



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2020-21

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Vernon City School District	Dr. Kenneth R. Hamilton

## 2020-21 Summary of Priorities

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

1	Teacher Practices – Lillian Serrett-Morales, Jamal Doggett & Rebecca Jones
2	Student Achievement – Dr. Satish Jagnandan, Rachel DePaul & Dr. Marguerita G. Circello
3	Family and Community Engagement – Rita James & Dr. Marguerita G. Circello
4	Health & Safety – Dr. V. Kim Smith, Dr. Marguerita G. Circello & Rachel DePaul
5	Building Leadership – Dr. Waveline Bennett-Conroy & Rebecca Jones

## Stakeholder Participation

### Stakeholder Participation

#### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

#### Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
May 26, 2020	Zoom Conference		
June 4, 2020	Zoom Conference		
June 11, 2020	Zoom Conference		
June 17, 2020	Zoom Conference		
June 18, 2020	Zoom Conference		
June 19, 2020	Zoom Conference	Whole Group	
June 25, 2020	Zoom Conference	Whole Group	
July 1, 2020	Zoom Conference	Whole Group	
July 9, 2020	Zoom Conference	Whole Group	

#### 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	

## Stakeholder Involvement Signature Page

### Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP.** If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
Dr. Waveline Bennett-Conroy	Assistant Superintendent of School Improvement	
Dr. V. Kim Smith	Associate Superintendent of Student Services & Guidance	
Rita James	Parent Liaison	
Dr. Marguerita G. Circello	Standards Administrator for ENL & World Language	
Dr. Satish Jagnandan	Standards Administrator of Mathematics & Science	
Rachel DePaul	Assistant Director of Special Education	
Rebecca Jones	Principal of Lincoln School	
Lillian Morales	Assistant Principal of Mt. Vernon STEAM Academy	
Jamal Doggett	Principal of Rebecca Turner School	

## Priority 1

### Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	Teacher Practices: Using Targeted Curricula and Instructional Practices to address Students' Academic Needs.
<b>Why will this be prioritized?</b>	Due to school closure, teacher practices will address the traditional instructional time loss through targeted instruction, revamping of curricula to address the lack of consistent direct instruction, and remediation combined with PBIS strategies that address academic slippage.

**Measuring Success:** *What will the District look to as evidence of this being successful?*

#### Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
By October 2020, Teachers will report at monthly curriculum meetings that most students are engaging in classroom discussions. Counselors will also report that that through their weekly check ins, students have shared their back-to-school experiences, and/or concerns.	October 2020 thru June 2021
Teachers' instructional practices will include targeted scaffolds that allow students to engage in grade-level instruction while progress monitoring student's academic success through asynchronous project-based presentation.	September 2020 thru June 2021

#### Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline		Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021	
<ul style="list-style-type: none"> <li>Increased and consistent effective teacher observations</li> <li>Increased student engagement</li> <li>iReady Data</li> <li>Standard-based Assessments</li> </ul>	End of Year 2020 (optional)		End of Year 2021
Data point 2 (optional):	Middle of Year 2020		Middle of Year 2021
	51%		60%

Priority 1

<ul style="list-style-type: none"><li>• Student performance on NYSED Assessments</li></ul>	End of Year 2020 (optional)	End of Year 2021
	55%	65%

Priority 1

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
10/01/2020	1/31/2021	Teachers will work together by grade and department to examine, evaluate, and adapt curricula to effectively address student achievement.
11/01/2020	1/31/2021	Examine curricula and create embedded scaffolds in lessons that incorporate standards scheduled to be taught in previous grades during the March to June school year. Teachers will examine and adapt curriculum for all subjects.
10/01/2020	1/31/2021	Character Education is a way to combat unhealthy behavioral choices and the negative consequences that come with them. Each school will implement the Character Education program which incorporates research and evidence-based strategies. Implementation of the framework will instill academic, social, emotional and ethical values. In addition, it will include mindsets and character traits that will help students reach their academic potential and become engaged, responsible, and productive citizens--all of which coheres with the tenets of the ESSA Act.
09/01/2020	1/31/2021	Teachers will use instructional practices that incorporate small group and individual student teaching and learning utilizing the updated curricula.
09/01/2020	1/31/2021	Teachers will use a balanced literacy approach that incorporates teaching components better suited to address students' reading levels and needs. School leaders and teachers will examine the current programs and make adaptations that include the materials the district's current resources but incorporate increased access to independent reading time and other strategies.
8/01/2020	1/31/2021	Given the social unrest across this nation and the world as a result of ongoing social injustices, Culturally Responsive Professional Development as well as Implicit Bias Training considering will be implemented throughout the school year with the expectation that the culturally responsive pedagogy will be evidenced in teacher practice.

