New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent	Signature
Roosevelt Union Free School District	Dr. Deborah L. Wortham	
District	**Board of Education President**	**Signature**
Roosevelt Union Free School District	Mrs. Rose Gietschier	

2021-22 Summary of Priorities

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

1	Operationalize the monitoring, support, and accountability of the adherence to Strategic Academic Plans expectations, embedding systems and structures that foster success.
2	Adopt and operationalize a guaranteed, viable curriculum and practices with fidelity, in core content areas, for all students.
3	Institutionalize regular collection, analysis, and use of data to drive all District-wide decisions impacting student outcomes (instructional planning and delivery; communication/actionable feedback; and professional development) at high levels.

4	Establish systems to build the capacity of district and building leaders to successfully lead and implement the District Strategic Plan, with close attention to supporting and monitoring all practices related to ensuring that the needs of all students are met.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	Operationalize the monitoring, support, and accountability of the adherence to Strategic Academic Plans expectations, embedding systems and structures that foster success.

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)?*
	We will implement a Five-Year Strategic Plan that reaffirms the District's intentional commitment to working in harmony with the community to provide every student with education to see them through their educational pursuits and beyond. By creating a strategic plan with a measurable and achievable goal, the District aims to address the needs of our students, making good on the promise to educate the whole child.
	
	Before the development of the Strategic Plan, there was little evidence that stakeholders knew the Mission or Vision of the school or played any significant role in making decisions for the district, building, or their students.
	
	Interviews with building administrators and teachers reveal that data was not intentionally used to make decisions at any level of the organization. Academic achievement gains do not indicate that the district is achieving the goals of proficiency for all students at any level.
	
	Over 100 people participated in the development of the Roosevelt Strategic Plan. Nine planning sessions were held with District administrators, Board of Education members, teachers, staff, and community members to create a Mission, Vision, and goals to ensure the success of all students.
	
	Our Mission: To educate the whole child to excel, thereby ensuring achievement for ALL. Our Vision: We are Roosevelt: Empowered. Proficient. Globally Ready will be actualized.

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	The Mission and Vision will be accomplished through the intentional focus on the five goals in the Strategic Plan, as described in the Four Pillars of Implementation.

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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Assure Success in Early Years	Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in prekindergarten through the early grades. Year One: Institute developmentally appropriate assessments aligned with standards for literacy, numeracy, social-emotional skills, and physical skills. Implement specialized practices that support early literacy and target underperforming students and struggling schools. Provide instruction that is customized and culturally relevant for students	Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior. Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.	Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.
Ensure that Students Develop Critical Thinking, Problem	Every student will be empowered with ownership of their education to become critical and creative	Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that	Funding for curricular resources, professional development, and the

Solving, and Technology Literacy	thinkers, solution seekers, and advocates for social justice, and will function day-to-day as a Tech-savvy, tech-literate citizen connected to the real world. Year One: Instructional practice professional development for all teachers focusing on learning targets, student engagement, lesson design technology integration.	promote a cycle of inquiry and continuous improvement.	time and space for groups to collaborate to effectively address these issues.
All Students are Proficient in Core Academic Standards and Skills	Every student will receive an equitable opportunity for success and will acquire the skills and attain the standards of performance in the core subjects at key transitional grade levels. Year One: Curriculum, aligned to standards, will be written with PK-8 teachers, as well as the four core content areas at the high school.	Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior. Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.	Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.
Ensure Readiness for College, Career, and Life	Every student will successfully navigate the critical transitions in their schooling and will graduate from high school ready for college, career, and post-secondary experiences. Year One: Ensure high expectations for all students using a culturally responsive curriculum, technology-infused lessons, and instructional	Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior. Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.	Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.

