



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mayfield Central School District	Mr. Christopher Harper

2021-2022 Summary of Priorities

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

1	We will prioritize deepening connections among students, staff and the community.
2	We will prioritize embedding opportunities into professional learning for staff to examine topics of diversity, equity and inclusion, and how these support and improve high-quality instructional and behavioral practices.
3	We will prioritize making sure each student understands and demonstrates if they are on track for academic success.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	We will prioritize deepening connections among students, staff and the community.
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>	<p>As we commit to deepening connections with students, staff and community, we will provide opportunities for all staff to receive professional learning on topics related to diversity, equity, and inclusion. As a district, we also recognize the need to ensure we are using high-quality instructional and behavioral practices to meet the needs of all students.</p> <p>Our reading and collaborative reflection of the How Learning Happens Messaging Framework, and the review of student interview responses and Equity Self-Reflection demonstrated a need to support professional learning so teachers have an opportunity to think about how learning happens and strategies to use to support how instructional planning supports social, emotional and cognitive learning.</p> <p>As a team, the Equity Self reflection brought out a perception of emerging in several areas as the culture of acceptance and being open to more diverse and inclusive ideas as they are presented. The community and teacher feedback continued from previous years to focus on communication, clearly defined behavioral expectations for students. Teachers, parents and students understand the structure of SPARRK and how these expectations are consistently communicated and measured. In the student interviews, students commented that there needs to be greater acceptance of individual differences, more encouragement for students to express themselves and their ideas.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>Extend opportunities for students to engage with one another, including targeted efforts to increase all relationships to enhance school culture.</p>	<p>Team development of a Primer outlining the Essential components of SPARK to be shared with teachers, staff, (bus drivers cafeteria,) parents and students</p> <p>Back to school planned activities to address social emotional learning and wellness.</p> <p>Teachers address school and classroom expectations based on (SPARK) service, perseverance, attitude, respect, responsibility and kindness.</p> <p>Implementation of regularly scheduled wellness (SPARK) school wide activity. This will be designed and planned in collaboration</p>	<p>School year calendar is established and disseminated to all stakeholders with the Wellness dates and other community engagement events</p> <p>Student reflective surveys will gauge success- We will have feedback forms following activities that align with the end-of-the-year survey questions regarding student connectedness to their school.</p> <p>Conduct student surveys after wellness events. Conduct brief surveys of students, teachers and parents to progress monitor identified building and school social emotional learning and wellness goals.</p> <p>SEDH Climate Survey</p>	<p>Wellness and Attendance Coordinator</p> <p>District monthly calendar of SPARK Themes and Activities</p> <p>Funding for SPARK Related events and activities, including speaker/presentation fees.</p> <p>Survey costs (SEDH/Data Triangle Perception Survey)</p>

	<p>with the SPARRK club and Wellness/Attendance Coordinator.</p> <ul style="list-style-type: none"> Coordinate with elementary and secondary club advisors designed for student social emotional learning and wellness. 		
<p>Targeted efforts to increase participation in after-school clubs</p>	<p>Survey students to gauge interest in clubs to offer, then conduct a schoolwide fair on clubs available.</p> <p>Club meetings and events begin in October.</p>	<p>At least 30% of students will sign up for at least one extracurricular activity</p>	<p>Bus transportation for after-school clubs and SPARRK related events</p> <p>Funding of supplies for clubs.</p> <p>Monthly club schedule posted on each school website.</p>
<p>Centralized communication to teachers, students and parents</p>	<p>The PTA at the elementary school and PTSO at the high school support the use of ParentSquare to ensure parents have a vehicle for communication.</p> <p>Articulate a communication and</p>	<p>Survey parents to gauge effective use of ParentSquare.</p> <p>Administrative team monitors frequent use of ParentSquare by teachers and parents/caregivers.</p>	<p>ParentSquare system</p> <p>Scheduled PD on how to use the system for the administrative team, teachers and staff.</p>

	rollout plan for ParentSquare.		Communication plan for using ParentSquare
Monitor and track student attendance, achievement, and behavior.	Administrators, pupil service personnel and the wellness and attendance coordinator review data using 5 week and 10 week progress reports to include academic, attendance and discipline referrals.	Quarter to quarter improvement in daily attendance rate to reduce chronic absenteeism	Wellness and Attendance Coordinator ES/HS Principal eSchoolData reports that track attendance and discipline

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 after-school clubs and / or sports teams at least 80% of students enrolled in at least one after-school activity staying at least once a week).