Priority 1

<i>January Through June</i>		
<b>Start</b>	<b>End</b>	<b>Action</b>

Priority 1

1/01/2021	6/30/2021	Teachers will continue work together by grade and department to examine, evaluate, and adapt curricula to effectively address student achievement.		
3/01/2021	6/30/2021	Examine curricula and create embedded scaffolds in lessons that incorporate standards scheduled to be taught in previous grades during the March to June school year. Teachers will examine and adapt curriculum for all subjects.		
1/01/2021	6/30/2021	Each school will continue to progress monitor the implementation of their Character Education program through various activities, and peer to peer discussions which incorporates research and evidence-based		



Priority 1

		<p>strategies.</p> <p>Implementation of the framework will instill academic, social, emotional and ethical values. In addition, it will include mindsets and character traits that will help students reach their academic potential and become engaged, responsible, and productive citizens--all of which coheres with the tenets of the ESSA Act.</p>		
1/01/2021	6/30/2021	Teachers will use instructional practices that incorporate small group and individual student teaching and learning utilizing the updated curricula.		
1/01/2021	6/30/2021	Teachers will continue to use balanced literacy approaches that incorporate teaching components better suited to address		

Priority 1

		students' reading levels and needs. School leaders and teachers will examine the current programs and make adaptations that include the materials the district's current resources but incorporate increased access to independent reading time and other strategies.		
1/01/2021	6/30/2021	Ongoing social injustices, Culturally Responsive Professional Development as well as Implicit Bias Training will continue with the expectation that the culturally responsive pedagogy will be evidenced in teacher practice and measured through student, staff and family activities.		

## Priority 1

### Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
Social Emotional Learning (SEL)	Social-Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Given recent events throughout this nation, an emphasis on SEL will be placed on developing these skills in both our students and staff through ongoing professional development and classroom lessons and activities.	Sept. 2020-June 2021
Positive Behavioral Intervention & Supports (PBIS): Tiers I, II & III	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework designed to improve and integrate all data systems and practices affecting student outcomes. PBIS creates schools where all students succeed through positive reinforcements and incentives and has met with great success in the MVCSD. The school leaders and team leaders will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tiers I, II and III interventions to support academic achievement as well as social-emotional growth.	Sept. 2020-June 2021
Restorative Justice	As an alternative to traditional, exclusionary discipline, Restorative Justice practices help to build positive school climates where students feel safe to speak. Restorative Justice Practices have in schools reduce suspensions; increase student connection to school and learning; build better relationships between parents, admin, staff, students, and beyond.	Sept. 2020-June 2021

## Priority 2

### Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Student Achievement</b> Common Understanding of ELA balanced literacy and mathematics workshop models of instruction. Utilization of data (via the Response to Intervention - it will take place via newly established protocols for collecting data in every subject area to ascertain students' new academic needs) to inform ELA and mathematics instruction in grades K through 9.
<b>Why will this be prioritized?</b>	Due to the rapid school closure, the district's traditional methods of collecting and using data was interrupted. Moving forward, student achievement will be based on students' assessment results in ELA, mathematics, and other content-based assessments across all grades.

