New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Brentwood Union Free School District	Richard Loeschner

2022-23 Summary of Priorities

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

1	We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Team (DEIT) comprised of all key stakeholder groups. The DEIT will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students.
2	We will prioritize relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework.

3	The establishment of Professional Learning Communities (PLCs) that engage in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles. Some ways to facilitate this learning culture is to fund salaries for professional staff and parents to develop, implement, and monitor DCIP and select SCEP plan effectiveness.
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PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Committee (DEIT) comprised of all key stakeholder groups. The DEIT will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The vision of the BUFSD: With an unwavering commitment, the Brentwood School District's vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.
	
	The mission of the BUFSD: The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.
	
	In Brentwood, we believe that our schools are a vital part of our community's well-being. As we approach the 2021-2022 school year, we are committed to operationalizing the valuable lessons the pandemic has taught us. This includes a deeper understanding of our responsibility to prioritize dignity and to provide spaces and experiences that are inclusive for all students, particularly for subgroups where inequities exist. Now, more than ever, we understand the importance of connections and community within our schools, and therefore will prioritize relationships within and among all stakeholder groups. In the face of enormous adversity this past year, we have marveled at the ingenuity and resourcefulness of our students, staff, and community. As a result, we have reaffirmed our commitment to 1) make sure that student, staff, and family well-being remain central to our work; and 2) to provide each individual with all of the tools, resources, and support they need to be successful.
	
	During student interviews over the course of the past two years, several students expressed concerns related to racism and/or implicit bias, indicating that their academic,

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social, emotional, and cognitive development may have been compromised by a narrow curriculum and limited opportunities to explore more diverse opinions and perspectives, both historical and contemporary.

To establish common understanding and expectations for equity self-reflection processes, central office administrators facilitated a whole-group re-orientation during the 2021-2022 school year with stakeholders from all five identified schools. The objectives of the meeting included unpacking the Equity Self-Reflection tool, exploring NYSED's "How Learning Happens Messaging Framework", including embedded/associated resources, and (re)orientating building-level staff to NYSED's, "Culturally Responsive-Sustaining Education Framework." Together, we also affirmed shared values, beliefs, and assumptions related to inclusion and diversity in the Brentwood UFSD. Facilitation protocols, including self-assessment analytical activities, were then customized by each school. Several themes emerged through the Equity Self-Reflection process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. We believe it is important to build upon that foundation.

That progress is evident, for example, in equity self-assessment reflections pertaining to the "Welcoming and Affirming Environment" principle. NYSED defines a welcoming and affirming environment as, "a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning." Several practices within this principle were consistently rated as strengths in participating BUFSD schools, including:

- Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion,
- Prioritize social-emotional learning programs, such as restorative justice,
- Highlight materials that represent and affirm student identities; and

- Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening

Two practices included as a part of the "Inclusive Curriculum and Assessment" principle were also consistently rated as strengths in participating BUFSD schools. These include:

- Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered; and
- Use resources written and developed by racially, culturally, and linguistically diverse perspectives

Data derivative of Equity Self-Reflection processes at the elementary and secondary levels indicate that the district is on the right path toward realizing our shared vision, values, and aspirations. These processes also revealed potential for improvement, while yielding operational information that significantly informed SCEP commitments in identified schools, and priority #1 in our DCIP.

An analysis of the "Ongoing Professional Learning and Support" principle is instructive. NYSED defines ongoing professional learning and support as being, "rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes." Several practices included within this principle were consistently rated "opportunities for growth" in participating BUFSD schools. These include:

- Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege,

- Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.),
- Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning; and
- Disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases

A key practice within the "Inclusive Curriculum and Assessment" principle, "Include students as co-designers of curriculum" was also consistently rated as "opportunities for growth" in participating schools. This finding represents convergent data when compared with information derived from student interviews, where students expressed a sincere desire to be more actively involved in the design of their own scholastic experiences.

