventions to the Superintendent and the District Office cross-functional team.

Priority 1

3/1/21	4/16/21	The District Office cross-functional team will complete a second round of school visits to monitor and support School Attendance Teams.
3/22/21	4/12/21	The District Office cross-functional team will analyze third quarter data (March NYSED Accountability Report by District and School) and compare progress to previous year reports. Trends will be noted and reported to schools, the Board of Education and the District Parent Committee.
4/12/21	4/26/21	The District Attendance and SEL committee, with support from the District Office cross-functional team, will assess the sufficiency and impact of school-level interventions and strategies across schools. It will report to the Superintendent best practices, celebrations, and schools/ingredients in need of additional support.
5/10/21	5/24/21	The District Office cross-functional team will develop protocols for identifying and recruiting students to place in summer programming based upon attendance and academic needs. Resources to support students before, during and after summer interventions will be identified and added to the NFCSD ELP (Extended Learning Program) plan for grades Kindergarten to 6.
5/24/20	6/9/21	The District Attendance and SEL committee, with support from the District Office cross-functional team, will conduct a year-end Attendance Audit to inform policy and procedural renewal goals for the 2021-2022 school year.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>SED's expectations for attendance reporting in light of possible extended closures due to COVID are unknown at this time.</i>	<i>The District is in the process of creating a Distance Learning Handbook for all stakeholders, which will address attendance documentation and monitoring if and when Distance Learning becomes necessary. Policy will be drafted and amended if needed based on NYSED guidance.</i>	<i>August 2020 and ongoing.</i>

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Decrease Behavior Referrals and Suspensions for Students with Disabilities
Why will this be prioritized?	The suspension rate for Students with Disabilities is significantly higher compared to other Student Subgroups. The District is creating several new classes for high needs students to return to district from outside placements. Staff and students in these special classes (6:1:1) will need extra support.

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?
Each school will develop a system for regularly analyzing both behavior referrals and incidents of suspensions for Students with Disabilities.	October 2020
All District schools will have accessed training and begun plans to adopt differentiated strategies and non-punitive measures, such as Restorative Practices, as an alternative to student suspension. Additionally, a minimum of three District schools will have elected to begin a full pilot program of Positive Solution-Focused Approaches to Discipline.	January 2021
Each school will have instituted a program for Positive Behavioral Intervention and Support, and have, at minimum, fully implemented a Tier 1 plan. The plan must include differentiated strategies and non-punitive measures, such as Restorative Practices, to reduce incidents of student misbehavior and suspension.	May 2021

Quantitative Improvement: Outcomes		
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What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): NYSED School Year Suspension Accountability Report	Middle of Year 2020	Middle of Year 2021
	N/A	11% - SWD Out of School Suspension Rate
	End of Year 2020 (optional)	End of Year 2021
	12.5% - SWD Out of School Suspension Rate	10% - SWD Out of School Suspension Rate
Data point 2 (optional): N/A	Middle of Year 2020	Middle of Year 2021

Priority 2

	End of Year 2020 (optional)	End of Year 2021

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
8/3/20	8/27/20	Each school will review its suspension for Students with Disabilities, provided by the District CSE, and set improvement targets for the 2020-2021 school year.
8/5/20	8/14/20	School leaders, key staff and District personnel will plan “Back to School” transition camps and orientations for all students (small group and virtual), grades Pre-Kindergarten to 12, in part to address changes in the educational environment due to COVID-19 and alleviate stressors which may impact learning.
8/18/20	8/27/20	“Back to School” transition camps and orientations will be scheduled and delivered by certificated staff across all eleven District schools.
8/3/20	8/21/20	District staff in the Office of Curriculum and Instruction will plan and schedule webinar trainings for teachers to examine best practices and strategies for addressing students’ externalizing behaviors and adjusting to school routines following the extended closure.
9/1/20	9/4/20	The web trainings above will be delivered multiple times throughout the opening-of-school teacher professional development schedule at each level.
9/1/20	9/4/20	The District will set the expectation that all School leaders work with staff members to select a program of Positive Behavioral Intervention and Support
9/14/18	10/1/20	All District schools will establish an internal system for tracking discipline referral data, which includes tracking suspensions and referrals by type (principal or Superintendent’s), Infraction (type and severity of behavior), and subgroup (race, etc.)
10/5/20	11/20/20	The Summit Center and District staff will plan a series of training for select special educators, School leaders and support staff on implementation of strategies to increase the social, emotional, and behavioral development of Students with Disabilities. The services should include topics such as fostering independence and reducing adult assistance.
10/13/20	12/10/20	District consultants (<i>note - exact dates will be set within the time spans set forth in all action steps listed below - at this writing, contracts are not fully executed and Board approved</i>) will provide a series of web trainings to introduce staff to models of Positive Behavioral Intervention and Support programming.
10/13/20	12/10/20	District consultants will deliver a series of virtual and after school hour training sessions on use of Restorative Practices, open to staff from all 11 District schools.
11/23/20	12/10/20	District consultants will schedule follow up web or face to face training for support schools as they select and plan Tier I Positive Behavioral Support Programming.
11/23/20	12/10/20	District consultants will begin work with three schools to create internal systems for a full pilot program of Positive Solution-Focused Approaches to Discipline.

