



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Vernon City School District	Dr. Kenneth R. Hamilton

## 2021-22 Summary of Priorities

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

1	Building Leadership
2	Teacher Practices
3	Student Achievement
4	Family & Community Engagement
5	Health & Safety

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b><i>Building Leaders:</i></b> <i>The impact of the pandemic and the social unrest over social injustices, building leaders will need to ensure that as we re-enter school—whether in a hybrid model or otherwise, that the building is safe and secure for all students, faculty and staff. Also, it is imperative that the social emotional wellness of all stakeholders is addressed as we prepare to re-enter schools this fall.</i></p>
<p><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>Visionary school leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students. Due to the ongoing pandemic and the social unrest this nation has experienced, building leaders must ensure that as we re-enter school this fall with a full complement of staff and students, that school buildings are safe, secure and foster a sense of community and support.</p> <p>Building leaders must also ensure that the social emotional wellness of all stakeholders is addressed through sustained professional development and wellness activities. Additionally, building leaders must ensure that teaching and learning focuses on addressing the significant educational loss students experienced from March of 2020 until the end of the 2020-2021 school year.</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>Ongoing Professional Development on Implicit Bias and SEL.</p>	<p>District supported building leaders in creating Town Hall meetings, and Wellness Wednesday PD sessions. Also, District entering third year implementation of New Leadership Academy whereby newly hired building principals and district staff are mandated to attend for training and mentoring support.</p>	<p>Members of Superintendent’s cabinet are assigned 4 schools to progress monitor and evaluate according to Superintendent’s managing for results goals set for the 2021-2022 school year.</p>	<p>District conducted surveys, building leader observations, and principal meetings.</p>
<p>Data Meetings</p>	<p>School leaders will conduct quarterly meetings with teachers and provide actionable feedback based on student achievement data.</p>	<p>School Data Teams District Data Tracker Principals Data meetings conducted by Assistant Superintendent and Director of School Improvement Individual Data Check ins with Superintendent and School building leaders</p>	<p>PLC schedule MRF Template Data Tracker</p>
<p>Professional Learning Communities</p>	<p>School leaders will ensure the master schedule includes common planning periods which allow for Professional Learning Communities (PLCs) that are continually monitored.</p>	<p>Dedicate Monthly Principals’ meetings for discussion and implementing of a unified, district-wide Master schedule for grades k-8 &amp; 9-12. Meetings with Curriculum and Instruction Team with school building</p>	<p>PLC schedule PLC meeting template/agenda Master Schedule Principal Meeting Schedule</p>

Priority 1

		Schedule teams to ensure inclusion of PLC planning periods.	
Monitoring and creating systems to improve school attendance and decrease disciplinary infractions.	School leaders will develop a systematic approach to decrease the suspension rates of African American, Hispanics & SWDs students and conversely improve the attendance rates of all students.	Improved attendance and decrease in suspensions, PBIS and character education recognition, and decrease in referrals and character education.	District and school attendance team, PBIS and school teams, as well as Assistant Principals., Deans, and Guidance Counselors will continue to monitor attendance and student behavior.

## 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 Mount Vernon City School District has set the following goals for ALL school building leaders to strive for in the upcoming 2021-2022 school year.

The Student Achievement Goal: Data-Driven Indicators of Success

1.1. Key Indicator (PreK-3rd Grade): The percentage of all students reading at or above grade-level by the end of 3rd grade will increase district-wide by an average of 5% per school year over the next five school years.

1.2. Key Indicator (3rd-8th Grade): The percentage of all students achieving a NYSED rating of 3 (proficient) or better in ELA and mathematics will increase by an average of 3-5% per school year over the next five school years.

1.3. Key Indicator (9th-12th Grade): By the 2025 graduating class, the percentage of students graduating within 4 years will increase district-wide to 80%.

