



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Central Square Central School District	Thomas J. Colabufo

2022-23 Summary of Priorities

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

1	Every child has intentional opportunities to practice and build social, emotional and cognitive skills.
2	Every child feels safe, respected, supported, and has a true sense of belonging.
3	Every child has strong, trusting relationships with adults and peers.
4	
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?	Every child has intentional opportunities to practice and build social, emotional and cognitive skills.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • <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> ○ <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>	As a district, we are focusing our observations and instruction on learning targets, formative assessment, differentiation, engagement and gradual release of responsibility. These best practices will improve instruction which will lead to student success. Intentional opportunities for growth is a priority for us because we understand the need for a well-developed, standards-based curriculum which includes clear outcomes, common assessments, and a data review process. This curriculum development work also requires professional development support through coaching and other professional growth opportunities. This work directly supports the work in the SCEP as it takes the same priorities and moves them to a district level. Based on our data from the 2021 – 2022 school year, it is evident that we need to continue to focus on our Tier 1 instruction in order to improve our students' academic growth. If we do not address our overall academic program then our students will struggle to be successful once they graduate. This particular priority aligns with Commitment 1 in our SCEP plan for CSI school, Central Square Middle School. The How Learning Happens document notes that learning is cognitive and that the ability to think, reason, and solve problems deepens our understanding. The document also points out that when social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance skills such as teamwork and empathy.

Priority 1

The Equity Self-Reflection reminds us that we need to look at our classroom practices and implement more teaching and learning practices that enable students to grow as independent learners, think critically, and apply their learning to meaningful, real world situations.

This priority aligns and reflects the *Attributes and Competencies of a Central Square Learner*, which is included with our CS Strategic Plan adopted by our Board of Education.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
District Wide Curriculum Audits: Specifically ELA & Math	K-12 continuation of the curriculum and assessment rewrite of ELA and Math under the supervision and guidance of the building administrators and the Department Coordinators (secondary) and Curriculum Consultants (elementary)	Student performance will be monitored using STAR Reading and Math, DIBELS, elementary ELA benchmarks, and baseline data will be collected on the common formative assessments that have been created.	ELA and Math audit work days are scheduled for the 2022-2023 school year. Money to support any work on the audit outside of the contractual day
Instructional Coaching at the Secondary Level	Coaching support will continue at the secondary level (6-12) to observe and coach teachers in their instructional practice. The coach will support teachers and administrators in identifying strengths and weaknesses of Tier 1 instruction and AIS programs. This will take place through direct observations and data analysis and discussions. Professional learning opportunities will be provided based on needs observed.	Administrative observations of staff will measure effectiveness of Tier 1 instruction. Student performance will be monitored using STAR Reading/Math, DIBELS, common assessments and overall NYS Assessment performance.	Scheduling of observations with follow up coaching conversations to strengthen the instructional delivery will continue. Money to support this position has been set aside in the budget Data meetings with the coach and administrators as well as the coach with teachers/departments will be scheduled.

Priority 1

			Money to provide the coach with instructional coaching professional development Money for CSMS supply and materials for the reading program
District Wide Monthly Data Meetings	Teachers will review student performance data to determine the areas of mastery and gaps at each level. Data will be used to drive instructional planning and implementation. As appropriate, it will also be used to determine professional learning opportunities for staff.	Data will be discussed using DuFour's questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when students do not learn? How will we extend the learning for students who are already proficient? Student performance will be monitored using STAR Reading/Math, DIBELS, common assessments and overall NYS Assessment performance.	Monthly data meetings will be scheduled with teams and/or departments.
LETRS Training	Teachers will receive training in the Science of Reading through Voyager Sopris's LETRS training. The training will give teachers the knowledge to address reading gaps as well as help with Tier 1 reading strategies.	Student performance will be monitored using STAR Reading, DIBELS, common assessments and overall NYS Assessment performance.	Money for the training, trainers and materials/supplies The trainers will create a schedule for the year with the two levels of training and submit to administration. Location of the training will be established and

Priority 1

			communicated to participants.
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Measuring Success

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

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

We will know we have succeeded in meeting this priority when our students attain the goals set for their grade level. We will utilize DIBELS and STAR to measure success (cohort June – June data). The following are the goals for each building and/or grade level:

Elementary DIBELS:

Kindergarten ≥ 85% of students will be at or above level on their DIBELS Composite Score.

First Grade ≥ 83.5% of students will be at or above level on their DIBELS Composite Score (2.5% increase from the previous year).

Second Grade ≥ 67% of students will be at or above level on their DIBELS Composite Score (5% increase from the previous year).

Third Grade ≥ 65% of students will be at or above level on their DIBELS Composite Score (5% increase from the previous year).

Fourth Grade ≥ 60% of students will be at or above level on their DIBELS Composite Score (5% increase from the previous year).

Fifth Grade ≥ 51% of students will be at or above level on their DIBELS Composite Score (5% increase from the previous year).

Elementary STAR Math:

Fifth Grade ≥ 45% of students will be at or above level on their STAR Math test (5% increase from the previous year).