	practices where all voices are heard and accountable.		
The Elimination of Disproportionalities	Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs. Year One: Professional development for all staff on the Culturally Responsive Framework – equal access to high-quality teaching and learning that focuses on the whole child. Development of curriculum resources that are relevant and rigorous.	Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior. Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.	Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.
Communicate the commitments and actions of the Strategic Plan, as well as building plans, with teachers, students, and parents to promote ownership	Maintain communication and partnerships with the, over 100, stakeholders who participated in developing the Strategic Plan to harvest their investment by ensuring continued ownership of the plan, Plan quarterly meetings with appropriate stakeholder –groups to share data and determine revisions to the plan. District monitoring of the communication of the building plans with teachers, parents, and students to ensure and promote building ownership of the goals and action steps.	Feedback from parents, students, teachers, and staff through surveys and focus meetings. Quarterly, meeting with the community engagement team will provide direction and feedback, including measurable data points relative to the Strategic Plan goals. Review ways in which the building is sharing plans with faculty and students during monthly budling visits.	Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.

	Embrace families and community more intentionally in all areas that impact their children's education, ensuring that parents know and are partners in the implementation of the Strategic Plan.		

District Monitoring of the Implementation of the DCIP	District administration will monitor the district implementation of the DCIP through monthly meetings with the Superintendent and the Superintendent's Cabinets This will include the following actions by building principles: Sharing of a consolidated calendar of major activities and deliverables for the school year, shared with and accessible by teachers, staff, and stakeholders The development of a monitoring system to evaluate each action item for implementation. Sharing of agenda, minutes, and a results-oriented use of data showing quarterly progress in attendance, social-emotional behavioral data, passing rates, benchmark assessments, etc.	Documents showing the results of monthly reviews of the DCIP will be available for review in a Google Folder. This will include monthly agendas, minutes, data reviewed, and action steps are taken. Each school will have a consultant who visits monthly to support the implementation of the building plans.	Time, space, and professional development funds will be allocated.

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.

- Increased percentage of students in Pre-K to Grade 3 meeting criteria for social and emotional, physical, and cognitive development
- Increased percentage of students in Pre-K to Grade 3 achieving proficiency in early literacy and numeracy
- Increased percentage of students attaining readiness skill criteria at key junctures (i.e., end of elementary, middle, and high school)
- Increased percentage of students taking and passing rigorous academic courses and programs
- Increased percentage of English Learners and Special Education students meeting performance standards in Reading
- Increased percentage of students with at least 95% attendance
- Increased percentage of students who demonstrate successful vertical transitions (i.e., pre-K > elementary > middle > high school > postsecondary)
- Increased percentage of students who graduate on time Increased percentage of high school students who attend post-secondary programs

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Adopt and operationalize a guaranteed, viable curriculum and practices with fidelity, in core content areas, for all students.
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)?*	We will provide standards-aligned curriculum, assessment, and instructional practices and programs that engage every student in challenging work. We will differentiate and scaffold instruction and provide supports to meet the unique strengths, needs, and cultural and linguistic background of each student. Student data reveals the need to focus on the development of a guaranteed and viable curriculum as well as strong instructional practices to increase student achievement and ensure that our students are prepared to graduate with skills necessary for their future. This data shows that: • 5/20 students in Grades 3-8 passed the 2018-19 State test in Mathematics. For English Language Arts, about 6/20 were proficient. • Performance of Students with Disabilities and English Learners were the lowest subgroup with about 2/20 students meeting proficiency. • At the High School level, 56% of students received a Regents Diploma in 2020. • Three of twenty students received a Regents Diploma with Advanced Distinction. As a result, it is clear from the data that to meet the goals identified below, our curriculum and instructional practice must change to reflect the research-based practices that will increase student performance for all students. This includes equal access to lessons that integrate technology, provide students with voice

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	and agency, and promote student ownership of learning for all. Our goal is to develop and implement with fidelity a culturally responsive, standards-aligned, guaranteed, and viable curriculum in all subjects, in every school, and every classroom.

