



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cairo-Durham CSD	Mr. Michael Wetherbee

2021-22 Summary of Priorities

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

1	Provide an equitable education for ALL students through strong curriculum and vertically alignment
2	Establish a sense of belonging and community for all students and staff by promoting self-growth and cultivating shared academic and behavioral ideals
3	Commit to a systematic approach to identify, monitor and intervene with students at-risk of not graduating district-wide.
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We are committed to providing an equitable education for all students in K-12 to narrow the gap so they are future ready. We will strengthen our curriculum to provide a cohesive, vertically aligned approach to the content students encounter, so they are engaged in meaningful learning that is relevant to them and their future.</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>There are students we are still not reaching as evidenced through our assessment data (i-Ready, Fountas and Pinnell, benchmark assessments). With the pandemic, achievement gaps widened, especially for remote students in K-12th grade. Higher numbers of students failed courses and/or did not stay engaged in remote work.</p> <p>Much work is being done to progress monitor students and to create priority standards to ensure student skill development, but the results are often kept at the grade level or building. For example, K-5 teachers have diligently maintained data walls but not all grade levels use the data to inform shifts in instruction or feel comfortable sharing data with other staff members. Grades 6-12 teachers have not yet established a consistent way to share student data to inform instruction.</p> <p>RtI and AIS entry and exit criteria has not been solidified at the elementary level, but has been at the Middle School. High school processes are reactive rather than proactive in terms of identifying students who need intervention.</p> <p>Expansion of intervention options are in the early stages. Some were trained in Orton-Gillingham in 2020-2021 and more are planned to be trained in August 2021 in K-6. Reading Recovery instructors have been identified and will be trained in 2021-2022.</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>Training in Differentiated Instruction</p>	<p>Preparing new hires for differentiated classroom lessons; New internal coaches (K-8 ELA and MATH coach) work in conjunction with the external coaches to provide training and support in utilizing the strategies throughout the year</p>	<p>New Teacher Orientation (August 18th) will introduce the concepts and research behind effective differentiation. Monthly new teacher meetings will occur to discuss strategies used and offer others. The meetings will serve as a “check-in” for new staff. Internal and External coaches will meet once a month to share best practices and to review data for ELA and Math across K-8 to gauge success. Internal data review will occur every five-weeks to gauge student progress.</p>	<p>Location will need to be determined for monthly new teacher meetings afterschool and will need funds to pay for teachers working outside their contractual time. Embedded coaches will work directly with teachers during the day and will be allowed to attend “Coach the Coach” sessions monthly during the day at Questar III BOCES. All new teachers will receive a “residency” with each internal coach to help structure lessons and differentiated practices.</p>

Priority 1

<p>Programming and intervention that is not one-size fits all</p>	<p>Restructuring AIS for clear processes (entry and exit criteria) across K-12. Data needs to be shared between buildings not just within the building. Train more staff members in Orton-Gillingham in each grade K-6. Two Reading Recovery teachers will be trained along with two administrators in Reading Recovery. The elementary school needs to create a block schedule for RtI. The MS team does not have a uniform data collection process.</p>	<p>Data will be reviewed every five weeks for students selected for AIS in K-8th grade to gauge progress. Every ten weeks data walls for K-8 will be reviewed by literacy and math coaches and by administration to ensure input has occurred for major assessments and to gauge student progress for those receiving interventions (either O-G or RR). Reading recovery teachers will share results of the one-to-one sessions every 12 to 20 weeks as required by the training. A midyear and end of reflection on the program will be conducted (January and late May 2022)</p>	<p>Costs for trainings (O and G and RR) must be considered. Time will need to be provided for staff to review data and discuss next steps for students being served through RtI, O and G, and RR. Reading Recovery and books for independent reading will need to be purchased.</p>
<p>IST and MTSS processes need to be formalized</p>	<p>Elementary school began process of revamping IST protocols and data collection, but has not finalized an AIS plan for 2021-2022. IST process will need to be communicated clearly.</p> <p>Middle School MTSS has been launched but needs buy-in from all staff members. The high school team is currently formalizing their approach in identifying and supporting students.</p>	<p>IST team will meet weekly to review and encourage process for teaching staff. MTSS teams will meet weekly and specify calendar dates quarterly for building-wide data review. The data review will include i-Ready, Fountas and Pinnell, internal benchmarks for ELA and Math.</p>	<p>Costs for i-Ready platform; time for IST/MTSS teams to meet during the school day or afterschool as needed. Pay for teacher time outside their contractual time will need to be considered.</p>

