New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Northeast (Webutuck) CSD	Raymond Castellani

2022-23 Summary of Priorities

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

1	**Identify and implement an RtI model at the K-8 level based on best practices**
2	**Implement differentiated instruction in all classrooms K-12**
3	**Provide a safe, supportive, culturally sustaining, and equitable learning environment that promotes social and emotional competencies.**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Identify and implement an RtI model at the K-8 level based on best practices

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	It is crucial for us to identify and address academic needs as early as possible so academic supports/modifications may be provided, thus promoting academic achievement for all students across all grade levels. The district is small and we change building configurations each year due to space constraints. The district recognizes the need to develop and implement a universal RtI model across all buildings, based on measurable best practices, to better monitor student progress with consistency and fidelity.
	
	Using a Response to Intervention model is essential in identifying and addressing deficits that students may have especially in the areas of reading and mathematics. Studies show that early intervention can have a significant impact on a student's academic path. In reading and math specifically, new skills are typically built upon previously learned skills. student at more risk for failure as they continue through their schooling. For example, a student needs to understand addition in order to understand the concept of multiplication. If there is an unidentified gap in a student's learning process, this only compounds and puts the intervention at a young age will decrease the number of students who may require prolonged remediation and supports.
	
	Identifying and implementing interventions for students not only benefits those particular students identified. When teachers look at the results of both formative and summative assessments, they are able to identify trends that exist amongst all their students as well as identify specific students who are struggling with specific skills. Using Tier 1 of the Response to Intervention process enables a teacher to try new strategies in their whole group instruction to meet the needs of the students. If a small group of students consistently continue to struggle with specific concepts, teachers can use small group instruction and incorporate activities such as learning centers to address specific concerns. Small group and individual instruction gives the teacher a better sense of the specific areas of needed support and gives the student the attention they need to develop the skills they need to continue in their curriculum.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a IST team at each building. This team will meet on a regular basis.	The following individuals shall be identified and tasked with serving on the building IST team: • Building Principal • AIS Provider • School Psychologist • Classroom Teacher(s) • OT/PT/ Speech Pathologist (when applicable) • District PPS Representative This team should meet on a monthly basis (at minimum) to discuss interventions, review data, and make a determination on next appropriate steps.	• Implementation of prescribed academic support modifications/strategies • Students meeting goals/standards • Increased performance and meeting goals as identified by i-Ready and Fountas & Pinnell.	• Ongoing commitment by members serving on IST team • Appropriate training for members serving on the IST team • Appropriate data/benchmarking tools to track and evaluate student progress
Create an internal district IST review team tasked with observing building level IST team meetings to identify best practices.	The district will select a team of individuals who will coordinate their efforts to attend IST team meetings at each building. These members will observe meetings and take notes to review with IST review team for evaluation/comparison.	• The IST review team attends IST team meetings and identifies best practices • The IST review team creates a working, uniform, IST model that may be implemented in each building.	• Ongoing commitment by members serving on the IST review team • Access to building IST team schedules • Access to building level achievement/benchmarking data

	The IST review team will use collected data/information to identify best practices, incorporate them into a uniform RtI model, and communicate this model to appropriate district personnel.		• Training on RtI processes/best practices • Access to outside district RtI models

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.

The district will create a universal Academic Intervention Support plan which outlines the IST and RtI process across all levels, based on identified observed best practices and student achievement data by the end of the 2022-23 school year.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Implement differentiated instruction in all classrooms K-12.

Why is this a priority?
 	
 Things to potentially take into consideration when crafting this response:
 • *How does this commitment fit into the District's vision, values and aspirations?*
 • *Why did this emerge as something to prioritize?*
 • *What makes this the right commitment to pursue?*
 • *How does this fit into other commitments and the district's long-term plans?*
 • *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district recognizes the need to promote enhanced student achievement in ELA and Mathematics through data-driven instructional practices. Systems will be put in place to assist teacher in data collection, analysis, and to provide coaching to facilitate data-informed decision making with regard to instructional.
	
