New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Beacon City School District	Dr. Matthew Landahl

2022-23 Summary of Priorities

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

1	BCSD's first priority is the social-emotional welfare of the students. Providing students an affirming and equitable classroom environment.
2	Using data that is cohesive to provide instruction that meets the needs of students after two-year learning loss
3	Implementation of research-based strategies to scaffold instruction
4	Providing instruction that is culturally responsive and fosters critical thinking skills.
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	We will like to continue our first priority of creating a culture of care that enfolds supporting students' Social and Emotional learning.
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)?*	One of the greatest strengths of both the Sargent and Rombout communities is their diversity. Teachers recognize the importance of supporting students from diverse backgrounds, who bring a wide range of strengths and perspectives to the school. Teachers have a strong desire to continue the learning that began in the 2021-2022 school year. They would like more professional support and materials to ensure all students have a sense of belonging and see themselves in the content are top priorities. (Diversity is our strength) In interviews, students consistently noted that their classmates are supportive of one another. Students expressed a desire to be actively engaged in learning, which included more projects, group activities, and hands-on experiences. There is a positive and caring culture within these schools that are foundational to the school. This is a strength the building teams can build from. (Culture of care) Students really appreciate it when teachers make an effort to build a relationship, to learn more about their students as people, and to share about themselves. This is particularly helpful for students who may not immediately connect with their teachers and seem disengaged in class. This theme speaks to the district's commitment to providing a culture of care and support for all our students.

2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers and staff will receive professional learning to support DEI commitment as well as SEL	Administrators, teachers, and support staff will receive introductory training to the NYS Culturally Responsive Sustaining Education framework. Interested staff will also be given opportunities for various professional learning workshops through our partnership with DCBOCES Center for Equity. Ex. Grading for Equity, SEL, Responsive Classroom etc	Student self-reflection surveys Student focus groups	Funding will be used to cover the costs of after-school training, and substitute teachers.
The district has created a one-year position that addresses providing teachers will strategies that support SEL within the classroom	This person will provide professional learning to teachers and support staff. She will use the Responsive Classroom Model.	Students' incident reports	Funding will be used to cover the costs of after-school training, and substitute teachers.

Priority 1

The district will provide all classrooms with Culturally Authentic classroom libraries, mentor texts, and guided reading books	The district office with works with book publishers to create booklists that are representative of the diverse families of the school district. Books that are written by diverse authors and reflect diverse characters.	Success will be gauged by the integration of the CRP books into the ELA curriculum	**Funding will need to be allocated to the purchasing of books and professional development**

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Quantitative-We will be using the following tools to measure progress.

- Data-School disciplinary data will be disaggregated to determine if it has an impact on reducing incidents of harassment, intimidation, or bullying.
- Student Surveys- We will do a student survey in grades 3-8 focusing on SEL and inclusivity.

Qualitative– We will be engaged in student focus groups as well as monitoring student-to-student and teacher-to-student interactions.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	We are still committed to designing meaningful learning experiences to ensure that every student is engaged in work that is collaborative, relevant, and personalized.

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)?*
	The students interviewed revealed a theme that supports this emphasis on creating a cohesive instructional program that meets the needs of all students. Students indicated in their interview they expect to do a lot of reading and writing and generally enjoy it. Non-fiction classes in particular have an opportunity to make reading and writing an enjoyable experience. This supports our mission of providing equitable learning opportunities for all students.
	
	Rombout Middle School will focus on departmentalization and recognizing that it has created more collaboration opportunities for most staff members, but not all staff members, particularly special education teachers.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Support for inquiry-based curriculum mapping aligned with NGS Standards	Working with DCBOCES consultant who will teach teachers how to align units of study to standards and the inquiry model	The creation of units of study.	**Per-Session for teachers to do curriculum units of study that are aligned with NGS standards and are project-based.**
Response to Intervention Reframing	BCSD district has updated its current RtI plan to include the explicit identification of research-based strategies and progress monitoring.	Indicators of success: Student progress as demonstrated by - teacher-created assessment, - ongoing informal assessment, and benchmark assessment.	**Professional learning** **Salaries for after committee** **Time to introduce new process** **Technology**
Guided Reading	Teachers will be implementing guided reading groups will all students.	Indicators of Success Student progress is demonstrated by - teacher-created assessment, - ongoing informal assessment, and benchmark assessment.	**Professional learning time** **Substitute teachers** **Guided reading books** **other supplemental resources**

Priority 2

		●	●
			●

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

The administration of each benchmark will provide us with information to assess growth in both Reading and Math within the specific domain of the NYS standards. We would to see a year's worth of growth for each student. We will also see more student projects displayed in classrooms.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	We commit to ongoing professional development and intentional conversations amongst the staff around diversity, equity, access, and inclusion.

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?*
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● *How does this fit into other commitments and the district's long-term plans?*
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	We have learned we needed to reframe the learning environment to provide more opportunities for small group instruction. We have learned that we need ongoing professional learning in creating trauma-sensitive schools as well as professional learning in culturally responsive practices and pedagogy.
	We have also learned that we must find a cohesive tool to generate baseline data that can be used to inform instruction.
	Sargent and Rombout staff share a desire to provide students with equitable practices and access and opportunities within their school building. The staff would like to continue expanding their knowledge base in order to continue to support their students.

Key Strategies and Resources

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		•	•
			•
Implementation of benchmark assessments to monitor student progress	All students will be administered two benchmark assessments: i-Ready (computerized Fountas and Pinnell (one-to-one paper) These assessments will be analyzed and will inform the instruction of students and support services. The benchmarks will be administered three times a year.	The administration of each benchmark will provide us with information to assess growth in both Reading and Math within the specific domain of the NYS standards.	**Per-session for data teams**
DEI Professional Learning	Teachers will be trained throughout the year by Asst. Sup of Instruction as well workshop opportunities through our local BOCES	Teachers will receive workshops during Professional learning days through the year by the district's Asst. Sup. of Instruction, They can also sign up for workshops through BOCES.	Per-session for after-school training

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

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Qualitative– We will be engaged in student focus groups as well as monitoring student-to-student and teacher-to-student interactions.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2022-23?	

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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 2022-23 school year.

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2022-23?	

Why is this a priority?
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Key Strategies and Resources

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Measuring Success

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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)
Sagrario Rudecindo-O'Neill	Asst. Sup of Curriculum	
Brian Soltish	Principal	Rombout Middle School
Brian Archer	Principal	Sargent Elementary School
Lisa DeSimone	Guidance Counselor	Rombout Middle School
Angela Winkleman	SPED Teacher	Rombout Middle School
Meg-Calvert-Cason	Parent	Sargent Elementary School
Kaitlin KIng	Teacher	Sargent Elementary School
Danielle Lizweski	Teacher	Sargent Elementary School

Our Team's Process

Meeting Dates

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

Meeting Date	Location
March 29, 2022	Beacon High School
April 20, 2022	Beacon High School
May 24, 2022	Beacon High School

Districts with TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

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

1. ☐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. ☐ xThe 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. ☐ xThe 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. ☐ XA 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. ☐ xMeaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).