Priority 2

<i>January Through June</i>		
Start	End	Action
1/11/21	1/27/21	All School leaders will prepare a report for the Superintendent summarizing their progress to date regarding implementation of a model of Positive Behavior and Support and alternatives to discipline, to include additional District support needed.
1/11/21	2/26/21	The Summit Center and District staff will schedule and deliver a series of training for select special educators, School leaders and support staff on ways to identify strategies to increase the social, emotional, and behavioral development of Students with Disabilities (as described in step # 8 above).
1/11/21	2/26/21	District consultants will provide a second round of web training for implementation of Positive Behavioral Intervention and Support programming.
2/9/21	3/24/21	District consultants will provide a web training for Schools ready to add Tiers 2 and 3 interventions to their implementation of Positive Behavioral Intervention and Support programming.
2/9/21	5/6/21	District consultant will provide a minimum of two hours per week of consultation to District teachers and support teams for addressing chronic student behavior issues (virtual, by appointment).
3/10/21	3/24/21	District consultants and School leaders will present a status report on their pilot programs for Positive Solution-Focused Approaches to Discipline with the Superintendent and the District Attendance and SEL Steering Committee.
5/3/21	5/27/21	School leaders will present a status report on implementation of Tier 1 Positive Behavioral Intervention and Support to the Superintendent and District Attendance and SEL Steering Committee.
5/27/21	6/10/21	District Attendance and SEL Steering Committee lead facilitators will survey School leaders regarding needs, goals and next steps necessary for expanding PBIS for the 2021-2022 school year.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Disruptions to the planned calendar due to possible COVID closures could interfere with the professional development needed to institute the goals stated above.</i>	<i>Both consultants the district will engage have the capability and willingness to provide virtual training sessions as needed.</i>	<i>Ongoing</i>

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Institute a Framework of Training and Support for Implementation of Trauma Informed Schools
Why will this be prioritized?	Results of the District’s baseline survey on Trauma-Informed Educational Practices indicated strengths and weaknesses. Overall, District staff indicated a high level of Willingness to Change, Organizational Commitment, and Empowerment in relation to School Climate. Across the District, respondents (601 staff in total) indicated moderate levels of Safety across the various subscales. Trauma Informed Practices, Procedures and Practices scales were lower, hovering around the moderate threshold in all District 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?
Each school, as well as the District, will have established a Champion Team to lead the implementation of Trauma Informed Practices and Principles at every site.	August 2020
District and School Champion Teams will have used baseline data and their vision statements (“Best Hopes” list) to create a site Implementation Plan for the 20-21 school year.	October 2020
The Institute on Trauma and Trauma Informed Care at the University at Buffalo will have developed a schedule to meet monthly with each school Champion Team and created an online space for sharing resources and implementing the school’s goals.	November 2020
50% of District staff will have accessed at least one training or support session for understanding and implementing TIC practices.	May 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
	Middle of Year 2020	Middle of Year 2021

