



District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2021-22 Summary of Priorities

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

1	Implement systemic improvements to literacy curriculum, instruction and assessments to foster a district-wide love of reading and writing.
2	Address students' physical, social, emotional, mental health and academic needs through a robust multi-tiered system of supports and interventions.
3	Implement clear processes, protocols and expectations for the collection, analysis and use of student data, with a focus on graduation data.
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Implement systemic improvements to literacy curriculum, instruction and assessments to foster a district-wide love of reading and writing.</p>
<p>Why is this a priority?</p> <p><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>Our mission is to “Educate and empower each learner to achieve excellence and build a better world” and by focusing on literacy instruction, we will can create a solid foundation for our students to build on. Data from the 2020-21 school year indicated that we did not meet the quantitative goals, as measured by our literacy achievement assessment data. However, we were able to implement Professional Development for all faculty in our Elementary and Middle School buildings and purchased resources to improve our ability to assess students for specific literacy skill gaps. Although our students did not hit the specified levels of achievement in 2020-21, we did see that student performance increased from the fall to the spring indicating that we are heading in the right direction. This goal was initially identified during our strategic planning process. We have also embedded this into our IDEA grant which includes funding for Instructional Coaching and Professional Development in Literacy. This is the right commitment to pursue because reading is fundamental to all education.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Expand the use of diagnostic and progress monitoring assessments in order to provide targeted literacy instruction.</p>	<p>Purchase and implement DIBELS for Middle School AIS students.</p> <p>Continue support for DIBELS assessments at Elementary level.</p> <p>Ensure all MS Reading Teachers, ES and MS Special Education Teachers, and K-5 Classroom Teachers can administer the Quick Phonics Screener (QPS) and Phonological Awareness Skills Test (PAST) and use these assessments to inform instruction.</p>	<p>September – Middle School Reading teachers, in collaboration with administrative leadership, will create plan for progress monitoring all students receiving AIS reading services.</p> <p>Fall, Winter, Spring – All Elementary students and Middle School AIS and Special Education students will be assessed using DIBELS.</p> <p>Winter – Sample of K-8 AIS Reading Lesson plans will show 100% of teachers using the data from DIBELS, QPS, and PAST to inform instruction.</p> <p>Winter– Data from DIBELS, STAR, and Scholastic Reading Inventory will show an increase in students achieving benchmark from Fall 2021 to Winter 2022.</p> <p>Spring – Data from DIBELS, STAR, and Scholastic Reading Inventory will show an increase in students achieving benchmark from Fall 2021 to Spring 2022, as well as an increase from Spring 2021 to Spring 2022.</p>	<p>Funds to purchase DIBELS, QPS, and PAST assessment materials and software for Middle School.</p> <p>Funds to purchase professional development in DIBELS assessments.</p> <p>Funds for teacher stipends for participation in professional development.</p> <p>Process for assuring progress monitoring with fidelity at the Middle School level.</p> <p>Time for teachers to learn more about progress monitoring with DIBELS.</p>

Priority 1

<p>Increase teacher effectiveness as it applies to all tiers of reading instruction.</p>	<p>Provide professional development through The Reading League and LETRS.</p> <p>Collaborate with the New York State Education Department’s Office of Special Education (OSE) and the Regional Partnership Center (RPC) at Syracuse University and their work around Explicit Direct Instruction as it applies to literacy at the Middle School.</p> <p>Maximize use of current district literacy curriculum.</p>	<p>Fall – The RPC will provide data related to the use of Explicit Direct Instruction (EDI) at the Middle School and High School.</p> <p>Fall – All Middle School teachers will participate in professional development in MyPerspectives to deepen their understanding of the curriculum.</p> <p>Fall – All new elementary level teachers will participate in CKLA training.</p> <p>November through March – Elementary Faculty, Middle School Reading Teachers, and Middle School Special Education Teachers will participate in professional development on the Science of Reading provided by The Reading League.</p> <p>October through March – Teachers participate in LETRS training, facilitated by district literacy coach.</p> <p>April – Data collected by the RPC using the EDI walk-through tool will show an increase in the use of EDI strategies during instruction.</p>	<p>Time for Leadership Team to discuss data collected from the EDI Walk-through tool.</p> <p>Funds for LETRS professional development licenses.</p> <p>Funds to purchase professional development in MyPerspectives and CKLA.</p> <p>Stipends for teachers participating in professional development with The Reading League, LETRS, and the RPC.</p> <p>Funds to purchase decodable readers aligned with local curriculum.</p>
<p>Engage families and enlist their support in developing literacy skills in their students.</p>	<p>Continue partnership with local organization “Dryden Talk Time” and the RPC to provide engaging and informative literacy activities in our community.</p>	<p>September – RPC and Talk Time representative meet to develop plan for family events.</p> <p>November, February & July – Family literacy events held.</p>	<p>Stipends for teachers to plan and implement literacy activities.</p> <p>Funds for childcare during family literacy activities.</p> <p>Funds for supplies, including snacks, for family literacy activities.</p>

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

At the end of the 2021-22 school year...

