District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2023-24 Summary of Priorities

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

1	Increase student proficiency in literacy with a focus on using formative and summative data to support student needs while ensuring the curriculum is culturally responsive to the students we serve.
2	Increase the use of data to inform instruction and intervention by looking through a data lens.
3	Strategically use data to support the instructional needs of our English Language Learners based on their achievement data from assessments given in English and their home language.
4	Improve data flow, automation, and data access districtwide
5	Increase the use of inquiry-based and project-based instruction to intentionally employ best instructional practices for approaches to teaching and learning.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *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?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	1. The focus is to address literacy for all students. This requires the development of a program that includes phonics and phonemic awareness in all elementary schools. The tools will also include a systematic way to efficiently collect and use data to make adjustments for academic success. 2. The focus also includes the development of student engagement in reading comprehension and literacy for content understanding and writing strategies to convey ideas and support for assertions. 3. Increasing culturally responsive thinking requires open minds that understand the principles of empowerment and agency. This will improve student agency and add opportunities to extend learning beyond the classroom. Student agency impacts student engagement and enduring understanding. Pedagogical practices and support for enhancing teaching strategies will come with coaching. 4. The inclusion of strategic use of data to inform support for literacy in Grades K-12.

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?
The adoption of a phonics and phonemic awareness component for Grades K-2. The instruction will include a bridge from sound identification to letter recognition. This will also be aligned to comprehension.	After the initial training for the literacy program. There will be cycles of small group training. Professional development will be based on trends observed during periodic walkthroughs and assessment data gathered. The voice of the practitioners will also steer the evolution of the program. Professional Learning Development meetings will yield reflection and support the establishment of best practices. Tools	The following is needed: Materials for the Program, Whole Group Training, My Learning Plan Training with Series for Deeper Comprehension of the Science of Reading, Assessments for Informing Instruction, Data Meetings, Reflection Tools for Classroom Visits, and Tools for

	will include Bridge to Reading and other Heggerty products.	Adjusting Instruction for All Learners.
Continued SAVVAS training to impact reading comprehension and process writing.	Elementary level teachers will be provided with content knowledge of process writing and rubrics to help students evaluate their work. Strategies and support will aid in the task of prewriting, making revisions, and publishing.	Professional development for teaching writing across content areas. Unpacking the process and the tools to assess and provide feedback. A series of courses are required.
Professional Development that will include the adoption of the coaching cycle and revised professional learning communities.	Instructional Coaches (or assigned staff) will be trained to support faculty members with the adoption of pedagogical practices. This will include thinking routines, self-management, research, acquisition of language and word recognition, use of academic vocabulary, student engagement and interdisciplinary instruction.	Professional Learning Communities with set meeting times and dates. Calendar of instructional support. Select Coaches trained to provide planning support and learning cycles. Data collected in the form of reflections and surveys.
Developing a system of data collection and evaluation of learning.	Development of an effective assessment cycle and use of data collection. The districtwide beginning of year assessment will be compared to middle of year and end of year assessments. Benchmark exams will allow coaches to develop PLC's and instructional supports to address Power Standards and gaps in instruction. Differentiation and scaffolds will be shared amongst faculty for transfer of knowledge and pedagogical practices.	Time for meetings and professional learning to enhance teaching and academic success. Data collection and analysis. Identification of trends. Addressing misconceptions and gaps. Seeking best practices and strategies to make adjustments. Adopting support for Tier I instruction for students struggling.
Highlighting pedagogical strategies to increase engagement and retention of content. To impact the transfer of knowledge and skill development.	Professional learning that will promote best practices vertically and horizontally. To ensure that teachers are aware of skill development and districtwide goals. This will help students to understand expectations and to utilize skills in every core content class as well as in life. Next Generation Standards will be unpacked to support student learning.	Providing a coaching cycle for teachers to plan and to ensure that they are implementing pedagogical strategies and sharing grade level content instruction.
Writing Across the Content Areas for Secondary Schools.	The process of writing and thinking critically is important for students to demonstrate their level of comprehension. The goal is to	Training on the shared responsibilities of literacy development with a focus on

