



# District Comprehensive Improvement Plan (DCIP)

| District                             | Superintendent       |
|--------------------------------------|----------------------|
| Hempstead Union Free School District | Ms. Regina Armstrong |

## 2021-22 Summary of Priorities

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

|   |   |
|---|---|
| 1 | Strengthen focus on TSI/CSI schools regarding related services.       |
| 2 | Implement the P-12 strategic professional development plan.           |
| 3 | Focus on instructional needs for English Language Learners.           |
| 4 | Enhance STEM and STEAM Programming.                                   |
| 5 | Enhancing the International Baccalaureate Program aligned curriculum. |

## PRIORITY I

### Our Priority

|  |  |
|--|--|
| <p><b>What will we prioritize to extend success in 2021-22?</b></p>  | <p>Strengthen focus on TSI/CSI schools regarding related services</p>  |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>Student achievement at TSI/CSI schools continues to be an area of focus in the district. Individual school SCEP plans require support in areas of instruction, data analysis, and acceleration strategies for students with disabilities and gaps in learning due to COVID, being a transient student, or other detractors to the learning process.</p> |

Key Strategies and Resources

| STRATEGY  | METHODS  | GAUGING SUCCESS   | RESOURCES  |
|---|--|---|--|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p>   | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>  | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>              |
| <p>Conduct parent information sessions</p>                      | <p>Meetings will be held with parents, with special attention given to parents of students with disabilities, prior to and at the beginning of the school year.</p>  | <p>Survey parents for feedback regarding the usefulness and helpfulness of the sessions. These will be administered following each session.</p>   | <p>Develop a schedule for the meetings, whether refreshments will be provided and secure the space.</p>                        |
| <p>Conduct parent check-ins</p>                                 | <p>Check-ins will be held with parents, with special attention given to parents of students with disabilities monthly.</p>   | <p>At the end of each check-in parents will be surveyed regarding the usefulness and helpfulness of the sessions.</p> <p>Rates of participation will be analyzed to determine effectiveness and parent engagement.</p>              | <p>Develop a schedule for the meetings, whether refreshments will be provided and secure the space.</p>                        |
| <p>Administer I-Ready Assessments</p>                           | <p>The district will administer i-Ready for ELA and Math to continuously determine benchmarks of student performance for use to inform and drive instruction and professional development.</p> <p>Specific strategies for SWD students will be developed based on i-Ready performance.</p> | <p>Administer i-Ready test at the beginning of the year as a pre-test to get a baseline of student performance. (Sept.)</p> <p>Administer i-Ready quarterly (6 weeks or 8 weeks) to benchmark progress. (Nov, Jan, March, June)</p> | <p>Develop an assessment administration schedule and professional development based on i-Ready data at individual schools.</p> |

Priority 1

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|---|--|--|--|
|   |  | The district and schools will analyze i-Ready data with an emphasis on the interim progress of students with disabilities. (Nov, Jan, March, June)                                       |  |
| Provide teachers with acceleration strategies and feedback  | Conduct formal and informal classroom observations to share feedback for improvement in the areas of instruction, data analysis, and acceleration strategies with strong emphasis on students with disabilities. | Improved and enhanced instructional strategies as documented in the formal and informal observation tools. Schools will use the same formal and informal walk-through tools school wide. | School-wide walkthrough tool   |
| Implement AIS Program   | The AIS this school year may need to be hybrid and virtual due to the COVID-19 pandemic. Specific professional development will be helping to train staff on implementation.                                     | Student success indicators on quarterly benchmark assessments.<br><br>Attendance in the AIS school models.   | Benchmark assessment and attendance data   |
| Provide coaching to building leaders  | School leaders will receive individual coaching through the method of triangulation (specific needs of the leader, achievement data, attendance, and SES data)   | Student and staff success indicators (i.e., student performance, student attendance, staff attendance, student, and staff engagement)  | Coaches with school reform and transformational leadership experience.                               |
| <b>Establishing Response to Intervention (RtI) protocols that will be implemented consistently throughout the district.</b> | Training teachers on the established protocols and the process of identifying strengths and weaknesses of each student to strategically group, plan, and reteach.  | Students will be assessed and based upon data, differentiated instructional plans will be created to support student mastery and academic growth.  | RtI Specialist<br>RtI Meetings<br>Collaborative Sharing and Planning<br>RtI Professional Development |
| <b>Intentional planning for student engagement.</b>   | Training and instructional supports to create student portfolios that reflect growth. This will enable   | Student will gain autonomy. Teachers will provide meaningful feedback. Parents will be given information to directly support their youngster.  | Staff Training<br>E-Portfolios   |

Priority 1

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|--|---|--|---|
|  | student-led conferences and reflection. | Students will be able to articulate their progress during check-ins and advocate for necessary supports. | Review of exit tickets and other formatives assessments<br>Student-teacher conferences<br>Student-led conferences |
|--|---|--|---|

## 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.

In the TSI/CSI schools' teachers will be effectively implementing the strategies outlined to address individual students' needs with minimal support from the district office personnel.