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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of PK-8 guaranteed and viable curriculum in ELA and Math	EL Education, Eureka math, Great Minds will support the writing and implementation of the curriculum in ELA and math. A schedule will be created by the Assistant Superintendent, working with the building leaders, to plan for the writing and implementation of the PK-8 ELA and math curriculum. When developed curriculum maps, pacing guides, assessments, and units of study will be made available electronically by the directors of each content area and the ASI for easy use and communication to teachers and parents. Teachers will receive professional development to ensure the universal implementation of the new curriculum: a review of pacing guides and lessons.	District and building learning walks will monitor the implementation of the curriculum. Data from the learning walks will be reviewed at monthly principal meetings. The next steps will be identified and implemented to address gaps. Students, teachers, leaders, and parents will be surveyed three times per year to determine their perceptions of the implementation and effectiveness of these practices. District coordinators will report progress to the ASI and Superintendent at monthly district administrative meetings; including reporting data on common assessments. ASI and directors will meet quarterly with partners to discuss progress and update the planning and implementation schedule.	Funding for EL Education, Eureka Math, and Great Minds Time, space, and substitute coverage for teachers to participate in curriculum writing and professional development.

Implementation of 9-12 guaranteed and viable curriculum in core content areas.	Professional development from Great Minds, Educational Elements will support the writing and implementation of the curriculum in the four core areas. A schedule will be created by the Assistant Superintendent, working with the building leaders, to plan for the writing and implementation of the four core areas in grades 9-12. When developed curriculum maps, pacing guides, assessments, and units of study will be made available electronically by the directors of each content area and the ASI for easy use and communication to teachers and parents. Teachers will receive professional development to ensure the universal implementation of the new curriculum.	District and building learning walks will monitor the implementation of the curriculum. Data from the learning walks will be reviewed at monthly principal meetings. The next steps will be identified and implemented to address gaps. Students, teachers, leaders, and parents will be surveyed three times per year to determine their perceptions of the implementation and effectiveness of these practices. Principals will report progress to the ASI and Superintendent at the monthly district administrative meetings including reporting data on common assessments. ASI and Directors will meet quarterly with partners to discuss progress and update the planning and implementation schedule.	Funding to support the professional development and curriculum writing with PD Elements. Time, space, and substitute coverage for teachers to participate in curriculum writing and professional development.
Implementation of student-centered instructional practices that promote equity and student voice at the PK-8 level	Foundational Five professional learning will be provided monthly to a cohort of teachers and administrators to set clear expectations and practices for	The District learning walk tool will be used to monitor the implementation of the curriculum and instructional practices. This data will be reviewed at district and building data meetings.	Funding for PLC Associates to provide professional development on the Foundational Five

	creating student-centered learning across the district. The District will ensure that teachers utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of the current level of achievement, and to ensure continuous growth and development for every student Teachers utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of the current level of achievement, and to ensure continuous growth and development for every student Implement Foundational Five-working with El Education, Great Minds, and Eureka Math to align instructional practices with curriculum implementation. Foundational Five professional learning: learning targets, student engagement, checking for understanding, differentiation, and higher-order questioning will be provided over two years to all teachers and building administrators. The district will set clear expectations that all administrators	Data on common assessments in ELA and math will be monitored at building and district level data meetings to determine the impact of professional development on student learning. Informal and formal observation data will be analyzed to determine the impact of professional development on teacher practice. Students, teachers, leaders, and parents will be surveyed three times per year to determine their perceptions of the implementation and effectiveness of these practices.	Time, place, and substitutes for teachers and administrators to participate in professional development.

