



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Dryden Central School District	Joshua Bacigalupi

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 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	Design master schedules that empower students and staff with equitable opportunities to grow, innovate and achieve excellence.	
4	Foster wider-reaching relationships with all families by intentionally engaging with them in their environment.	
5	Implement clear processes, protocols and expectations for the collection, analysis and use of student data.	

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
1/8/2020	Dryden HS	7/28/2020	Dryden HS
1/15/2020	Dryden HS		
1/16/2020	Dryden MS		
1/22/2020	Dryden ES		
2/24/2020	Dryden HS		
2/26/2020	Dryden ES		
7/7/2020	Dryden HS		

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	Stakeholder Name	Role
Joshua Bacigalupi	Superintendent	Rhonda Kowalski	Parent
Cheryl Covell	Director of Curriculum and Instruction	Karla Eschelman	Parent
Janet Rascoe-Strebel	Director of Special Education	Matt Haney	Parent
Kyle Colunio	Dryden High School Principal	Jamie Schmitt	Teacher
Dale Sweet	Dryden High School Assistant Principal	Jennifer Jones	Teacher
Todd Kwiatkowski	Dryden High School Assistant Principal	Karen Taylor	Teacher
Lora Champlain	Dryden Middle School Principal	Linda Bruno	Teacher
Sarah Powell	Dryden Middle School Assistant Principal	Lisa Bustamante	Teacher
Audrey Ryan	Freeville ES and Cassavant ES Principal	Neal McDowell	Teacher
Dawn Wenzel	Dryden Elementary Principal	Rebecca Tice	Teacher
Tia Dickson	Dryden Elementary Assistant Principal	Ashley Peters-Vinhage	Teacher
		Khris Oursler	Teacher

Stakeholder Involvement Signature Page

Beverly Dodici	BOE Member	Elizabeth Rechtin	Teacher
Sophia Georgiakaki	BOE Member	Heather Brecht	Teacher
Lawrence Lyon	BOE Member	Joan Ludewig	Teacher
Deana Madigan	BOE Member	Kathy Lawson	Teacher
Margie Malepe	BOE Member	Karen Keichle	Teacher
Joan Stock	BOE Member	Shannon Hannula	Teacher
Heather Williams	BOE Member	Nicole Decker	Teacher
		Jessica Armitage	Teacher Aide

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Implement systemic improvements to literacy curriculum, instruction and assessments to foster a district-wide love of reading and writing.
Why will this be prioritized?	New York State accountability data shows that multiple sub-groups, in multiple buildings, received Level 1 ratings in student performance on ELA performance and growth. This priority will focus on improving foundational literacy instruction for all students.

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?
Teachers will implement research-based instruction in foundational literacy.	September 2020
Teachers will utilize assessment data to target student-specific needs.	October 2020
Grade level meetings will be used to review student reading outcomes and make adjustments to instruction as needed.	November 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
Percent of students in grades K-5 who are at or above benchmark on Star literacy assessments.	54%	59%
	End of Year 2020 (optional)	End of Year 2021
	NA	64%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Percent of students in grades K-5 who are at or above benchmark on DIBELS assessments.	NA	59%
	End of Year 2020 (optional)	End of Year 2021
	NA	64%