2. The “Whole Student” Goal: Individualized Attention for District-Wide Success

2.2. Holistic Student Wellness & Success: The MVCSD will begin to develop now and implement by the opening of the 2022-2023 school year, a comprehensive plan to support the social/emotional needs of all students. This will include anti-bullying education, mindfulness, restorative justice and conflict resolution programs.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b><i>Teacher Practices: Due to school closure, teacher practices will address the traditional instructional time loss through targeted instruction.</i></b></p>
<p><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>Students were observed demonstrating the ability to move beyond the planned lessons, but teachers stifled the students’ opportunities to move beyond the activities. Teachers would benefit from improving their instructional practices through ongoing, targeted professional learning opportunities. Effective teachers implement a range of creative and innovative teaching strategies to meet students’ individual needs.</p> <p>Teachers will use a balanced literacy approach that incorporates teaching components better suited to address students’ reading levels and needs. School leaders and teachers will examine the current programs and make adaptations that include the materials the district’s current resources but incorporate increased access to independent reading time and other strategies.</p> <p>Based on the current data for the 2020 – 2021 school year, we noticed significant gaps in student performance in ELA and math. According to the DIBELS MOY data for kindergarten and first grade, sixty percent of the students are performing below grade level. In grades two through eight, forty-five percent of the students are performing one or more grade levels below. This commitment is a priority because seventy-five percent of the student population was remote for approximately half of the school year. Presently, fifty percent of the student population is still receiving remote instruction. Although student interview responses indicated a preference for the use of</p>

Priority 2

technology, their academic skills in ELA and Math declined as is mentioned above referenced data.

## 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?
Small Group Instruction	Teachers will use instructional practices that incorporate small group and individual student teaching and learning utilizing the updated curricula.	District led learning walks Teacher observations by District Content Specific Directors & Standard Administrator.	N/A
Balanced Literacy	Teachers will continue to use balanced literacy approaches that incorporate teaching components better suited to address students' reading levels and needs. School leaders and teachers will examine the current programs and make adaptations that include the materials the district's current resources but incorporate increased access to independent reading time and other strategies.	Progress monitoring training meetings with Dr. Monica George Fields, REACH, LLC, and Dr. Waveline Bennett-Conroy, Assistant Superintendent of School Improvement.	Funding for implementation. Consultants
Implicit Bias and Culturally Responsive Training	Ongoing social injustices, Culturally Responsive Professional Development as well as Implicit Bias Training will continue with the expectation that the culturally responsive pedagogy will be evidenced in teacher practice and	District led learning walks Teacher observations by District Content Specific Directors & Standard Administrator. Feedback from PD presenters.	Consultants for PDs

Priority 2

	measured through student, staff and family activities.		
Curriculum Mapping	Examine curricula and create embedded scaffolds in lessons that incorporate standards scheduled to be taught in previous grades during the March to June school year.	Mapping will be progress monitored by Administrators in the Curriculum and Instruction department.	Summer 2021 Curriculum Mapping by teachers. Funding to pay teachers for summer curriculum mapping

## 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 Student Achievement Goal: Data-Driven Indicators of Success

1.1. Key Indicator (PreK-3rd Grade): The percentage of all students reading at or above grade-level by the end of 3rd grade will increase district-wide by an average of 5% per school year over the next five school years.

1.2. Key Indicator (3rd-8th Grade): The percentage of all students achieving a NYSED rating of 3 (proficient) or better in ELA and mathematics will increase by an average of 3-5% per school year over the next five school years.

1.3. Key Indicator (9th-12th Grade): By the 2025 graduating class, the percentage of students graduating within 4 years will increase district-wide to 80%.