During parent check-ins there will be at least an 85% satisfaction rate regarding session effectiveness.

100% of the learning community will be able to provide artifacts of feedback and reflections from conferences, observations, and PLC's that demonstrate growth, necessary revisions to the curriculum and instruction, and the addition of best practices.

## PRIORITY 2

### Our Priority

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| <p><b>What will we prioritize to extend success in 2021-22?</b></p>  | <p><b>Develop and implement the 2021-22 P-12 strategic professional development plan</b></p>   |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>As a result of the ongoing COVID-19 pandemic, there continues to be an increased need to support teachers in their ability to develop high quality remote learning opportunities to ensure students can meet grade level content area standards.</p> <p>Professional development in the area of instructional technology, response to intervention, inquiry-based instruction, social emotional learning, cultural responsive education, and professional growth.</p> |

## 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 be helpful in gauging success.  | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| The district professional development planning team will review the progress made on the 2020-21 professional development plan                           | Examine the details of the 2020-21 professional development plan to see whether all deliverables were completed and make recommendations accordingly.  | <p>Completion of the district strategic professional development plan</p> <p>Completion of the school strategic professional development plans aligned to district strategic professional development plan</p> | <p>Professional development planning team</p> <p>Meeting schedule for PD team</p>                          |
| Administer the 2021-22 comprehensive needs assessment  | Disseminate the 2021-22 needs assessment to schools for completion.  | 100% of participation from all schools   | Administration plan with deliverables, timelines, and persons responsible                                  |
| Develop the 2021-22 strategic professional development plan.   | Utilizing the analysis of the 2020-21 PD areas of success and next steps, the professional development team will meet to develop the 2021-22 strategic professional development plan based.          | Look at the data and relative indicators to determine the focus need for the 2021-22 professional development plan   | School based PD planning teams   |
| Enhance the effectiveness of PLCs at every school and to ensure vertical and horizontal articulation. Including special area teachers and support staff. | <p>Review and discuss their school-wide strategic professional development plan</p> <p>Align school-wide professional development plan to the district's strategic professional development plan</p> | <p>The district and schools' level of implementation of the strategic development plans as outlined</p> <p>PD survey results are analyzed and used to inform future professional development activities</p>    | <p>School-based PLC meeting schedule</p> <p>PD plan survey results</p>                                     |



Priority 2

|   |  |   |  |
|---|--|---|--|
| <p>Specific professional development for special area teachers and support staff to provide best practices to reach at-risk students.</p> | <p>Providing training and supports for faculty and staff that will align their practices to Next Generation Learning Standards, differentiation, teaching literary and numeracy across all content areas, and using data to support student achievement.</p> | <p>Increase use of practices that lend to learning transfer. Shared practices to increase engagement and academic success.</p>                      | <p>Increased collaboration with core content teachers. Increase district level collaboration. Increased options for professional development.</p>  |
| <p>Strategic planning for professional learning and growth.</p>   | <p>Individual and school-based professional learning goals established with benchmarks and timelines.</p>  | <p>Shared learning goal. Reflections reviewed and discussed for accountability. Shared outcomes and practices that become schoolwide protocols.</p> | <p>Mentorship programs and accountable talk in PLC's. Learning walks and shared professional tools and resources. Shared professional learning catalogue, calendar, and shared agendas for Extended Wednesdays, Superintendent Conference Days and Staff Developments. Shared professional readings.</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 2021-22 school year.

Increased performance should be sustainable when professional development is ongoing and approached from a support model aligned to indicator of needs (data) and instructional delivery needs.