Priority 1

<p>K-8 Literacy Team to create aligned plan for ELA</p>	<p>The team did not launch until January 2021 and was beginning to establish K-8 ELA alignment in terms of programs, utilization of resources consistently. The five meetings focused on reading strategies, survey of current programs and allocation of time to the programs. The team will need to make more definitive decisions and do so with fidelity.</p>	<p>The K-8 team will meet monthly beginning October 2021 and do so throughout year until June 2022; the team will develop a chart that outlines K-8 Literacy program (including resources to use, essential standards to address at each grade level). The “success” of the plan will result in an aligned literacy program that builds upon skills achieved at the prior grade level</p>	<p>An hour a month to review plans and discuss literacy as a group; pay for teachers who are on the team and meet outside their contractual time; consultant fee for PLC training as described below.</p>
<p>PLC Training for administrators, teacher leaders, and teachers</p>	<p>Teachers have been working by grade level or department on revamping benchmarks and identifying essential standards to assess skills; K-5 have complete data walls which includes all students and assessments; however, the work has been done in silos and not across K-12. Processes for data collection needs to be determined for middle and high school.</p>	<p>Triple A action forms will be shared with leaders and stored in Google folder at least three times a year. Leaders will review action plans and offer support to grade levels/departments in their work’. The follow up visit from consultant will provide opportunity to share progress (November 2, 2021) and address concerns. In September 2021, middle and high school will establish system for data collection and sharing.</p>	<p>Consultant fee for PLC trainer, Dr. Jason Andrews-two on-site visits; restructure schedule to allow for high school teachers to have common planning time as the middle and elementary school</p>
<p>Informal Class Visits and Instructional Rounds</p>	<p>The tool used for elementary classroom visits needs to be adjusted for middle school use. The high school has an informal process for “visits” but no formal process is in place to ensure that all</p>	<p>Visit tool for each building will be in place no later than end of September 2021. Teachers will be trained in Instructional Rounds and their benefits by the end of October 31, 2021. Classroom visits will occur all year so that</p>	<p>Time for development of classroom visit tool. Consultant fee and book on Instructional Rounds will need to be purchased. Subs for teachers</p>

Priority 1

	classrooms have regular non-evaluative visits. Teachers rarely have the opportunity to visit other classrooms.	each teacher will be visited no less than four times a year.	participating in Instructional Rounds or “Passport” to see another instructor teach.
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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.

Success for this priority will entail time to process the data collected and for teachers/leaders to meet to review data. Internal measures will serve as the basis; i-Ready data (three times a year for elementary; four times a year for middle school), Fountas and Pinnell reading levels (K-5), Really Great Reading Phonics data, and internal benchmark data-three times a year for all K-12 will be the main data points. Math utilizes IXL and ProblemAttic (high school level) for additional measures. The district will look at the number of students who are in Tier III or who are reading on or above grade level which has been at around 50% as gauge. The goal will be 70% of students reading and achieving on or above grade level in reading and math to move more students from Tier III to Tier II (i-Ready).

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We are committed to establishing a sense of belonging and community for all students and staff in our schools. We will do this by promoting self-growth and cultivating shared academic and behavioral ideals.</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>Based on the number of referrals (disciplinary and positive), responses to district climate surveys, and counseling needs, the district must create proactive systems to establish a sense of belonging for adults and students in our schools. While offering a number of programs for SEL (Sources of Strength, etc.) a consistent system with full staff buy-in is lacking.</p> <p>COVID exacerbated feelings of isolation and limited plans for in-person community building efforts in and out of school. This commitment will be critical as more students and staff come back into full time instruction who have not been in-person for months or even a year and a half. We anticipate an increase in initial behaviors and mental health concerns. We hope to solicit support from outside agencies that can serve as liaisons with families and our schools.</p> <p>Our district goal was drafted to reflect our desire to improve social/emotional health and well-being of students district-wide. Our goal is to decrease negative behaviors as measured by a 20% reduction of referrals in the following categories: insubordination, disruption of education, and disrespectful to staff member for middle/high school and hands-on behavior, engaging in unsafe behavior, and disruption of education for elementary school.</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>Implementation of PBIS program at the high school level</p>	<p>Creation of a PBIS team consisting of staff members and students Selection of PBIS teacher coaches who will promote and support the program throughout the year Communication to staff and students about PBIS</p>	<p>The initial gauge will be in the number of staff members we can encourage to join the team during August 2021 to plan the PBIS rollout. Reduction of referrals at the high school level (will check quarterly)</p>	<p>Money to pay staff members to work on PBIS rollout plan and teacher PBIS coaches Time for PBIS team to meet and review referral data; potential need for substitutes for those attending meetings during the school day</p>
<p>The middle school will follow a P2 calendar with weekly traits, pillar focuses, and corresponding lessons. Implement monthly assemblies to review previously taught traits and celebrate positive referrals.</p>	<p>Creation of a P2 Calendar for the building to follow (includes lessons and traits to be promoted) Communication to staff and students on P2 and teacher lessons consistently and with fidelity doing the P2 lessons with students</p>	<p>Reduction of referrals at the middle school level and an increase in the number of positive referrals (will check quarterly).</p>	<p>Pay for teachers developing the P2 Calendar and lessons, events, and monthly planning for the assemblies (outside contractual hours) Schedule to ensure embedded time for P2 lessons Time for coordination of P2 with the other SEL programs Funds for outside consultants and</p>