NYSED defines the principle of "High Expectations and Rigorous Instruction" as the extent to which the school "prepare(s) the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed." Two practices included within this principle were consistently rated "opportunities for growth" in participating BUFSD schools. These include:

- Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations; and
- Initiate student-led civic engagement projects and school-based student leadership opportunities

Again, these findings represent convergent data when compared with information derived from student interviews, where students expressed a desire to participate in more engaging learning experiences that are meaningful to their own lives.

	Our entire BUFSD learning community finds these insights to be extraordinarily meaningful. Goals, as reflected in our DCIP, SCEPS, and School Improvement Team (SIT) /schoolwide plans, have been significantly informed by these new learnings. Generally, they include prioritizing explicit instruction which teaches community members/families, staff, and students to be welcoming and inclusive. This includes providing training to staff, and instruction to students, on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, implicit bias and microaggressions, etc.).

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?
Develop authentic connections with, and inclusive environments for all students.	Establishment of a district-wide Diversity, Equity, and Inclusion Team (DEIT). Building staff capacity in NYSED's 4 Principles of Culturally Responsive-Sustaining Education Framework. Establishment of Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes "The Equity Lens: Reflection on your own Learning." PLE: • Focus on Executive Function and SEL: Skills for Life • On-line access for anywhere, anytime learning for educators • Topical modules that can be navigated in any order • Use of an "Efficacy Notebook" to reflect on module learning and	The DEIT will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students. This will begin with an analysis of achievement gaps in the district to contextualize the inequities that exist. Only through an analysis of our current reality can a shared vision for the future, evolve. PLE: • Assessment of professional learning will be monitored through efficacy notebooks and teacher/student self-reflections, "team-time" discussions, Frontline (MyLearning Plan) and module completion certificates, survey data, local and state reading proficiency data, classroom observations, and student work product	Time, Space, and Funding to cover costs associated with establishing and maintaining the DEIT. NYSED's Culturally Responsive-Sustaining Education Framework. Self-paced PLE modules through Edquiddity; topics to include critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, implicit bias and microaggressions, etc.). Time, Space, and Funding to cover costs associated with running induction activities.

	how it relates to the classroom: great for leadership and group discussions • Professional learning communities • A completion certificate for each content module (not the first and last) • A rubric to guide the learning • All Teachers will engage in minimum of 10 hours of Professional Learning Experiences (PLEs) over the course of 123 months. These hours will be completed during District Superintendent Conference Days and Faculty Meetings • Additionally, the District will expand upon the PLEs to provide design training in developing Problem-Based Units of Study and Culturally Responsive Frameworks Induction activities during the first week of school that facilitate the establishment of trust and rapport between students and staff; and allow students to become reacquainted with their peers. Pilot regular use of the PERTS survey in select secondary classrooms. Implement "Positive Greetings at the Door" (PGD) for all Elementary School classrooms.	By surveying staff, students and families about the evolving culture of BUFSD schools. Talking to students – including connecting with some of the students interviewed that shared their anxieties about returning to school to gather feedback on induction activities designed to alleviate anxieties. The PERTS survey will yield helpful feedback to teachers regarding questions related to Student Belonging and Affirming Cultural Identities. Results will improve during the year, based on feedback from pilot group, and the survey will be expanded beyond initial pilot in the third quarter. Teachers will greet students by name and aim to have five positive interactions with students (as part of PGD) before they enter classrooms during the month of September.	