Increasing school student attendance by 10% each quarter from the previous quarter starting fall 2021.

Student reflective surveys will gauge success. We will have feedback forms following activities that align with the end-of-the-year survey questions regarding student connectedness to their school.

Parent reflective surveys will gauge success of communication demonstrating a connectedness to the schools and are actively engaged in conversations (as reported in ParentSquare).

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will prioritize embedding opportunities into professional learning for staff to examine topics of diversity, equity and inclusion, and how these support and improve high-quality instructional and behavioral practices.</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 sources of data we used highlighted the need for professional learning that focuses on opportunities for staff to critically examine topics of diversity, equity and inclusion. This in turn will support faculty when planning for instruction and classroom environment, and how administrators can support school operations.</p> <p>The district values high-quality instruction leading to academic success for all students. The district’s vision is to provide quality educational programs and opportunities for all students, ensuring technologically literate college, career and civic-minded graduates through the responsible use of district resources resulting in diverse learning experiences and student achievement.</p> <p>The driver for this priority is to extend our values to make sure we have a shared responsibility for providing our children with high-quality instruction and SEL supports. During the student interviews, it was noted that students appreciate their school and teachers. Students identified positives in their own growth during the pandemic. We noticed that the majority of student interview responses showed the need for more student to student and student to adult connections. The high school’s Equity Self-Reflection results provided evidence that the school was Emerging in each of the four Practices for Principle 1 (Welcoming and Affirming Environment). Based on teacher responses, we</p>

Priority 2

acknowledge that our staff needs to assume a collective responsibility to learn about student cultures and communities, highlight materials that represent and affirm student identities, prioritize social-emotional learning programs, and cultivate a school and classroom environment of affirmation and acceptance.

The district values high-quality instruction leading to academic success for all students. This priority will start to shift the awareness and change of culture to focus on diversity, equity and inclusion when planning for instruction.

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, and Individuals) are necessary to support these strategies?</p>
<p>Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.</p>	<p>Focus on unpacking as a whole group during faculty meetings followed by grade level meetings</p> <ul style="list-style-type: none"> ● How Learning Happens Messaging Framework ● Culturally Responsive-Sustaining Education Framework (CR-S) <p>Teachers gain perspective early in the school year why the elements of the Messaging Framework are important for instruction and learning, followed by how, what, and whom they develop instruction for and how their perspectives and instructional format shapes the experiences of all students and their learning.</p>	<p>All administrators, faculty and staff engage in the Equity-Self Reflection</p> <p>SEDH Climate Survey (3x/year)</p> <p>Data Triangle (student voice, family engagement, staff; 2x/year)</p> <p>Student Interviews</p>	<p>Schedule of DCIP meetings</p> <p>Establish a schedule for progress monitoring regarding priorities.</p> <p>Costs associated with conducting surveys</p> <p>Schedule of Professional Development Team meetings</p> <p>Schedule for unpacking each Framework (monthly)</p> <p>Schedule for PD</p>

Priority 2

			<p>Access to literature frameworks</p> <p>Embedded PD and coaching on SEL for teachers and administrators (provided by outside consultant)</p> <p>Schedule superintendent conference days, faculty meetings.</p>
High-Quality Instructional Practices	<p>Professional learning provided to all teachers based on the elements of high-quality instructional practices:</p> <ul style="list-style-type: none"> • Student ownership of learning, learning targets and success criteria • High student engagement • Higher-order complex questioning • Checking for understanding and targeted feedback • Differentiated instruction and practice 	<p>Faculty complete the Professional Learning Reflection Tool (twice annually)</p> <p>Learning walk data</p> <p>Percentage of faculty completion of each level of training</p>	<p>Monthly professional learning, coaching and monitoring schedule.</p> <p>Outside consultant</p> <p>HFM BOCES Instructional Coaches</p>
Central admin and school admin	The learning walk process is framed to present why learning	The learning walk process is shared with faculty (September)	A monthly learning walk calendar is created and shared