	 Differentiating instruction ensures students are receiving an education geared towards their needs. It also helps educators make sure they are providing an equitable learning experience for the most at-risk students including students with 504s and Individualized Education Plans (IEPs). Ideally deficits should be addressed before the student enters the secondary level. Prior to third grade, students are typically learning the basic skills of reading such as decoding and building their basic vocabulary. Once students reach fourth grade, they are "reading to learn" and developing comprehension skills. In order to ensure curriculum presented to them, it is important to assess students and determine if there is a need for intervention. In the area of mathematics, students are mastering skills such as multiplication and division which are essential to develop pre-Algebra skills that are taught at the beginning of the secondary level. If gaps exist from this crucial part of a student's academic career, it will have a significant impact on their development in the future. At the elementary level, teachers see the same group of students for their core academic classes. This enables them the ability to recognize areas of weaknesses and implement strategies to address these areas through RtI by the time a student reaches the secondary level.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Facilitate grade level data meetings, specific to ELA and Math achievement.	A calendar of grade-level data meetings shall be established for each building. Meetings shall consist of a review of academic achievement data and i-Ready assessment data. Meetings shall be facilitated by building principals and Director of C&I.	- End of the year achievement goals will be established and documented in the fall of 2022 and reviewed on a quarterly basis. - Increased student achievement on diagnostic/benchmarking assessments. - Successful completion of identified end-of-year achievement goals	- A shared calendar of schedule for building level meetings - Training on identified instructional practices and resources used to promote differentiated instruction - Availability of instructional coaches and Director of C & I to provide building level and individualized support upon request.
Provide coaching/support on a building and/or individualized basis as deemed necessary by building and/or district administration.	If additional support is required or requested at the building or individualized level on matters pertaining to data collection/analysis and/or pedagogical practice, appropriate support shall be	- Increased student achievement on benchmarking assessments - Successful completion of identified end-of-year achievement goal.	- Availability and commitment of Director of C & I and professional development specialist - Appropriate training and data analysis

	provided through the following means: • District conference days • In-service professional development offerings		• Appropriate training in instructional practice and/or related resources specific to differentiation.

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.

Success will be defined by the increased use of instructional practices and differentiation in classrooms K-12 and increased student achievement as measured by benchmarking assessments.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Provide a safe, supportive, culturally sustaining, and equitable learning environment that promotes social and emotional competencies.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district understands that in order for students to learn, they need to be provided with an emotionally safe and supportive environment. Discussions within our schools identified the need to put more attention toward cultural responsiveness and relationships with students.
	
	The COVID-19 pandemic created challenging learning conditions for students. Students continue to struggle to acclimate post pandemic in the areas of social emotional wellness. Overall discipline incidents and chronic absenteeism have increased post pandemic. In addition, referrals for mental health supports and school counseling crisis visits have increased.
	
	Systematic whole school implementation of social and emotional learning encourages safe, supportive school communities in which all young people are valued. Social and emotional learning is essential to creating schools that effectively prepare all students to succeed in school and in life.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a positive classroom and school environment centered around SEL	Daily Advisory groups meet with a staff member Utilize the Positivity Project to highlight SEL and cultural responsiveness Use of common language for problem solving and emotional regulation through the use of PBIS	• Reduction in mandated counseling services • Reduction on out of district BOCES placements • Decrease in suspension • Decrease in Superintendent hearings • Increase in attendance	• Support Staff • Mental Health Resources • Support training of health staff • Funding for resources
Provide training to all staff and faculty	Provide yearly training to all staff and faculty Provide targeted training to staff and faculty on the unique needs of students Quarterly Professional development provided by Ramapo	• Increase in number of staff and faculty attending meetings	• Trained staff to provide workshops to staff and faculty

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Create more opportunities for staff to engage in meaningful conversations and make meaningful connections with students	Daily Advisory groups with a staff member. Incorporate Positivity Project in Advisory groups.	• Less referrals • More positive interactions and positive referrals.	• Funding for positive reinforcements

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.

- Reduction in counseling services
- Decrease in suspensions
- Decrease in Superintendent Hearings
- Increase in attendance
- Observable SEL strategies being used by students.

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 (if applicable)
Raymond Castellani	Superintendent	
Robert Farrier	School Business Official	
Lauren Marquis	Curriculum, Instruction and Technology Director	
Jennifer Hengen	Webutuck Elementary School Principal	
Leah Sprague	Parent/Librarian	
Tammy Nethercott	WTA President/Teacher	

Meeting Dates

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

Meeting Date	Location
4/26	Webutuck District Office Superintendent's Office
5/17	Webutuck District Office Superintendent's Office
5/25	Webutuck District Office Superintendent's Office

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 perspectives of this group were considered and incorporated based off individual meetings with department leadership and building level leadership. Needs were outlined and plans were constructed based off the needs assessment.
Parents with children from each identified subgroup	Parents were consulted and it was identified that we needed additional differentiation in our instructional model and a clearer IST process for all stakeholders.
Secondary Schools: Students from each identified 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).