Priority 3

Data Point 1: Trauma-Informed Climate Scale (TICS)-Policies, Procedures, and Practices Scale/Organizational Readiness to Change Scale (survey instrument).	N/A	<p>PI 1: 70% of staff will agree or strongly agree with Compassion Satisfaction items</p> <p>PI 2: Supporting Staff Development and Creating a Supportive Environment subscales will increase by 5% compared to July 2020 baseline</p>
	End of Year 2020 (optional)	End of Year 2021
	<p>TICS baseline:</p> <p>Readiness to Change subscales- All schools were 4.0 or greater</p> <p>Organizational Commitment subscales - All schools 4.5 to 5.0</p> <p>Trauma-Informed Climate subscales - School mean scores ranged from 2.0 - 4.5 (low/at risk to high), with the majority at the moderate level</p> <p>Policies, Procedures and Practices subscales - The majority of scale scores ranging from 'Training and Education' to 'Delivering Trauma-Informed Educational Practices' were around or slightly above the threshold of 2.5 (moderate, but many close to low/at risk)</p>	<p>TICS End of Year Survey:</p> <p>PI 1: TICS scores will increase by 5% relative to baseline</p> <p>PI 2: All Policies, Procedures and Practices Sub-Scales will increase by 5% relative to baseline</p> <p>PI 3: Organizational Readiness to Change Scale will increase by 5% relative to baseline</p>
Data point 2 (optional): N/A	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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
8/3/20	8/3/20	The University at Buffalo Institute on Trauma and Trauma Informed Care (ITTIC) will facilitate a 6-hour workshop (Trauma 101) on trauma and trauma-informed values/principles to instructional/support staff (voluntary).
8/6/20	8/28/20	ITTIC advisors will meet with all school leaders to provide an overview of Year 1 program objectives and assess the readiness of school Champion Teams to lead organizational change. Future support visits will be planned based on this initial readiness assessment.
8/3/20	8/3/20	ITTIC will facilitate one 2.5-hour district-wide online support session for school leaders and staff: "How Poverty and Racial Disparity Show Up in the Classroom." (voluntary)
8/7/20	8/7/20	ITTIC will facilitate one 2.5-hour district-wide online support session for school leaders and staff: "Trauma Informed Responses to Addiction." (voluntary)
8/10/20	8/21/20	The Superintendent will select District Champion Team members. The team will include central support staff and school staff representing the elementary, middle and high school level.
8/24/20	8/24/20	ITTIC staff will conduct orientation and training for the District Champion Team members, to include the role of District coordination for cultural change, results of the District baseline survey, and best practices for monitoring progress.
8/25/20	10/28/20	The District Champion Team will identify all Semester 1 & 2 meeting dates (approximately every two months) and draft agendas to support planning and implementing organizational change in consultation with ITTIC advisors.
9/1/20	10/26/20	ITTIC staff will visit each school's monthly faculty meeting (one meeting per school) to orient staff to Trauma-Informed Schools, results of the District/school baseline evaluation surveys, explain the role of the Champion Team and introduce upcoming support session topics.
9/1/20	12/9/20	ITTIC advisors will provide 1.5-hour training sessions for each school's Champion Team (once every two months) for building capacity and competence around the 10 key development areas for trauma-informed organizational change.
9/14/20	12/15/20	ITTIC advisors will provide monthly consultation and coaching to each of the school-based Champion teams (approximately 1 hour per month). The focus will be on-going implementation of trauma-informed practices in their roles/school, and planning/monitoring implementation steps.
10/5/20	12/9/20	ITTIC will facilitate multiple 1-hour, virtual support sessions for school leaders and staff. Topics will include but are not limited to: Trauma and Early Attachment, Trauma in School Spaces, and The Impact of Working in Schools on Teachers/Staff & Self-Care. (voluntary)
11/30/20	12/11/20	All School leaders will schedule time for staff members to take a mid-year quantitative growth survey, to measure progress toward or attainment of the selected mid-year subscale targets outlined above.

