



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Spencerport Central School District	Kristin Swann

2022-23 Summary of Priorities

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

1	<p>CRE/SEL – Sumara Case, Tim O’Connor, and Mike Sorbera</p> <p>Culturally Responsive Education</p> <p>Social Emotional Learning</p> <p>Climate and Culture</p>
2	<p>MTSS – Suzanne Goff, Maria Dougherty, and Andrea Pascuzi</p> <p>Academic Structure</p> <p>Behavioral (restorative practice)</p>

	Continuum of Support
3	Assessment – Cory Allen and Ty Zinkiewich Rigorous, valid, and reliable Online Summative Assessments Quantifiable benchmarks Use of data-driven instruction Equitable Grading Practices

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We commit to deepening connections among Students, Staff, and the Community in order to foster a learning environment of safety, inclusivity, and well-being.</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><i>How does this commitment fit into the District’s vision, values and aspirations? What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> • Our district mission is centered on educating and inspiring each student • Core value that everyone can learn. • One of our district strategies is to continuously assess and align human, financial and physical resources necessary to achieve our strategic objectives enroute to our mission. <p><i>Why did this emerge as something to prioritize?</i></p> <ul style="list-style-type: none"> • The 2021-2022 school year demonstrated the need to support the mental health and social emotional learning of key stakeholders. Our students are exhibiting behavior at all grade levels that we have never seen before, and it is incumbent on all educators to determine an avenue to offer the necessary support and assistance. The issue of disproportionality compounds this issue, and requires our school district to enhance the knowledge, understanding, and practice of culturally responsive education. <p><i>What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> • Students need to feel a sense of belonging and climate and culture of a school is one of the most important areas that we need to address at the moment.

Priority 1

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>Social and emotional interventions and supports (SEL)</p>	<ul style="list-style-type: none"> • Provide a district wide approach to SEL that is consistent and focused on targeted skill development. 	<ul style="list-style-type: none"> • Progress monitoring • Survey students' mental health and social/emotional wellness • Increased student attendance 	<ul style="list-style-type: none"> • Panorama Survey • Monroe County Risk Behavior Survey • Designated mental health staff and services • Family Support Center • Community partnerships to promote health and well-being (donations, MH agencies, Foodlink)
<p>Promote sense of community and belonging.</p>	<p>Ensure students understand their role and impact on the learning community.</p>	<ul style="list-style-type: none"> • Engage in community circles and receive immediate feedback • Incorporate aspect of CASEL competencies into school wide programs and initiatives • Secondary Code of Conduct presentations • Showcase student awards (student of the month, 	<ul style="list-style-type: none"> • Outside consultants • Summer professional learning sessions • Faculty meetings designated to SEL professional learning • PBIS coaches • Building level, shared decision-making teams with a focused district

Priority 1

		character awards) that celebrate positive behaviors/characteristics/ leadership	initiative that fosters positive climate and culture.
Culturally Responsive Education	Continue to connect the needs of all students to the district’s mission, vision, and core values.	<ul style="list-style-type: none"> • Disproportionality data • Behavior referrals • Community circles • Curricular enhancement 	<ul style="list-style-type: none"> • Targeted professional learning • Dedicated discussions about the district’s learning environment • NYSED CRSE Framework • District-wide committees focusing on CRE • Providing students a platform to voice their experiences

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.

- Close disproportionate gaps in behavior and academic categories.
- Student feedback on district's progress with diversity, equity, and inclusion.
- Student of the month aligned to SEL competencies.
- PBIS events aligned to positive school climate and culture
- Overall student attendance rate at or above 90%
- Participation in athletics and/or extracurricular activities at 70%
- Percentage of students passing a course at 90%
- Students show measurable growth in core academic areas

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Implement MTSS model and determine academic and social-emotional support students require.</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><i>How does this commitment fit into the District’s vision, values and aspirations? What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> • Our district mission is centered on educating and inspiring each student • A transition to MTSS supports the following Core Values of the Spencerport Central School District <ul style="list-style-type: none"> ○ Everyone has inherent worth ○ Every individual wants to succeed ○ A sense of belonging is essential to personal well-being • One of our district strategic objectives is to participate continuously, respectfully and willingly in improving community well-being. <p><i>Why did this emerge as something to prioritize?</i></p> <ul style="list-style-type: none"> • This was also a priority during the 2021-22 school year and we have made progress, but there is still a great deal of work left to be done (MTSS needs to be fully operational by the conclusion of the school year). <p><i>What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> • Students need an equitable learning environment where everyone is provided the specific support they need on a cultural, academic, and social-emotional level.