Middle School DIBELS:

Sixth Grade ≥ 61% of students will be at or above level on their DIBELS Composite Score (5% increase from the previous year).

Middle School STAR Math:

Sixth Grade ≥ 45% of students will be at or above level on their STAR Math test (5% increase from the previous year).

Seventh Grade ≥ 37% of students will be at or above level on their STAR Math test (3% increase from the previous year).

Priority 1

Eighth Grade 28% of students will be at or above level on their STAR Math test (5% increase from the previous year).

Middle School STAR Reading:

Sixth Grade 50% of students will be at or above level on their STAR Reading test.

Seventh Grade 56% of students will be at or above level on their STAR Reading test (3% increase from the previous year).

Eighth Grade 45% of students will be at or above level on their STAR Reading test (5% increase from the previous year).

High School STAR Reading:

Ninth Grade 57% of students will be at or above level on their STAR Reading test (5% increase from the previous year).

Tenth Grade 55% of students will be at or above level on their STAR Reading test (3% increase from the previous year).

Eleventh Grade 60% of students will be at or above level on their STAR Reading test (3% increase from the previous year).

Twelfth Grade 65% of students will be at or above level on their STAR Reading test (3% increase from the previous year).

High School Algebra Common Assessments:

Ninth Grade Baseline data is being collected during the 2022 – 2023 school year on the newly implemented common assessments.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Every child feels safe, respected, supported, and has a true sense of belonging.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • <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> ○ <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>	As a district, we understand that in order for true learning to occur, the social and emotional needs of students must be met. When students feel that they belong, they will come to school. They will participate in activities that interest them; and therefore, engage in school. COVID fundamentally changed the psyche of the nation. Students and their parents are more anxious, more hesitant to engage, and more open about their questioning about the purpose and functioning of school. Students were disconnected from their peers, other adults, and school structures for almost two years. After only being back in person for one year, students are still struggling with attending school. Based on our data, 28% of our students were chronically absent during the 2021 – 2022 school year. Therefore, this continues to be a priority for our district. This particular priority aligns with Commitment 2 in our SCEP plan for CSI school, Central Square Middle School. The How Learning Happens document highlighted the fact that emotions are essential to learning and that feeling safe and respected enhances the ability to learn. The Equity Self-Reflection and student interviews helped us to realize that racism exists in our school, particularly in the halls and on the

Priority 2

	buses, and that we need to do more to be inclusive in our schools for all our students. This priority aligns and reflects the <i>Attributes and Competencies of a Central Square Learner</i>, which is included with our CS Strategic Plan adopted by our Board of Education.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue to offer after school activities to support student connections to school.	Invite staff to create and provide after school activities that will engage and motivate learners to participate and become more connected to their learning environment. Activities may, but do not have to, connect to academic curriculum. Transportation will be available to make access easier.	Student attendance will be monitored using SchoolTool's chronic absenteeism report. Student attendance at the after school activities will be monitored and compared to daily attendance lists. Student survey results will indicate that they feel respected and have a true sense of belonging.	After school activities will be scheduled and communicated to students. Individuals to provide activities and bus drivers to transport students Money to support the programs by purchasing materials and to pay staff

Priority 2

			for the work outside of their contractual day.
Increase Positivity Project work across all buildings	Regular opportunities for the Positivity Project (P2) traits will be embedded into daily content as well as special activities that will be explicitly scheduled.	Student attendance will be monitored using SchoolTool's chronic absenteeism report. Student survey results will indicate that they feel respected and have a true sense of belonging.	Money will be spent on P2 materials and contracts Time will be explicitly scheduled to allow for activities to take place along with daily content Money for P2 coordinator at CSMS
District Wide Bi-Weekly attendance meetings	Review student attendance data to determine those students who are at risk of becoming chronically absent. Data will be used to determine specific interventions to be implemented.	Student attendance will be monitored using SchoolTool's chronic absenteeism report. Student survey results will indicate that they feel respected and have a true sense of belonging.	Meetings will be scheduled. Money for incentives, both student and school-wide, with ideas from Attendance Works
District Attendance Committee Meetings	Review district wide student attendance data and discuss trends. Share interventions being used and working for students. Use Attendance Works resources to discuss district attendance barriers and positive engagement ideas.	Student attendance will be monitored using SchoolTool's chronic absenteeism report.	Quarterly Meetings will be scheduled. Money for work that happens outside of the contractual day
District Wide Check and Connect Program	Regular opportunities for students to have access to an adult in the school building to use as a resource/connection.	Student attendance will be monitored using SchoolTool's chronic absenteeism report. Student survey results will indicate that they feel respected and have a true sense of belonging.	Money for building Check and Connect events Money for Check and Connect Coordinator at each building

Priority 2

			Individuals for the check and connect program
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Measuring Success