Priority 3

<i>January Through June</i>		
Start	End	Action
1/4/21	5/31/21	ITTIC advisors will provide 1.5-hour training sessions for each school's Champion Team (once every two months) for building capacity and competence around the 10 key development areas for trauma-informed organizational change.
1/4/20	5/31/21	ITTIC advisors will provide monthly consultation and coaching to each of the school-based Champion teams (approximately 1 hour per month). The focus will be on-going implementation of trauma-informed practices in their roles/school, and planning/monitoring implementation steps.
1/4/20	5/31/21	ITTIC advisors will provide up to 3 hours per month of trauma-informed coaching/consultation to each school. This may include small group meetings, walkthroughs to assess trauma-informed practices, or other as requested by the Champion Team
1/4/20	5/31/21	ITTIC advisors will provide up to 1 hour per month scheduled time per month for school building administrators to continue operationalizing trauma-informed practices in the context of the leadership role.
1/11/21	1/15/21	ITTIC and school leaders will report out mid-year quantitative data (collected late November/early December) to measure impact of initiative and revise implementation plans if warranted.
1/25/21	1/29/21	District leaders will schedule 3 more "Trauma 101" trainings for District staff who were unable to attend the previous session (all will be delivered on Saturdays).
2/1/21	5/31/21	ITTIC will facilitate multiple 1-hour, virtual support sessions for school leaders and staff. Topics will include but are not limited to: Trauma and Early Attachment, Trauma in School Spaces, and The Impact of Working in Schools on Teachers/Staff & Self-Care. (voluntary)
4/28/21	5/26/21	All District staff will take the Trauma-Informed Care End of Year survey.
6/24/21	6/26/21	ITTIC and District Champion Team will hold a wrap-up meeting for the purpose of reviewing survey results, assessing qualitative impact and discussing the project's next steps.

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
<i>The training, support and consultation activities required are essential but could be interrupted if future school closures are necessary</i>	<i>ITTIC staff is prepared to provide all support and training sessions virtually</i>	<i>ongoing</i>

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Universal Behavior Screening to Identify Students in Need of Support
Why will this be prioritized?	Survey data indicates that only 25% of teachers agree that student behavior does not interfere with instruction. Across the District's 8 elementary schools, from September 2019 to March 13, 2020, there were a total of 404 out of school suspensions (grades Kindergarten to 6). Of those, 76, or 18%, were students in grades Kindergarten, 1 or 2.

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 District will have a Universal Screener in place and complete screening of all Kindergarten to Grade Two pupils.	October 2020
School Leaders will assemble grade level teams to review student data and target interventions.	November 2020
School leaders and grade level teams will track progress and adapt interventions for identified students.	January 2021
Each school will see a reduction in disciplinary referrals and out of school suspensions for students in grades Kindergarten to Two.	May 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
	Not available	Total OSS count for students in grades K-2: 25
	End of Year 2020 (optional)	End of Year 2021
	Total OSS count for students in grades K-2: 76	Total OSS count for students in grades K-2: 55
Data point 2 (optional): N/A	Middle of Year 2020	Middle of Year 2021

Priority 4

	End of Year 2020 (optional)	End of Year 2021

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
8/3/20	8/7/20	Curriculum Office staff will review and select three evidence-based Universal Behavioral Screening Tools for further study and final selection.
8/10/20	8/13/20	A subgroup of elementary school counselors and the District RtI Coordinator will meet and select one evidence-based Universal Behavioral Screening Tool (UBST) tool to adopt district-wide.
8/17/20	9/4/20	The District RtI Coordinator and select elementary school counselors will create a UBS guidance document for elementary school staff: school leaders, school psychologists, counselors and teachers. It will also include information for parents.
8/18/20	8/20/20	The District RtI Coordinator will draft a screening schedule for all 8 elementary schools, to ensure all students are screened no later than October 23, 2020.
8/19/20	8/27/20	Elementary School counselors will be trained in use of Second Step, a SEL program. Counselors will be expected to teach or co-teach Second Step lessons to all pupils in their respective schools for whom they are responsible.
8/24/20	8/27/20	Elementary School leaders will receive training on the UBS process, tool, and suggested screening schedule.
9/1/20	9/17/20	All elementary school classroom teachers, school counselors and school psychologists will be trained to administer the UBS tool to all students in grades Kindergarten to 2.
9/14/20	9/24/20	Elementary school leaders will receive an overview of the Second Step program and view sample in-classroom delivery schedules. Each school leader will be responsible for facilitating the scheduling and monitoring of program delivery by her/his counseling staff.
9/14/20	10/23/20	All pupils in grades Kindergarten to 2, across all 8 schools, will have Universal Behavioral Screening completed.
10/19/20	11/12/20	Each School leader will facilitate the completion of the Social-Emotional Initiative Inventory (EAB Global, Inc.) to organize and summarize the programs and practices in place within the school <i>currently</i> to support the social, emotional, and behavioral success of students.
11/4/20	11/18/20	The District RtI Coordinator will survey the teachers and counselors who administered the UBS tool to gather feedback on ease of use, student engagement, and other aspects of the administration in order to inform future screening rounds.
11/2/20	11/24/20	School RtI Data Teams will analyze Universal Behavioral Screening student data and select students for Tiers 2 and 3 support. Results and recommendations should be shared with all classroom teachers.
11/10/20	12/16/20	The District RtI Coordinator will collect UBS data from all 8 elementary schools and create a summary report for the District Attendance and SEL Steering Committee and Superintendent.