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>Restorative Practices</p>	<ul style="list-style-type: none"> • Consistent understanding of Restorative Practice and how it impacts student learning • Enhance Restorative Practice language in the Code of Conduct • Community Circles on a routine basis for all students • Engaging in restorative and community building circles as a faculty and staff 	<ul style="list-style-type: none"> • Analysis of disciplinary data <ul style="list-style-type: none"> ○ January 2023 ○ June 2023 • Panorama Survey Data • Monroe County Youth at Risk data • Staff feedback on community building circles 	<ul style="list-style-type: none"> • Professional learning and support • Consistently modified the schedule to embed opportunities for community circles • Teachers assigned to groups for routine community building circles • Classroom for each community building circle
<p>Response to Intervention</p>	<ul style="list-style-type: none"> • Utilize quantitative and qualitative data to identify student • Establish a common understanding of Response to Intervention language and service models • Staffing and scheduling students according to their needs • Progress Monitoring students 	<ul style="list-style-type: none"> • Analyze the number of students in tier 2 and 3 as the year progresses • Analyze quarterly grades in ELA and Math • Analyze NWEA data • Analyze Common Formative Assessment data 	<ul style="list-style-type: none"> • Identification of priority standards • Time to analyze student data • Rtl team meetings • Rtl providers • NWEA • Half-day release days

Priority 2

	<ul style="list-style-type: none"> • Use of half-day release days to review data and determine next steps 		
Pre-referral intervention process	<ul style="list-style-type: none"> • Continuation of using a checklist to assist educators in considering factors impacting student success • Supporting educators as they match student need with an intervention 	<ul style="list-style-type: none"> • Number of referrals to the Committee on Special Education • Number of referrals for RtI services 	<ul style="list-style-type: none"> • Time and location to train staff • Common location for accessing the checklist
FBA/BIP	<ul style="list-style-type: none"> • Continued use of FBA template • Inclusion of the student's voice in the development of the BIP • Utilize progress monitoring system for BIPs • Identify and modifying for student triggers and antecedents 	<ul style="list-style-type: none"> • Number of FBAs and BIPs are created • Meeting minutes from progress monitoring meetings • Number of BIPs are successfully completed 	<ul style="list-style-type: none"> • Time to train and support mental health staff, special education staff, general education staff
SEL/CRE	<ul style="list-style-type: none"> • Train staff in building capacity for SEL and CRE • Implementing strategies from the SEL playbook • Utilization of the NYSESD CRSE Framework • Make more explicit connections between SEL, CRE, Restorative Practices, and PBIS • Curriculum revisions to include SEL and CRE practices 	<ul style="list-style-type: none"> • CRE Curriculum Audit of Humanities courses • Teacher comfort with implementation of SEL/CRE practices 	<ul style="list-style-type: none"> • Ongoing training • Time and money for curriculum revisions
PBIS	<ul style="list-style-type: none"> • Assemble PBIS team to monitor student behavioral expectations • Revisit behavior expectation and align to culturally responsive practices 	<ul style="list-style-type: none"> • Analysis of student behavioral data 	<ul style="list-style-type: none"> • Time for meetings with students for establishing behavior • Funding for PBIS events and rewards

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.

- Reduced referrals to special education
- Reduced disciplinary referrals
- Increased participation rate in the NYS 6-8 ELA and math assessments
- Increased passing rate in the NYS 6-8 ELA and math assessments
- At least 75% of the respondents of the Panorama survey indicate a positive connection to school

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Development of formative and summative assessments that are authentic, performance-based, rigorous, valid, and reliable.</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><i>How does this commitment fit into the District’s vision, values and aspirations? What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> • Our district mission is centered on educating and inspiring each student. • Spencerport believes that each student will possess the knowledge, skills and attitudes to meet or exceed expectations as outlined in Spencerport’s and New York State’s learning standards. • Core value that everyone can learn. • One of our district strategies is to continuously assess and align human, financial and physical resources necessary to achieve our strategic objectives enroute to our mission. <p><i>Why did this emerge as something to prioritize?</i></p> <ul style="list-style-type: none"> • Throughout the pandemic, students and educators demonstrated their ability to be flexible and willing to teach/learn differently. We recognize the need to assess what students know and understand so that we can provide the necessary support and assistance. This happens through sound assessment practices and adhering to a grading system that meets the needs of all students. • Spencerport has experienced a high opt out rate and subsequently, we need to develop local assessments that allow us to accurately measure student understanding. <p><i>What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> • Students need to demonstrate what they know, understand, and able to do and we need to be creative in our methodology and instructional approach. This includes how we utilize technology to

Priority 3

support student learning, the manner in which we assess students, and allowing them to demonstrate their understanding that is aligned to the personal learning needs.