Priority 1

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

August Through January		
Start	End	Action
8/1/2020	8/30/2020	Training for MS teachers in MyPerspectives MS ELA program.
9/2/2020	9/2/2020	Introduction for all elementary, special education, and reading teachers to the most up to date research on literacy instruction provided by The Reading League.
9/8/2020	12/31/2020	Professional coaching for primary classroom teachers in implementing scientifically based reading instruction provided by The Reading League.
9/23/2020	9/23/2020	Professional development on implementing DIBELS assessments for all reading teachers provided by Amplify.
9/23/2020	9/23/2020	Follow up training for MS ELA and Reading teachers on the use of MyPerspectives.
10/1/2020	10/09/2020	Assessment of all elementary students and Middle School Special Education and Reading AIS students using DIBELS.
10/1/2020	12/31/2020	LETRS Units 1-2 Professional Development, online for elementary teachers new to LETRS.
10/1/2020	12/31/2020	LETRS Units 5-6 Professional Development, online for elementary teachers who have completed units 1-4 during 2019-20, and Middle School teachers.
10/21/2020	10/21/2020	Professional development for all elementary classroom teachers on accessing and analyzing student results of DIBELS assessments provided by Amplify.
11/18/2020	11/18/2020	Professional development in using assessment data to develop student-specific Tier 1 interventions for all elementary teachers.
January Through June		
Start	End	Action
1/1/2020	6/30/2020	Professional coaching for primary classroom teachers in implementing scientifically based reading instruction.
1/1/2020	6/30/2020	LETRS Units 3-4 Professional Development, online for elementary teachers new to LETRS.
1/1/2020	6/30/2020	LETRS Units 7-8 Professional Development, online for elementary teachers who have completed units 1-4 during 2019-20, and Middle School teachers.
2/10/2020	2/10/2020	Professional development for reading teachers in the development of Tier 2 and 3 interventions using student assessment data.
5/1/2020	7/31/2020	Curriculum review and updates PreK-8 to include lessons learned from 2020-21.

Priority 1

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
Need to address gaps in learning created by school closure.	Convene vertical teams to ensure last year's missed content is covered in Fall.	July 2020
Need to select online ELA program for Middle School to support distance learning.	Convene curriculum review team to select program.	July 2020

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Address students' physical, social, emotional, mental health and academic needs through a robust multi-tiered system of supports and interventions.
Why will this be prioritized?	The district is also currently cited for disproportionately suspending students with disabilities who identify as white. By focusing on this priority, the district will assist students that have social and emotional needs that are not currently being addressed and provide the supports necessary to participate fully in our school community and succeed academically.

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?
Middle School and High School students will be screened regularly for social-emotional well-being.		October 2020
Regular RTI meetings with administrators, social workers, psychologists, nurses and counselors will utilize data on student social and emotional well-being to identify students in need of extra support.		October 2020
Data will be used to identify and implement SEL topics to be addressed by Tier 1 supports.		November 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
Daily In School Suspension Rate (number of students suspended 1 or more days/BEDS day enrollment)	2.5%	1%
	End of Year 2020 (optional)	End of Year 2021
	na	1.5%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Daily Out of School Suspension Rate (number of students suspended 1 or more days/BEDS day enrollment)	2.2%	1%
	End of Year 2020 (optional)	End of Year 2021
	na	1.5%

Priority 2

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

August Through January		
Start	End	Action
9/8/2020	9/8/2020	Training in Panorama for MS and HS administrators, counselors, psychologists, and social workers.
9/1/2020	9/30/2020	School Counseling Advisory Council will review the District School Counseling Plan and make updates, including the use of data collected from Panorama SEL survey in the assessment of our programs.
9/21/2020	9/25/2020	SEL survey given to all students in grades 6-12.
10/5/2020	10/16/2020	Training for all faculty 6-12 in using Panorama to access student data.
10/1/2020	12/31/2020	Monthly meetings of MS and HS administrators, counselors, psychologists, and social workers will include a review of Panorama data and the logging of interventions.
12/7/2020	12/18/2020	SEL survey given to all students in grades 6-12.
January Through June		
Start	End	Action
1/1/2021	6/30/2021	Monthly meetings of MS and HS administrators, counselors, psychologists, and social workers will include a review of Panorama data and the logging of interventions.
5/10/2021	6/30/2021	SEL survey given to all students in grades 6-12.
6/1/2021	8/15/2021	Leadership Team and a small faculty group will review the use of Panorama during the 2020-21 school year in order to make recommendations for improvement for 2021-2022.
6/1/2021	6/30/2021	School Counseling Advisory Council will review the District School Counseling Plan and make updates based on data collected from Panorama SEL survey.