	will participate in all professional development on the Foundational Five.		
Implementation of student-centered instructional practices that promote equity and student voice at the 9-12 level	Foundational Five professional learning will be provided monthly to a cohort of teachers and administrators to set clear expectations and practices for creating student-centered learning across the district. The District will ensure that teachers utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of the current level of achievement, and to ensure continuous growth and development for every student The Assistant Superintendent of Instruction, working with building leaders, will develop a schedule to facilitate the implementation of this professional learning. Foundational Five professional learning: learning targets, student engagement, checking for understanding, differentiation, and higher-order questioning will be provided over two years to all teachers and building administrators.	The District learning walk tool will be used to monitor the implementation of the curriculum and instructional practices. This data will be reviewed at district and building data meetings. Student achievement data from common assessments and Regents Exams will be analyzed to determine the impact of the professional development. Students, teachers, leaders, and parents will be surveyed three times per year to determine their perceptions of the implementation and effectiveness of these practices. Informal and formal observation data will be analyzed to determine the impact of professional development on teacher practice.	Funding for PLC Associates to provide professional development on the Foundational Five Time, place, and substitutes for teachers and administrators to participate in professional development

	The District will set clear expectations that all administrators will participate in all professional development on the Foundational Five.		
Integration of Technology in district, building, and classroom practices	The District will continue to develop the technology literacy of all members of the district, including parents. We will continue to utilize technology platforms to support instruction, communication with families, data storage, and housing school-related information for students. These platforms include Google Classroom, Data Dashboard, Zoom, and other tools to enhance effective communication with all groups. The district will provide professional development around the Infusion of technology in daily lessons to prepare students for the skills needed for their futures: planning, communicating, engaging students in research, and allowing students a window to a broader world.	Surveys of parents, leaders, teachers and students will show evidence of the understanding and use of technology in all aspects of school life. Feedback from the surveys will help drive continued professional development in technology literacy. Data gathered from learning walks will reveal the use of technology in the classroom. This data will be shared at monthly meetings with principals and the Superintendent.	Time, place, and substitutes for teachers and administrators to participate in professional development Resources for purchasing and professional development on new platforms and Assistant Principals.

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.

- Common Assessments in ELA and math at the K-8 level will show 75% of students achieving at the proficient level.
- NYS K-8 ELA and Math assessment data will show an increase of 3-5%
- STAR data in ELA and Math will show an increase in the number of students showing growth by 3-5%
- High School January and June Regents' passing rates will increase 3-5% in all content areas.
- Learning walk data will show that 75% of teachers are effective on each of the look-for items assessed.
- Students passing rates for quarterly courses in the four core areas will increase by 10%
- Survey data will show an increase in responses of agree and strongly disagree on the identified questions by 15%

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Institutionalize regular collection, analysis, and use of data to drive all District-wide decisions impacting student outcomes (instructional planning and delivery; communication/actionable feedback; and professional development) at high levels.

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)?*
	We will base decisions on fact, not opinion. We will use frequent and timely assessments to monitor and adjust our practices and programs at the school and district levels. We will proactively keep our stakeholders informed about our progress, using easy-to-understand data.
	
	In the past, as revealed by building and teacher surveys and interviews, data has not played a significant role in driving decisions at the district or building levels. Data around attendance, achievement and social-emotional behavior has been reviewed but has not been used to make decisions. Academic data has not been monitored effectively to make a difference in student achievement. Students and parents have little opportunity or understanding of the data or ways to support and improve academic success for their students.
	
	By creating systems and structures that allow for effective use at each level, we can ensure that decisions are based on evidence and best practice research.

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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Creating Data Systems to Effectively Use Data to Drive Decision Making	Create a data collection and reporting system to increase the effective use of data to drive instructional decisions at the district, school, classroom, and student levels. School and District provide professional development and coaching regarding analysis and interpretation of data about student learning and professional practices. Identify and support interventions to remediate identified learning gaps for students. (Student with Disabilities, English Learners, as well as other students not meeting proficiency)	Data sets are used systematically as identified through building and district agendas, minutes, as well as plans to identify the next steps. The use of data to evaluate programs implemented during District-level meetings with partners. Building observations of data meetings where protocols are used to complete the inquiry cycle and next steps are identified. Interventions are identified to address gaps in learning that are monitored and show evidence of effectiveness.	Allocate resources (i.e., people, time, and money) based on the data-supported needs of students, staff, and schools.
Data Summits that allow for the	The District/school provides a variety of options for finding time for collaborative planning, evidence-	Monthly minutes and assessments of the impact of decisions made using data.	Allocate resources (i.e., people, time, and money) based on the data-

