

Look forward to meeting



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hempstead UFSD	Ms. Regina Armstrong

2022-23 Summary of Priorities

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

1	Continue to strengthen focus on TSI/CSI schools regarding related services.
2	Implement multi-tiered system of supports (MTSS) to address the diverse needs of our student population
3	Enhance our practices aligned to the International Baccalaureate Program to ensure instructional we are aligned for the verification phase.
4	Implement the revised P-12 strategic professional development plan.
5	Strategically focus on the instructional needs of our English Language Learners based on their achievement data from assessments.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Strengthen the practices taking place at all schools to reduce the number of students who are 2-3 grade levels below due to the residual impact of the pandemic.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the district's vision, values, and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>For students to work toward proficiency we are strategically looking at how instruction is being differentiated in Tier 1 as part of our MTSS plan for the 22-23 school year. School plans SCEP plans will encompass strategies to support the 5 Pillars of Reading Instruction, Data Analysis, and ways to accelerate learning for our English Language Learners. These practices will support all our schools district wide to reduce the number of students we have performing 2 or more grade levels below. .</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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Administering Pre and Post assessments.	To monitor the impact of instruction and support for cycles of instruction we will be giving a pre at the beginning of the cycle and a post assessment at the end to measure the impact	At the end of each cycle, we will measure the growth that has taken place and the strategy used during that time.	Developing an assessment schedule and designing assessments.
Conduct informational sessions with parents.	Having Town Hall Meetings with parents that will strategically inform them the goals and strategies of the district that can be supported at home.	Surveys will be administered throughout the year to see if parents feel that they are well informed of the initiatives taking place throughout the district to accelerate achievement. That data will be analyzed, and action plans created based on the results.	Develop a schedule for the meetings, provide refreshments for parents and secure a space within the district to host meetings on a rotating basis.
Administer I- Ready diagnostic 3 times a year and benchmark assessments every 6-8 weeks	The district will administer the I-Ready diagnostic grades K-9 to inform instruction and adjust student support. This data will be analyzed by subgroup as well to assess the progress of English Language Learners and Students with disabilities.	The baseline data will be used from the beginning of the year diagnostic to get a baseline of student performance. Growth checks and standard mastery assessments will take place in the interim to progress monitor student performance.	Develop an assessment schedule for the administration of I- Ready and other Pre and post assessments throughout the year.
Strategically plan for AIS using resources	Using the resources purchased specifically to address Tiers rather than a one size fits all approach.	Pre and Post-assessments will be used during after school and before school programs to measure student growth.	After school programs

Priority 1

that meet the needs of the students	Targeted instruction that will be monitored and measured during AIS afterschool/ before school programs.	Data can be in the form of written/ computer-based assessments or projects that students will engage in to support inquiry. Attendance in these programs will be analyzed as well.	Teachers trained on programs, and RTI professional development.
The Humanities Director will be working with INDIVIDUALS & SOCIETIES and the ELA Teachers	The Humanities Director working with the ELA & INDIVIDUALS & SOCIETIES teachers at the middle school level will ensure that our practices are aligned to the practices needed for verification.	Both content areas will embed interdisciplinary strategies throughout the year in preparation for their Exhibition at the end of the 8 th grade year.	Time in the schedule to meet jointly as a department. A space to host the Exhibition.
District Led Walkthrough	Central Office along with coordinators and directors will conduct walkthroughs at each school and provide feedback to the building leader on their findings.	At the conclusion of each district led walkthrough the building leaders will be given feedback inclusive of next steps. The effectiveness and success of the recommendations will be assessed in follow up walkthrough.	A schedule of walkthroughs for each building,

Measuring Success

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

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

Students who are performing 2-3 grade levels below will decrease by 20% district wide as teachers implement the MTSS plan to enhance how differentiation is taking place during core instruction. (Tier 1)

Survey data will reflect 90% satisfaction with parents regarding how the school is supporting the academic needs of their child.

There will be a 10% increase in the attendance for all AIS programs districtwide.