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
Students will have additional SEL needs due to the pandemic.	We will use data from SEL surveys to identify students with high needs.	2020-2021
Not all students will be on campus and we will need to develop strategies to engage students in SEL activities off-campus.	The School Counseling Advisory Council will use survey data to develop specific strategies for addressing the SEL needs of students who are off-campus.	2020-2021

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Design master schedules that empower students and staff with equitable opportunities to grow, innovate and achieve excellence.
Why will this be prioritized?	The District's mission is to educate and empower each learner to achieve excellence and build a better world. A well designed master schedule is needed to provide students maximum opportunities to develop their understanding in a variety of subject areas. Currently, many students are scheduled for multiple study halls because they are either unable to fit their desired courses into their schedule, or because they are not interested in the electives offered.

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?
Teachers and students will provide input into the design of the master schedule and offer suggestions for elective course offerings.	November 2020
Students will select elective courses that are above the minimum graduation requirements.	April 2021
There will be a reduction in students assigned to study halls.	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
Number of study hall enrollments in a two-day cycle.	1556 (2019-20 SY)	1300 (2020-21 SY)
	End of Year 2020 (optional)	End of Year 2021
		1100 (2021-22 SY)
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	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?*

August Through January		
Start	End	Action
9/1/2020	9/30/2020	Middle School and High School Building Leaders will review student schedules for 2020-21 to analyze the number of students taking credits beyond their minimum graduation requirements and the number of students enrolled in study hall.
9/1/2020	10/31/2020	Middle School and High School Building Leaders will create survey soliciting feedback from staff.
9/1/2020	10/31/2020	Middle School and High School Building Leaders will create survey soliciting feedback from students.
11/1/2020	11/30/2020	Administration of staff survey.
11/1/2020	12/15/2020	New elective course proposals are approved and added to catalog for 2021-22 school year.
12/1/2020	12/31/2020	Middle School and High School Building Leaders team reviews survey results.
January Through June		
Start	End	Action
1/1/2021	1/31/2021	Administration of student survey.
2/1/2021	6/15/2021	Middle School and High School Building Leaders will convene a workgroup comprised of faculty to meet monthly to develop master schedule.
2/1/2021	2/28/2021	Middle School and High School Building Leaders reviews survey results with workgroup.
3/1/2021	3/31/2021	Workgroup develops scheduling priorities.
3/1/2021	3/31/2021	Students select courses for 2021-22 school year.
4/14/2021	4/14/2021	Consultant Elliot Merrenblum meets with scheduling workgroup.
5/1/2021	6/1/2021	Completion of master schedule.
6/1/2021	7/31/2021	Workgroup reviews student course enrollments to analyze the number of students taking credits beyond their minimum graduation requirements and the number of students enrolled in study halls. Based on these data, the workgroup will make recommendations for improvement for 2022-2023.

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
Stakeholders may not be available for in person meetings.	Use Google Suite to share files and to schedule virtual meetings.	February 2021

Priority 4

Priority 4/

What will the District prioritize to extend success in 2020-21?	Foster wider-reaching relationships with all families by intentionally engaging with them in their environment.
Why will this be prioritized?	Feedback from families show that they are interested in learning more about helping their students academically, however attendance at events have been minimal. By focusing on this priority, we will provide targeted information to families that meets their needs in a manner that is engaging and convenient.

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?
Families will understand how best to support students’ reading development.		Fall 2020
Families will be comfortable asking teachers and administrators questions regarding their students’ reading development.		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
Percent of students at or above benchmark on the STAR Early Literacy Assessment.	60%	65%
	End of Year 2020 (optional)	End of Year 2021
	na	70%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 4

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

August Through January		
Start	End	Action
9/1/2020	9/30/2020	Workgroup will be established to plan and implement family literacy activities.
10/1/2020	10/15/2020	Families of Elementary School students will be invited to attend family literacy events.
11/1/2020	12/31/2020	Family literacy events will take place.
January Through June		
Start	End	Action
1/1/2021	1/31/2021	Workgroup will review feedback from families and adjust activities as needed.
2/1/2021	6/30/2021	Family literacy events will take place.
6/1/2020	7/31/2020	Workgroup will meet to evaluate impact of family literacy events and make recommendations for the 2021-2022 school year.