systematic review of data	based Data Summits, and disseminating effective practices within and across the schools. The District rewards excellence and continuous improvement of teaching and leadership practices based on findings from the quarterly Data Summits. The Superintendent of schools will meet quarterly with building principals to review building data and provide feedback and hold leaders accountable for student growth. This monitoring will be a part of the principal evaluation.	Data sources for the Data Summit include instructional monitoring logs, formative/benchmark assessments, CPR Card and Vital Signs Scorecards. Awards that show building progress in student achievement. Celebrations of success.	supported needs of students, staff, and schools.
Development of district-wide learning walk tool	Revision of the district-wide learning walk tool to assure a direct link between professional learning in the building and implementation in classroom practice. Professional development for administrators on the use of the tool, as well as opportunities for developing interrater reliability. The ASI will meet with the technology department to facilitate the creation of and effective use of a data-gathering tool.	Effective use of the learning walks tool by building and district administrators to gather evidence of the impact of professional development on teacher practice and student learning. Administrator data show that all teachers are receiving actionable feedback to promote growth by analyzing administrative logs.	Use of electronic learning walk tool that is easy to use and effectively gathers data. (System and tools for collection0

Setting clear expectations for the use of data at the building level	School staff regularly reviews summative and formative assessment results, attendance records, and other materials to identify areas of concern and take action based on evidence. Data will be shared at monthly Principals' meetings where each building principal will show evidence of the use of data in their building.	During weekly/monthly meetings with District administrators, building administrators show evidence of the use of data to inform decisions as well as evidence of impact. District administrators observe data meetings and provide actionable feedback to building administrators.	Allocate resources (i.e., people, time, and money) to schedule and compensate teachers for participation in after-school meetings.
Systematically ensure that data is used with parents and students	The District will monitor the building communication with and support for parents in understanding academic data to support student growth by providing opportunities for parents and students to review data, including professional development for parents to understand the data, as well as learning strategies to support their students academically and social emotionally. Professional development to provide opportunities for students to use data to self-assess, determine learning goals, and monitor progress over time, with guidance provided by their teacher and family.	Agendas and minutes from parent workshops. Survey data where parents agree or strongly agree with questions regarding the helpful and productive professional development on using data. Questions regarding the effectiveness of strategies that have been provided.	Resources for evening workshops for parents to understand and use data to make decisions for their student's learning.

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.

- Increased percentage of students in Pre-K to Grade 3 meeting criteria for social and emotional, physical, and cognitive development
- Increased percentage of students in Pre-K to Grade 3 achieving proficiency in early literacy and numeracy
- Increased percentage of students attaining readiness skill criteria at key junctures (i.e., end of elementary, middle, and high school)
- Increased percentage of students taking and passing rigorous academic courses and programs
- Increased percentage of English Learners and Special Education students meeting performance standards in Reading
- Increased percentage of students with at least 95% attendance
- Increased percentage of students who demonstrate successful vertical transitions (i.e., pre-K > elementary > middle > high school > postsecondary)
- Increased percentage of students who graduate on time Increased percentage of high school students who achieve a
- Regents Diploma and Regents Diploma with Distinction
- Building data showing the frequency of data meeting with parents, artifacts of those meetings, and feedback from parents
- about the effectiveness of the data meetings

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?	Establish systems to build the capacity of district and building leaders to successfully lead and implement the District Strategic Plan, with close attention to supporting and monitoring all practices related to ensuring that the needs of all students are met.

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)?*
	A central function of district-level departments and units is to provide the infrastructure that will ensure success at the school and classroom levels. Leaders at all levels must be able to serve as instructional leaders, as well as systems managers, to ensure that high-quality instruction is provided to all students. To do this, a culture of continuous improvement must be established at all levels. Continuous improvement of professional practices is the precondition for improving student learning. Therefore, a commitment to strengthen and build the capacity of all administrators to lead and facilitate the work needed to improve teaching and learning is essential.
	