Priority 1

Implement Restorative Practices in select schools, i.e., identified schools that have selected Restorative Practices as an evidence-based approach to support attainment of SCEP commitments.	The district will provide participating schools with materials (signage, books, literature) reflective of restorative practices. Stakeholders in participating schools will receive training in restorative practices. Participating schools will develop a schedule for restorative circles. Instructional staff and school support staff in participating schools will create restorative circle lesson plans and post them to a shared OneDrive folder.	Signage and literature throughout participating buildings will be reflective of restorative practices. (Sept) New initiatives will be implemented through fair process. (Ongoing) Students in participating schools will participate in regular restorative circles. (Oct) A lesson plan bank will be developed for restorative circles. (May)	Money will be needed for materials, PD, and sub coverage for staff in participating schools to attend training. Time will need to be dedicated to conducting restorative circles in participating schools. Principals in participating schools will need to schedule times to visit classrooms and provide staff with feedback. This time will need to be protected so that the principal is not pulled away to deal with other responsibilities. Time will be needed for staff to develop restorative circle lesson plans. Money may be needed for materials to conduct these lessons.
With students, build environments that are inclusive to all.	Expand partnership with ESBOCES' Inclusion and Diversity Taskforce (IDT) to ensure that the DEIC employs a best-practices approach to continuous improvement. Introduce the BEST Self-Direction	Taskforce members to utilize best practices aligned tools and resources in all DEIT ussions/activities. Teachers will be developing activities and assignments with students.	Time and funding for DEIC members to participate in ESBOCES IDT meetings. Time and potentially training will need to be set aside to support staff as

	Toolkit to administrative team and explore how to incorporate these resources into select classrooms within the district to expand student agency. Support staff with the reintroduction of small group instruction and cooperative learning, both of which were difficult to implement during the pandemic. Complete the NYU Steinhart Culturally Responsive Scorecard. Tend to areas that need additional Attention. Survey students twice during the year about the indicators of inclusion and belonging using the Psychological Sense of School Membership (PSSM) scale. Use results to identify where additional attention and training may be necessary. Middle and high schools will expand club or afterschool offerings. Diversity, Equity, and Inclusion Committee (DEIC) members from each school will review materials posted in public spaces to ensure	All students will have the opportunity to meet in small groups periodically. Address issues identified in the initial completion of the NYU Culturally Responsive Scorecard. Survey responses will indicate gains between the initial PSSM survey and the end-of the year PSSM survey. Middle and HS students will be surveyed about club offerings. We will look to have 80% of students that do not have jobs after school participating in at least one extracurricular activity. Classrooms, hallways, and shared spaces will include posters, signs, etc. that represent the cultural identities of students attending the school. Information will be presented in the languages primarily spoken by students/families. (Sept)	they reintroduce group activities. Time will be needed to complete the Culturally Responsive Scorecard. Resources will be necessary to address areas that arise as needing additional attention. It is likely that materials will need to be purchased and time set aside to address curricular issues that emerge from the scorecard. Time and Funds may be necessary to provide training in response to themes that emerge in the initial PSSM survey. Money will be needed to purchase materials if current posters, signage, etc., are not representative of the school population.

	that they are representative of the student population for that school and are presented in the languages primarily spoken by students/families. Additional materials will be purchased/created if necessary.		

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 majority of behavior incidents in participating Restorative Practices schools will be managed through non-punitive measures
- 90% of students will agree or strongly agree with the statement, "My teacher cares about me."
- 90% of students will agree or strongly agree with the statement, "I can really be myself at this school."
  85% of students will agree or strongly agree with the statement, "Adults here are interested in people like me."

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	We will prioritize relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
 • *How does this commitment fit into the District's vision, values and aspirations?*
 • *Why did this emerge as something to prioritize?*
 • *What makes this the right commitment to pursue?*
 • *How does this fit into other commitments and the district's long-term plans?*
 • *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	During student interviews, several themes emerged that suggest that we have made progress toward the vision of prioritizing relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. We believe it is important to build upon this foundation.
	
	 As an example, students made it abundantly clear that they appreciated being back at school full-time as opposed to learning from home in a hybrid, and/or fully remote environment. This is evident in the candid remarks of one middle school student who said, "paperwork is easier than computer work, remote learning – I used to turn it [the computer] on and go to the mall or the deli. Laptops are slow and annoying, being at home is boring. Hands-on activities help, taking off the masks helped me hear my teachers better. Learning in school is better and less distracting." An elementary school student added, "remote [instruction] was horrible! I would go to the park during class and not pay attention at all." When asked what is like to be a student at our school, one elementary pupil indicated, "It is a super nice environment. Nice children. You don't feel out of place here. It is far better than learning from home!"

