



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Groton Central School District	Margo Martin

2021-22 Summary of Priorities

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

1	Cultural Diversity & Inclusivity (CDI) training for the faculty and staff throughout the school year.
2	Ongoing professional development for teachers to build their capacity to provide effective instruction within their classrooms.
3	Supporting horizontal and vertical alignment of prioritized NGLS standards across all content areas that utilizes common language and engaging instructional strategies based in best practice in order to meet all students' needs.
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Cultural Diversity & Inclusivity (CDI) training for the faculty and staff throughout the school year.</p>
<p>Why is this a priority? <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 our interviews with students we often hear they feel disconnected from each other and the adults in the building. Students shared that cultural differences were not honored by peers and adults alike. The “How Learning Happens” document and student interviews caused us to consider student, staff and faculty relationships closely.</p> <p>The equity self-reflection caused us to consider a welcoming and affirming environment as it was noted that adults struggle with having difficult conversations with students around cultural diversity.</p> <p>We also heard from students during interviews that students did not feel welcomed, comfortable or safe enough in most of their classrooms to engage in open and honest conversations about racial issues, voicing their own opinions and inappropriate behaviors.</p> <p>During the focus group, multiple students voiced their lack of enjoyment in school.</p>

Priority 1

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>Diversity, Equity, and Inclusivity PD</p>	<p>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 highlights/takeaways via monthly e-newsletters</p> <p>Review the code of conduct under the lens of DEI</p>	<p>Teachers will gain perspective early in the school year on the classroom discourse they facilitate and how to build a culture that allows for diverse student perspectives.</p> <p>Student surveys around culture, racism, and student engagement will be administered in January and again in May, with results being shared with faculty during faculty and staff meetings. ISC/OSS/DASA Student Survey Data</p>	<p>Dr. Sharroky Holle will provide Culturally Linguistic and Responsive PD (June 21 & August 12 & monthly during the school year) for all faculty and staff.</p> <p>E-Newsletters/Website will be used as a means to share info with the community.</p>
<p>Increase Collaboration</p>	<p>Train more teachers on Kagan strategies of cooperative learning</p> <p>Provide ongoing opportunities to work with instructional coaches via bi-weekly content area meetings</p> <p>Emphasize cooperative learning and collaborative group work to increase student discourse through informal classroom walk-throughs and observations and follow-up discussions with building leadership</p>	<p>Increase student-teacher voice in the classroom from 30-70 to 70-30</p> <p>Student Feedback will be facilitated by classroom teachers in a manner that allows for more open ended responses following each unit of study (Google forms at the end of projects for feedback)</p> <p>Walkthrough data - 80% of informal walk-throughs will have at least one opportunity for students to speak with one another for at least 3 consecutive minutes</p>	<p>Summer and ongoing PD and support on cooperative learning strategies</p> <p>Time for instructional coaches to meet with faculty.</p>

Priority 1

<p>Targeted Mentoring</p>	<p>Create a mentoring program to build student-staff relationships and also serve as another checkpoint for behavioral and academic monitoring</p> <p>Identify targeted group of students at-risk in grades 6-9 based on academics, attendance and behavioral record from previous school year</p> <p>Training for volunteer staff members on the art of mentoring</p> <p>Building leadership will provide biweekly meetings with mentoring staff to provide feedback, strategies assessing program</p> <p>Mentors-Mentees will have a touch point twice each month</p> <p>Review mentoring program quarterly to asses SEL data and consider modifications to program</p>	<p>Students identified will create a SMART goal around their academic performance that will be evaluated with their mentor every five weeks, and adjusted accordingly.</p> <p>Student surveys to gather details of efficacy of mentoring experience (Nov.)</p> <p>Attendance rate will improve for identified students by 2% or more.</p> <p>Grades reports will be shared every five weeks with mentors to enable them to build course-specific supports for their mentees.</p> <p>Building leadership will assess student behavior referrals quarterly and share out results of identified students with mentors.</p> <p>Focus groups with students about experiences with mentoring program (Jan/May)</p>	<p>Scheduling time for mentoring to take place.</p> <p>Space for non-teaching staff mentors to meet with mentees during and outside of the school day.</p> <p>Summer PD will be provided to build capacity for mentors, using the Art of Mentoring materials.</p> <p>SIG grant will provide a stipend to allow for bi-weekly meetings with mentees before or after school.</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.