Priority 4

11/30/20	12/17/20	School RtI Data Teams will, using models and guidance from the District Attendance and SEL Steering committee, develop a sustainable tiered network of in-school supports for students in need. The school's model will not only be based upon the District guidance but include mandated student progress tracking protocols.
January Through June		
Start	End	Action
1/6/21	1/13/21	School leaders will schedule a second round of student behavioral screening. Depending upon the selected tool, mid-year screening may be appropriate for some, but not all, students.
1/13/21	2/10/21	School leaders will prepare a report to the Superintendent to include the school's tiered network of supports, student progress tracking system, and resource or other support requests. A calendar of meeting dates on which student data and progress will be reviewed (preferably every 6 weeks) should be part of the school's plan.
1/20/21	2/3/21	The District RtI Coordinator will collect and organize data from the second round of UBS for presentation to the District Attendance and SEL Steering Committee and Superintendent. The data should demonstrate results at multiple levels (class, grade, school, and district).
2/15/21	3/1/21	The District Attendance and SEL Steering Committee will meet to review District UBS data and evaluate options to better support schools and provide or supplement targeted interventions.
2/15/21	3/1/21	The District RtI Coordinator will meet with elementary school counselors to review implementation of Second Step; counselors will analyze successes and challenges and identify Second Step's role as a Tier 1 Universal Intervention.
3/8/21	3/24/21	School leaders will prepare a report to the Superintendent using the school developed tracking system, to include the number of students in each tier, supports received, and progress made.
4/19/21	5/3/21	School leaders, along with designated staff members complete, for a second time, the Social-Emotional Initiative Inventory (EAB Global, Inc.). Each school will assess the growth, functioning, and next steps necessary to improve the tiered system of intervention programs and practices within the school.
5/10/21	5/24/21	The District Attendance and SEL Steering Committee will meet to review School leaders UBS and tiered programs and practices reports to outline district-wide needs and create Committee goals for the 2021-2022 school year.
6/8/21	6/22/21	District Information Services Staff will complete elementary school suspension reports, by school and district.

Priority 4

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Due to COVID restrictions, outside agency involvement in face to face delivery of student services may be limited.</i>	<i>Online tools and delivery systems, such as teletherapy, will be utilized.</i>	<i>ongoing</i>

Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	Utilization of Diagnostic Data and Targeted Intervention Programming to Address Student COVID Learning Loss in Grades 3-6 Mathematics
Why will this be prioritized?	The District does not currently have a formal mathematics intervention program for students in grades 3 to 6. NWEA data from the previous two school years (2018-2019 and 2019-2020) indicate that students typically scored about 4.5% lower than national norms on the assessment. The data further demonstrated that the gap was wider in the 2019-2020 school year, or trending in a negative direction.