75% of students who attend AIS afterschool programs will reflect an increase in their achievement

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Implement a Multi-Tiered System of Supports (MTSS) to address the diverse needs of our student population</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Our districtwide iReady end-of-year Grade K-8 assessment demonstrates more than 79% of students to be one or more grade levels below.</p> <p>Hempstead UFSD is committed to continuous improvement to ensure that a data-driven and problem-solving approach is used to address the diverse needs of <i>all</i> our students including English Language Learners (ELL) and Students with Disabilities.</p> <p>The district is committed to reviewing existing academic and behavior (including social emotional learning and attendance) data and resources for equitable distribution based on need.</p> <p>This supports the SCEP commitments of our identified schools by using a problem solving, data driven and tiered approach in supporting the needs of our diverse students.</p>

Priority 2

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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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>MTSS team will be established in each school.</p> <p>MTSS team will be established at the district level with representation of all stakeholders</p>	<p>MTSS school teams will analyze the EWI data to establish the need for tiered interventions and support</p> <p>MTSS team (districtwide) will collect fidelity, capacity, and student outcome data and develop a decision-making process utilizing the data.</p> <p>MTSS team (districtwide) will also examine and modify policies and procedures to ensure equitable implementation</p>	<p>MTSS school teams will establish a schedule to analyze and review data and available support. MTSS school teams will have established roles and responsibilities.</p> <p>MTSS district team will establish a schedule to analyze and review data and available supports</p> <p>MTSS school and district teams will develop districtwide policies and procedures to ensure equitable implementation</p>	<p>MTSS teams will work collaboratively. Space and time will be needed to ensure this occurs regularly.</p> <p>Branching Minds will be used to support data review and analysis</p>
<p>Build the capacity of teams: District and building leaders, MTSS team and interventionists will receive PD on MTSS Foundations and launching support for</p>	<p>Scheduling professional development for district and school teams</p> <p>Working with Branching Minds PD coach for sequence of PD and support based on need</p>	<p>Results of surveys completed by participants will be analyzed to determine if learning goals were met</p> <p>Qualitative data: a common language will be observed during MTSS and IST meetings</p>	<p>Professional Development Calendar and Plan</p> <p>Location of PD will need to be determined</p> <p>Branching Minds PD facilitators</p>

Priority 2

Branching Minds, as an MTSS Platform			
Fostering a common understanding of MTSS, how it supports students, and what is the role of each staff member within the system	<p>MTSS teams will collaborate with a Branching Minds coach and RTI coordinator to create an MTSS guidebook and family resource guidebook</p> <p>Branching Minds coaching to support system level infrastructure</p>	A completed MTSS guidebook and parent resource guide	MTSS team
Build capacity of system: Align resources in all schools for providing high quality instruction and intervention to match our diverse student needs	<p>The district will develop a resource map for appropriate identification and delivery of interventions at Tier 1 (School-Wide Preventative), Tier 2 (Targeted), and Tier 3 (Intensive) levels.</p> <p>Develop a process for continually updating and reviewing district resources to support student needs and develop strong vertical progressions</p> <p>Develop PD plan of available instructional and intervention programs and tools to support implementation</p>	Schoolwide MTSS team will work on a common districtwide academic and behavior resource document	<p>MTSS team</p> <p>Time to develop resource map</p> <p>PD plan and calendar for interventionists (AIS teachers and others)</p>
Establish, teach, and support SEL schoolwide practices using 7 Mindsets (for all schools), Leader in Me (LIM) (for select schools), and Pyramid	<p>Implementation of 7 Mindsets curriculum to support SEL needs for all students</p> <p>All schools will have three coaching sessions to develop and support the</p>	<p>A pre-post assessment for all students using DESSA and SECA screener to ensure tiered SEL supports are in place</p> <p>Stakeholder’s survey and walkthroughs to determine implementation and support and PD needs</p>	7 Mindsets Engagement Partner and Coach to support schoolwide implementation of SEL practices

Priority 2

<p>Model (for Prospect) within MTSS</p>	<p>proper implementation of the SEL plan</p> <p>The SEL team led by school social workers will work in conjunction with MTSS team to develop a tiered system of SEL support based on need</p>		<p>Pyramid Model Cadre to support schoolwide implementation of Pyramid at Prospect.</p> <p>MTSS behavior interventionist to support districtwide implementation and tiered support</p>
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Measuring Success

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

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

At the end of the 2022-2023 school year the district strives to:

- Complete an MTSS guidebook and parent resource guide with processes and procedures to ensure equitable educational experience for *all* students.
- Develop a professional learning plan to ensure proper implementation of tiered instructional and intervention tools
- Increase use of evidence-based intervention tools in literacy and math to support the needs of students in Tier 2 and Tier 3
- 50% of students will supersede their typical growth as measured by I-Ready end-of-year diagnostic assessment