70% of all students will perform at or above benchmark on the STAR, RI, or DIBELS

100% of Reading AIS students will have consistent progress monitoring data

100 families will attend literacy focused activities

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Address students’ physical, social, emotional, mental health and academic needs through a robust multi-tiered system of supports and interventions.</p>
<p>Why is this a priority?</p> <p><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>Our mission states that we will “empower each learner” and this begins by meeting students’ basic needs. When we asked our community for input on what they thought our students would need next year, we received a strong message that we needed to be prepared to support our students social, emotional, and mental health needs. We have begun to build the capacity of our administrators, teachers, and student support staff, to use data to identify students with the most need and to respond accordingly. We need to continue this work in order to maximize the impact of our human and fiscal resources. This goal was identified as part of our Strategic Planning process, and we have been fortunate to use some of our federal funds to increase the number of Social Workers available to our students. By continuing to improve our data collection systems, and our ability to respond to student need, we are illustrating our core belief that “We cultivate resilience and build strength of character.”</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide direct instruction in Social and Emotional Learning (SEL) for all Prekindergarten through Grade 8 students.</p>	<p>Social Workers will implement SEL lessons for all Prekindergarten through grade 5 classes using a schedule developed in collaboration with building leadership.</p> <p>Middle School schedule will reflect time dedicated to SEL instruction.</p> <p>A Social Worker will be assigned full-time to the High School to provide SEL support and informal counseling.</p> <p>Elementary leadership will select an SEL screener to be used with students Prekindergarten through Grade 5.</p>	<p>Winter – Decrease in number of discipline referrals as compared to Winter 2019.</p> <p>Spring – Decrease in number of office referrals as compared to Spring 2019.</p> <p>Ongoing – When asked, students will be able to articulate the previously taught SEL skills.</p>	<p>Funds to purchase Second Step kits.</p> <p>Time to create schedule for implementing SEL lessons.</p> <p>Time to train social workers and teachers in SEL lesson components.</p> <p>Time to implement SEL lessons.</p> <p>Funds to purchase SEL screener for Prekindergarten through Grade 5.</p>

Priority 2

<p>Continue to expand the use of PBIS district-wide.</p>	<p>Collaborate with the New York State Education Department's Office of Special Education (OSE) and the Regional Partnership Center (RPC) at Syracuse University and their work around Positive Behavior Interventions.</p> <p>Train Student Support Teams at the Elementary, Middle, and High School level to utilize data to identify students with the greatest needs, develop appropriate interventions, and monitor student progress.</p> <p>Develop standard Tier II behavioral interventions and train all faculty to implement these strategies.</p>	<p>Winter – Decrease in number of discipline referrals as compared to Winter 2019.</p> <p>Spring – Decrease in number of office referrals as compared to Spring 2019.</p> <p>Winter – Decrease in the number of Tier 2 or 3 referrals for social-emotional or behavioral concerns as compared to Fall 2021.</p>	<p>Support from the RPC Behavioral Specialist throughout the 2021-22 school year.</p> <p>Funds for training for Student Support Teams.</p> <p>Time to train faculty in intervention strategies.</p> <p>Time for PBIS workgroups to review data and plan responsive activities.</p> <p>Funding for PBIS workgroups to plan and implement activities and set long-term goals.</p>
<p>Provide opportunities for families to learn how to best support the social and emotional needs of their students.</p>	<p>In collaboration with Cornell Cooperative Extension, provide an in-depth course for families on how best to support the needs of their students academically and socially.</p>	<p>Winter – Families participate in Strengthening Families workshop series.</p> <p>Spring - Families will report that they are better able to support their students' needs.</p>	<p>Funds for facilitators for Strengthening Families.</p> <p>Funds for childcare during parenting workshops.</p> <p>Funds for snacks during family events.</p> <p>Funds for materials for family events including paper supplies, books, and cooking supplies.</p>

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

At the end of the 2021-22 school year...

Decrease in number of discipline referrals as compared to Winter 2019.

Decrease in number of office referrals as compared to Spring 2019.

Decrease in the number of Tier 2 or 3 referrals for social-emotional or behavioral concerns as compared to Fall 2021.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Implement clear processes, protocols and expectations for the collection, analysis and use of student data, with a focus on graduation data.</p>
<p>Why is this a priority?</p> <p><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>Our mission is to help all of our learners “achieve excellence” which includes graduating in a timely manner. We are constantly working to improve our use of data to inform decision making, and as part of our Strategic Planning process we examine multiple data sets when considering our district goals. Our most recent graduation data showed a sharp decline in the percent of students graduating on time, so therefore we have prioritized High School completion as an area to examine in hopes of improving the systems we have in place to support students’ achievement of this goal. Our previous work focused on the structures and supports for elementary and middle school students who need interventions, but we see the need to expand this work to the secondary level. This goal will also be supported with Federal Title I funds to support tutoring and Reading instruction at the secondary level. Through careful attention to this goal we hope to help students who in danger of not graduating now, and prevent students from falling behind in the future.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Consistent data collection.</p>	<p>Middle and High School students will participate in SEL screening three times a year.</p> <p>Panorama will be used at the Middle School and High School to aggregate student data including course grades, attendance, discipline, SEL surveys, and benchmark assessments.</p>	<p>Winter – The number of course failures will decrease from Marking Period 1 to Marking Period 2.</p> <p>Spring – The number of course failures will decreased from Marking Period 2 to Marking Period 3.</p> <p>Spring – The number of course failures will decrease from Spring 2021 to Spring 2022.</p> <p>Spring – Graduation rates will increase as compared to June 2020 and June 2021.</p>	<p>Time for administrators and student support personnel to be trained in Panorama.</p> <p>Process to ensure all students participate in SEL surveys three times per year.</p>