**Measuring Success:** *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?		When would you expect to see this in place?
The creation and implementation of a consistent RTI data and planning process by all grades K- 9 ELA and mathematics teachers.		September 2020
District administrators and coaches will provide all grade K-9 teachers with regular feedback to support the RTI data and planning process.		November 2020
All grades K-9 ELA and mathematics teachers will be providing targeted support (RTI) to students that is informed by data (iReady and Common Assessments).		January 2021
Teachers’ instructional practices will include targeted scaffolds that allow students to engage in grade-level instruction while demonstrating the teachers' understanding of the aforementioned strategies and data points.		Ongoing
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Percentage of students meeting their median percent of typical growth target on the i-Ready End-of-Year (EOY) Reading and mathematics assessments	51%	60%
	End of Year 2020 (optional)	End of Year 2021
	55%	65%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	SWD – 10%, ELL-12%	SWD – 20%, ELL – 22%

Priority 2

Percentage of English Language Learners and Students with Disabilities meeting their median percent of typical growth target on the i-Ready End-of-Year (EOY) Reading and mathematics assessments	End of Year 2020 (optional)	End of Year 2021
	SWD - 15%, ELL - 17%	SWD – 25%, ELL - 27%

Priority 2

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

<b><i>August Through January</i></b>		
<b>Start</b>	<b>End</b>	<b>Action</b>

Priority 2

8/24/20	8/28/20	K-12 school principals, assistant principals and department administrators will meet with the district administrators and coaches to develop a common understanding of the ELA balanced-Literacy model (word, mini-lesson, small-group and writing) and mathematics workshop model (fluency, guided practice, independent practice, differentiation small-group, debrief, exit ticket).		
8/24/20	8/28/20	K-12 school principals, assistant principals and department administrators will meet with the district administrators and coaches to develop a protocol for grades K-9 ELA and		

Priority 2

		mathematics teachers to use i-Ready data to inform instructional planning and interventions (RTI).		
9/1/20	9/30/20	District administrators, school administrators will provide professional development to grades K-9 ELA and mathematics teachers on the ELA balanced-literacy model (word, mini-lesson, small-group and writing) and mathematics workshop model (fluency, guided practice, independent practice, differentiation small-group, debrief, exit ticket).		
9/1/20	9/30/20	District administrators, coaches and iReady team will train grades K-9 ELA and mathematics teachers on the		



Priority 2

		data reports that are available within i-Ready. In addition, grades K-9 ELA and mathematics teachers will be trained on the district protocol for using i-Ready data to inform instructional planning and interventions (RTI).		
10/1/20	10/31/20	Administrators and coaches (district and school) will push into each grade level and/or department meeting to support grades K-9 ELA and mathematics teachers on the models of instruction (balanced-literacy and workshop) and in utilizing the district protocol for using i-Ready data to inform instructional planning and interventions.		

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		Each grade K-9 ELA and mathematics teacher will attend at least one support session via zoom with a district administrator and/or coach during the month of October.		
11/1/20	11/30/20	Each grade K-9 ELA and mathematics teacher will create an RTI plan to support students in November, December and January based on the Beginning-of-Year (BOY) i-Ready benchmark assessment data.		
12/1/20	12/31/20	Each grade K-9 ELA and mathematics teacher will share their RTI plan with their assigned administrator or coach (district and school). Administrator		

Priority 2

		or coach (district and school) will review the submitted RTI plans and provide teachers with suggestions for how the plans could be further enhanced. Each grade K-9 ELA and mathematics teacher will sign up for the administrator or coach (district and school) to visit their classroom to observe the implementation of their RTI plan.		
<b>ENL and SWD Subgroup Component</b>				
10/01/2020			11/30/2020	Training modules on explicit vocabulary instruction for ENL and SWD students will be provided to all instructional staff with a focus on providing opportunities for in depth understanding of words through reading, writing, listening and speaking.
08/01/2020			6/30/2021	Following administration of beginning-, middle- and end-of-year District Benchmark Assessments (Dibels, iReady) and screening measures, the Directors of Elementary & Secondary Education will lead administrators in monitoring and analyzing student performance data to define gaps in performance at each grade level for all subgroups. This analysis will contribute to the identification of necessary curricular updates and inform the planning of the comprehensive professional development plan.