Priority 2

<p>Monitoring-Learning Walks</p>	<p>walks are a whole building process.</p> <p>During the first half of the year, administrators will look for how high-quality instructional practices and new culturally responsive practices are embedded within instruction. Learning Walk data is shared with teaching staff during faculty meetings.</p> <p>During the second half of the year, administrators will look for how new high-quality instructional practices and culturally responsive practices are embedded within instruction. Learning Walk data is shared with teaching staff during faculty meetings.</p>	<p>The principals in both schools provide specific and constructive feedback related to high-quality instructional practices and the incorporation of culturally responsive strategies after each learning walk.</p> <p>Learning walk data is shared each month at faculty meetings.</p>	<p>among school administrators.</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.

Data triangle survey results from teachers, students and community/parents (increase areas of red and yellow to Green-75% or greater = Asset. The Data Triangle includes the Student Voice Survey, School Performance Survey and Family Engagement Survey.

Learning walk data- Immediate feedback is provided to individual faculty after each learning walk. Cumulative district and school qualitative learning walk data is reviewed each month at faculty meetings.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We will prioritize making sure each student understands and demonstrates if they are on track for academic success.</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>Student ownership and agency emerged as a priority through the review of academic achievement data including end-of-year district IXL data, high school student interview responses, as well as unfinished learning students experienced due to the pandemic. To make sure we are providing instruction and learning our students need, we need to involve students in their learning. Educators will be encouraging them to contribute to their learning experiences, to make choices, to explore, to question, to experience, to learn, to grow, to develop social, interpersonal and leadership skills in addition to academic proficiency.</p> <p>We know that teaching in a student’s Zone of Proximal Development (ZPD) can support their learning, growth, and connections with school. We know that immediate, actionable feedback from the teacher has a tremendous impact on student learning. The takeaway from the student responses is that district and school leaders, classroom teachers, and other educators need to know their students as learners and understand their strengths to target instruction at differentiated levels. Concurrently, teachers need to know and understand how students learn best.</p> <p>Student interview responses identified positives in their own growth during the pandemic. They noted they learned to schedule their time better, not to take things for granted and were more motivated this year. Some students noted they have had to work</p>

Priority 3

harder and become more flexible when learning new things and adjusting to the hybrid model. One student said “I’ve learned to challenge myself and grow as a student.” This demonstrates the readiness and eagerness for students to be partners in their learning, which includes ownership of the learning plans and data.

As the need to address diversity, equity and inclusion in learning is priority, having students as partners in the assessment process (IXL) and data conversations supports ownership and agency. This is supported by evidence from the Equity Self-Reflection, the high school team noticed the following:

- Principle 3- Inclusive Curriculum and Assessment, Include students as co-designers of curriculum (Practice) was scored as Integrating.
- Principle 4- Ongoing Professional Learning and Support - all were scored as Emerging.

Being responsive to the evidence collected from the student interviews and Equity Self-Reflection, and the continued commitment to implement IXL in the school, this should be a priority for the district. Creating a culture where students are engaged and owners of their learning will put them in the best possible position to build knowledge and life skills they need to thrive. Students become actively engaged in their growth when they analyze and use their data. Using data with students enhances their capacity to access, analyze, and use data to effectively reflect, set goals, and document growth. Students have a sense of ownership over the goals they set because they’re informed by data they understand.