3

	do a crosswalk of the Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects.	Anchor Standards for Reading, and Writing. The core understanding will be around Key Ideas and Details, Craft and Structure, and the Intergration of Knowledge and Ideas. The foundational tool with be Writing Revolution.
Culturally Responsive Education will be evident through literacy and units of inquiry. This will support learner engagement and citizenship through agency.	Unit of Inquiry and the curriculum within the Humanities Departments will be reviewed and revised to be inclusive. This will support exploration and project-based learning. Students will develop research skills to make and support claims. They will also be able to identify bias and provide counter arguments.	Teachers will develop unit plans to foster equity and inclusion. Materials, classroom libraries and other resources will be needed. Currently, we have NEWELA, Databases, and multiple platforms with references. E-libraries and other resources will need to be refreshed. Webinars and tutorials will need to be provided to ensure that teachers are aware of all that the district has provided.

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.

The goals are as follows:
- To increase the literacy rate in Grades K-2 by 10%.
- To provide an evaluative lens for project-based learning throughout the district.
- To establish writing protocols that are used throughout the district.
- To establish data driven instruction protocols to address learning gaps.
- To provide tools and strategies to increase culturally responsive education.

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)*
Assessing the effectiveness of the Bridge to Reading program by collecting data so that students will be able to decode grade level texts.	BOY, MOY, and EOY data will be analyzed. This includes grade level reading scores, teacher feedback and classroom walkthrough data.	
Assessing the effectiveness of curriculum and instruction as it relates to transdisciplinary, interdisciplinary and Core content pedagogical practices so that students are engaged in Tier I instruction and provided the necessary supports for academic success.	Quarterly Review of Teacher Reflections, Lesson Plans, Rubrics, Assessments, Assessment Data, and Feedback to Students.	
Assessing Professional Learning so that faculty and staff are tooled with strategies and practices that will yield high quality instruction.	Review of Professional Development Reflections and Surveys to ensure that coaches and consultants are clear, effective, and supportive. Providing classroom walkthroughs after professional development to determine trends of adoption.	
Assessing level of engagement with instructional tools and programs so that adjustments can be made for faculty members who may need support for implementing best practices.	Monthly review of web-based use of tools, data logs, and reflection platforms.	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	Increase the use of data to inform instruction and intervention by looking through a data lens.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *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?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	This aligns with our district's goal of ensuring that all students have access to the best resources, and that they are made available in a fair and equitable manner. Walkthrough data has revealed that our teachers and interventionists require additional support to use data to drive instruction in the classroom and intervention setting. Spring 2023 universal screening (including SEL student self-assessment (grades 5-8) K-8 data revealed: **Reading** 49% Tier 1, 21% in Tier 2, and 29% in Tier 3 **Math** 44% Tier 1, 25% Tier 2, and 29 in Tier 3 **Social Emotional:** 65% Tier 1, 21% Tier 2, 12% Tier 3

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?
Communication for data-driven instruction to include using consistent data (BrM reports) to drive district, school level meetings and individual meetings	Instructional staff (teachers, teaching assistants, interventionists, attendance teachers) will participate and review data during faculty meetings after universal academic and SEL screening three times a year and engage in problem-solving consisting of a data-driven continuous improvement process.	BrM Platform Reports Schedule Faculty Time Meeting MTSS School Level and Grade-Level Meetings Administration of screeners as per the comprehensive assessment calendar
Engaging in the feedback cycle with staff through instructional walkthrough and attendance at PLC meetings	School leaders will use an observational walkthrough tool that identifies consistent instructional "look fors" addressing differentiation in the classroom using daily formative assessment (behavior and academic) to promote student engagement by responding to student's individual differences in readiness, interest, and learning profile.	Observational look-fors tool Scheduling (PD, screeners, meeting times, walkthroughs, feedback) Elementary/ Secondary Training by designated staff Should utilize the assessment platform and common messaging for the intention of data
Build common language and utilization of the continuous improvement/problem solving cycle in making decisions	School leaders will refer to the intervention process flow chart and language from the MTSS handbook to engage in problem solving cycle	MTSS Handbook
Continual professional learning for instructional staff to understand the intention of data sources and their use (I.e., universal screening and formative assessments)	Instructional staff will attend professional development on how to use the available data sources	Scheduling (PD, screeners, meeting times, walkthroughs, feedback) Survey data to determine capacity and differentiated PD
Meeting guidance for PLC around utilizing the PLC data guide with training on	Instructional staff and leaders will utilize the PLC meeting guide during PLC when reviewing data	PLC unit of study pre/post guide (i.e., guiding questions, instructional strategies, and