- High participation in student extra-curricular activities (at least 90% of students participating in at least one activity/year).
- Student Engagement Survey responses will increase by at least 10%.
- Building leadership informal observation data will reveal at least 50% of teachers utilization cooperative learning strategies at least 50% of the time.
- Discipline referrals and suspension rates will decrease by 20% as evidenced by increased engagement and improved student-teacher relationships.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Ongoing professional development for teachers to build their capacity to provide effective instruction within their classrooms.</p>
<p>Why is this a priority? <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 believe as a school that our students need to share common curricular experiences across content areas and grade levels. We would like to ensure we use commonality of language to reinforce concepts and build consistent skills. Students shared in interviews that they would like more opportunity to express their thoughts and opinions. Further students expressed a desire to see multiple modalities for learning as well as more project-based or hands-on assignments.</p> <p>Recent schoolwide Panorama surveys indicated only 39% of students reported being engaged in their classes. When completing the equity self reflection, the team found that a small number of teachers build lessons that address rigor and high expectations. Simultaneously, a small number of teachers are including project-based learning activities within their curriculum. In addition, there are pockets of classrooms where students are encouraged to do research, debate, and write about various themes, content and curriculum covered, as well as engage in topics that look to unpack privilege. The team would like to explore ways to support these best practices so that they are more universal and happening with greater consistency across the building.</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>Commonality and consistency of expectations</p>	<p>Establish building-wide set of consistent expectations, and responses to student behavior, as well as consistent modeling of expectations by adults</p> <p>Build a scripted/facilitated/guided respectful discourse practice for staff to engage in</p> <p>Provide building-wide PD on classroom/school (hallways, bathrooms, cafe, etc.) management strategies</p> <p>Work with department chairs to define terms used within class expectations (i.e. “respect”) and what that looks like for students</p> <p>Training for new teachers (orientation and mentoring program)</p>	<p>Common strategies are used across content areas and grade levels for classroom behavior expectations.</p> <p>Building leadership will establish a heat map that measures where discipline referrals are originating from and provide appropriate support and professional development to those staff members.</p>	<p>Professional development on Restorative Practices and Classroom Management (Francisco Paler-Large, Behavior Specialist through Central Regional Partnership Center).</p>
<p>Multiple Modalities</p>	<p>Provide professional development to improve teacher understanding and use of multiple modalities of learning so students learn quicker, deeper, retain more, and are able to apply their learning to new situations.</p> <p>Increase opportunity for student discourse, PBL, inquiry-based</p>	<p>Student engagement response on surveys increase by 10 percentage points</p> <p>Teacher self-reporting data on modalities used and impact it had in academic performance of the class.</p>	<p>Summer and ongoing PD (multiple modalities, student discourse, inquiry-based teaching)</p> <p>Time for Instructional Coaches to meet with faculty to discuss and</p>

Priority 2

	<p>learning</p> <p>Build capacity among dept. leaders to lead discussions on best practices that can be shared amongst content area teachers to build their capacity to differentiate</p> <p>Connect teachers with appropriate instructional coaches in ELA or math to more effectively use student data to inform decision making when it comes to daily instructional planning</p>		<p>review strategies around multiple modalities, student discourse and inquiry-based teaching.</p> <p>Publication of Teacher Center workshops/resources for faculty to access.</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.

- NYS Assessments... ELA and Math SGP (student growth percentile) will be a score of 60 or higher.
- Regents Scores... 85% pass rate on all regents exams on first administration.
- 4-Year graduation rate of 90%.
- 85% of students will pass all core academic classes.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Supporting horizontal and vertical alignment of prioritized NGLS standards across all content areas that utilizes common language and engaging instructional strategies based in best practice in order to meet all students' needs.</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 believe as a district that our students need to share common curricular experiences across content areas and grade levels. We would like to ensure we use commonality of language to reinforce concepts and build consistent skills. Students shared in interviews that they would like more opportunity to express their thoughts and opinions. Further students expressed a desire to see multiple modalities for learning as well as more project-based or hands-on assignments.</p> <p>Recent schoolwide SEL surveys indicated only 39% of students reported being engaged in their classes. When completing the equity self reflection, the team found that a small number of teachers build lessons that address differentiation, rigor and high expectations. Simultaneously, a small number of teachers are including project-based learning activities within their curriculum. In addition, there are pockets of classrooms where students are encouraged to do research, debate, and write about various themes, content and curriculum covered, as well as engage in topics that look to unpack privilege. The district needs to support identified best practices so that they are more universal and happening with greater consistency across the district.</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>Establish Commonality of Language (Curriculum Building)</p>	<p>Build a professional development schedule to target the development of a commonality of language to use across grade levels and disciplines to reinforce concepts and build consistent skills</p> <p>Building leadership, in collaboration with dept. chairs, will lead conversations in commonality of language across content areas and grade levels</p>	<p>Students' voices will regularly reflect the commonly established language.</p> <p>Teacher self-reporting data on common language use</p> <p>Building leadership will document, track and adjust codified language expectations in classrooms through informal walkthroughs and observations of student use of targeted language.</p>	<p>Time and money to offer summer and ongoing PD and instructional coaching to develop and share commonality of language.</p> <p>Provide support, time and compensation for instructional coaches to meet with faculty.</p>
<p>Prioritized Curriculum Aligned to NextGen Standards (Curriculum Building)</p>	<p>The District will afford teachers time in August 2021 for teachers to continue the work to prioritize the standards within content areas and grade levels</p> <p>Building leadership, in collaboration with department leaders, will work with each content area to identify ways teachers can elevate high quality student voices in as many spaces as possible</p>	<p>Student work samples (Formative and summative assessments) will reflect the prioritization and implementation of the NGLS</p> <p>Building leaders will observe student-teacher voice from 30-70 to 70-30 through the collection of data through formal and informal observations and walk-throughs</p>	<p>Time and money for training and collaborative planning to implement district data protocols.</p>
<p>Increase student agency in their learning</p>	<p>The District will support building leadership in the development of instructional pedagogy that affords students the opportunity to drive their own learning through choice; more</p>	<p>Students will have opportunities to use multiple modalities through project based assessments</p>	<p>Time for instructional coaches to meet with faculty.</p>