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Many students expressed gratitude for their teachers and indicated appreciation for the encouragement that they regularly receive from them. Students also reported that there are adults at school that they can trust with their problems, and, that many staff members do in fact "take the time to get to know us." When asked what helps you learn most in your classroom, one elementary student said, "My teacher always encourages me to do my best."

Students also expressed deep appreciation for all the school did to support them and their families throughout the pandemic and transition back to school in 2021-2022, including: providing a laptop, hot-spots/internet, books, tutoring, family-fun nights, and choice for how they might demonstrate mastery of content. Students were also thrilled to be able to participate in the multitude of before and after school programs that were offered during the 2021-2022 school year, including: "STEAM Fair, math academy, student government, extra-help, field trips, school dances, color guard, Inclusion Club" and dozens more! The majority of students also agreed or strongly agreed that they "have an active role in their learning." Like last year, students generally expressed an understanding of and appreciation for diversity and inclusion, and indicated a sincere desire to continue explicit conversations to ensure that their school is inclusive for all students and families.

Most students also spoke positively about the connection between their school and home/family life. Many students reported that their parents motivate them to succeed at school. Students also indicated that their parents are comfortable talking to and working with their school. Said one middle school student, "my parents encourage me to do my best so I can have a good life/future."

Our conversations with students also revealed room for growth in this area and have significantly informed DCIP Priority #2. As an example, it is clear that many students struggled with the transition back to full-time, in-person instruction during the 2021-2022 school year. In 2019-2020, many students indicated that they felt anxious, that they don't like speaking to people as much as they had in the past, and that they have experienced a general loss of

social skills. These feelings extended to 2021-2022 interviews and are evident in one middle school student's candid observation that, "I have a lot or problems interacting with my peers. I get into fights often. I was suspended from school and now I am failing."

The interview process also revealed that students want more of a voice for school-wide decisions as they pertain to academic and social/emotional learning. Some students reported feeling overwhelmed with a 'paralyzing' array of assignments and communicated a lack of pedagogical creativity.

Some students felt that the pace of instruction was too fast, that there was not enough processing time, and that adults didn't consistently understand or value their opinions or perspectives. For some students, these dynamics resulted in a general sense that they do not feel like they have an active role in their own learning; and, that they do not feel a personal connection to the things they are learning. Said one middle school student, "I don't feel a personal connection to the history we are learning. Sometimes my teacher tries to relate it to the real world, but it is her world, not mine."

Other topics that came to the forefront from student focus groups echoed themes from 2019-2020 interviews, and included equity and diversity dynamics. Several students expressed concerns related to racism and/or implicit bias, indicating that their academic, social, emotional, and cognitive development may have been compromised by a narrow curriculum and limited opportunities to explore more diverse opinions and perspectives, both historical and contemporary.

Information derivative of equity self-reflection processes also revealed potential for improvement in this area, while yielding operational information that significantly informed DCIP Priority #2. An analysis of the "Ongoing Professional Learning and Support" principle is instructive. A key practice in the context of DCIP Principle #2 included within this principle was consistently rated "opportunities for growth" in participating BUFSD schools. Specifically,

"support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning."

A key practice within the "Inclusive Curriculum and Assessment" principle, "Include students as co-designers of curriculum" was also consistently rated as "opportunities for growth" in participating schools. This finding represents convergent data when compared with information derived from student interviews where students expressed a sincere desire to be more actively involved in the design of their own scholastic experiences.

NYSED defines the principle of "High Expectations and Rigorous Instruction" as the extent to which the school "prepare(s) the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed."

Two practices included within this principle were consistently rated as "opportunities for growth" in participating BUFSD schools. These include:
- Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations; and
- Initiate student-led civic engagement projects and school-based student leadership opportunities

Again, these findings represent convergent data when compared with information derived from student interviews, where students expressed a

	desire to participate in more engaging learning experiences that are meaningful to their own lives.