the instructional walkthrough		planning through formative assessment)
Build a data mindset culture by utilizing the continuous improvement problem-solving cycle in the classroom to reflect on data and make instructional adjustments.	MTSS teams, including school leaders, will utilize resources in the MTSS handbook and Branching Minds and engage in the problem-solving cycle during grade/individual meetings.	MTSS Handbook MTSS Team PD for MTSS Team, including school leaders to support turnkey.
Tier 3 interventionist will utilize norm reference assessment for progress monitoring on a weekly basis and participate in grade level meetings once a month to share data	Interventionist will administer CBM and behavior progress monitoring on a weekly basis and adjust instruction per data	MTSS Interventionist Coaches Time CBM Progress Monitoring Tool Tier 3 Reading Program
Tier 2 protocols will be established for teachers to follow including reading resources and PD	Instructional staff will provide small group instruction utilizing reading phonics program to scholars in grades 3-8 who demonstrate 25 percentiles in overall reading scores as per their screener	Tier 2 Reading Program Scheduling for Tier 2 intervention

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.
Walkthrough data will demonstrate 80% of teachers in grades 3-6 using tier 2 intervention, Phonics for Reading, during their Tier 2 intervention block for designated students identified through the universal screener. 100% of interventionists will use CBM data on a weekly basis to monitor progress of Tier 3 intervention and make adjustments based on need. Tiered movement report will reflect down movement from Tier 2-3 to Tier 1 - 2.

School leaders and district leaders will use look-for walkthrough data and demonstrate a gradual increase in data driven and differentiated instruction (baseline will be determined by Fall 2023)
80% of the teachers who attend the PLC will utilize the PLC guide to analyze the data

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)*
Walkthrough data will demonstrate teachers in grades 3-6 using tier 2 intervention approved tools during their Tier 2 intervention block for designated students (baseline will be determined by Fall 2023). 3-6 Grade student growth in the area of Phonics and tiered movement down in Reading	December 2023 and March 2024	
Interventionists will use CBM on a weekly basis to monitor Tier 3 intervention in Branching Minds. ORF norm-referenced data will be used after each cycle of intervention.	Throughout the school year	
Look-for walkthrough data will demonstrate a gradual increase in data driven and differentiated instruction (baseline will be determined by Fall 2023)	Three times per year, accountability measures quarterly upload data to district drive for analysis and support	
PLC guide will be completed by summer to support monthly data conversations during PLC meetings (baseline on utilization of PLC guide will be determine by Fall 2023)	Utilization of PLC guide throughout the school year, leaders to evaluate practice monthly	

Priority 2

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Strategically use data to support the instructional needs of our English Language Learners based on their achievement data from assessments given in English and their home language.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *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?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The district is committed to providing the necessary support to ensure equitable access to multilingual learners. This includes strategically analyzing data from assessments given in English and their home language. As a result, the district is able to better understand the instructional needs of English Language Learners (ELLs) to identify needs of improvement in instruction and curriculum through screening, benchmarking, and progress monitoring.