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Focus on instructional needs for English Language Learners</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Performance of English Language Learners continues to be an area of priority for the district. As a result, all teachers of multilingual learners will make instructional decisions based on students' home language and English language skills to monitor students' growth trajectory of LI and L2 to inform and improve instruction through screening, benchmarking, and progress monitoring.</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>Disaggregated Data</p>	<p>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.</p>	<p>Improvement of data indicators for ELL students. (Aug, Nov, Jan, Mar, June)</p>	<p>Quarterly data reports</p>
<p>Data Review Meetings</p>	<p>Building leaders will establish a system for discussing home language and English language data as it pertains to Ells for all meetings</p>	<p>Screening and progress monitoring data will be discussed at meetings to determine areas of improvement and strengths to develop actionable plans that include focus/priority skills and transferrable skills.</p>	<p>Staff meeting schedule PLC meeting schedule Actionable Plans</p>

Priority 3

<p>Provide Professional Development</p>	<p>Consistent with the Principles of the Blueprint for ELL Success, 50% of the professional development will address language acquisition, best practices for co-teaching strategies and integrating language and content instruction for English Language Learners</p>	<p>Improvement of data indicators for ELL students. (Nov, Jan, Mar, June)</p> <p>PD surveys and instructional trends from walkthroughs will be analyzed and used to inform future professional developments</p>	<p>Quarterly data reports PD Surveys Focus Walkthroughs District-led Walkthroughs</p>
<p>Parent and Community Engagement</p>	<p>Meetings will be scheduled with parents and family members about the high expectations that each school has established for the education of all ELLs/MLLs. Effective strategies will be shared to support students' achievement of the expectations established.</p>	<p>Parent attendance and Parent Questions</p>	<p>Survey of parents Follow-up Questions and answers from meetings</p>

Priority 3

<p>Foundational Bridge Program focused Social –Emotional needs and Literacy and Numeracy skills for students with interrupted formal education (SIFE)</p>	<p>Create and implement a Title III program during school hours for students with interrupted formal education (SIFE) in grades 9-12 Teachers will collaborate to engage in curriculum adaptation of existing curriculum and texts based on information about students and the holistic repertoire of skills they bring to the classroom Teachers and counselors will screen for areas of social and emotional need that may surface due to various traumas experienced by students</p>	<p>Student attendance, engagement, performance gains; administer screeners, benchmark, and 6-8 weeks progress monitoring assessments in the students’ home language</p>	<p>Title III program funding Teaching staff Technology Bridges to Academic Success HLA and Math SIFE Curriculum Revisions of Curriculum Student data Multilingual SIFE Screener (MLS) SMART Goals</p>
<p>Review and Provide guidelines for mandated services for ELLs as per Commissioner's Regulations Part 154-2 in both English as a New Language and Bilingual Education programs.</p>	<p>All stakeholders of multilingual learners will implement the established guidelines for Bilingual education in an effort for students to maintain and develop the home language, attain English and other languages proficiency as well as becoming biliterate.</p>	<p>Success will be measured by the protocols adopted to ensure continuity of services and programs to ensure that all ELLs attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.</p>	<p>Scheduled meetings for stakeholders to collaborate with colleagues to revise curricula, instruction, and assessments aligned to the Bilingual Common Core Initiative (BCCI) standards.</p>

Priority 3

<p>Tier 3 Interventionist for Newcomer Ells</p>	<p>Teachers will assist in gathering data to initially identify scholars in need of academic interventions (RTI)</p> <p>Teachers will work with students in need of intervention: small group, flexible group, 1:1 using district approve programs and interventions</p> <p>Conduct assessment and curriculum-based measures to monitor progress</p>	<p>Student data will be utilized to reflect on the effectiveness of the intervention and determine the need for modifications</p>	<p>IST Meetings Data Reports SMART goals</p>
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Measuring Success

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

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

Student data subgroup data on I- Ready, NWEA and NYSESLAT reflecting that 70% or more of our ELL students show growth by the end of the year. Parent surveys reflect 70% satisfaction with the information they are receiving at meetings.