- 100% participation of all schools on the comprehensive needs assessment
- 100% district-wide implementation of the strategic professional development plan

## PRIORITY 3

### Our Priority

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| <p><b>What will we prioritize to extend success in 2021-22?</b></p>  | <p><b>Focus on instructional needs for English Language Learners.</b></p>  |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>Performance of English Language Learners continues to be an area of priority for the district. The number of students qualifying for ELL services has been increasing annually.</p> <p>As a result of the ongoing COVID-19 pandemic, the challenges for ELL and SIFE students has become an even greater priority for the district.</p> |

## 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 be helpful in gauging success.                          | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Disaggregated data                                       | The district will provide building leaders and designated staff with disaggregated data focused on ELL and students with interrupted formal education (SIFE) on a quarterly basis. | Improvement on data indicators for ELL students. (Aug., Nov, Jan, Mar, June)   | Quarterly data reports   |
| Data Review Meetings                                     | Building leaders will focus a portion of their staff meetings to review data specific to ELLs  | Greater focus on ELL instructional delivery that includes strategic ELL conversations in PLCs  | Staff meeting schedule<br>PLC meeting schedule<br>Walkthrough Feedback                                     |
| Provide professional development                         | District will provide professional development opportunities based upon student instructional challenges as exemplified in data specific to ELLs                                   | Improvement on data indicators for ELL students. (Nov, Jan, Mar, June)<br><br>PD survey results are analyzed and used to inform future professional development activities | Quarterly data reports<br><br>PD Surveys   |
| Create webinars for parents                              | To create and implement a parent and partnership webinars of parents and teachers of ELLs focused on how to navigate a variety of learning platforms                               | Parent attendance and satisfaction with webinars   | Survey of parents attending webinars   |
| Create an afterschool program for ELLs                   | Create and implement a Title III after-school virtual program for ELL and students with interrupted formal education (SIFE) in grades 1-12 to                                      | Student attendance, engagement, and performance gains; administer baseline, benchmarks, summative  | Title III program funding<br>Teaching staff<br>Technology (devices, broadband etc.)                        |

Priority 3

|   |  |   |  |
|---|--|---|--|
|   | help bridge the gap for ELLs due to COVID-19 and summer slide.   |   |  |
| Increase districtwide collaboration and articulation. | The administrators will share the district assessment calendar, set meeting calendar, and all will follow districtwide essential agreements concerning data meetings and review of data to inform instruction. | Success will be measured by the protocols adopted to ensure continuity or strategizing and sharing practices to increase student success. | Teams to sustain data driven instruction, RtI, and strategic growth. Scheduled time for schoolwide and districtwide data meetings and professional development surrounding early warning indicators and trends to address for the purpose of making strides. During meetings strategies and protocols will be established. |

## 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.

Analyze the feedback from the PD surveys for evidence of increased understanding of the instructional needs for ELL students.

Measurable gains of ELL students on assessments (NYSESLAT).

## PRIORITY 4

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

### Our Priority

|  |   |
|--|---|
| <p><b>What will we prioritize to extend success in 2021-22?</b></p>  | <p><b>Enhance STEM and STEAM Programming</b></p>  |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>STEM education gives students the tools that make them well rounded, ready, and equipped with the skills and knowledge needed to meet future labor demands.</p> <p>Currently, STEM occupations are growing at a rate of 24% compared to others that are growing at 4%. A student with a degree with a focus on STEM will have a higher income regardless of the career they decide to pursue. (Engineering for Kids.com)</p> |

## 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 be helpful in gauging success.  | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?  |
| To identify existing STEM/STEAM program models  | District analysis will be performed to look at each school’s instructional programming around science, technology, engineering, arts and mathematics   | A district analysis report will be reviewed by the district leadership and recommendations made for continue and increased program offerings.  | Identify district leader to facilitate the analysis process   |
| Implement STEM/STEAM program models   | Implement with consideration for virtual courses, summer stem learning, and in person courses inclusive of all grade level K-12.   | Based on the district analysis, virtual courses, summer STEM learning, and in person courses will be scheduled and attendance monitored for participation.   | Funding for program design (i.e., PD, curriculum materials, student resources)  |
| Implement STEAM at Rhodes Academy   | <p>Rhodes Academy will open this year as a new school with a focus on STEAM programming that includes coding and different arts.</p> <p>The details for STEAM programming will be outlined in the SCEP plan under the methods.</p> | <p>The first-year implementation will have course offerings in coding and arts and through parent and student surveys there is evidence there is excitement.</p> <p>The SCEP plan’s STEAM programming portion will be monitored and updated using the SCEP review process.</p> | <p>Rhodes Academy SCEP</p> <p>Funding for identified STEAM programs.</p>  |
| Creating innovation labs and/or Maker Spaces to increase inquiry-based and project-based instruction. | To increase research skills that will enable students to be more engaged, resourceful, critical thinkers, a lab in each school with resources to explored, build, and test   | The students will be the center of teaching and learning. Accountable talk will allow them to pose relevant wonderings and they will be able to effectively use skills and strategies to   | Media Arts Centers are the hub of learning in every school. The increased use of this space and spaces for exploration will require instructional |



Priority 4

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|  | outcomes will foster deep dives into exploratory learning. | secure enduring understandings and answers to provocations. | technology and greater use of inquiry-based teaching and learning strategies.<br>Specials teachers will include exploration in the curriculum used to engage students and connect with core content instruction. |
|--|--|---|--|

## 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.

100% implementation of the recommendations made in the STEM/STEAM district analysis report

100% implementation of the STEM/STEAM program models

Parent and student surveys shall indicate enthusiasm and engagement in the STEM/STEAM implementation process.