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?
Establish protocols for discussing disaggregated data of ELLs/ MLLs	Teachers and administrators will analyze key data points when discussing reading, math and language learning. Disaggregated data will include: NYSITELL, NYSESLAT, home language assessment results, and program model history.	PowerSchool Data Reports BRM Data Reports PLCs Schedules MTSS Members inclusive of ELL teachers Problem Solving Meetings Screeners

Dual language, Bilingual and Integrated ENL co-teaching teams will identify and apply focus and transferrable skills to support instruction that meets the needs of ELLs/MLLs	Teachers will identify focus and transferable skills from the universal screeners to plan appropriate scaffolds, differentiation and intervention.	Observational look fors tool Walkthroughs and feedback Professional development Renaissance Star reading and math L1, L2 results Renaissance student/class report
Provide targeted professional development to help educators understand how to apply strategies that focus on the linguistic and academic needs of ELLs/MLLs.	Consistent with the Principles of the Blueprint for ELL Success, 50% of the professional development will include embedded coaching and interactive sessions focused on language acquisition, best practices for co-teaching and L1, L2 language learning progressions.	Professional Development Calendar Screeners data results Walkthroughs and feedback Survey data to determine PD effectiveness.
Bilingual Interventionist will service all subgroups of ELLs (newcomers, SIFE, developing, long-term) and utilize selected evidence-based tier 3 tools.	Bilingual Interventionist will administer Star CBMs in Spanish and English on a weekly basis. Based on student progress the interventionist will determine the appropriate pre-selected intervention tool and instruction that best aligns to the student's language and academic needs.	MTSS Interventionist Coaches Director of MTSS CBM Progress Monitoring Tool Tier 3 Reading (English and Spanish) Program
Create a Foundational Bridge Program focused on Social –EmotionaL needs, Literacy and Numeracy skills for Identified at risk ELL/MLL. .	The district will collaborate with the Hispanic Counseling Center and Bridges to Academics-CUNY Project to implement a transitional bridge program during and after-school for ELL/MLL students who have been identified as at risk for retention. Embedded coaching will be provided to ABGS and HHS educators to create a system of collaboration focused on understanding how to analyze data, make adaptations to the ELA, Science	Title III program funding Teaching staff Bridges to Academic Success Curriculum Student benchmark data Hispanic Counseling center personnel

	and math curriculum and understand how to provide targeted instruction that meets the needs of ELLs/MLLs.	

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.

- Data meetings will demonstrate 100% of educators and building leaders discussing and analyzing English and Spanish assessment data results to inform decisions related to instruction and intervention.
- 100% of bilingual interventionists will use Star CBM Spanish and English data results to determine appropriate instruction and intervention.
- District/School leaders will share and discuss:
  - Walkthrough data
  - Renaissance school-level reports
  - Renaissance Instructional Guides
  - 23 NYSESLAT

to ensure educators utilize data that supports differentiated instruction. As teachers demonstrate a gradual increase of implementing data-driven instruction, they will begin implementing more advanced strategies such as considering English and home language proficiency levels to identify patterns in student learning, providing appropriate tier 2 interventions, and create personalized learning plans for each student.

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)*
Meeting minutes will include selected Renaissance focus and transferrable skills to support differentiated instruction and targeted interventions.	Monthly	
Bilingual Interventionists will utilize appropriate preselected tier 3 evidence-based tools determined by student progress from weekly	6-8 weekly cycles	

Spanish/ English Star CBM assessments.		
Walkthrough data will be analyzed to identify instructional trends, track data-driven instruction and to provide feedback on the effectiveness of implemented strategies.	Quarterly	

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 2023-24?	**Dr. Fisk** – Improve data flow, automation, and data access districtwide
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *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?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The first of the seven pillars of Hempstead's District Goals ([as detailed here](#)) focus on student achievement, stating "We believe that all students can learn and we will strive to ensure that all students will have access to the best resources, and that they are made available in a fair and equitable manner." Research has long shown variance in student learning strengths and preferences for assorted instruction and assessment styles. To ensure our students have the best resources possible, we need to know who exactly we're teaching to, so we can provide each student with a fair and equitable educational experience. This process begins with better access to data, continues with data-informed discussions, and culminates with leveraging data to reflect on practice, focus resources, and plan for continuous improvement. We also need to ensure data is being entered accurately and consistently districtwide, and we need to evaluate our use of redundant and/or unnecessary programs and platforms so we can focus our energies and professional development around services that we can link to student success.

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?