Priority 2

08/01/2020	1/31/2021	Working collaboratively with school leaders, the Directors of Elementary & Secondary Education will plan and provide professional development supporting teachers to make appropriate modifications in their classrooms based on students' data. This may include scaffolding, specially designed instruction (SDI), explicitly designed instruction (EDI) and the incorporation of culturally and linguistically responsive material with a focus on vocabulary and writing across the content areas.
08/01/2020	1/31/2021	All ENL and Special Education teachers will receive training on the process of developing a well-crafted lesson that explicitly teaches grade-level content to all students. Lessons will include the following: a) strategies to create student engagement; and b) adjusting lessons based on Checking for Understanding (CFU) questions used during the lessons.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/1/21	1/31/21	Administrator or coach (district and school) will continue visiting each grade K-9 ELA and mathematics teacher to progress monitor models of instruction (balanced-literacy and workshop) implementation and RTI plan. After each class visit the administrator or coach (district and school) will meet with the teacher to discuss how implementation of the plan is proceeding and to discuss if there is a need for additional support.
2/1/20	2/14/20	District administrators, coaches and iReady team will host ongoing meetings with K-12 school principals, assistant principals and department administrators to discuss Middle-of-Year (MOY) I-Ready assessment data and gather feedback on the implementation of the RTI data and planning process (what worked well and areas that my need further refinement).
2/15/21	2/28/21	Each grade K-9 ELA and mathematics teacher will revise their RTI plan to support students in March, April and May based on the Middle-of-Year (MOY) i-Ready benchmark assessment data.

Priority 2

3/1/21	3/14/21	Each grade K-9 ELA and mathematics teacher will share their revised RTI plan with their assigned administrator or coach (district and school). Administrator or coach (district and school) will review the submitted RTI plans and provide teachers with suggestions for how the plans could be further enhanced. Each grade K-9 ELA and mathematics teacher will sign up for the administrator or coach (district and school) to visit their classroom to observe the implementation of their RTI plan.
3/15/21	3/31/21	Administrator or coach (district and school) will visit each grade K-9 ELA and mathematics teacher to observe the implementation of their revised RTI plan. After each class visit the administrator or coach (district and school) will meet with the teacher to discuss how implementation of the RTI plan is proceeding and to discuss if there is a need for additional support.
5/1/21	5/31/21	Administrators and coaches will meet with each teacher during grade level or department meetings to discuss the RTI data and planning process to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
2/01/2021	6/30/2021	Follow up training for all ENL and Special Education teachers on the process of developing a well-crafted lesson that explicitly teaches grade-level content to all students. Lessons will include the following: a) strategies to create student engagement; and b) adjusting lessons based on Checking for Understanding (CFU) questions used during the lessons.
6/15/21	6/30/21	District administrators, coaches and iReady team will meet with K-12 school principals, assistant principals and department administrators to discuss End-of-Year (EOY) I-Ready assessment data and gather feedback on the implementation of the RTI data and planning process (what worked well and areas that may need further refinement). In addition, discuss plan for the expansion of the district data and planning process to grades K-1 and 10-12 ELA and mathematics during the 2021-22 school year.

**Addressing COVID-19 Related Challenges**

## Priority 2

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

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
COVID-19 school closures, coupled with the seasonal summer slide, will result in students returning to school in fall 2020 with increased learning gaps in ELA and mathematics.	Schools will ensure RTI ELA and mathematics blocks are scheduled in e-school. i-Ready Beginning-of-Year (BOY) assessment data will be used to identify students that may have fallen behind and will use the RTI blocks to provide interventions to these students.	August - September

## Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Family &amp; Community Engagement</b> The MVCSD remains committed to developing and cultivating our relationships with families as equal partners in their child's education by addressing the following areas of need, 1) empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district and schools, 3) sharing ownership for increasing student achievement and school improvement, and, 4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district and schools, then families will understand the district's vision for student achievement and strengthen home-school connections.
<b>Why will this be prioritized?</b>	<ol style="list-style-type: none"> <li><b>1. Re-establishing the trust between District and families regarding student needs and safety.</b></li> <li><b>2. Provide consistency for parental re-engagement into school building activities/community.</b></li> </ol>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?	
Needs Assessment Surveys & Parent Interviews	June 30 <sup>th</sup> & August 20 <sup>th</sup>	
Zoom meetings – Orientation, conferences, Virtual PTA meetings and Virtual Grade/Class Parent Meetings, Virtual Family Game & Movie Nights.	Ongoing throughout year.	
The district's parent and community engagement advisory committee will create a measurement and feedback framework aligned to the action plan	Fall 2020	
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Needs Assessment Survey	End of Year 2020 (optional)	End of Year 2021

