



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Groton Central School District	Margo Martin

2022-23 Summary of Priorities

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

1	Continue to provide Diversity, Inclusivity and Equity professional development to faculty and staff throughout the school year
2	Ongoing professional development for teachers to build capacity to provide effective instruction within their classrooms.
3	Supporting continued work in building an MTSS system across the district to identify at-risk students (academically, behaviorally, social-emotionally) and build appropriate intervention plans.
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Continue Cultural Diversity & inclusivity (CDI) training for the faculty and staff throughout the year.</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>We once again interviewed students who continue to identify a disconnect from each other and the adults in the building. They also disclosed not always feeling safe within the building, which has led to their not enjoying being in school.</p> <p>The equity self-reflection caused us to recognize we still struggle to be inclusive of all students within the building, and continue to need to develop skills for having difficult conversations with students around cultural diversity. In order for all students to have opportunity to be successful, this work is very important to the District, as one of our core beliefs is that students are our first priority.</p> <p>Further, we have started Culturally and Linguistically Responsive Teaching and Learning professional development with Dr. Sharroky Hollie across the district and plan to continue that multi-year work with both synchronous and asynchronous professional development opportunities for faculty and staff.</p> <p>This supports the SCEP commitment “to foster a more positive school culture and build trust relationships that promote student engagement to aid in the improvement of our students’ performance” as it addresses equity and inclusivity of all in the school setting. Further, it supports the district’s core belief that students are our first priority – no exceptions.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Diversity, Equity and Inclusivity PD</p>	<p>Educate all faculty and staff on how to create a more positive environment and have difficult conversation to address inappropriate behaviors effectively.</p> <p>Educate all faculty and staff on Responsive Classroom management techniques and Responsive academic vocabulary in order to ensure inclusive treatment for all students, and provide teachers with skills for having difficult conversations in class. Included topics for PD in this area include cultural behavior tutorials on eye contact, proximity, collaboration, spontaneous, and pragmatic language.</p> <p>Schedule and support a book study on how to use literacy in the classroom to address DEI topics by providing teachers with the skills necessary to facilitate discussion</p>	<p>Teachers will implement new classroom management strategies early in the school year that are inclusive in nature.</p> <p>Teachers will gain skills on responsive academic vocabulary to use when dealing with text that addresses cultural issues.</p> <p>Collect student SEL survey data and share outcome with faculty during faculty and staff meetings (January and May)</p>	<p>Dr. Sharroky Hollie will provide the next phase of Culturally Linguistic and Responsive PD for all faculty & staff (June 23rd, week of July 27th), as well as a literacy book study during the course of the 22-23SY.</p> <p>Provide Panorama app for use for student SEL surveys</p> <p>Provide time and resources for teachers to attend PD over the summer and course of the next school year.</p>

Priority 1

	with students on topics around diversity, equity and inclusivity.		

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.

High participation rate in student extracurricular activities (90% student participation).

Student Engagement survey (SEL) responses to increase by 10%

Discipline referrals and suspension rates will decrease by 20% as evidenced by increased engagement and improved student-teacher relationships

Student attendance will increase by 5% (from 90% to 95%) throughout the school year.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Ongoing professional development for teachers to build capacity to provide effective instruction within their classrooms.</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>In the past year we have worked on a framework for various departments and/or grade levels to share common curricular experiences. Students continue to express through a student survey that they would like to see teachers provide them with greater opportunity to be leaders in the classroom by offering them more project-based learning opportunities, more student led discussion time, and more authentic learning. The student interviews also revealed that students continue to feel disconnected from school. In addition, the equity self-reflection discussion centered around students’ belief that classwork was not differentiated enough to meet their own individual needs – some students have reported not enough rigor while others are feeling overwhelmed. Concern around the district’s ability to meet the needs of ALL students was also addressed, particularly in the areas of behavior and SEL.</p> <p>This priority supports both commitments identified in the SCEP, as it addresses academic needs, instructional practices to better engage students, and a system for identifying at-risk students and providing an individualized support plan for them.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Commonality & Consistency in Expectations</p>	<p>Provide PD opportunities for new teachers on classroom management, lesson planning and unit development, and formative assessments.</p> <p>Provide mechanism for building leader to collaborate with department chairs to establish common language in classroom expectations across the building.</p> <p>Provide PD opportunities for teachers around the following topics: UBD curriculum development, CLRT, and Gold Standard PBL, and standardized language for meeting priority standards in core content areas (i.e. essay development, algebraic equation solution strategies, etc.).</p> <p>Provide building-wide PD on classroom/school management</p>	<p>Common strategies are used across content areas and grade levels for classroom and school behavior expectations, with a goal of decreasing behavioral referrals 10% per quarter.</p> <p>Classroom observations will demonstrate common language being used across grade levels/content areas for priority standards (i.e. essay development, basic math concepts, etc.), as measured through quarterly review by building leadership.</p>	<p>Financial resources to support Dr. Sharroky Hollie’s work around CLRT</p> <p>Mentoring opportunities for teachers (Better Lessons)</p> <p>PD stipends for teachers to attend PD offered after school</p> <p>Time for instructional coaches to meet with teachers around UBD, PBL, DDI to promote differentiation</p>