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
Students will have gaps from the school closure during the 2019-2020 school year.	Families will be given information to empower them to assist their students' with acquiring early literacy skills.	August

Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	Implement clear processes, protocols and expectations for the collection, analysis and use of student data.
Why will this be prioritized?	Our data shows that students are being referred to AIS in reading at a higher rate than recommended by the NYS RTI guidance. We would like to develop data analysis protocols that will bring us in line with the recommendation that not more than 5-15% of students are enrolled in AIS services.

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?
All students in Kindergarten through Grade 5 will be assessed using DIBELS.	October 2020
Grade level meetings will include discussions of overall student performance and Tier 1 interventions that can be implemented in the classroom to address gaps indicated by DIBELS assessment results.	October 2020
AIS providers will develop student specific interventions based on DIBELS assessments.	November 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
Percentage of students in Kindergarten through Grade 5 referred for AIS services in ELA.	25%	20%
	End of Year 2020 (optional)	End of Year 2021
	na	15%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 5

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

August Through January		
Start	End	Action
9/1/2020	9/30/2020	RTI Committee will meet to update our RTI model to include the use of DIBELS assessments to identify students in need of AIS support in reading. This will include establishing a cut point for students who qualify for services using DIBELS and updates to referral forms for SST.
9/1/2020	9/30/2020	The Director of Special Education will work with CSE chairs to include DIBELS results as part of CSE referrals.
9/23/2020	9/23/2020	Professional development on implementing DIBELS assessments for all reading teachers provided by Amplify.
10/1/2020	10/08/2020	Assessment of all elementary students using DIBELS.
10/14/2020	10/14/2020	Professional development for all elementary classroom teachers on accessing and analyzing student results of DIBELS assessments provided by Amplify.
10/13/2020	10/16/2020	AIS screening data reviewed to determine which students qualify for Tier 2 and 3 interventions.
10/19/2020	10/23/2020	Reading AIS providers will collaborate to develop Tier 2 and 3 intervention groups based on student needs with support from coaches from The Reading League.
11/2/2020	11/24/2020	RTI Committee will review student referrals and make recommendations if changes are needed to the DCSD RTI Model.
January Through June		
Start	End	Action
1/4/2021	1/15/2021	Assessment of all elementary students using DIBELS.
1/19/2021	1/22/2021	AIS screening data reviewed to determine which students qualify for Tier 2 and 3 interventions.
1/25/2021	1/29/2021	Reading AIS providers will collaborate to develop Tier 2 and 3 intervention groups based on student needs with support from coaches from The Reading League.
2/1/2020	2/26/2020	RTI Committee will review student referrals and make recommendations if changes are needed to the DCSD RTI Model.
5/3/2021	5/14/2021	Assessment of all elementary students using DIBELS.
5/17/2021	5/21/2021	AIS screening data reviewed to determine which students qualify for Tier 2 and 3 interventions.
5/24/2021	7/31/2021	Reading teacher swill review AIS referral data and make recommendations for the structure of AIS reading services for 2021-22.
6/1/2020	7/31/2020	RTI Committee will review student referrals and make recommendations if changes are needed to the DCSD RTI Model.

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-

Priority 5

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>		
Need	Strategy to Address	When
Student may not be present for in-person screenings.	Assessments will be given remotely via Google Meet or through an online platform.	2020-2021
Families may need to assist with screening assessments.	Parent education will be provided via Google Meet and through other online communication platforms.	2020-2021

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 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).