



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Dryden CSD	Joshua Bacigalupi

## 2022-23 Summary of Priorities

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

1	Implement systemic improvements to literacy curriculum, instruction and assessments to foster a district-wide love of reading and writing.
2	Address students' physical, social, emotional, mental health and academic needs through a robust multi-tiered system of supports and interventions.
3	Implement clear processes, protocols and expectations for the collection, analysis and use of student data, with a focus on graduation data.

## PRIORITY I

### Our Priority

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

#### 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)?*

Implement systemic improvements to literacy curriculum, instruction and assessments to foster a district-wide love of reading and writing.

Our mission is to "Educate and empower each learner to achieve excellence and build a better world" and by focusing on literacy instruction, we will can create a solid foundation for our students to build on. Data from the 2020-21 school year indicated that we did not meet the quantitative goals, as measured by our literacy achievement assessment data. However, we were able to implement Professional Development for all faculty in our Elementary and Middle School buildings and purchased resources to improve our ability to assess students for specific literacy skill gaps. Although our students did not hit the specified levels of achievement in 2020-21, we did see that student performance increased from the fall to the spring indicating that we are heading in the right direction. This goal was initially identified during our strategic planning process. This is the right commitment to pursue because reading is fundamental to all education.

## 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?
Expand the use of diagnostic and progress monitoring assessments in order to provide targeted literacy instruction.	<p>Implement DIBELS for Middle School AIS and Special Education students.</p> <p>Ensure all MS Reading Teachers, ES and MS Special Education Teachers, and K-5 Classroom Teachers can administer the Quick Phonics Screener (QPS) and Phonological Awareness Skills Test (PAST) and use these assessments to inform instruction.</p>	<p>September – Middle School Reading teachers, in collaboration with administrative leadership, will create plan for progress monitoring all students receiving AIS reading services.</p> <p>Fall, Winter, Spring – All Elementary students and Middle School AIS and Special Education students will be assessed using DIBELS.</p> <p>Winter – Sample of K-8 AIS Reading Lesson plans will show 100% of teachers using the data from DIBELS, QPS, and PAST to inform instruction.</p> <p>Winter– Data from DIBELS, STAR, and Scholastic Reading Inventory will show an increase in students achieving benchmark from Fall 2022 to Winter 2023.</p> <p>Spring – Data from DIBELS, STAR, and Scholastic Reading Inventory will show an increase in students achieving benchmark from Fall 2022 to Spring 2023, as well as an increase from Spring 2022 to Spring 2023.</p>	<p>Funds for teacher stipends for participation in professional development.</p> <p>Process for assuring progress monitoring with fidelity.</p> <p>Time for teachers to learn more about progress monitoring with DIBELS, and how to use the PAST and QPS to inform instruction.</p>

Priority 1

Engage families and enlist their support in developing literacy skills in their students.	Continue partnership with local organization “Dryden Talk Time” and the RPC to provide engaging and informative literacy activities in our community.	September –Talk Time representatives meet to develop plan for family events.  November, February & July – Family literacy events held.	Stipends for teachers to plan and implement literacy activities.  Funds for childcare during family literacy activities.  Funds for supplies, including snacks, for family literacy activities.
Continue to provide teachers with resources and just-in-time professional learning regarding the Science of Reading.	Continue partnership with “The Reading League” using a consultant model.	Monthly meetings with specialist from the Reading League and Dryden instructional coaches and school leaders.	Funds to support collaboration work.  Monthly meeting time for instructional coach and others as needed.

## 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.

At the end of the 2022-23 school year...

70% of all students will perform at or above benchmark on the STAR, Reading Inventory, or DIBELS

100% of Reading AIS students will have consistent progress monitoring data

100 families will attend literacy focused activities

## PRIORITY 2

### Our Priority

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

##### 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)?*

Address students' physical, social, emotional, mental health and academic needs through a robust multi-tiered system of supports and interventions.

Our mission states that we will "empower each learner" and this begins by meeting students' basic needs. When we asked our community for input on what they thought our students would need next year, we received a strong message that we needed to be prepared to support our students social, emotional, and mental health needs. We have begun to build the capacity of our administrators, teachers, and student support staff, to use data to identify students with the most need and to respond accordingly. We need to continue this work in order to maximize the impact of our human and fiscal resources. This goal was identified as part of our Strategic Planning process, and we have been fortunate to use some of our federal funds to increase the number of Social Workers available to our students. By continuing to improve our data collection systems, and our ability to respond to student need, we are illustrating our core belief that "We cultivate resilience and build strength of character."