Priority 2

	strategies (hallways, bathrooms, etc.)		
Multiple Modalities	Provide PD to improve teacher understanding of UBD, PBL, DDI, and CLRT and other multiple modalities of learning so students can be more engaged in the learning process.	<p>Student engagement response surveys increase by 5 percentage points per quarter.</p> <p>Teacher self-reporting on modalities used and impact it had on academic performance of classroom.</p> <p>Building leadership observation during observations/walk through of teacher use of instructional strategies within the room.</p>	<p>Summer and ongoing PD (multiple modalities, UBD, PBL, CRLT)</p> <p>Stipends for teachers to attend PD</p> <p>CLRT consultant support (Dr. Hollie)</p> <p>Financial resources for Behavior Intervention Specialist PD training for teachers</p>
Explore the Investment of an SRO for the Jr-Sr High Building	<p>Support the Community Advisory Council work around exploring the feasibility and appropriateness of the Jr-Sr High building having an SRO on staff to provide awareness/education to students on such topics as law, drug/alcohol awareness, bullying.</p> <p>Explore the role of SRO in assisting the building leadership in providing a safe and secure learning environment</p>	Facilitate the group in gathering information that will be presented to the BOE for its consideration by the end of October of 2022.	<p>Time and financial resources the council will need to be through in their exploration of whether an SRO is a “good fit” for the Groton Jr-Sr High building.</p> <p>Financial resources to vet plan through school attorney.</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 2022-23 school year.

- NYS Assessments - ELA and Math SGP will score of 60 or higher.
- Regents score – 85% pass rate on all regents exams
- 4 year graduation rate of 90%
- 85% of students will pass all core academics

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Supporting continued work in building an MTSS system across the district to identify at-risk students (academically, behaviorally, social-emotionally) and build appropriate intervention plans.</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>The District has core beliefs that students are our top priority and that all will be treated with respect and have a safe nurturing environment to learn in. Providing a robust MTSS allows us to intervene with those students who are struggling and build an appropriate intervention plan so that they can meet with success.</p> <p>This fits into the overall mission to empower all students to reach their fullest potential and thrive in a diverse, ever-changing world. The Equity Self Reflection revealed that our students have significant mental health issues that are manifesting themselves with behavioral, attendance, and academic needs. Students identified in their survey that they do not feel they have strong relationships with adults nor a sense of belonging within the building. The district is aware that relationships between students and teachers is essential for great learning to take place, as well as for a positive culture to flourish.</p> <p>This supports the SCEP commitment to foster a positive school culture and to build trusting relationships that we believe are essential for the supporting and educating of the whole child.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Culturally and Linguistically Responsive Teaching (CLRT)</p>	<p>Continue to educate all staff and students on how to create a more positive environment and have difficult conversation to address inappropriate behaviors effectively.</p> <p>Bring awareness to parents and community on DEI through continued highlighting of key takeaways via the district monthly e-newsletter</p>	<p>Teachers will gain skills early in the year on cultural behavior tutorials around the following topics: eye contact, proximity, kinesthetic, collaborative, spontaneous, and pragmatic language and use said skills within their lesson plans, with a goal of at least 50% of lessons displaying some of these skills as observed through classroom observation.</p> <p>Student SEL surveys administered every ten weeks measuring student sense of belonging will be shared with faculty during faculty meetings, and with student groups during student advisory meetings on a quarterly basis, with the goal of student response to feeling like they have voice and sense of belonging in school increasing by 5% each quarter, as measured on SEL surveys</p>	<p>Time for PD during Supt. Conference days, after school, summer</p> <p>Financial Resources to pay consultant fees for Dr. Sharroky Hollie for CLRT work</p> <p>Financial resources for SEL survey Platform (Panorama)</p> <p>Financial Resources for teachers to utilize Better Lessons, Inc. virtual coaching to assist with classroom management, positive learning environments, and student engagements.,</p>

