New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Berlin Central School District	A. Joseph Dhara

2021-22 Summary of Priorities

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

1	We commit to understanding the academic needs of our students and provide specific strategies, supports and programs to address those academic needs.
2	We commit to improving equity and inclusion while integrating cultural diversity into the learning environment.
3	We commit to supporting cohesion between the Elementary School and the identified Secondary Building to support better alignment of instructional strategies and student support services.
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PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	We commit to understanding the academic needs of our students and provide specific strategies, supports and programs to address those academic needs.

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:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*
	After more than a year of remote/hybrid instruction, students and families expressed concerns about returning to full-time in-person instruction. In addition to health concerns related to the COVID-19 pandemic, students and families also expressed anxiety about the social aspects of returning to the classroom after students have been isolated for much of the past year. The district believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported.
	
	During discussions with staff and students, and inquiries made to our community throughout the course of the 2020-21 school year, it was decided that we need to focus on identifying support structures that could assist students as they work to recover from the severe disruptions to their learning as a result of COVID-19 and the incongruent learning experiences they experienced.
	This commitment aligns directly with the identified schools Commitment 1, and includes expanding the SRSD writing strategies to the elementary school, beginning January 2022; monitoring the data used to assess students at every level (AIMSWeb+ in grades K-5, and iReady in grades 6-12, as well as progress reports and report card, attendance, behavior, and other student data, as applicable). We also used student surveys at the secondary building in order to engage students' voices in the process of identifying student needs.

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
District-wide implementation of SRSD	Providing professional development related to this State-approved intervention writing strategy beginning in January of 2022.	Because of the implementation of a new reading and math program in grades K-5, the District will not begin implementation until January of 2022 so as to ensure the optimal performance potential from all teachers.	As we have trained staff in the SRSD process in the District, we will engage in further purchases of materials, i.e. books, highlighters, posters, etc.; which have proven to be integral to the success of this process and these strategies.
January professional development of SRSD	Through the use of staff time, including faculty meetings, conference days, and in-service work, SRSD trained staff from the identified Secondary building will work with elementary teachers on understanding and incorporating SRSD strategies into their reading and responsive writing blocks.	Teacher attendance at the professional development opportunities provided will be a measure of teacher buy-in. Walk-through observations will indicate to administration the level to which SRSD is being incorporated into the elementary school practices. Student responses on the 2-point question for the 3-8 ELA Assessment will show growth when compared to previous years.	Time and staff training.
February-June	Continued professional development around the SRSD strategy.	Teacher attendance at the professional development opportunities provided will be a measure of teacher buy-in. and end of year survey to the	Survey of staff

		elementary teachers regarding the implementation and understanding of SRSD.	

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.

Success will be reflected through three quantitative data points, including: attendance at Profession Development related to SRSD; 3-8 Assessment data, specifically that which relates to the 2-point question; End of year survey to staff related to the qualitative experiences with this strategy.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	We commit to improving equity and inclusion while integrating cultural diversity into the learning environment.

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)?*
	How does this commitment fit into the school's vision?
	*The vision of Berlin Central School District states, "At Berlin Central School District, our focus is on maximizing the diverse talents and aspirations of our students and developing successful, responsible, and contributing members of our 21st Century society."
	
	This commitment is connected to our vision because in order to become productive members of society, students must have an awareness of cultural diversity, to instill the importance of improving equity and inclusion for all.
	
	Why did this emerge as something to commit to?
	In completing the equity self-reflection at the identified building (6-12), we discussed the need to incorporate culturally diverse resources into our curriculum and to improve the level of equity and inclusivity in our overall school community. In addition, the idea to continue a point of contact for students came out of student interviews. This would foster the inclusion of students on an academic and emotional level.
	
	What makes this the right commitment to pursue?
	
	Frankly, as a result of a series of contentions in the community related to equity and inclusion, diversity and purpose, it seems negligent to avoid consideration of these dynamics in our system. Also, because we asked the students directly, following their requests seems to be a professional obligation, as well as a moral one. A specific example of this latter point would be the continuation of "point of contact", which we have modified from

2020-21 "Daily Point of Contact" to reflect more of a mentor-mentee approach was a request made at nearly every grade level interviewed. This approach also fosters a sense of belonging and safety nets for students who may feel occasionally overwhelmed by events on their lives.

How does this fit into other commitments and the district's long-term plans?

This District's approach to culturally responsiveness, equity and inclusion was made clear in a Board meeting in May of 2021 when the Board made a joint statement committing the District to increased efforts of inclusivity, culturally responsive education, and equity for all. The goals articulated here will support the Board goal, reflected in that open session statement.

In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?

Equity Self-Reflection
In the equity self-reflection completed by the committee, responses indicated that we were emerging in the area of resources reflecting diverse perspectives. Our plans are to incorporate resources that enhance the curriculum, to ensure educational materials reflect diverse perspectives.
Student Interviews
The student interviews indicated a desire to keep a point of contact that provides a check-in and an opportunity for extra help. Students want more positive relationships with teachers to freely express their concerns. Students have a perception of preferential treatment of some students from some teachers. Students report that they lack cultural understanding and acceptance of their beliefs if they are different from the core group and/or staff. Bullying is still a concern for some students.