	In the past, the level of support and accountability for administrators to lead and monitor instructional change, use data, and provide actionable feedback for teachers, has been uneven throughout the district. The monitoring of teacher practices, to promote change, is a foundational element in ensuring students are receiving a rigorous and meaningful education.
	
	The District must provide the infrastructure: professional development, monthly meetings, and an evaluation system that supports and holds leaders accountable at high levels for ensuring all students are prepared for their 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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Building Leaders will receive support to build their capacity to implement plans to increase student achievement	Building the capacity of each building administrator to lead the work Leverage Leadership professional Development: Building administrators will participate in monthly meetings that focus on the following topics: Setting up for Success, Core Beliefs and Structures, High Impact Data Cycles, Learning Walks, Target Feedback, The Coaching Mindset, High Stakes Conversations, The Power of Relational Skills, Norms of Excellence, and Creating Sustaining Systems Participate in proficiency-based continuous leadership learning through the Leadership-in-Action Network sessions each month, with participation by a team of administrators and teachers from	A variety of rubrics and scoring metrics will be used to evaluate the progress made by administrators toward the goals identified in the Leverage Leadership professional development program. MPPR Rubric for monitoring effective administrative practice will be used to assess the impact of performance and growth for each administrator.	Professional development funds, time, space for regular meetings.

	each school, as well as district-level leaders and managers. The Leadership-in-Action Network serves as a cadre of facilitators who can guide dissemination and coherence across the entire school system.		
Individual and Monthly Building Principal Meetings with District Administrators	Ensuring clear communication and collaborative decision-making by modeling leadership and collaboration. The goal is to impress the building leaders that their job is to be the instructional leaders in their building. Develop a Vital Signs Scorecard, or a dashboard of key indicators of progress regarding student learning, teaching practices, leadership practices, and organizational practices. The Vital Signs Scorecard offers timely, evidence-based feedback about adult practices (i.e., cause) and student progress (i.e., effect). Review/update your Vital Signs Scorecard at least once each month at Principals' meetings. Each administrator is responsible for sharing progress – individual building meetings and overall sharing of strategies in monthly meetings with all principals.	Vital Signs Score Card – data dashboard will be used to determine each building leader's progress toward identified goals. The District will review data from the Learning Walk tool to assess the effectiveness of the implementation of professional learning strategies in classroom practice.	Professional development funds, time, space for regular meetings.

District monitoring and support through learning walks	Track the quality and effectiveness of day-to-day instruction using instructional monitoring tools framed around the professional practices and educational strategies in the district's strategic plan. Use data from the observations to inform feedback, coaching, and support for teachers and staff District leaders will participate in monthly learning walks in each building to monitor the implementation and provide feedback to building leaders.	Data will be reviewed at monthly Principals' meetings as well as meeting with district partners to determine the next steps in professional development.	Professional development funds, time, space for regular meetings.
District monitoring of the Implementation of SCEP/building plans	District administration will monitor the building implementation of the SCEP/building plan through monthly meetings. This will include the following actions by building principals: Sharing of a consolidated calendar of major activities and deliverables for the school year, shared with and accessible by teachers, staff, and stakeholders Sharing of agenda, minutes, and a results-oriented use of data showing quarterly progress in attendance, social-emotional behavioral data, passing rates, benchmark assessments, etc.	Documents for each building will be available for review in a Google Folder. This will include monthly agendas, minutes, data reviewed, and action steps are taken. District administrators will monitor during monthly school visits. Each school will have a consultant who visits monthly to support the implementation of the building plans.	Professional development funds, time, space for regular meetings.