## 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?
Provide direct instruction in Social and Emotional Learning (SEL) for all Prekindergarten through Grade 8 students.	<p>Implement SEL lessons for all Prekindergarten through grade 8 utilizing the Second Step curriculum.</p> <p>Elementary leadership will research the use of an SEL screener to be used with students Kindergarten through Grade 5.</p>	<p>Winter – Decrease in number of discipline referrals as compared to semester 1 of 2021-22.</p> <p>Spring – Decrease in number of discipline referrals as compared to semester 2 of 2021-22.</p> <p>Ongoing – When asked, students will be able to articulate the previously taught SEL skills.</p>	<p>Funds to purchase Second Step kits.</p> <p>Time to create schedule for implementing SEL lessons.</p> <p>Time to train social workers and teachers in SEL lesson components.</p> <p>Time to implement SEL lessons.</p> <p>Funds to purchase SEL curriculum and related materials for Prekindergarten through Grade 8.</p>
Continue to expand the use of PBIS district-wide.	Collaborate with consultant from COM BOCES for training in Positive Behavior Interventions.	Winter – Decrease in number of discipline referrals as compared to semester 1 of 2021-22.	Funds for consultants/trainers in PBIS and MTSS.

Priority 2

	<p>Train Student Support Teams at the Elementary, Middle, and High School level to utilize data to identify students with the greatest needs, develop appropriate interventions, and monitor student progress.</p> <p>Develop standard Tier II behavioral interventions and train all faculty to implement these strategies.</p>	<p>Spring – Decrease in number of discipline referrals as compared to semester 2 of 2021-22.</p> <p>Winter – Increase in the number of interventions in place from fall 2022 to winter 2023.</p>	<p>Funds for training for Student Support Teams.</p> <p>Time to train faculty in intervention strategies.</p> <p>Funding for PBIS workgroups to plan and implement activities and set long-term goals.</p>
Provide opportunities for families to learn how to best support the social and emotional needs of their students.	In collaboration with Cornell Cooperative Extension, provide an in-depth course for families on how best to support the needs of their students academically and socially.	<p>Winter – Families participate in Strengthening Families workshop series.</p> <p>Spring - Families will report that they are better able to support their students' needs.</p>	<p>Funds for facilitators for Strengthening Families.</p> <p>Funds for childcare during parenting workshops.</p> <p>Funds for snacks during family events.</p> <p>Funds for materials for family events including paper supplies, books, and cooking supplies.</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 2022-23 school year.

At the end of the 2022-23 school year...

Decrease in number of in-school and out-of-school suspensions as compared to the 2021-22 school year.

Increase in the number of students with SEL interventions in semester 2 of 2022 as compared to semester 1 of 2022-23.

## PRIORITY 3

### Our Priority

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

##### 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)?*

Implement clear processes, protocols and expectations for the collection, analysis and use of student data, with a focus on graduation data.

Our mission is to help all of our learners “achieve excellence” which includes graduating in a timely manner. We are constantly working to improve our use of data to inform decision making, and as part of our Strategic Planning process we examine multiple data sets when considering our district goals. Our most recent graduation data showed an increase in the percent of students graduating on time, but there were significant differences between subgroups of students. Therefore we have continued to prioritize High School completion as an area to examine in hopes of improving the systems we have in place to support students’ achievement of this goal. For two years we have used School Improvement grant funds to develop schedules that include dedicated SEL time and to increase the variety of engaging classes for Middle School and High School students. This year we will implement an advisory period for all Middle School and High School students. We will also create enrichment classes for students at the Middle School. This goal will also be supported with Federal Title I funds to support tutoring and Reading instruction at the secondary level. Through careful attention to this goal we hope to help students who in danger of not graduating now, and prevent students from falling behind in the future.

## 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?
Consistent data collection.	<p>Middle and High School students will participate in SEL screening three times a year.</p> <p>Panorama will be used at the Middle School and High School to aggregate student data including course grades, attendance, discipline, SEL surveys, and benchmark assessments.</p>	<p>Winter – The number of course failures will decrease from Marking Period 1 to Marking Period 2.</p> <p>Spring – The number of course failures will decreased from Marking Period 2 to Marking Period 3.</p> <p>Spring – The number of course failures will decrease from Spring 2022 to Spring 2023.</p>	<p>Time for administrators and student support personnel to be trained in Panorama.</p> <p>Process to ensure all students participate in SEL surveys three times per year.</p>
Consistent review of student level data.	<p>Each building will hold monthly meetings to determine which students require additional support beyond what is available in the regular classroom, or in AIS classes.</p> <p>High School Administrators and Counselors will monitor students at-risk of not graduating on time based on their credit acquisition and Regents Exam participation.</p>	<p>Winter – Decrease in the number of students in AIS Reading compared to Fall 2021.</p> <p>Spring – Decrease in the number of students in AIS Reading as compared to Winter 2022 and Spring 2021.</p>	<p>Time for building teams to meet to review data monthly.</p> <p>Student access to their own data.</p>