Inventory all district apps and services, & create a public-facing A-Z list for student and staff use	The document draft is already underway, will continue to rely on assistance from the curriculum & instruction team, building principals and designees, and other stakeholders as needed.	Support from other individuals in-district. No money to be spent, although money is likely to be saved after this initiative.
Ensure data within our student information system (SIS), PowerSchool is accurate and train staff on best practices for consistent	Working with Dr. Pierre, Mr. Noone, Ms. Cullum, and other district stakeholders as needed to ensure PowerSchool staff members are thoroughly trained and that clear expectations are set for them for our continued success.	Written policies and procedures need to be established and communicated frequently to relevant PowerSchool staff members.
Reach consensus on a single data dashboard product to provide a holistic view of students and allow administrators to better target resources in their buildings as needed.	Continuing to work with the curriculum & instruction team in reviewing past practices and settling on a specific product to utilize. Working with building administrators and staff on the training for the selected tool and ensuring teachers can access and reliably use the data to inform their own planning and instruction.	Individuals – teachers and administrators districtwide. No money to be spent, although money is likely to be saved after this initiative.
Where possible, automate the flow of data between programs and platforms, allowing us to reduce unnecessary time and labor and redirect our efforts towards our students and staff.	Leverage Clever SSO where possible to handle automatic rostering of programs, providing easier sign on for students and automatic rostering for staff. Use PowerSchool functionality to automatically export data as needed to third party products.	Individuals – teachers and administrators districtwide. No money to be spent, although money is likely to be saved after this initiative.

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.

All various stakeholders have provided input and we have a finalized A-Z list of all programs and apps used in-district. Discussions about any potentially redundant programs have occurred, affected staff have been notified, and professional development and other transitions have finished successfully so said apps/services may now be discontinued going into 24/25.

Building principals and their designees continue to input student data consistently and correctly within PowerSchool based on training already received, and should additional training needs arise, relevant PD will be offered.

Hempstead has reached consensus on a single data dashboard product, staff have been trained on its use, and are able to make meaningful instructional and administrative decisions based on these data.

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)*
Share revised drafts of A-Z list throughout the summer and solicit input from stakeholders.	Throughout the summer. Goal to have finalized list for September 2023	
During 23/24, for any programs being discontinued, help staff migrate over to equivalent products the district is continuing with.	Throughout the 23/24 school year.	
Continue to collaborate with Dr. Pierre on PowerSchool cleanup initiative.	Throughout the 23/24 school year.	
Empower building staff to confidently use PowerSchool to handle building tasks	Throughout the 23/24 school year.	
Continue to assess apps and services and automate data exchange between platforms.	Throughout the 23/24 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 2023-24?	Mrs. Thompson
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *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?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	1. The district subscribes to the standards and practices prescribed by the International Baccalaureate Organization (IBO). Instructional practices are aligned with that of exploratory learning. This calls for a deeper dive into content understanding, pedagogical practices, and student-centered learning. The district supports professional learning that will give teachers the tools to meet the demands of a setting that requires the employment of agency for all. 2. The instruction shift that requires transdisciplinary and/or interdisciplinary learning is beneficial for all the students that the district serves. Instruction of this nature increases vocabulary development upon concepts that students internalize. Conceptual understanding increases engagement and retention of content knowledge. This will improve student success. 3. Each school will create action plans reflecting professional learning, coaching, curriculum revisions, and assessment to include the unpacking of inquiry-based and project-based learning. The elementary and middle schools provide culminating assessments connected to this Priority. The goal is to raise the expectation of this educational component by making adjustments that will foster standard based outcomes and alignment to the guidelines set by IBO. Policies and scoring will be established by the district. This will also connect to the quarterly projects that are administered in the high school.

