



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Berlin Central School District	A. Joseph Dhara

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We commit to increase student achievement through the use of data-driven decision-making in all areas that impact student learning.
2	We commit to increase student achievement by identifying research-based practices that teachers and staff will utilize within the classroom to promote student engagement in learning.
3	We commit to creating meaningful, relevant and targeted professional learning opportunities for teachers and staff to collaborate in pedagogical work that they can implement within their classrooms to improve student achievement.

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	We commit to increase student achievement through the use of data-driven decision-making in all areas that impact student learning.
<b>Why is this a Priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>This commitment is a priority within the Berlin Central School District vision, which states, "All Berlin Central School District students will graduate with an excellent education and experiences that prepare them to become productive members of society. Our students will be ready to assume responsibility for their own success in the workforce, college, the community and life." This commitment fits into our District's vision by increasing student achievement through data-driven instruction, all students will be equipped with the skills they need to pursue whatever their passions are post high school.</p> <p>Student achievement is the highest priority within our district's goals and also connects to our other commitments in a variety of ways. For example, it addresses the needs of the whole child, which connects to a student's sense of belonging, as well as improving our graduation rate and developing contributing citizens to our community.</p> <p>In review of multiple sources of data, we realize the importance of analyzing data in all decision making within the school district to best meet student needs and support student achievement. By focusing on data-driven decision making, this priority will provide a shared vision and commitment for continuous improvement and learning among our staff and will direct our professional learning opportunities throughout this year.</p> <p>Additionally, this priority supports the SCEP commitments of BMHS by working with staff to collaborate and see the value that data has within their practice.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Priority 1

Multi-Tiered Systems of Support (MTSS)	The district began implementation of MTSS at both BES and BMHS in the 2022-2023 school year. At BES there will be a review of the academic tiered support and further development for behavioral and social/emotional supports. At BMHS, the supports will continued to be strengthened for academic, behavioral and social/emotional tiered support.	<ul style="list-style-type: none"> <li>● Purchase and use of i-Ready online instruction and assessment platform</li> <li>● Time for teams, committees and department members to analyze multiple sources of data</li> <li>● MTSS Coordinator</li> <li>● Model Schools and Questar Instructional Content Specialists</li> </ul>
Data collection, interpretation and analysis as it relates to student achievement	In order to support the development of MTSS and quality, tiered instruction, it is critical that our instructional staff expands their skill set in data analysis and leverages these skills to identify student needs for all decision making.	<ul style="list-style-type: none"> <li>● Professional learning time focused on understanding how to utilize our district's data protocols in driving all decision making</li> <li>● Funding for materials and supplies to support the implementation of revised data protocols within our district</li> <li>● Inclusion of two hours per month of professional development time for all teaching staff within the school district</li> </ul>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By the end of 2023-24, our goal is for all teachers to display a working knowledge of the revised data protocols and be able to provide evidence of how these protocols were utilized within their practice and their impact on student achievement.

## Priority 1

Teachers will be asked to complete a fall, winter and spring survey on their use of the data protocols and how they are impacting student achievement. Teachers will also be given the opportunity to request specific support options through these surveys.

By the spring administration of the i-Ready assessment in grades 3-8, we want to see an overall 10% increase in students' typical growth and a 5% increase in students' stretch growth goals.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
A 5% increase in students' overall typical growth by the winter i-Ready benchmark assessment	i-Ready winter diagnostic for students in grades 3-8	
A 2-3% increase in students' overall stretch growth by the winter i-Ready benchmark assessment	i-Ready winter diagnostic for students in grades 3-8	
Teachers will demonstrate evidence of how the data protocols impacted their classroom instruction and supported student achievement. This survey will also provide an opportunity for teachers to indicate areas of professional learning needed to achieve this goal.	Fall and winter teacher survey results will be reviewed and analyzed to determine success criteria.	

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	We commit to increase student achievement by teaching research-based practices to teachers and staff that they will utilize within the classroom to promote student engagement in learning.
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>This priority connects to the District's vision as student engagement is the cornerstone of students developing the skills necessary to be successful at school, within the workforce, in college and within the community.</p> <p>During the Envision-Analyze-Listen activity completed with the DCIP committee, the theme around the need to increase student engagement arose. The focus on increasing student engagement within all content areas and all grade levels, K-12, will have a positive impact on student achievement.</p> <p>One of the SCEP commitments for the 2023-2024 school year is, "We commit to utilizing research-based cognitive student engagement strategies within Berlin Middle High School".</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional learning focused on differentiated instruction strategies	The Professional Learning Committee will provide teachers and school staff professional learning time to receive direct professional learning as well as to collaborate with their colleagues to create a toolbox of resources for differentiated instruction strategies.	<ul style="list-style-type: none"> <li>• Professional learning time focused on expanded knowledge and implementation of differentiated instructional strategies</li> <li>• Funding for materials and supplies to support the understanding of differentiated instructional</li> </ul>