2. The “Whole Student” Goal: Individualized Attention for District-Wide Success

2.2. Holistic Student Wellness & Success: The MVCSD will begin to develop now and implement by the opening of the 2022-2023 school year, a comprehensive plan to support the social/emotional needs of all students. This will include anti-bullying education, mindfulness, restorative justice and conflict resolution programs.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b><i>Student Achievement: Due to the rapid school closure, the district's traditional methods of collecting and using data were interrupted.</i></b></p>
<p><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>Students from other high schools within the district that were not on track to graduate were transferred to MVHS (Mount Vernon High School) to complete coursework. This was a major disruption to the data collection and overall student graduation rates. The transient population of students we experience is quite high. The pandemic hitting a community like ours has created even profound changes in our student population.</p> <p>Being able to read and write means being able to keep up with current events, communicate effectively, and understand the issues that are shaping our world. It is equally important for our District to be aware of our diverse student body and implement a culturally relevant curriculum that reflects our student population.</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>RTI</p>	<p>K-12 school principals, assistant principals and department administrators will meet with the district administrators and coaches to develop a protocol for grades K-9 ELA and mathematics teachers to use i-Ready data to inform instructional planning and interventions (RTI).</p>	<p>Each grade K-9 ELA and mathematics teacher will share their RTI plan with their assigned administrator or coach (district and school). Administrator or coach (district and school) will review the submitted RTI plans and provide teachers with suggestions for how the plans could be further enhanced. Each grade K-9 ELA and mathematics teacher will sign up for the administrator or coach (district and school) to visit their classroom to observe the implementation of their RTI plan.</p>	<p>N/A</p>
<p>Balanced Literacy</p>	<p>K-12 school principals, assistant principals and department administrators will meet with the district administrators and coaches to develop a common understanding of the ELA balanced-Literacy model (word, mini-lesson, small-group and writing) and mathematics workshop model (fluency, guided practice,</p>	<p>Administrators and coaches (district and school) will push into each grade level and/or department meeting to support grades K-9 ELA and mathematics teachers on the models of instruction (balanced-literacy and workshop) and in utilizing the district protocol for using i-Ready data to inform instructional planning and</p>	<p>N/A</p>

Priority 3

	independent practice, differentiation small-group, debrief, exit ticket).	interventions. Each grade K-9 ELA and mathematics teacher will attend at least one support session via zoom with a district administrator and/or coach	

## 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 Student Achievement Goal: Data-Driven Indicators of Success

1.1. Key Indicator (PreK-3rd Grade): The percentage of all students reading at or above grade-level by the end of 3rd grade will increase district-wide by an average of 5% per school year over the next five school years.

1.2. Key Indicator (3rd-8th Grade): The percentage of all students achieving a NYSED rating of 3 (proficient) or better in ELA and mathematics will increase by an average of 3-5% per school year over the next five school years.

1.3. Key Indicator (9th-12th Grade): By the 2025 graduating class, the percentage of students graduating within 4 years will increase district-wide to 80%.

2. The “Whole Student” Goal: Individualized Attention for District-Wide Success

2.2. Holistic Student Wellness & Success: The MVCSD will begin to develop now and implement by the opening of the 2022-2023 school year, a comprehensive plan to support the social/emotional needs of all students. This will include anti-bullying education, mindfulness, restorative justice, and conflict resolution programs.

## 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><u>Family &amp; Community Engagement: Re-establishing the trust between District and families regarding student needs and safety and providing consistency for parental re-engagement into school building activities/community.</u></b></p>
<p><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 MVCSD remains committed to developing and cultivating our relationships with families as equal partners in their child’s education by addressing the following areas of need:</p> <p>1) empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district and schools, 3) sharing ownership for increasing student achievement and school improvement, and, 4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district and schools, then families will understand the district’s vision for student achievement and strengthen home-school connections.</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?
College and Career Readiness	The district will continue its differentiated program strand for high school parents aligned to college and career readiness standards, i.e., implementing college information nights, financial aid application technical assistance sessions, and career fairs.	Associate Superintendent of Students Services and Guidance will communicate, and progress monitor this initiative during monthly Guidance Counselor meetings and school visits.	N/A
Parent Communication and Engagement	Ongoing Professional Development opportunities for teachers aligned with district smart goals which speak to increase communication, collaboration and contact with families.	District will ensure that ALL communication is sent out in the home language of students' families.	Funding for Interpreters for District and school led meetings, written text translation.
Mental Health/SEL	Implement Mental Health Awareness Monthly Campaigns - i.e., Anti-bullying, Suicide prevention, Autism Awareness, etc.	Progress monitoring of implementation by the Office of School Improvement and parent Liaisons.	Funding for Professional development and consultants

## 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.

Needs Assessment Surveys & Parent Interviews

Zoom meetings – Orientation, conferences, Virtual PTA meetings and Virtual Grade/Class Parent Meetings, Virtual Family Game & Movie Nights.