Priority 3

Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Parent Attendance Online Tracker	End of Year 2020 (optional)	End of Year 2021



Priority 3

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
06/30/2020	08/20/2020	Needs Assessment Survey focusing on Parent Re-engagement
08/01/2020	10/31/2020	Virtual Parent Boot Camp – Online Learning Support
09/2020	12/2020	New Parent Virtual Orientations – Targeting re-zoned students and new families to the District.
09/2020	12/2020	Ongoing Professional Development opportunities for teachers aligned with district smart goals which speak to increase communication, collaboration and contact with families.
10/2020	10/2020	Virtual Back to School Nights
11/2020	11/2020	Virtual Family Fun nights (2 Events)
12/2020	12/2020	Virtual Family Movie Nights
10/2020	11/2020	Guest Speaker for a Virtual Book Read Aloud on SEL
9/2020	10/31/2020	Creation of Online School Building Parent Page for <b><i>ALL</i></b> parents to receive information quickly and accurately. Lessening the level of anxiety and disenfranchisement.
9/2020	1/31/2021	Parent professional development opportunities regarding home safety and wellness, i.e. CPR training, Nutrition, etc.
9/2020	1/31/2021	Implement Mental Health Awareness Monthly Campaigns - i.e. Anti-bullying, Suicide prevention, Autism Awareness, Cancer awareness, etc.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
02/2021	02/2021	The district will continue its differentiated program strand for high school parents aligned to college and career readiness standards, i.e., implementing college information nights, financial aid application technical assistance sessions, and career fairs.
02/2021	02/2021	Face to Face Parent Involvement Day
03/2021	03/2021	Parent Teacher Conference Night
4/2021	4/2021	Guest Speaker for a Virtual Book read aloud on SEL
5/2021	5/2021	Virtual Family Movie Nights
3/2021	3/2021	Virtual Family Fun nights
2/2021	6/2021	Implement Mental Health Awareness Monthly Campaigns - i.e. Anti-bullying, Suicide prevention, Autism Awareness, etc.
2/2021	6/2021	Ongoing Professional Development opportunities for teachers aligned with district smart goals which speak to increase communication, collaboration and contact with families.

### Priority 3

#### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Face to Face Parent Meetings and Events	Convened and held using Virtual School Platforms such as ZOOM meetings, Schoology, Class Dojo.	Ongoing
Community Resource and Outreach List	Updated Community Resource list for families to support them during pandemic	Ongoing
Health and Wellness Symposium for Parents	Discussions on Physical Well-being, Nutrition, Mental/Social Well-being.	

## Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	The MVCSD will ensure that <b>ALL</b> students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the COVID 19 pandemic and current issues concerning systemic racism on their lives and communities; and access needed support through school or community - based and faith based partnerships.
<b>Why will this be prioritized?</b>	Due to the recent outbreak and school closures due to COVID19 pandemic, all school facilities and district staff will need to ensure proactive measures to create a physically, socio-emotionally, and intellectually safe learning environments.

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
District families and students will be informed of the protocols for Social Distancing and their own wellbeing in the school community. This will include visual reminders for wearing masks, washing hands, using hand sanitizer, etc.)	Ongoing
Continuous preventative measures in ensuring social distancing in the classroom and common areas	September 2020
Student and staff groupings will be as static as possible by having the same group of students stay with the same staff.	Ongoing
School staff will restrict mixing between groups and limit maximum student group size to ten in any specific area (e.g. classroom) at any given time, as feasible.	Ongoing
The classroom staff will space seating/desks to at least six feet apart. They will turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.	Ongoing
For all employees there will be a daily mandatory health screening assessment including questionnaire and temperature check before employees begin work each day. The questionnaire will ask about (1) COVID-19 symptoms in past 14 days, (2) positive diagnostic COVID-19 test in past 14 days, and/or (3) close contact with confirmed or suspected COVID-19 case in past 14 days.	Ongoing
Students will engage in age-appropriate discussions of Social Justice in their Social Studies, Advisory, AVID and Character Education classes.	October 2020 to June 2021
<b>Quantitative Improvement: Outcomes</b>	
What data would you use to determine this is successful?	