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Implement the Revised P-12 Strategic Professional Development Plan (Prince)</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Providing highly effective professional learning is a priority for success. The goal is to ensure that content understanding is increased and that there are uniform protocols to implement. With specific strategies, student engagement and conceptual understanding will positively impact retention of content and sharpen skill.</p> <p>This is a commitment to pursue due to the demands of increased rigor and the need to effectively embrace Next Generation Standard. Mastery of skills and content should be reflected in the State Assessment results. A major component of providing Professional Development will be the use of reflective practice to properly address data, adjust, note trends, and monitor growth. Practices such as strategic grouping, differentiating, and rating progress rather than product alone will yield transformation that can be sustainable and prove to be necessary for student success.</p> <p>Increasing culturally responsive thinking requires open minds that understand the principles of empowerment and agency. All learning community members will need to garner an understanding of providing</p> <p>Professional learning will increase administrator, teacher and staff efficacy which will in turn yield greater strides to exceed established adequate yearly progress. Students will gain the needed thinking skills to be innovative problem solvers with a global mind set to serve communities of multiple cultural values and norms.</p>

Priority 4

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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Update Professional Development Plan</p>	<p>Review and revise the professional development plan. The approved document will allow the district to provide CTLE Credit Hours.</p>	<p>The document should be aligned to the State Mandates for Professional Learning. All bargaining units need to understand the document and the expectations of professional learning.</p>	<p>Curriculum and Instruction Team Complete the revisions and submit for approval.</p>
<p>Provide Training to Develop Coaching Cycles</p>	<p>Each school provides an action plan for completing coaching cycles for collaborative instructional groups (i.e., music teachers, Grade 6 Teachers, AIS Teachers). Cycles Completed. Reflections Shared. Protocols Established.</p>	<p>The teachers who engage in coaching cycles will embrace the strategies agreed upon. This strategy will be a best practice that is prescribed to impact a particular change. There will be a trend of utilizing this style of teaching and learning. Data will be collected to illustrate growth and needed adjustments.</p>	<p>ICLE Coach for Training Schedule for Cycles Accountability for Action Plan Use of Marzano’s Resources Strategies to Increase Engagement</p>
<p>Use Data to Drive Instruction</p>	<p>Training and action plans to adopt districtwide strategies to collect and review data. Using common language to discuss data and action plans based on the use of data.</p>	<p>Data teams will meet and provide artifacts of adjustments made due to data. Evidence of assessment, monitoring, and adjusting. Data walls, logs, and goal-oriented conversations.</p>	<p>Data Logs, Data Teams, Use of Assessment Tools, Data Meetings, Assessment Calendar All learning community members will have independent and shared WIGS.</p>

Priority 4

Build Capacity to Increase Student Autonym	Professional Learning to foster an environment of agency for all. All will understand the importance of empowerment and communicating possible solutions to create better outcomes for our school, local, and global community.	Risk-taking will be a norm. Voices will be valued. Individuals and groups will be empowered to take leadership roles. Innovative solutions will come from students, staff, teachers, parents, and other members of the learning community.	Success Criteria, Reflective Practice, Student Led Conferences, Increased Voice Transdisciplinary Understanding Transfer of Knowledge
Provide Options for Professional Learning	Use of My Learning Plan to give practitioners (teachers, teaching assistants, administrators, and other staff members) options of what they would like to learn.	Increased enrollment in the district offered professional learning to increase content understanding, pedagogical practices, and use of technology. Increasing voice, choice and ownership. Strengthening areas of concern, building autonomy within the learning community	Use of My Learning Plan Specialist to Provide Highly Effective Training CTLE Credit Materials/Resources for Training
Content Development	Professional learning expands conceptual understanding and gives the community an understanding of multiple ways to create solutions and to communicate ideas. This strategy would entail learning to ensure transfer of content understanding, scaffolding, conceptual understanding, and skill building.	<ul style="list-style-type: none"> • Vertical and Horizontal Articulation • Shared Projects • Transfer of Knowledge • Thematic Based Learning • Skill Based Learning • Shared Protocols 	Time for Sessions Accountability for Use of Strategies Collaborative Partners Use of My Learning Plan Specialist to Provide Highly Effective Training CTLE Credit Materials/Resources for Training
Instructional Strategies Development	Professional learning that expands the use of the best pedagogical practices. The tools acquired in these sessions should increase student engagement, academic success, and retention of information.	Instructional staff will incorporate best practices in their daily lessons with inquiry being fundamental. Strategic methods will be evident in the classroom. Learning will be visible and student-centered.	Time to Share “Making Thinking Visible” Collaborate Planning Time to ensure Strategies are Embedded in lesson plans and the UOI’s