Priority 2

<p>Middle school's SEL committee will meet monthly and review positive/negative referral data to modify SEL curriculum, instruction, and intervention throughout the year, and also work with Power of Peace and Sources of Strength organizations to provide additional SEL support to students requiring additional support.</p>			<p>organizations (Power of Peace)</p>
<p>The elementary school will follow the P2 calendar with weekly traits, pillar focuses, and corresponding lessons. Additionally, the elementary school will implement weekly</p>	<ul style="list-style-type: none"> • Creation of P2 calendar and lessons • Communication to staff and students • Explicit monthly lessons on expectations and Word of Month activities 	<p>Reduction of referrals at the elementary school level and an increase in the number of positive referrals (will check quarterly).</p>	<p>Funds to pay teachers working during summer (P2 planning and PBIS team members)</p> <p>Ripple Effects software for CDE and MS (Tier III)</p> <p>Funds for incentives-cannot use SIG but need to find another source of funds</p>

Priority 2

<p>assemblies, tied to calendar-traits, followed by monthly, larger, collective, in-person assemblies to review traits taught in previous weeks. Students will be given positive referrals per trait to recognize the good deeds and trait strengths in each student.</p> <p>The elementary PBIS team will organize special events for students and the community. These will include the special persons dance, Zumba glow party, an end of year carnival, and a faculty/staff appreciation event.</p>	<ul style="list-style-type: none"> • Use of behavioral data to create booster lessons • Weekly and quarterly recognitions • P2 Event to promote • Tap into PTA 		<p>(Mustang gear - pencils, shirts, classroom breakfasts for competitions, stickers, certificates, sunglasses, etc.)</p> <p>Zones-Purchase Posters to be displayed in classrooms and Zones book for new teachers and other staff</p> <p>PBIS-promotional materials</p> <p>Time for team to plan events in house and with PTA</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.

The district strives to reduce referrals by 20% as described below:
[Desired State: *Average of three years and number of referrals reduced by 20% (Years used 2017-2020),* Middle School/High School, Insubordination **178**, Disruption of Education **167**, and Disrespectful to Staff Member **133**. At the Elementary level, the number of negative referral decrease will be the focus, Hands-on Behavior **243**, Engaging in Unsafe Behavior **142** and Disruption of Education **59**. This goal extends to 2024 but each year the reduction goal will be 20% by end of year, and at least 10% by mid-year.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will commit to a systematic approach to identify, monitor and intervene with students at-risk of not graduating district-wide.</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>We had 85 seniors start the school year in 2021. Of this number only 77 made it through to graduation. Additionally, 11 students dropped in this cohort. We have a drop-out rate to overcome. There is a need to connect/engage students in school at a much earlier age to forge a bond to school. Students need to be connected to school so they are more likely to stay in school.</p> <p>The SCEP connects to this DCIP goal in that our identified elementary school can do much to target students early on and promote positive referrals and connections to school. The earlier students feel successful and/or connected to the school community the more likely they are to continue school to graduation.</p>