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?
Elementary students in grades 3 through 6 will receive a minimum of 60 minutes per week of supplemental mathematics instruction, supported by a menu of resources and instructional coach facilitated professional development.	October 2020
All elementary School leaders and Data Teams will develop a system for collection and analysis of intermediate mathematics student progress data.	December 2020
All students will receive differentiated remedial instruction to address their individual skill deficits.	May 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): NWEA RIT Scores – District and School Growth Summary Reports	Middle of Year 2020	Middle of Year 2021
	Winter 2019-2020 gap to national norms: 5.0% below	Winter 2020-2021 gap to national norms: 4.5% below
	End of Year 2020 (optional)	End of Year 2021
	Not available* *annual spring assessment not administered due to COVID closure	Spring 2020-2021 gap to national norms: 4.0% below
Data point 2 (optional): N/A	Middle of Year 2020	Middle of Year 2021

Priority 5

	End of Year 2020 (optional)	End of Year 2021

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
8/3/20	8/7/20	Elementary mathematics instructional coaches will meet to review available resources for supplemental mathematics instruction in grades 3, 4, 5, and 6.
8/3/20	8/7/20	District expectations for scheduling extended mathematics instructional blocks (60 to 70 minutes daily) and Intervention block rotation (90 minutes ELA, 60 minutes mathematics) will be introduced to elementary School leaders.
8/10/20	8/14/20	Elementary mathematics instructional coaches will recommend primary resources for use with students in each grade level, 3, 4 and 6 to the Administrator for Curriculum and Instruction. Grade 5 will use NWEA Math Accelerator on a pilot basis.
8/10/20	8/14/20	The District Rtl coordinator and Administrator for Assessment will create an accelerated NWEA universal screening schedule so that student baseline data profiles and growth targets are established as soon as possible. The plan will include remote assessment options should they become necessary.
8/17/20	8/21/20	Elementary mathematics instructional coaches will finalize District student portfolio contents and procedures for the 2020-2021 school year, to include Exemplar Problem Solving procedures and tasks for all grade levels.
8/17/20	8/28/20	The District Administrator and Curriculum and Instruction and elementary mathematics instructional coaches will plan virtual staff development sessions to orient teachers to District expectations for supplemental mathematics instruction and selected resources.
8/17/20	8/21/20	The Administrator for Curriculum and Instruction, Administrator for Curriculum and Assessment, and elementary mathematics coaches will adjust the elementary assessment calendar to include NWEA winter benchmark assessments for targeted grade levels.
8/24/20	9/3/20	Elementary School leaders will complete school instructional block and Intervention block schedules for all teachers and submit them to the Administrator for Curriculum and Instruction.
9/18/20	10/15/20	Elementary School leaders will schedule instructional coach-led department meetings for all teachers, by grade, to supporting analysis of NWEA and other formative assessment results, and to create short cycle action plans for classroom remediation.
10/21/20	11/13/20	All Elementary School leaders will conduct Focus Walks to observe implementation of supplemental mathematics instruction, related artifacts and student engagement.
10/26/20	12/18/20	Elementary mathematics instructional coaches will have meet with each of their assigned teachers at least once to review implementation of supplemental mathematics instruction in their classrooms, to include successes, challenges and problem resolution if needed.
January Through June		
Start	End	Action

Priority 5

1/4/21	1/18/21	The District's RtI Coordinator, in consultation with elementary mathematics instructional coaches, will establish District protocols for review of supplemental mathematics student progress data within school Data Team meetings.
1/25/21	2/15/21	All school leaders will meet with teachers, by grade level, to review winter benchmark results and student growth target attainment.
2/22/21	3/15/21	All school leaders will schedule grade level meetings, led by mathematics instructional coaches, to discuss strategies for differentiated instruction during the supplemental mathematics instructional block.
2/22/21	3/21/21	All Elementary School leaders will conduct a second round of Focus Walks to observe implementation of supplemental mathematics instruction, related artifacts and student engagement.
5/17/21	6/1/21	School leaders and mathematics instructional coaches will hold grade level meetings to gather feedback on Year 1 of implementation of supplemental mathematics interventions and make recommendation to the Office of Curriculum and Instruction for refinements and support needed prior to Year 2 implementation.
6/1/21	6/30/21	The Assessment Office will prepare comprehensive NWEA Mathematics progress reports for grades 3 – 6, to include student growth target attainment and mean RIT gaps to national norms per grade level.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>The plan above must be adapted to accommodate student and teacher needs if COVID infection rates necessitate a Distance Learning or Hybrid instructional model at any or multiple points during the school year.</i>	<i>All resources used for supplemental mathematics instruction will be digital, to allow for a distance learning delivery system.</i>	<i>By September 2020</i>

Submission Assurances

Submission Assurances

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

1. X 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. X 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. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. X 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. X 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. X 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).