	In what ways does this support the SCEP commitments of your identified school(s)?
	This goal is literally identical to one of the SCEP goals for 2021-22.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continuation of "Point of Contact" (adapted from "Daily Point of Contact", which was required from SED in the reopening guidance from July of 2020.	This entails pairing teachers with students so that every student has an adult in their respective learning environment that can support them through challenging times by identifying available resources, contacting key players, or by simply "being there" for the student when the need arises.	We will survey students periodically throughout the year to measure effective implementation of this strategy.	Time and people. We may need to establish a stipend with the Teacher's Association and the CSEA unit should the demand become too great to otherwise sustain.
Review texts and materials used for learning to ensure that they represent a culturally diverse understanding, as well as allow equity of access to their respective curricular standards.	The Director of CIA and the Building Principal's will monitor classroom learning, and review curriculum maps and material purchases in an effort to ensure the goal is achieved.	Classroom walk-throughs and formal observation practices will be used to assess effectiveness.	Time is the primary factor. We may also need to purchase materials more suitable to a perspective of equity and inclusion.
Reinforce the use of "Enduring Issues" (see Global studies standards, 2017-18), which have been integrated into our	As teachers teach to standards, they implement the conceptual framework from the Enduring Issues to illustrate how certain facets of reality are universal and do not discriminate between race, country of origin, social class or religious	By using predominantly qualitative assessments, i.e. character education components, teacher observations of student interactions, etc.	Time to observe students interacting.

curriculum maps since 2018.	beliefs. This will support student understanding of equity and inclusion.		

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.

As we move forward with our inclusion and equity goals, we will see greater integration of "shared" experiences between students of varied backgrounds. Discipline and behavior concerns will lessen as students become more empathetic towards each other. The community surrounding the District will reflect a more collaborative and supportive approach toward each other.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	We commit to supporting cohesion between the Elementary School and the identified Secondary Building to support better alignment of instructional strategies and student support services.

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?*
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   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	How does this commitment fit into the District's vision, values and aspirations?
	The Berlin CSD desires to have stronger cohesion of learning practices between schools.
	
	Why did this emerge as something to prioritize?
	After a number of discussions over a period of years, the District administration, and evidently the State of New York Department of Education, has seen discrepancies between the two buildings in our District as it relates to student learning and the culture in which the students learn. Also, through student interviews, specifically those from the transition years (5th-6th & 8th-9th) we heard that expectations were disparate, as were the level, volume and complexity of assignments provided.
	
	What makes this the right commitment to pursue?
	Ample research has been done illustrating the impotency of school systems that lack essential cohesion in practice or culture. We desire to move from a 'system of schools' to a 'school system', where the governing expectations illustrate alignment and cohesion.
	
	In what ways does this support the SCEP commitments of your identified school(s)?
	We will use resources from this itemized action plan to support learning at the secondary level.

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Key Strategies and Resources

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Implementation of a Literacy Coach, K-12	We have hired a Literacy Coach, engaged in the Reading Apprenticeship training, and partnered with Questar III BOCES in the development of a 5-District PLC around coaching in public schools.	Literacy measure will improve at all levels. Also the visible culture of the schools will reflect a focus on improved literacy.	The cost of the literacy coach and support with material resources.
Continued implementation of Restorative Practices (Tier 2)	The use of previously (2020-21) RP Liaisons at each building to develop classroom and building-wide practices that reflect cohesion between the buildings.	Fewer disciplinary referrals will be submitted. The "cultural components' of a Restorative Practices school will become evident	The cost of RP Liaisons, RP Coordinator, ancillary support materials.
Expansion of SRSD into the elementary school	As stated above, professional development and support will be necessary.	Responsive writing for all students will improve across the District.	Cost of PD, material support

Measuring Success

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Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

As we approach the alignment of practices across the District, we will see parallel strategies as they relate to literacy (Reading and Writing) embedded into the classrooms. We will understand that transition between grade-levels and/or buildings will become smoother with a sense of familiarity about the progressions based on aligned practices in the classroom, and around RP.

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 2021-22?	

Why is this a priority?
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● *Why did this emerge as something to prioritize?*
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  o *In what ways does this support the SCEP commitments of your identified school(s)?*	

Key Strategies and Resources

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What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	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 2021-22 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 2021-22?	

Why is this a priority?
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Key Strategies and Resources

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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.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Fred Hutchinson	Director of Curriculum, Instruction and Assessment	District
Loretta Cozza	Intervention Support Specialist for the SCEP	BMHS
Kimberly Brownell	Principal	BMHS
Tracy Kent	Principal	BES
Samantha Brewer	Director of Exceptional Education	District
Karen Capozzi	Business Manager	District
Nate Ellis	Educational Technology Specialist (teacher)	BMHS
Amy Donohue	RtI Coordinator	District
Amy Glickman	Literacy Coach (former Reading Teacher at BES)	District
Wade Prather	Parent	

Our Team's Process

Kim Collin	Parent	

Meeting Dates

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

Meeting Date	Location

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	The alignment of practices (RP, RtI, Literacy) was an important to the development of Priority 3
Parents with children from each identified subgroup	Parents contributed through surveys (limited access during the pandemic).
Secondary Schools: Students from each identified subgroup	Students were interviewed, which provided much of the basis for Priority 2

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X☐ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X☐ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. X☐ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X☐ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by 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).