Priority 3

<p>Multiple Modalities</p>	<p>Support building leadership in building a system where faculty and staff foster close relationships with students and families to gather insights into students’ cultures, goals and learning preferences so that students feel a greater sense of belonging within the building.</p> <p>Support building leadership in having time to meet with a Student Focus group to identify ongoing school-wide issues from a student perspective.</p> <p>Continue to support the SEL committee that has been established as a means of identifying present needs of students and how the district might provide resources to the buildings to support addressing those needs.</p>	<p>Implementation of student-identified strategies for dealing with issues within the building.</p> <p>Issuance of a monthly e-newsletter to communicate with families. Said e-newsletter to contain a “Counselor’s Corner” piece each month to share SEL information, resources available to families, etc.</p> <p>Student engagement response on SEL surveys increases by 10 percentage points</p> <p>Student sense of belonging on SEL surveys increases by 10 percentage points</p>	<p>Time and resources for continued work of the SEL committee</p> <p>Time and resources for building leadership to establish a Student Focus group that they meet with on a monthly basis.</p> <p>Time and resources to administer SEL surveys to students (Panorama)</p>
<p>Targeted identification of At-Risk Students</p>	<p>Support building leadership in further development of SEL committee whose charge is to collect data on SEL needs of students and work with faculty and staff on how to meet those students’ needs.</p> <p>Support further development of CAMPS meetings where students who are struggling either academically, emotionally, and/or behaviorally are assigned an adult</p>	<p>SEL committee quarterly data share of SEL data on students, with a goal of increasing positive response to survey questions of 5% per quarter.</p> <p>Reduction in behavior referrals made by classroom teachers, with a goal of reduction 25% per quarter.</p> <p>Reduction of chronic absenteeism rate to reach pre-COVID levels (12.8% district-wide)</p>	<p>Time for CAMPS meetings to occur at building level on a weekly basis.</p> <p>Time and financial resources for PD for teachers on relationship-building with students, consistent classroom management expectations across the building.</p>

Priority 3

	<p>who tracks the implementation of an intervention plan.</p> <p>Support establishment of a DEI Officer position (.2FTE) to assist with DEI work that can help establish a culture of inclusivity and equity.</p>		<p>Resources to support a .2FTE DEI Officer who will assess SEL needs of faculty and staff and provide appropriate PD throughout the school year.</p> <p>Resources for STAR benchmarking on quarterly basis, including time for Instructional Coaches to analyze and disseminate data to teachers.</p> <p>Time and financial resources for instructional coaches to provide PD for teachers providing RtI services for students via Learning Labs as part of the MTSS structure.</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 2022-23 school year.

Student response rate on questions re: Sense of Belonging and Student Engagement will increase by 20%.

4-year graduation rate of 90%

Chronic Absenteeism rate of less than 13%

95% of student body in grades 6-12 will participate in at least one extracurricular club/sport/program throughout the school year.

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 2022-23?	
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

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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?

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.

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 2022-23?

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)?*

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?

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.

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>
Margo Martin	Superintendent	
Brian Kavanagh	Jr-Sr High Principal	Jr-Sr High
Jean Amodeo	Asst. Principal	Jr-Sr High
Mick LeVick	ELA Instructional Coach	Jr-Sr High
Nick Crans	Teacher	Jr-Sr High
Andrew Doane	Teacher	Jr-Sr High
Melissa LeVick	Teacher	Jr-Sr High
Ryan Harriott	Parent	
Gary Bush	Parent	
Kat Jackson	Parent	
Lanie Gustafsen	Parent	
Kelly Bishop	Parent	

Our Team's Process

Skyler Roswell	Teacher	Jr-Sr High
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Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
April 28, 2022	STEAM
May 3, 2022	STEAM
May 11, 2022	STEAM
May 18, 2022	STEAM
May 25, 2022	Virtual

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	

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 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).