Effective use of the Danielson Evaluation Tool ensuring that building leaders are skilled in teacher evaluation, feedback	Building the capacity of administrators to accurately evaluate staff and provide actionable feedback through formal and informal observations. Set professional standards, evaluate all employees, and provide timely intervention for struggling teachers and staff. Ongoing professional development for all administrators to accurately gather evidence, correctly align to performance level, provide actionable feedback to promote teacher and staff growth.	Data will be collected to show the range of teachers and staff that are scored at each performance level. Feedback will be reviewed to determine the effectiveness. Evidence collected by administrators to provide performance level scores will be reviewed using a rubric. Review of student outcomes by buildings to show the correlation between practice and increased student achievement.	Professional development funds, time, space for regular meetings.
Effective use of the MPPR Principal Evaluation Tool to ensure accurate evaluation of building leaders	Ensuring that building leaders are receiving accurate ratings and actionable feedback. Professional development that strengthens and clarifies building leaders understanding of high-quality execution of each component of the evaluation, ensuring clear expectations for all.	Data will be collected to show the range of administrators that are scored at each performance level. Feedback will be reviewed to determine the effectiveness. Evidence collected by administrators to provide performance level scores will be reviewed using a rubric. Review of student outcomes by buildings to show the correlation between teacher practice and increased student achievement.	Professional development funds, time, space for regular meetings.

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.

District leaders will accurately rate teacher practice in the classroom-80% score at the effective level on District Scoring Rubric
Building leaders will score at the effective level on the MPPR rubric – 90%
Learning Walk data will show that 75% of teachers score at the effective level all Look-Fors in the tool.

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)
Please reference page 7 of the 2021- 2026 Community-Wide Strategic Plan	--------------	--------------------
Wortham, Deborah L., Dr.	Superintendent of Schools	District
Gladstone, Brian	Assistant Principal	Middle School
Goldberg, Michael	Assistant Superintendent for Business	District

Our Team's Process

Gonzalez, Xiamara	Director, ENL-Bilingual & World Language	District
Gregory, Gary	Director of Health, Physical Education and Athletics	District
Henry, Carleen	Acting Principal	High School
Ifedigbo, Obi	Director of Facilities	District
Jackson, Cassandra	Acting Assistant Principal	High School
Klein, Kitty	Interim Director of Guidance	District
McCabe, Dawn	Assistant Principal	Middle School
McVea, Nateasha	Assistant Superintendent for Curriculum & Instruction, P-12	District
Dr. Nezowitz, Eric, Dr.	Assistant Superintendent for Human Resources and Professional Development	District
Sumter, Jeremiah, Dr.	Principal	Middle School
Ten Dyke, Elizabeth, Dr.	Director Grants & Funded Programs	District
Van Eyken, Michele	Assistant Superintendent for Educational Services, P-12	District
Wynn, Dionne, Dr.	Director of Pupil Personnel Services	District

Our Team's Process

Parrish, Todd	Teacher	Middle School
Notaro, Joseph	Teacher	Middle School
Polk, Raymond	School Counselor	Middle School
Dube, Suzanne	Parent	Middle School
Vasquez, Sasha	Parent	Middle School
Lozano, Teresa	Teacher	High School
Bryer, Alex	Teacher	High School
Duran, Nevys	Teacher	High School
McMillian, Susan	Parent	High School

Meeting Dates

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

Meeting Date	Location
Please reference page 6 of the 2021- 2026 Community-Wide Strategic Plan	
April 14, 2021	Virtual Meetings
April 21, 2021	Virtual Meetings
May 26, 2021	Virtual Meetings
June 1, 2021	Virtual Meetings
June 3, 2021	Virtual Meetings
June 8, 2021	Virtual Meetings
June 15, 2021	Virtual Meetings
June 29, 2021	Virtual Meetings
July 7, 2021	Virtual Meetings
July 13, 2021	Virtual Meetings
July 14, 2021	Virtual Meetings
July 20, 2021	Virtual Meetings
July 21, 2021	Virtual Meetings
July 23, 2021	Virtual Meetings
July 28, 2021	Virtual Meetings

July 29, 2021	Virtual Meetings

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 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).