Priority 3

	<p>student voice & involvement in decision making (choice in essay topics, projects completed, etc.)</p> <p>The District, in collaboration with building leadership and Instructional coaches, will make classroom visits and schedule time to meet with individual teachers in order to build their capacity in planning lessons that allow for student choice</p> <p>Building leadership will oversee the creation of an evidence portal to share and track best practices around feedback</p>	<p>Teachers will have feedback forms at the end of each unit of study that measure student agency (ownership and choice in demonstrating skills learned)</p> <p>Building leadership will build and implement an evidence portal where teachers' lessons that model the use of feedback cycles to inform the planning process and the utilized feedback will be submitted to be archived and developed into a training tool to be used in future professional development.</p>	
Differentiate instruction to equalize struggle for all students	<p>The District will support professional development and oversight of teachers utilizing lessons that ensure rigor is equitable for all learners by building opportunity for students to work where they are at in given lesson/unit of study</p> <p>Building leadership will guide teachers in development and implementation of student-centered pedagogy so that lessons reliably and dependably differentiate and include immediate measures of student performance</p>	<p>Building leadership will set clear expectations for implementation of best practice pedagogy daily, as evidenced by collection of data via informal walkthroughs, observations, and review of teacher lesson plans.</p>	<p>Time and money for summer and ongoing PD on differentiation strategies.</p> <p>Time for teachers to meet with building leadership to discuss progress towards successful implementation of best practices by department.</p>
Instructional Coaching	<p>Teachers will have an opportunity to receive instructional coaching on best practices for student engagement strategies that promote student-centered, hands-on, and project based learning</p> <p>Building leadership in collaboration with instructional coaches will create</p>	<p>The District will support building leadership in the building and implementation of a digital library of monthly video artifacts of highly engaged learning strategies with a minimum :30 minute run-time for modeling best practices.</p>	<p>Time for ELA and Math instructional coaches to meet with faculty.</p> <p>Program for first and second year teachers to receive coaching on professional goals around classroom management,</p>

Priority 3

	a process for creating a learning archive (identify and label videos that are appropriate for the archive)		differentiation in classroom, data driven instruction, student engagement (Better Lessons, Inc.)
Consistent Expectations	<p>The District, in collaboration with building leadership, will provide time for teachers to meet with their respective departments to develop and consistently implement common expectations regarding academic performance within their classrooms</p> <p>Building leadership will conduct formal and informal observations to assess building progress in the implementation of consistent expectations across all classrooms</p>	<p>Building leadership will establish an expectation of daily implementation of best practice pedagogy through the collection and analysis of ongoing student data via walkthroughs, informal observations, and student work.</p> <p>Building leadership will work with teachers to develop a system where students can set biweekly individual goals for academic achievement and/or growth, and as a collaborative team collect data and reflect on progress towards meeting goals</p>	<p>Time for faculty to meet with department chairs to develop building-wide classroom expectations.</p> <p>Time for building leadership to meet with department chairs and faculty to review and discuss walk-through data.</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.

- Analysis of vertical and horizontal alignment in curriculum, pedagogy and performance expectations via the collection of lesson plans, conducted walkthrough data, and formative and summative assessment evidence.
- Analysis and collection of SEL data every ten weeks to assess student beliefs regarding rigor, differentiation, and teacher expectations within the classroom.
- 4-Year graduation rate of 90%.
- 85% of students will pass all core academic classes.

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	District
Kent Maslin	Asst. Supt/GES Principal	GES
Jake Roe	Asst Jr-Sr High Principal	JSHS
Mick LeVick	ELA Coach/Teacher	JSHS
Babs Carr	STEAM College & Career Readiness	JSHS
Laurie Williams	7-12 Special Ed Teacher	JSHS
Billie Downs	K-12 District Admn	District
Monica Dykeman	Parent	
Kelley Neville	Parent	
Elizabeth Dykeman	Student	
Madalyn Perkins	Student	
Mark Triolo	Dean of Students	JSHS

Our Team's Process

Meeting Dates

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

Meeting Date	Location
5/27/21	STEAM
6/4/21	District Office
6/8/21	District Office
6/11/21	Virtual
7/6/21	GES

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

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).