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>Using the designated assessment platform, establish clear expectations and measurable goals</p>	<ul style="list-style-type: none"> • Identify priority learning standards in ELA and math. • Developing common assessments in the designated platform. • Administering the assessments consistently. • Utilize data days to review student performance. • Modify instruction accordingly. 	<ul style="list-style-type: none"> • Engage in purposeful discussions with key stakeholders (i.e., BPT, Teacher Leaders, Content Focused Coaches, teams, parents, etc.). • Target essential learning for core areas and measure student understanding at the conclusion of each quarter. • Focus conversations on formative and summative assessments. 	<ul style="list-style-type: none"> • Building Planning Team • Teacher Leaders • Content Focused Coaches • Curriculum and Staff Development • Release time
<p>Offer professional learning and ongoing support</p>	<ul style="list-style-type: none"> • Audit current assessments and determine areas that require refinement. • Provide targeted professional learning on assessment development. • Highlight benefits of common formative assessments. • Leverage technology and develop online assessments. 	<ul style="list-style-type: none"> • Support teachers so that they have the time and resources to implement necessary changes. • Dedicate time for teachers to engage in professional learning around assessments. • Discuss effective assessment practices during faculty meetings, release days, post-observation conferences, etc. 	<ul style="list-style-type: none"> • Building Planning Team • Teacher Leaders • Content Focused Coaches • Team meetings • Department meetings • Curriculum and Staff Development

Priority 3

			<ul style="list-style-type: none"> Professional Learning Committee Release time
Academic interventions and supports	<ul style="list-style-type: none"> Review priority learning standards Provide targeted skill development through individualized instructional approaches. 	<ul style="list-style-type: none"> Common formative assessments Progress monitoring Increased student attendance 	<ul style="list-style-type: none"> Instructional Support Team Attendance meetings Multi-Tier Support Services Community partnerships to promote academic success
Dedicate time and resources in the development of assessments	<ul style="list-style-type: none"> Direction from Content Focused Coaches Align assessments to priority learning standards. Use summer to transfer all core assessments to the dedicated platform. Utilize half-day release days. 	<ul style="list-style-type: none"> Refine assessments to ensure that they are rigorous, valid, and reliable. 	<ul style="list-style-type: none"> Building Planning Team Teacher Leaders Content Focused Coaches Team meetings Department meetings Curriculum and Staff Development Release time
Equitable Grading Practices	<ul style="list-style-type: none"> Develop three-year plan to implement a revised grading system. Identify non-negotiables in terms of homework, assessment value, and way students can demonstrate proficiency. 	<ul style="list-style-type: none"> Impact on the MTSS process. Number of students participating in academic workshop. Number of students in academic jeopardy. Reduce the number of failures. 	<ul style="list-style-type: none"> Building Planning Team Teacher Leaders Content Focused Coaches Team meetings Department meetings

Priority 3

			<ul style="list-style-type: none">• Curriculum and Staff Development• Cornerstone
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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.

- 100% of ELA, math, science, and social studies summative assessments will be created and available in the designated platform. revised by June 2022
- All faculty will engage in Equitable Grading professional learning and will deepen their understanding of the approach and philosophy
- Every ELA, math, science, and social studies teacher will engage in a data review process during half-day release days.
- Increased passing rate in the NYS 6-8 ELA and math assessments
- Increased participation in the NYS 6-8 ELA and math assessments

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>
Corey Allen	Chief Information Officer	
Lanette Cypher	Director of Communications	
Maria Dougherty	Coordinator of Special Education	
Tim O'Connor	Director of Student Services	
Suzanne Goff	Director of STEM	
Sumara Case	Director of Humanities	
Andrea Pascuzzi	Director of Special Education	
Mike Sorbera	Coordinator of Special Education	

Our Team's Process

Ty Zinkiewich	Assistant Superintendent for Instruction	
Rob Allen	ELA teacher	Cosgrove Middle School
Tom Burger	Assistant Principal	Cosgrove Middle School
Jim Centola	Principal	Cosgrove Middle School
Alex Daniels	Science teacher	Cosgrove Middle School
Amy DiGuardi	Administrative Assistant	Cosgrove Middle School
Theresa Dils	Special Education teacher	Cosgrove Middle School
Janeen Henry	Special Education teacher	Cosgrove Middle School
Jamie Hill Dougherty	Assistant Principal	Cosgrove Middle School
Jenny MacCollum	Special Education teacher	Cosgrove Middle School
Jenn Mongold	World Language teacher	Cosgrove Middle School
Pam Robinson	Health teacher	Cosgrove Middle School
Donna Scott	Parent	Cosgrove Middle School
Emmy Thevanesan	ELA teacher	Cosgrove Middle School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 8, 2022	District Office Building
July 7, 2022	District Office Building

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	The building's shared-decision making committee, Building Planning Team, provided input and feedback on the SCEP which influenced the creation of the DCIP (parents also serve on the BPT).
Secondary Schools: Students from each identified subgroup	A building-based survey was distributed to gain insight from students of the specific subgroup.

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.

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).