The district's parent and community engagement advisory committee will create a measurement and feedback framework aligned to the action plan

Parent Attendance Online Tracker

## PRIORITY 5

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

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b><u>Health &amp; Safety:</u> Due to the recent outbreak and school closures due to COVID19 pandemic, all school facilities and district staff will need to ensure proactive measures to create a physically, socio-emotionally, and intellectually safe learning environment.</b></p>
<p><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>This commitment is in direct alignment with our vision because for students to become fully engaged learners they need to feel comfortable in their learning environment. This emerged as something to commit to because SEL is a major component of student success. Ensuring that students are comfortable when assimilating back into an in-person learning environment is crucial to student achievement.</p> <p>We would like every child to feel safe and respected so they can express their feelings to have trusting relationships with adults and peers. From the student interviews we were informed that students have healthy relationships with their teachers, can express their emotions, and that their teachers are interested in their ideas. They felt there should be more activities and functions available to strengthen these relationships. We need to create opportunities for students to begin interacting and attending extracurricular activities and community events.</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?
Wellness Wednesday	Continue Wellness Wednesdays and incorporate mental well-being check-ins via teachers & counselors.	Results of parent and students' surveys	
SEL	Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements.	School counselors and school social workers will schedule class community meetings to gauge students' emotional state and need for intervention or preventative services.	
PBIS	Improving engagement in Positive Behavior Intervention Strategies (PBIS) expectations.	The school leader and PBIS Team will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tier I, II and III interventions to support academic achievement, and social emotional wellness	

## 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.

- Attendance Rates for September
- Students' surveys reflecting SEL questions
- Restorative Justice Data Reports
- K-12 Parent Survey
- DASA Reports
- Students will engage in age-appropriate discussions of Social Justice in their Social Studies, Advisory, AVID and Character Education classes

## 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>
Dr. Waveline Bennett-Conroy	Assistant Superintendent of School Improvement	
Dr. V. Kim Smith	Associate Superintendent of Student Services	
Mrs. Rachel DePaul	Director of Special Education	
Dr. Satish Jagnandan	Director of STEAM	
Dr. Marguerita G. Circello	Standards Administrator Bilingual/ENL & WL	
Ms. Lillian Morales	Acting Principal	MV STEAM Academy
Mrs. Rebecca Jones	Principal	Lincoln School
Mr. Jamal Doggett	Principal	Rebecca Turner School
Mrs. Rita James	Parent Liaison	Grimes & Edward Williams Schools

## Our Team's Process

--	--	--

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
May 18, 2021	ZOOM Meeting
July 8, 2021	ZOOM Meeting
July 19, 2021	ZOOM Meeting

### Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	<p>The perspective of this group has been incorporated into the DCIP through:</p> <ul style="list-style-type: none"><li>• Staffing for Extended Day Programs</li><li>• Summer RTI Planning Committee Work</li><li>• Staffing for Summer School Programs</li><li>• Designing Curriculum and instruction that specifically targets the leaning needs of low-performing students</li><li>• Providing data analysis to better inform practice and programs</li><li>• Professional Development Initiatives</li></ul>

## Stakeholder Participation

<p>Parents with children from each identified subgroup</p>	<p>The perspective of this group has been incorporated into the DCIP by empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district and schools, 3) sharing ownership for increasing student achievement and school improvement, and, 4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district and schools, then families will understand the district's vision for student achievement and strengthen home-school connections.</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>The perspective of this group has been incorporated into the DCIP through:</p> <ul style="list-style-type: none"> <li>• Partnership with Community Based Organization, MV STRONG, to provide tutorial during class as well as wrap around after summer school day ended,</li> <li>• Inventory of two specific cohorts – graduating class of 2020 and 2021 for alternative placement in District sponsored Sundown Academy, offering accelerated course options for students.</li> <li>• Counselor will create a list of deficiencies and needs for each of the “on edge” students (to be defined by numbers of credits and Regents that are close but not on pace for Graduation. We will then assign students to different teachers who help provide support and assistance in their deficient areas.</li> <li>• Further develop our curriculum around backward planning. Utilizing the ideas surrounding understanding by design we will develop units around “Big Ideas”.</li> <li>• Data analysis of attendance rates, daily formative assessments based on Summer School instructional delivery – all courses conducted via Zoom.</li> <li>• ELA - SPED ELA and ELL Teachers will offer targeted instruction to these groups and offer additional office hours for them on Wednesdays when we are virtual. Additionally, will meet with Grade Level PLCs to offer instructional solutions that target their areas of expertise</li> </ul>

## Stakeholder Participation

- Math - Design lessons to include explicit direct instruction (modeling through think aloud, guided practice, informative feedback)

## 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).