District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Wappingers Central School District	Dr. Dwight Bonk

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Identify and implement an RtI model at each elementary school based on best practices
2	Ensure fully functional Data Teams at each elementary school
3	Utilize data to inform differentiated instruction in ELA and Math in grades 3-6

PRIORITY 1

Our Priority: Identify and implement an RtI model at each elementary school based on best practices

What will we prioritize to extend success in 2021-22?	Identify and implement an RtI model at each elementary school based on best practices
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)?*	It is crucial for us to identify and address academic needs as early as possible so academic supports/modifications may be provided, thus promoting academic achievement for all students across all grade levels. The district consists of 10 elementary buildings, each of which follows their own RtI model. The district recognizes the need to develop and implement a universal RtI model across all buildings, based on measurable best practices, to better monitor student progress with consistency and fidelity. Using a Response to Intervention model is essential in identifying and addressing deficits that students may have especially in the areas of reading and mathematics. Studies show that early intervention can have a significant impact on a student's academic path. In reading and math specifically, new skills are typically built upon previously learned skills. For example, a student needs to understand addition in order to understand the concept of multiplication. If there is an unidentified gap in a student's learning process, this only compounds and puts the student at more risk for failure as they continue through their schooling. In addition, appropriate intervention at a young age will decrease the number of students who may require prolonged remediation and supports. Identifying and implementing interventions for students not only benefits those particular students identified. When teachers look at the results of both formative and summative assessments, they are able to identify trends that exist amongst all their students as well as identify specific students who are struggling with specific skills. Using Tier 1 of the Response to Intervention process enables a teacher to try new strategies in their whole group instruction to meet the needs of the students. If a small group of students consistently continue to struggle with specific concepts, teachers can use small group instruction and incorporate activities such as learning centers to address specific concerns. Small group and individual instruction gives the teacher a better sense of the

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	specific areas of needed support and gives the student the attention they need to develop the skills they need to continue in their curriculum.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create an RtI team at each building. This team shall consist of key stakeholders and meet regularly.	The following individuals shall be identified and tasked with serving on the building RtI team: ● Building Principal ● AIS Instructor ● School Psychologist ● Classroom Teacher(S) ● OT/PT/Speech Therapist (when applicable) ● Designated PPS Representative This team should meet on a monthly basis (at minimum) to discuss interventions, review data, and make a determination on next appropriate steps.	● Increased utilization of prescribed academic support modifications/strategies ● Students meeting goals/standards as outlined by the RtI team ● Increased achievement in overall academic progress and on benchmarking assessments by students involved in the RtI process	● Ongoing commitment by members serving on the RtI team ● Appropriate training for members serving on the RtI team ● Appropriate data/benchmarking tools to track and evaluate student progress

Create an internal district RtI review team tasked with observing building level RtI team meetings to identify best practices.	• The district must select a team of individuals who will coordinate their efforts to attend RtI team meetings at each building. • These members will observe meetings and take detailed notes to bring back to the RtI review team for evaluation/comparison. • The RtI review team will use all collected data/information to identify best practices, incorporate them into a uniform RtI model, and communicate this model to appropriate district personnel.	• The RtI review team attends RtI team meetings and identifies best practices. • The RtI review team creates a working, uniform, RtI model that may be implemented in each building.	• Ongoing commitment by members serving on the RtI review team • Access to building RtI team schedules • Access to building level achievement/benchmarking data • Training on RtI processes/best practices • Access to outside district RtI models.

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.
Success on this priority will be defined by the creation of a universal RtI plan, based on identified observed best practices and student achievement data by the end of the 2021-2022 school-year.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Ensure fully functional Data Teams at each elementary school

Why is this a priority?	The district recognizes the need to promote the implementation of fully functional data teams across all 10 elementary buildings. These teams will be responsible for tracking data related, but not limited to:

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	● academic achievement
	● benchmarking
	● attendance
	● enrollment
	● discipline
	● resource utilization
	
	Data teams will make recommendations to key stake-holders based on their findings and identified trends. This work may involve the assistance/inclusion of other building and/or district committees (RtI, professional development, cultural responsiveness...etc).
	
	In order to identify trends in student achievement, it is essential to look at data at the classroom, school, and district level. At the elementary level, basic skills are introduced that are necessary for a student to be successful as they continue through their school careers. Being able to identify areas of concerns for students is essential at the lower levels as it is easier to implement interventions and address these deficits before they compound and become bigger issues. Data teams should consist of teachers, school administrators and support staff in order to make decisions that will lead to improvement in student achievement for all students. Utilizing data is also important to find out the impact of interventions that are put into place to address deficits in specific skills. Because of this, both informal and formal assessments are necessary to collect and analyze data. In order to create a fully functional data team, professional development is required so that the team knows how to interpret and use assessment data