Priority 4

			Effective Professional Development Coaching
Use of Technology Development	Professional learning that increases the use of technology.	Increase use of technology for Instruction, Supplemental Resources, Communication, and Data Management	Highly Effective Professional learning for the use of Software and Hardware Efficiency. Monitoring the use of tools. Streamlining the tools that are expected to be used.
Social Emotional Learning and Culturally Responsive Education	Professional learning to foster a culture of collaboration, citizenship, and a respect for learning.	Alternatives to Suspension, Developing Relationships, and Responses to Early Warning Indicators. Learning community members will be goal oriented and the culture of the building will be success for all.	Leader in Me, 7 Mindsets, Professional Learning for aligning CRSE
New Teacher Academy	A space for new teachers to ask questions, garner knowledge and support, and to understand the mission, vision, and goals of the district.	Attendance and engagement to new teacher meetings will illustrate success. New teachers understand district protocols and essential agreements. Teacher retention.	Sessions for New Teachers Resources District Swag
Individual Coaching Sessions	To increase vulnerability in the process of sharpening one's craft, teachers will have the option to get a person coach who will observe planning and teaching. Growth and progress will be monitored based on personal goals.	<ul style="list-style-type: none"> • Increased Instruction Strategies • Increased Student Achievement • Reflective Practice • Targeted Support • Alignment to District Goals 	EdConnective Option Time for Conferencing Tools for Video Recording

Priority 4

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) This work will be continuous throughout the year.	Student and staff success indicators (i.e., staff pedagogical practices, student performance, student attendance, staff attendance, student, and staff engagement)	Leadership coaches with school reform and transformational experience.
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Measuring Success

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

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

Success in this area will cause trends of learning protocols to be evident. The learning community members will collaborate and find success in the classroom based on effective planning to use instructional strategies to increase conceptual understanding in a way that will empower and engage students. All learning community members will feel valued and heard. They will take ownership of what they bring to the table and showcase it away that will increase community collaboration, pride, and success.

Evidence of professional development being embraced and reflected in instructional practices.

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Implement International Baccalaureate Program aligned curriculum</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
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 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.	<ul style="list-style-type: none"> • Data from i-Ready • Assessments • Project Analysis • Shared Practices • Reflections from Collaborative Meetings
Provide professional development	District shall provide professional development on the implementation of the IB curriculum and the developed assessments.	<p>PD survey results are analyzed and used to inform future professional development activities.</p> <p>Staff are observed implementing the professional development.</p>	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

Priority 5

<p>Provide professional feedback on IB instructional delivery</p>	<p>Building leaders will provide professional feedback on the instructional delivery within classrooms through informal and formal walkthroughs and observations.</p> <p>The learning community embraces professional appraisal over professional evaluation.</p>	<p>District and building leaders will provide feedback of instructional walkthroughs on an individual basis to classroom teachers.</p> <p>Principals will share and collaborate on strengths and weaknesses that they see and feedback that they have given.</p> <p>A culture of coaching will be established.</p>	<ul style="list-style-type: none"> • 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 and tools based upon need.
<p>Showcase of Exhibitions and Personal Projects</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.</p> <p>Each student is required to demonstrate the learner profile and their connection to the global community.</p>	<p>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.</p> <p>This will be exhibited in the quality of project completion.</p>	<ul style="list-style-type: none"> • Mentorship Materials for Research and Exhibition • Faculty and Staff Support • Rubrics to gauge progression.

Measuring Success

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

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

The district will analyze student growth from the I- Ready diagnostics, student's quarterly projects, along with end of the year exhibition to the measure success.

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 <i>(if applicable)</i>
Regina Armstrong	Superintendent	A/O
Gary Rush	Interim Assistant Superintendent Curriculum and Instruction	A/O
Felicia Prince	Director of Humanities	District
Michelle Pineda	Director of Bilingual, FLES, and ENL	District
Catherine Cueva	Director of MTSS	District
Linda St. John	Secondary IB Coordinator	ABGS Middle School
Joy Thompson	Elementary IB Coordinator	All Elementary Schools

Our Team's Process

Richard Brown	Elementary Principal	Jackson Main Elementary School
Claudine Clark	Teacher/Coach	All Elementary Schools
Ciara Arnedo	Parent	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 27, 2022	Via Zoom
July 1, 2022	Via Zoom
July 13, 2022	Via Zoom
July 27, 2022	Via Zoom

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 August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

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