Priority 4

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Attendance Rates for September		
Students surveys reflecting SEL questions	End of Year 2020 (optional)	End of Year 2021
Restorative Justice data reports		
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
COVID-19 positive cases affecting our students		
K-12 Parent Survey with a specific page on COVID 19 in September	End of Year 2020 (optional)	End of Year 2021
DASA Reports		

Priority 4

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
8/24/2020	8/26/2020	Training will be provided virtually by nurses and District physician to all administrators at the Summer Administrator Retreat pertaining to COVID-19 preventative measures in place within the district and school buildings.
9/1/2020	9/2/2020	Training will be provided virtually by nurses and District physician to all school staff pertaining to COVID-19 preventative measures in place within the district and school buildings.
8/1/2020	9/30/2020	Nurses will become certified Contact Tracers. They will initiate and coordinate contact tracing efforts with the Department of Health and will immediately begin tracing, including notification of potential contacts, such as employees or students who had close contact with the individual.
9/8/2020	9/11/2020	Virtual assemblies for students will take to inform students of the use of PPE, importance of social distancing and “new rules” to ensure safety.
9/1/2020	9/8/2020	Structured protocols for students who are unable to wear masks due to health or sensory issues will be established in each classroom based on students’ individual needs.
8/24/2020	9/8/2020	Building and grounds will post social distancing markers using tape or signs that denote six feet of spacing in commonly used and other applicable areas. The schools will limit gatherings, events, and extracurricular activities to those that can maintain social distancing and support proper hand hygiene.
9/1/2020	1/31/2021	Schools will limit use of the cafeteria. The kitchen staff will prepare and serve individually plated meals in classrooms to avoid sharing of food and beverages.
8/1/2020	1/31/2021	Building leaders and custodians will ensure that there are adequate supplies to minimize sharing of high-touch materials to the extent possible or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
9/8/2020	9/30/2020	School counselors and school social workers will schedule in class community meetings to gauge students’ emotional state and need for intervention or preventative services.
9/1/2020	1/31/2021	Teachers will have access and use curricula material that addresses students’ current grade level and post-COVID 19 remedial needs
8/1/2020	1/31/2021	The school leader in collaboration with the support staff and Dignity for All Students (DASA) team will conduct assemblies, classroom presentations, parent workshops and professional development focused on bully prevention, career development, health and fitness, and academic strategies to support student outcomes. This will take place during welcome back classroom presentations in September, Bully Prevention Month in October, monthly school-wide assemblies, quarterly parent workshops, and monthly PTA meetings.
08/1/2020	1/31/2021	In an effort to reduce suspensions, building leadership will be provided training in alternatives to suspension and be introduced to Restorative Justice Practices as a framework for building community and for responding to challenging behaviors.

Priority 4

08/1/2020	1/31/2021	The school leader and PBIS Team will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tier I, II and III interventions to support academic achievement, and social emotional wellness.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/1/2021	5/31/2021	Continuous training will be provided virtually by nurses and District physician to all new staff or those in need of additional support pertaining to COVID-19 preventative measures in place within the district and school buildings.
1/1/2021	5/31/2021	Ongoing informational sessions of virtual assemblies for students to inform students of the importance of the continuous use of PPE, social distancing and “new rules” to ensure safety.
1/1/2021	5/31/2021	As the school year progresses, schools will increase the cafeteria to 50% capacity. The kitchen staff will prepare and serve individually plated meals in classrooms and in the cafeteria to avoid sharing of food and beverages.
1/1/2021	5/31/2021	School counselors and school social workers will continue to participate in class community meetings to gauge students’ emotional state and need for intervention or preventative services.
1/1/2021	6/30/2021	Teachers will have continuous access and use of curricula material that addresses students’ current grade level and post-COVID 19 remedial needs

**Addressing COVID-19 Related Challenges**

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

Need	Strategy to Address	When
Training in the Sanctuary Model (specifically community meetings)	beginning the day with a clear understanding of a student’s emotional state will allow for the teacher and support staff to address the student’s need	Fall 2020
Restorative Justice Training	Provide school staff with training to transform school culture and reduce punitive consequences for students (reduce suspensions and incidents by repeat offenders)	Fall 2020