Priority 3

<p>Consistent review of student level data.</p>	<p>Each building will hold monthly meetings to determine which students require additional support beyond what is available in the regular classroom, or in AIS classes.</p> <p>High School Administrators and Counselors will monitor students at-risk of not graduating on time based on their credit acquisition and Regents Exam participation.</p> <p>Intervention plans will be recorded and monitored.</p>	<p>Winter – Decrease in the number of students in AIS Reading compared to Fall 2021.</p> <p>Spring – Decrease in the number of students in AIS Reading as compared to Winter 2022 and Spring 2021.</p>	<p>Time for building teams to meet to review data monthly.</p> <p>Student access to their own data.</p>
<p>Master schedules will allow for time for SEL instruction and will maximize opportunities for student support and engagement.</p>	<p>Scheduling committees will work with a consultant to review scheduling models and determine plan for updating master schedules in 2022-2023.</p> <p>Elective courses will be provided based on student interest.</p>	<p>Fall – Scheduling Workgroups meet with consultants.</p> <p>Winter – Scheduling Workgroups select most appropriate models for master scheduling and solicit feedback from stakeholders.</p> <p>Spring – Students select courses, using new master schedule.</p>	<p>Funds for consultant.</p> <p>Time to meet with consultant.</p>

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of 2021-2022....

The number of course failures will decrease from Spring 2021 to Spring 2022.

The number of students in AIS Reading classes will decrease as compared to Fall 2021.

Graduation rates will increase as compared to June 2020 and June 2021.

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 2021-22?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

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 2021-22?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

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>
Dawn Wenzel	Principal	Dryden Elementary School
Dana Bell	Parent	Dryden Elementary School
Katie Chapman	Parent	Dryden Elementary School
Kristin Kashuba	Teacher	Dryden Elementary School
Billi-Jo Lott	Teacher	Dryden Elementary School
Jessica Mincer	Teacher	Dryden Elementary School
Julianna VanSant	Teacher	Dryden Elementary School
Nicole Volkert	Teacher	Dryden Elementary School
Mary Wright	Teacher	Dryden Elementary School
Audrey Ryan	Principal	Freeville and Cassavant ES
Nicole Decker	Parent	Freeville ES
Cindi Simonet	Community Member	Freeville ES

Our Team's Process

Jen DePaul	Parent	Cassavant ES
Donna Keech	Community Member	Cassavant ES
Lora Champlain	Principal	Dryden MS
Sarah Powell	Assistant Principal	Dryden MS
Lacey Barber	Teacher	Dryden MS
Patty Helms	Administrative Asst.	Dryden MS
Benjamin Eckley	Teacher	Dryden MS
Jordan Titus	Teacher	Dryden MS
Robert McMahon	Teacher	Dryden MS
Lauren Briggs	Teacher	Dryden MS
Ashley Munson	Teacher	Dryden MS
Sara Sinnigen	Teacher	Dryden MS
Karen Kiechle	Teacher	Dryden MS
Janine Bennett	Teacher	Dryden MS
Kyle Colunio	Principal	Dryden HS
Ashleigh Berggren	Teacher	Dryden HS
Linda Bruno	Teacher	Dryden HS
Jaymee Crosley	Teacher	Dryden HS
Rose Damian	Teacher	Dryden HS
Suzanne Scheuring	Teacher	Dryden HS

Our Team's Process

Kathi White	Teacher	Dryden HS
Justin Wood	Teacher	Dryden HS

Meeting Dates

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

Meeting Date	Location
4/12/21, 5/10/21, 5/12/21, 5/21/21, 5/24/21, 6/7/21, 6/14/21, 6/21/21	Dryden Elementary School
6/8/21	Freeville Elementary School
6/9/21	Cassavant Elementary School
1/7/21, 2/4/21, 3/3/21, 4/15/21, 4/29/21, 5/13/21, 5/27/21, 6/3/21, 6/10/21	Dryden High School
4/28/21, 5/5/21, 5/19/21, 5/26/21, 6/2/21, 6/15/21, 6/23/21	Dryden Middle School
7/21/21, 7/28/21	Dryden Central School District

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	

Stakeholder Participation

Secondary Schools: Students from each identified subgroup	
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Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
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).