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, and Individuals) are necessary to support these strategies?</p>
<p>Continue to use and communicate IXL as the district's academic baseline and progress monitoring tool to teachers, students and parents</p>	<p>Continue to implement the IXL Assessment Tool as a school-wide assessment and academic practice tool, building this into part of the instructional and learning culture.</p> <p>Each school communicates the weekly (or bi-weekly) IXL Tool practice and progress monitoring expectations to ensure there are updated Diagnostic scores and consistent skills-based practice. Each content area in turn establishes IXL as part of their instructional and learning plan.</p> <p>Training provided to all teachers based on four topics and each teachers progress through the training:</p>	<p>All students have updated Diagnostic ELA and Math scores- current baseline (September).</p> <p>Each student has an updated IXL Diagnostic Score reflected in the Growth Score. (monthly)</p> <p>Each content area demonstrates IXL as part of their instructional plans.</p> <p>Percentage of faculty completion of each training topic.</p>	<p>IXL Assessment Tool System</p> <p>HFM BOCES Instructional Coach to support use of IXL.</p> <p>Outside Consultant to provide embedded instructional and systems coaching and professional learning.</p> <p>A monthly professional learning, coaching and monitoring schedule is set for each school.</p>

Priority 3

	<ul style="list-style-type: none"> • Topic 1- Overview and key components of IXL. • Topic 2- Implementing the Diagnostic Tool and review the data by applying the Data Protocol. 		
Improving student agency using assessment data	<p>Training provided to all teachers focused on how to conference with students using protocols to analyze and use student data.</p> <p>Teachers model how students use their data in IXL to support reflection, set goals and document growth.</p> <p>Teachers engage students in scheduled student-lead IXL conferences.</p>	Students are able to articulate their current IXL data and profile through student conferencing.	<p>Outside Consultant to provide professional learning.</p> <p>A monthly professional learning, coaching and monitoring schedule for each school.</p>
Professional Learning Communities focus on IXL	<p>Continue PLC Training to include learning about and establishing a data protocol supported by the Action Planning Tool.</p> <p>Teams meet on a regular basis to work interdependently to:</p> <ul style="list-style-type: none"> • clarify what students must learn, • identify how to effectively teach skills & content, 	<p>Next phase PLC training accomplished by October on the Action Planning Tool and the use of a data protocol.</p> <p>Each school has set a schedule for content area (PLC) departments to meet on a periodic basis.</p> <p>Each school has set a schedule for grade level (PLC) teams to meet on a periodic basis.</p>	<p>Outside Consultant to provide ongoing coaching and professional learning.</p> <p>A monthly PLC meeting schedule.</p> <p>A monthly professional learning, coaching and monitoring schedule.</p>

Priority 3

	<ul style="list-style-type: none">● gather, monitor and analyze evidence of student learning,● Develop the capacity of all team members, and work to achieve their SMART goals.		
--	--	--	--

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.

100% of students have updated Diagnostic ELA and Math scores - a baseline score and growth score.

Student performance measures using IXL data:

- 85% of students will show one-year growth in ELA/Reading as evidenced by diagnostic growth score.
- 85% of students will show one-year growth in Math as evidenced by diagnostic growth score.

The student, staff and family surveys demonstrate expected growth of at least 10%.

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
Helen Rebisz	Secondary ELA 8/9	Secondary
Amy Codi	Grade 6 Teacher	Elementary
Christopher Wojeski	Principal	Secondary
Stephany Deuel	School Counselor	Elementary
Kristine Goodemote	Special Education	Secondary
Katria M. Hitrick	Principal	Elementary
Andrea Bovee	School Social Worker	Secondary
Valerie Horstman	Grade 4 Teacher	Elementary
Jennifer Sanford	Director of Student Services	Districtwide
Mila Valachovic	Student Grade 8	Secondary
Michelle Moore	Parent	Elementary

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 4	High School Science Lab
June 22	High School Science Lab
June 23	High School Science Lab
July 8	High School Science Lab
July 9	High School Conference Room

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	Not applicable.
Parents with children from each identified subgroup	Not applicable.
Secondary Schools: Students from each identified subgroup	Not applicable.

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).