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

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

Based on the 2021- 2022 school year's growth, Central Square decreased chronic absenteeism by 1.6 percentage points (29.6% to 28%). Our goal for the 2022 – 2023 school year will be to decrease our chronic absenteeism rate from 28% to 26.4%.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Every child has strong, trusting relationships with adults and peers.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • <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> ○ <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>	As a district, we understand that in order for true learning to occur, the social and emotional needs of students must be met. When students feel they belong, they will come to school and be able to build stronger relationships with peers and adults. When asked on a district wide survey if, "My classmates will treat each other with respect," only 58% of students agreed; and when asked if, "I feel comfortable reporting bullying incidents to a teacher or other adult from school," only 59% of students agreed. This particular priority aligns with Commitment 3 in our SCEP plan for CSI school, Central Square Middle School. The How Learning Happens document emphasizes that learning is relational and that relationships play a central role in a child's social, emotional, and cognitive development. This priority aligns and reflects the <i>Attributes and Competencies of a Central Square Learner</i>, which is included with our CS Strategic Plan adopted by our Board of Education.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Peaceful Schools-Social Emotional Learning Interventionist (SELI)	The SEL Interventionist will deliver evidence-based SEL instruction and skill-building to targeted students, universal instruction in SEL themes and skills, a continuum of Restorative Practices, and outreach to strengthen the home-school connection. An integral member of a comprehensive school-based intervention model, the SEL Interventionist will support the development of students' SEL skills, help improve school climate, reduce violence, and improve school safety, and improve student attendance and academic achievement.	The indicated survey results will improve by 4%. Student attendance will be monitored using SchoolTool's chronic absenteeism report.	Money to pay Peaceful Schools for the SELI Scheduled time for the SELI to work with students Scheduled time for SELI to meet with CAPS team Office space for the SELI
Peaceful Schools – Restorative Practice Professional Learning	The student support team will work with Peaceful Schools to learn about restorative practices/restorative circles. This training will help the counselors, social workers and school	The indicated survey results will improve by 4%. Student attendance will be monitored using SchoolTool's chronic absenteeism report.	Money for the 24 hours of Professional Learning that will take place Space for the training to take place

Priority 3

	psychologists meet the needs of the students with whom they work.		Training dates scheduled and communicated to the staff
Special Patrol Officer (SPO) will be stationed at the Middle School.	The SPO will monitor arrival and dismissal procedures to ensure student and staff safety. The SPO will also be visible throughout the school during the day to help monitor the cafeteria and hallway behavior.	The indicated survey results will improve by 4%.	Money to the Central Square Police Department for the SPO Office space with a computer that has camera access
Community Engagement Activities	Continue to explore community outreach programs that support activities that connect the school/students with the local community.	The indicated survey results will improve by 4%. Student attendance will be monitored using SchoolTool's chronic absenteeism report.	Individuals to organize the outreach activities Money for the project materials Transportation to activities

Measuring Success

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

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

Based on 2021 – 2022 student survey results for our SEL questions, “My classmates will treat each other with respect,” and “I feel comfortable reporting bullying incidents to a teacher or other adult from school,” will increase by 4% for the 2022 – 2023.

The question “My classmates will treat each other with respect” will increase from 58% of students agreeing to 62%. The question “I feel comfortable reporting bullying incidents to a teacher or other adult from school” will increase from 59% of students agreeing to 63%.

PRIORITY 4

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

Our Priority

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

Why is this a priority?

Things to potentially take into consideration when crafting this response:

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

Key Strategies and Resources

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

Measuring Success

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

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

PRIORITY 5

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

Our Priority

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

Why is this a priority?

Things to potentially take into consideration when crafting this response:

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

Key Strategies and Resources

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

Measuring Success

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

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

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Iraina Gerchman	District Administrator	All CSSD
Jennifer Smolnik	Principal Elementary	Millard Hawk Elementary
Mathew Penrod	Principal CSMS	CSMS
Lynn Dowler	CSTA President	All CSSD
Lindsay Marshall	Teacher	CSMS
Rachel Rock	Teacher	PVM
Brent Bowden	CSAA President	All CSSD
Heather Krenrich	Counselor	Millard Hawk Elementary
Daniel Howard	Parent	CSMS/PVM
Casey Morey	Community Based Organization	PTO President
Sue Hamon	Teaching Assistant	CSMS

Our Team's Process

Kelly Mascaro	Teacher	CSMS
Michael Smolnik	Community Organization	Lions Club
Arie Smolnik	Student	PVM
Chase Enright	Student	PVM
Erin Phillips	Assistant Superintendent for Curriculum and Instruction	All CSSD
Kristin Enright	Parent	PVM/CSMS

Meeting Dates

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

Meeting Date	Location
June 15, 2022	CSSD BOE Conference Room
June 27, 2022	CSSD BOE Conference Room
August 2, 2022	CSSD BOE Conference Room
August 16, 2022	CSSD BOE Conference Room

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	N/A
Parents with children from each identified subgroup	N/A
Secondary Schools: Students from each identified subgroup	N/A

Submission Assurances

Directions

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

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

Submission Instructions

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

1. DCIP Planning Document
2. DCIP

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