Priority 3

	Intervention plans will be recorded and monitored.		
Master schedules will allow for time for SEL instruction and will maximize opportunities for student support and engagement.	<p>Implementation of daily 20 minute advisory period for all Middle School and High School students.</p> <p>Elective courses will be provided to Middle School students in lieu of study halls.</p>	<p>Fall – increase in attendance rate by building and subgroup as compared to November 2021</p> <p>Winter – increase in attendance rate by building and subgroup as compared to February 2022</p> <p>Spring – increase in attendance rate by building and subgroup as compared to June 2022</p>	<p>Funds for new course curriculum.</p> <p>Time for teachers to learn new curriculum.</p> <p>Planning time for teacher leaders to guide Advisory Periods.</p>
Attendance rates will be monitored by student support teams in each building.	<p>Template will be developed for monthly attendance review by building.</p> <p>Schedule for attendance data review will be established for each building.</p> <p>Procedures for contacting families regarding student attendance issues.</p> <p>Interventions will be established for chronically absent students.</p>	<p>Fall – increase in attendance rate by building and subgroup as compared to November 2021</p> <p>Winter – increase in attendance rate by building and subgroup as compared to February 2022</p> <p>Spring – increase in attendance rate by building and subgroup as compared to June 2022</p>	<p>Procedures for attendance review need to be established.</p> <p>Procedures for contacting families of chronically absent students need to be established by the district Leadership team.</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 2022-23 school year.

By the end of 2022-2023....

Attendance rates will increase for all student sub-groups as compared to the 2021-22 school year.

The number of course failures will decrease from Spring 2022 to Spring 2023.

Graduation rates will increase as compared to June 2021 and June 2022.

## 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)
Joshua Bacigalupi	Superintendent	Dryden CSD
Cheryl Covell	Director of Curriculum & Instruction	Dryden CSD
Kathryn Volpicelli	Director of Student Service	Dryden CSD
Sarah Powell	Principal	Dryden High School
Todd Kwiatkowski	Director of Athletics	Dryden CSD
Lora Champlain	Principal	Dryden Middle School
Greg Harris	Assistant Principal	Dryden Middle School
Audrey Ryan	Principal	Freeville Elementary Cassavant elementary
Katie Willson	Principal	Dryden Elementary School
Justin Wood	Principal	Dryden Elementary School
Tia Dickson	Assistant Principal	Dryden Elementary School

### Our Team's Process

Allison Peet	Director of Learning Technology	Dryden CSD
Jennifer Case	Business Manager	Dryden CSD
Carrie Merriman	Parent	Dryden Elementary
Lori Welsh	Teacher	Dryden High School
Kent Larson	Teaching Assistant	Dryden Middle School
Dan Miller	Teacher	Dryden High School
Donna Salerno	Teacher Aide	Dryden Elementary
Kate McKee	Teacher	Dryden Elementary
Kiana Herr	Teacher	Dryden High School
Heather Brecht	Teacher	Dryden High School
Elizabeth DeGroff	Teacher	Dryden Middle School
Teresa Hubbell	Teacher	Dryden Middle School
Mary Wright	Instructional Coach	Dryden Elementary Freeville Elementary Cassavant elementary
Jill Czarnecki	Teacher	Dryden Middle School
Julianna Van Sant	Teacher	Dryden Elementary
Amanda Rink-Cortright	Teacher	Dryden Elementary
Bobette Butts	Teacher	Dryden High School
Angela Eichorst	Teacher	Dryden Middle School
Michael Damansky	Higher Education Rep	Hunter College

### Our Team's Process

Jeff Matteson	District Superintendent	Tompkins Seneca Tioga BOCES
Lisa Schug	Teacher	Dryden Elementary
Kelly O'Gara Sinn	Speech Teacher	Dryden Elementary
Karen Taylor	Teacher	Dryden High School
Erica Kueffer	Teacher	Dryden Elementary
Leo Guelpa	Teacher	Dryden Elementary
Kathleen Murphy	Parent	
Shelley Stuart	Parent	
Aleza Simons	Teacher	Dryden Elementary
Rebecca Tice	Teacher	Dryden High School
Shelby Roberts	Teacher	Dryden High School
Michele Wendel	District Clerk	
Kimberly Schneider	Community Partner	Dryden School Age Afterschool Child Care Program
Michelle Tottey Morse	Town Supervisor	
Abigail Decker	Student	Dryden Middle School
Robert McMahon	Teacher	Dryden High School
Nicole Decker	Instructional Coach	Dryden Elementary Freeville Elementary Cassavant elementary

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
July 12, 2022	Dryden High School
August 16, 2022	Dryden High School
August 16, 2022	Virtual Meeting

### 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. ☒ 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 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).