Priority 4

Social Emotional Curriculum and associated training	NYSED is requiring school districts to focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.	September 2020 to January 2021
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## Priority 5

### Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Building Leadership</b> All MVCSD building leaders will prioritize and ensure the health and safety, social-emotional wellness, academic achievement and continued parent and community involvement as we re-enter this school year. Building Leaders will align school priorities with the DCIP and SCEP plans and will progress monitor regardless of the anticipated scenarios, such as a hybrid model or complete virtual learning platform.
<b>Why will this be prioritized?</b>	In light of the events that have unfolded in this nation, namely the impact of the pandemic and the social unrest over social injustices, building leaders will need to ensure that as we re-enter school—whether in a hybrid model or otherwise, that the building is safe and secure for all students, faculty and staff. Also, it is imperative that the social emotional wellness of all stakeholders is addressed as we prepare to re-enter schools this fall. In addition, significant work needs to be done to bridge the academic divide created after the closing of school in mid-March through a host of professional development initiatives that improve student engagement and achievement; including PD to improve technological savvy. This will be supplemented by providing parents and community members with clearer platforms for communication and technological access.

**Measuring Success:** *What will the District look to as evidence of this being successful?*

#### Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Ensure that the protocols of the re-entry plan are implemented and clearly communicated with the various stakeholders of the community – teachers, custodial staff, families, community businesses.	Ongoing
Work with Central Office that there is professional development for Social Emotional Learning & COVID 19 Protocols	Ongoing
Provide ongoing and consistent professional development on virtual learning for faculty, students, staff and parents.	Ongoing
Bridge the gap of loss of traditional instructional time from March to June of 2020. Implementing synchronous learning.	Ongoing
Professional development on Race, Equity, ad Social Injustice	Ongoing

#### Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
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Priority 5

Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Teacher surveys on leadership	End of Year 2020 (optional)	End of Year 2021
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Completion of 1 <sup>st</sup> half year's task/action steps	End of Year 2020 (optional)	End of Year 2021
Completion of 2 <sup>nd</sup> year's tasks/action steps		

Priority 5

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
8/01/2020	1/31/2021	New Principal Academy
8/01/2020	1/31/2021	P20 School Building Leadership Certification Cohort
	1/31/2021	Ultimately ensure that in the event we must return from distance learning the infrastructure supports the learning.
8/01/2020	1/31/2021	Implementing re-entry plan.
8/01/2020	1/31/2021	COVID and SEL professional development.
8/01/2020	1/31/2021	Culturally relevant teaching professional development and materials
8/01/2020	1/31/2021	Courageous conversation on race, equity and social emotional learning.
8/01/2020	1/31/2021	Ongoing Implicit Bias training.
8/01/2020	1/31/2021	Parent Virtual support – monthly or quarterly meetings.
8/01/2020	1/31/2021	Bridging/Spirally/scaffolding instruction
8/01/2020	1/31/2021	Planning Virtual Academic Power Hour
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
2/01/2021	6/30/2021	Second semester of New Principal Academy
2/01/2021	6/30/2021	Second semester of P20 School Building Leadership Certification Cohort
2/01/2021	6/30/2021	Ultimately ensure that in the event we must return from distance learning the infrastructure supports the learning.
2/01/2021	6/30/2021	Continuous Implementation of phase 2 of re-entry plan
2/01/2021	6/30/2021	Ongoing COVID and SEL professional development.
2/01/2021	6/30/2021	Ongoing training to continue courageous conversation on race, equity and social emotional learning.
2/01/2021	6/30/2021	Ongoing Implicit Bias training.
2/01/2021	6/30/2021	Parent Virtual support – monthly or quarterly meetings.
2/01/2021	6/30/2021	Bridging/Spirally/scaffolding instruction
2/01/2021	6/30/2021	Planning Virtual Academic Power Hour
2/01/2021	6/30/2021	Planning Title I Summer Bridge Program

**Addressing COVID-19 Related Challenges**

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

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in Fall.	August

Priority 5


## 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. ☐ As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. ☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. ☐ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
7. ☐ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
8. ☐ 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](mailto:DCIP@nysed.gov) the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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

## Submission Assurances