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?	
Accountability protocols will be adopted for focused communication of the mission and vision which includes inquiry-based and project-based instruction.	District IB Coordinator and IB Coaches will review reflections to seek trends that speak to inquiry-based and project-based instruction	District IB Coordinator and IB Coaches will provide feedback of reflections that speak to each schools' grade-level and school	• Toddle, online curriculum platform •
Enhance the IB curriculum for grades Pre-K to 8.	Collaborate, reflect, and revise the curriculum across all classrooms-grade levels/content areas to increase depth and rigor.	Informal walkthrough and observations of classrooms by building and district leaders will show evidence of strong IB curriculum implementation.	• IB curricular materials • Increase use of Toddle as the web-based curriculum collaborative creation tool • Transfer curriculum units from Atlas to Toddle platform
Use informal and formal assessments aligned to IB Standards of inquiry-based instruction and other best practices.	Classroom teachers will analyze student achievement with an emphasis on IB program traits and strategies on district assessments.	Grade level team meetings and/or PLCs discussions on student performance relative to the IB standards of education and New York State NGLS.	• Data from i-Ready • Assessments • Project Analysis • Shared Practices • Reflections from Collaborative Meetings
Provide professional feedback on IB instructional delivery	Building leaders will provide professional feedback on the instructional delivery within classrooms through informal and formal walkthroughs and observations. The learning community embraces professional appraisal over professional evaluation.	District and building leaders will provide feedback of instructional walkthroughs on an individual basis to classroom teachers. Principals will share and collaborate on strengths and weaknesses that they	• Walkthrough tool and formal observation tool • Coaches and instructional leadership will provide support and professional learning environments for growth and development which will include resources

| | | see and feedback that they have given.

A culture of coaching will be established. | and tools based upon need. |
|---|---|---|---|
| Provide professional development | District shall provide professional development on the implementation of the IB curriculum and the developed assessments. | PD reflection results are analyzed and used to inform future professional development activities.

Staff are observed implementing the professional development. | IB Curricular Materials which include the Program of Inquiry for each school, Units of Inquiry, i-Ready Assessment Data, Artifacts from Team Meeting, Student-led Conferences and Reflections |
| Showcase of Exhibitions and Personal Projects | The IB PYP and IB MYP have culminating assessments for students prompted from elementary to middle or from middle to high school. The tasks demonstrate grade level master of standard based education, agency, and action.

Each student is required to demonstrate the learner profile and their connection to the global community. | Successful students will demonstrate critical thinking skills that require social emotional development, research, communicating, and self-management. Their autonomy and level of growth prepares them to excel in the next level of their educational career.

This will be exhibited in the quality of project completion. | • Mentorship Materials for Research and Exhibition
• Faculty and Staff Support
• Rubrics to gauge progression |

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.

- Teachers will provide end-of-unit reflection in Toddle for each Unit of Inquiry
- Scholars will foster development of Approaches to Learning (ATL) skills
- Scholars will store artifacts related to their unit of inquiry in Toddle Portfolios
- Middle school units of inquiry Teachers will have Units of Inquiry stored on Toddle
- Transition of middle school curriculum units from Atlas to Toddle platform

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)*
Review of teacher reflections on Toddle to learn adaptation of interdisciplinary and transdisciplinary learning	Quarterly	
Conduct Walkthroughs and IB PLC visitations seeking to inform the scholars' development of Approaches to Learning (ATL) skills	Weekly	
Support staff with professional learning of best practices and strategies related to inquiry-based and project-based instruction as related to IB standards	After every professional learning workshop/session	
Conduct walkthroughs after professional development to identify level of adoption in the learning environment	Within a week or two of the professional learning workshop/session	

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)
Regina Armstrong	Superintendent	A/O
Gary Rush	Assistant Superintendent for Curriculum and Instruction	A/O
Sheena Burke	Principal	Rhodes School
Felicia Prince	Director Of Humanities	District
Catherine Cueva	Director Of MTSS	District
Michelle Pineda	Director of World Language	District
Joy Thompson	IB Coordinator	
Ryan Fisk	Director of Instructional Programs and Data	District
Marquietta Tuitt	Teaching Assistant	ABGS
Claudine Clark	Director Of Math and Science	District
Venesia Heyward	Staff Developer	
Kimberlee Pierre		District
Tracey Brown	Teacher	High School
Nickeisha Wilson	Teacher	
Jennifer King	Parent	

Clara Arnedo	Parent	

Meeting Dates

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

Meeting Date	Location
6-28-23	Via Zoom
7-6-23	Via Zoom
7-20-23	Via Zoom
7-25-23	Via Zoom

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	
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 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).