Priority 2

		<p>strategies within classrooms.</p> <ul style="list-style-type: none"> <li>● Inclusion of two hours of professional development time for all teaching staff within the school district</li> <li>● Coordination with the Regional Partnership on the use of effective differentiated instruction</li> <li>● Funding for the MTSS Coordinator</li> <li>● Funding for instructional and literacy coaches</li> </ul>
Implementation of research-based, instructional practices that promote student engagement	<p>The administrative team will collaborate with the Professional Learning Committee to provide training on the following research-based, student engagement strategies:</p> <ol style="list-style-type: none"> <li>1) High level questioning in instruction</li> <li>2) Inquiry based learning opportunities within curriculum development</li> </ol>	<ul style="list-style-type: none"> <li>● Daily time for grade level teams and/or departments to meet to collaborate and discuss how to embed higher level questioning and inquiry based learning opportunities into their daily lessons</li> <li>● Professional learning time will be dedicated to fostering a culture of continuous improvement. This will be accomplished, in part, by providing opportunities for teachers to share best practices that focus on student engagement through the use of higher level questioning and inquiry based learning opportunities.</li> <li>● Funding for the MTSS Coordinator</li> <li>● Funding for instructional and literacy coaches</li> </ul>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Evidence of teachers incorporating differentiated instruction, higher level questioning and inquiry based learning strategies will be observed through walkthroughs and/or observations by the end of the year.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Teachers are utilizing the differentiation, higher level questioning and inquiry based learning strategies in their classes.	<p>Progress will be monitored throughout the year via walkthroughs and observations</p> <p>Administration will meet quarterly to review progress data and adjust to the needs accordingly.</p>	

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	We commit to providing quality, culturally relevant and targeted professional learning opportunities for faculty and staff.
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>This priority connects to the District's vision by providing the knowledge and skills needed for teachers to create quality lessons that will effectively prepare our students to achieve their full academic potential.</p> <p>This emerged as something our district wants to prioritize as it directly connects to our District's Strategic Plan and was articulated as a need during the 'envision' activity. Feedback from our teachers and staff have indicated a need for increased professional development opportunities embedded into the contractual work day.</p> <p>This priority is essential to meeting the goals of the SCEP as teachers and staff need quality professional development in order to implement revised data protocols and expanded instructional strategies that have proved to increase student achievement.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Learning Committee	<p>Administration will co-facilitate this committee with a teacher representative to ensure that the goals of the DCIP are the focus for all professional learning time opportunities.</p> <p>Throughout the year, each member of the professional learning time committee will speak directly to specific faculty and staff members to gain a better understanding of their needs within these district goals.</p>	<ul style="list-style-type: none"> <li>• Teachers will earn in-service credit hours for their participation on this committee beyond the school day</li> <li>• Teaching assistants who are part of this committee will be paid their hourly wage</li> </ul>



Priority 3

	This committee will meet a minimum of monthly throughout the year to review data and plan for future professional learning time.	<ul style="list-style-type: none"> <li>• Time dedicated to two hour monthly meetings</li> <li>• Coordination with Questar consultants and the Regional Partnership consultants to incorporate their support within professional learning time</li> </ul>
Professional Learning Time beyond the instructional day	The Professional Learning Committee worked with administration to create a calendar for the 2023-2024 dates that professional development will occur. Each month, there will be a minimum of two hours of professional learning time provided.	<ul style="list-style-type: none"> <li>• Time built into the schedule monthly</li> <li>• Presenters from outside the district to provide research based strategies on various topics</li> <li>• Light refreshments</li> </ul>
Team/Department Meetings	Team leaders and department chairs will facilitate implementation of the strategies discussed at professional learning opportunities and check for teacher understanding on a routine basis.	<ul style="list-style-type: none"> <li>• Time for team leaders and department chairs to meet collectively to discuss how they are supporting teachers</li> <li>• Resources to support the expansion of implementing instructional strategies such as differentiated instruction, higher level questioning and inquiry based learning opportunities</li> </ul>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By the end of the year, the Professional Learning Committee will have successfully created and delivered quality professional learning opportunities that were relevant and provided to all teachers and staff. There is evidence from walkthroughs and observations that teachers and staff implemented the strategies provided to them during these professional learning times to positively impact student achievement.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
90% member participation in the Professional Learning Committee meetings once per month	Monthly	
90% of teacher and staff participation at bi-weekly professional learning time activities	Monthly	
Administrators will continue to conduct informal and formal observations and gauge the extent to which teachers are implementing differentiated instruction, higher level questioning and inquiry based teaching strategies	October 2023-May 2024	

## 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)
Kim Brownell	Principal	Berlin Middle High School
Jodi Cataldo	Assistant Principal	Berlin Elementary School
Amy Ferullo	Assistant Principal	Berlin Middle High School
Michelle Baldwin	Special Education Teacher	Berlin Middle High School
Christine Walsh	Teacher	Berlin Elementary School
Nate Ellis	Teacher	Berlin Middle High School
Rachel Teplitsky	School Psychologist	Berlin Elementary School
Amy Glickman	Literacy Coach	BES/BMHS
Amy Donohue	MTSS Coordinator	BES/BMHS
Kim Bugbee	Special Education Teacher	Berlin Middle High School
Erin Kernes	Parent	
Wade Prather	Parent	
Loretta Cozza	School Support Specialist	Berlin Middle High School
Monica Baron	Regional Partnership Representative	
Tim Allen	Regional Partnership Representative	

## Meeting Dates

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

Meeting Date	Location
May 1, 2023	Berlin Middle High School
May 8, 2023	Berlin Middle High School
May 22, 2023	Berlin Middle High School
June 5, 2023	Berlin Middle High School
June 13, 2023	Berlin Middle High School

## Districts with Schools Identified for TSI/ATSI Supports 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	We had both general education and special education teachers on this committee in addition to the MTSS Coordinator and instructional coaches.
Parents with children from each identified subgroup	We had two parents join this committee, both of which have at least one student with an IEP.
Secondary Schools: Students from each identified subgroup	We conducted student interviews that included students with disabilities.

## 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](mailto:DCIP@nysed.gov) by July 31, 2023, 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)