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?
District-wide committee (reviewing the research of at-risk students and using that information to assist in identifying patterns etc.) to review our profile (students who have dropped out at CDCSD) and create 'buckets' based on common student needs	<p>Creation of a team with representation from all three buildings that will meet no less than monthly to review research and student data (attendance)</p> <p>The team will need a repository for data and research analysis that can be shared confidentially with the committee.</p>	<p>The district-wide committee will be established and functioning by the end of September 2021 and will meet monthly (about every four weeks).</p> <p>The district will have a clear process for identifying patterns/red flags for students who are at-risk of dropping out of school and a system for collection of information/data no later than the end of marking period one.</p>	<p>A System or Software (platform) to store student information related to the work of the committee</p> <p>Time for committee members to meet to review information and plan next steps</p> <p>Money for staff members on committee to meet outside contractual instructional time</p>
Develop a system for mentoring: such as, Check In/Check Out (mentoring program-an adult connection)	Once students are identified in the first step, we will need to research ideas for a more consistent mentor system as the current system of volunteering does not meet the demand.	All students identified as "at-risk" of not graduating or showing early signs of disengagement (attendance to school will be used as one indicator) will be assigned an	Time for mentors/students to meet for check in/check out or other system

Priority 3

	Develop a process for assigning adults to students and recording meetings/activities	adult mentor no later than the end of marking period 1.	Incentives for students who improve attendance or participate more actively in school
Early community intervention (working with PINS, county services)	Reach out to county or other services to proactively work with students/families who have identified through “red flag” system established in first step above	The district team administrators will reach out to county organizations to establish regular check-in meetings and to review their service during the first month of school (End of September 2021). The team and county should meet at least three times a year to review preventive measures for students at-risk or disengaged in school.	Time for team to meet and travel (mileage) to organizations (if needed) for meetings Payment for teachers/staff who attend meetings outside their contractual time
Survey (student climate survey-I feel connected to school)	The district will need to survey students (and staff) for their perception of school and connectedness to the school community The survey will need to be purchased and/or utilization of a platform to collect student feedback.	A school climate survey has been conducted annually for the past four years in April. An annual survey will be shared in April 2022. A more frequent tool for student feedback will be created via Google or solicited through the platform ThoughtExchange at the end of the first quarter (October 2021) and again midyear (January 2022) to see if responses vary.	Cost of survey tool Time for students/staff to participate in the survey Time/Pay for teachers/staff on committee to review survey data
Job/Career Fairs	The district needs to create a greater sense of place and partner with local or state organizations/employers.	The timeline for improving morale and school connection cannot be captured in one year; the 2021-2022 will be a year to	Time/pay for teachers/staff to plan and conduct outreach

Priority 3

	<p>Each level should establish an event and program to get kids thinking about what they want to do in their future and steps needed to accomplish their future/career goal.</p> <p>Community Engagement outreach. Work with organizations to plan for days where students could potentially interview professionals or have professionals come into the school for job fairs or a day visit to classrooms</p> <p>Understand who they are (kids) and being aware</p>	<p>begin collaborations. The first step will involve reaching out to local and state businesses and organizations to see if they would be willing to volunteer time.</p> <p>Develop a plan for a spring career day or scheduled visits for professionals to work with district children. The district team will develop the plan no later than December 2021.</p>	<p>to our community partners</p> <p>Possible costs of a job fair/career day (food for families to attend, subs for staff members participating in the event)</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.

The district strives to increase student connections to school and community through events and partnerships. Success would involve creating opportunities for these partnerships. Additionally, the district strives to increase the graduation rate to 92% or more by the 2023-2024 school year. Our 2021 graduation rate goal was 85%, but we will not achieve that goal based on unofficial preliminary data which indicates 82%. We realized that remote learning was not working for our secondary students as effectively as in-person instruction during the 2020-2021 school year. Our goal for 2021-2022 will be 87% or more students graduating (Cohort 2017).

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>
Dr. Michelle Reed	Assistant Superintendent, Curriculum and Instruction	District
Mr. Douglas Morrissey	Director of Pupil Services	District/PPS
Mr. Dotan Schips	Principal	Middle School
Mr. Jeremy Moore	Principal	High School
Mr. Christopher Stein	Principal	Elementary School
Mrs. Heather Maassmann	Teacher	High School
Ms. Julia Wanek	Teacher	SPED
Ms. Tammy Farnsworth	Teacher	Elementary School
Mrs. Nicole Greci	Parent	Elementary School
Mrs. Megan Wright	Parent	Middle School
Mrs. Melanie Cabbagestalk	Parent	High School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 15, 2021	ZOOM
July 1, 2021	ZOOM
July 13, 2021	Google Meet
July 28, 2021	Dr. Reed's Office (Middle School Building)
August 9, 2021	Google Meet

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 (Submitted July 30, 2021)
2. DCIP (Submitted August 13, 2021)

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).