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a fully functional data team at each school. This team shall consist of key stakeholders and meet regularly.	The building principal or designee shall assemble a team of stakeholders that will meet monthly to review pertinent data, make recommendations, and devise action plans, when applicable, based on the data development cycle.	- Documented recommendations/findings from the building data team - Increased utilization of identified academic resources - Increased achievement in overall academic progress and on benchmarking assessments	- Ongoing commitment by members serving on the building data team - Access to building level achievement/benchmarking data - Access to building level attendance and discipline data - Appropriate training on data collection resources and the data development cycle
District review of data team recommendations and findings.	The district shall designate individual(s) who will review the documented recommendations/findings and provide support/feedback to building level teams. This shall occur on a quarterly basis.	- Documented feedback provided to building level data teams - Successful completion of goals set forth by building level data-teams	- Access to all building level data team meeting calendars - A venue through which each data team can share information back and forth with appropriate district personnel

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.
Success on this priority will be defined by the following: • Monthly meetings conducted by data teams in each of the district's 10 elementary buildings as indicated through shared building data team meeting schedules • Data team meeting observations • Documented findings/recommendations/data inquiries from data teams in each of the district's 10 elementary buildings

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Utilize data to inform differentiated instruction in ELA & Mathematics in grades 3-6

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)?*
	The district recognizes the need to promote enhanced student achievement in ELA and Mathematics through data-driven instructional practices. Systems will be put in place to assist teachers in data collection, analysis, and to provide coaching to facilitate data-informed decision making with regard to instructional practices.
	
	 Differentiating instruction ensures students are receiving an education geared towards their needs. It also helps educators make sure they are providing an equitable learning experience for their most at-risk students including students with 504s and Individualized Education Plans (IEPS). Ideally deficits should be addressed before a student enters the secondary level. Prior to grade 3, students are typically learning the basic skills of reading such as decoding and building their basic vocabulary. Once students reach fourth grade, they are "reading to learn" and developing comprehension skills. In order to ensure students are understanding what they are reading and learning the new curriculum presented to them, it is important to assess students and determine if there is a need for intervention. In the area of Mathematics, students are mastering skills such as multiplication and division which are essential to develop pre-Algebra skills that are taught at the beginning of the secondary level. If gaps exist from this crucial part of a students academic career, it will have a significant impact on their development in the future. At the elementary level, teachers see the same group of students for their core academic classes. This enables them the ability to recognize areas of weakness and implement strategies to address these areas through RTI by the time a student reaches the secondary level.

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Priority 3

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Facilitate grade level data meetings, specific to ELA and Math achievement.	A calendar of grade-level data meetings shall be established for each building, with meetings taking place monthly. Meetings shall consist of a review of academic achievement data and iReady assessment data. Meetings shall be facilitated by buildings principals, with assistance provided by content level Directors and Professional Development Specialists, as requested.	- End-of-year achievement goals shall be established and documented in the fall of 2021 and reviewed on a quarterly basis - Increased student achievement on benchmarking assessments - Successful completion of identified end-of-year achievement goals	- A communicated schedule for monthly meetings to take place in each building - Training on identified instructional practices and resources used to promote differentiated instruction - Availability of directors and professional development specialists to provide building level and individualized support upon request

Provide coaching/support on a building and/or individualized basis as deemed necessary by building and/or district administration	If additional support is required or requested at the building or individualized level on matters pertaining to data collection/analysis and/or pedagogical practice, appropriate support shall be provided through the following means:
	    ● District conference days
	    ● In-service professional development offerings
	    ● District residency program
		● Increased student achievement on benchmarking assessments
		● Successful completion of identified end-of-year achievement goal
			● Availability and commitment of content level directors and professional development specialists
			● Appropriate training in data collection/analysis
			● Appropriate training in instructional practice and/or related resources specific to differentiation

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.
Success on this priority will be defined by the increased utilization of instructional practice/resources that promote differentiated instruction and Increased achievement in overall academic progress and on benchmarking assessments, specific to the areas of ELA and Mathematics in grades 3-6.

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 (if applicable)
Dr. Michelle Cardwell	Administrator	
Adam Panzer	Administrator	
Dr. Amy Watkins	Administrator	
Michael Corsano	Administrator	Sheafe
Tara Koehler	Teacher	Sheafe, Oak Grove
John Sammon	Teacher	Kinry, Vassar
Cassie Washington	Parent	Sheafe, WJHS
Marie Reyes-Rose	Parent	Vassar, WJHS
Lauren Hernandez	Administrator	Evans
Kristin Marino	Teacher	Sheafe, Oak Grove
Cristine Blake	Teacher	Kinry, Vassar

Meeting Dates

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

Meeting Date	Location
June 23	Virtual
July 12	Virtual
July 15	Virtual
July 19	Virtual
July 22	Virtual

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	Staff meetings were held at the end of the school year in which staff were asked for input regarding priorities for next year. Surveys were also administered to ensure we were able to capture the thoughts and ideas of all staff.
Parents with children from each identified subgroup	Surveys were administered to ensure we were able to capture the thoughts and ideas of all parents.
Secondary Schools: Students from each identified subgroup	Student interviews and surveys were conducted prior to the end of the school year.

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 The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. 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.

5. 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).

6. 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.