## PRIORITY 5

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

### Our Priority

| <b>What will we prioritize to extend success in 2021-22?</b>   | <b>Implement International Baccalaureate Program aligned curriculum</b>  |
|--|--|
| <p style="text-align: center;"><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>The district has committed to and adopted the International Baccalaureate (IB) model to provide students with access to high quality programs of education, which support development of knowledgeable and inquiring students.</p> <p>In today’s global marketplace, researchers and practitioners agree that students will need to critically think, and problem solve issues that are yet to be discovered.</p> |

## 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 be helpful in gauging success.                 | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?   |
| 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<br>Increase use of Toddle and Atlas as the web-based curriculum collaborative creation tool.   |
| 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<br>Project analysis<br>Shared Practices<br>Reflections from Collaborative Meetings   |
| Provide professional development   | District shall provide professional development on the implementation of the IB curriculum and the developed assessments         | PD survey results are analyzed and used to inform future professional development activities<br><br>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. |
| Provide professional feedback on IB instructional delivery   | Building leaders will provide professional feedback on the instructional delivery within   | District and building leaders will provide feedback on instructional  | Walkthrough tool and formal observation tool   |

Priority 5

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|---|--|---|---|
|   | <p>classrooms through informal and formal walkthroughs and observations.</p> <p>The learning community embraces professional appraisal over professional evaluation.</p>   | <p>walkthroughs on an individual basis to classroom teachers.</p> <p>Principals will share and collaborate on strengths and weakness that they see and feedback that they have given</p> <p>A culture of coaching will be established.</p>  | <p>Coaches and instructional leadership will provide support and professional learning environments for growth and development which will included resources and tools based upon need.</p> |
| <p><b>Showcase of Exhibitions and Personal Projects</b></p> | <p>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.</p> | <p>Successful student will demonstrate critical thinking skills that require social emotional development, researching, communicating, and self-management. The 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.</p> | <p>Mentorship<br/>Materials for Research and Exhibition<br/>Faculty and Staff Support<br/>Rubrics to gauge progression.</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 2021-22 school year.

The district has taken on the International Baccalaureate instructional (IB) framework for its P – 8 schools, with the goal of eventually becoming an IB district. There are currently 6 schools authorized and will have the remaining 2 schools authorized by the end of 2021. The high school will begin to identify a cohort of students who will participate in the IB College Program (CP). The district will seek authorization for the high school by the end of 2023.

| Authorized Schools | Schools In Process for Authorization                         |
|--------------------|--|
| Barak Obama        | A.B.G.S. Middle School (end of 2021)                         |
| David Paterson     | Rhodes Academy for the Humanities and the Arts (end of 2021) |
| Front Street       | <b>Hempstead High School (end of 2023)</b>                   |
| Jackson Main       |  |
| Joseph McNeil      |  |
| Prospect           |  |

## 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<br><i>(if applicable)</i> |
|------------------------|--|----------------------------------|
| Regina Armstrong       | Superintendent of Schools                                | A/O                              |
| Djuana Wilson          | Asst Superintendent for Special Education                | A/O                              |
| Michelle Pineda-Rogers | Teacher/Staff Developer for Bilingual/ENL Department     | District                         |
| Felicia Prince         | Elementary PYP IB Coordinator                            | District                         |
| Linda St. John         | MYP IB Coordinator                                       | ABGS Middle School               |
| Dr. William Johnson    | SED Monitor  | A/O                              |
| Gary Rush              | Principal  | David Paterson                   |
| Clara Arnedo           | Parent   |                                  |
| Reina Jovin            | Director of School Implementation for Identified Schools | High School                      |
|                        |  |                                  |

## Stakeholder Participation

### Meeting Dates

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

| Meeting Date    | Location                           |
|-----------------|------------------------------------|
| June 29, 2021   | Via Zoom                           |
| July 20, 2021   | Via Zoom                           |
| July 28, 2021   | Via Zoom                           |
| August 16, 2021 | In-person and email (final review) |
|                 |                                    |

### 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 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).