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?
Increased emphasis on the establishment of relationships, rapport, and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement.	This will involve training, including self-directed Professional Learning Experiences (PLE) that will "transform the classroom" in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework. PLE: • Focus on Executive Function and SEL: Skills for Life • On-line access for anywhere, anytime learning for educators • Topical modules that can be navigated in any order • Use of an "Efficacy Notebook" to reflect on module learning and	PLE: • Improved academic outcomes, i.e., Grades 1-8 students in the BUFSD will improve their average ELA scale score from a baseline of 509 as measured in the spring of 2021, to 524 in June 2022, as measured by district-wide i-Ready interim assessments • Assessment of professional learning will be monitored through efficacy notebooks and teacher/student self-reflections, "team-time" discussions, Frontline (MyLearning Plan) and module completion certificates, survey data, local and state reading proficiency data, classroom observations, and student work product When asked, students will articulate why they are doing certain activities in classrooms.	Funding to cover costs associated with PLE, including salaries for PD outside of the contractual day, and costs to pay vendors, IDE Corp. and Edquiddity. Funding to cover costs associated with experiential learning and field trips.

	how it relates to the classroom: great for leadership and group discussions • Professional learning communities • A completion certificate for each content module (not the first and last) • A rubric to guide the learning • All Teachers will engage in minimum of 10 hours of Professional Learning Experiences (PLEs) over the course of 123 months. These hours will be completed during District Superintendent Conference Days and Faculty Meetings • Additionally, the District will expand upon the PLEs to provide design training in developing Problem-Based Units of Study and Culturally Responsive Frameworks Coaches, administrators, and department heads will work with staff to identify ways to bring current events to lessons. These individuals will also look for opportunities for students to expand their understanding of current and future world issues. Schools will reinstitute neighborhood studies and field trips.	Students are actively participating in student-led exhibitions and field trips. Field trips are closely linked to the curriculum.	

	Reinstitute and expand "Student-Led Exhibitions," in which students showcase projects made for audiences beyond their teacher.		
Develop and implement a protocol for teachers to analyze data and use it to inform instructional planning and intervention	District leaders will train Principals and Assistant Principals on understanding the data reports that are available within i-Ready. Develop a data analysis protocol. Principals and district-level administrators will provide teachers with training on implementing the data protocol and will attend faculty meetings to assist teachers in utilizing the protocol. District leaders will meet with each school once per month to support the understanding student data and using it to inform instructional planning and intervention. Beginning in December, School Improvement Teams (SIT) will use i-Ready and classroom data to monitor interim SIT goals and individual student progress.	SIT teams will be utilizing the protocol to monitor SIT goals, to identify individual student needs, and to inform instructional decisions (Dec). All teachers will have a plan in place for supporting individual students based on assessment data (Feb).	Title I funds will be needed to support salaries of instructional coaches at the building-level to provide support to teachers. Time will be needed to train teachers. SIT teams will need to dedicate time to implementing data protocols. District coaches will need time to attend SIT meetings and to meet individually with teachers. District coaches will need time to visit classrooms and to meet individually with teachers.

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.

- SIT teams and teachers will be effectively implementing the data protocol with limited support from district coaches
- During follow-up student interviews, there will be less discrepancy in student perception regarding the extent to which they are engaged in learning
- 85% of students surveyed will agree or strongly agree with the statement, "I learn skills that matter for my life."
  85% of students surveyed will agree or strongly agree with the statement "What I learn will help me be successful later in life."

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	The establishment of Professional Learning Communities (PLCs) that engage in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles. Some ways to facilitate this learning culture is to fund salaries for professional staff and parents to develop, implement, and monitor DCIP and select SCEP plan effectiveness.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
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• *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Data derivative of Equity Self-Reflection processes at the elementary and secondary levels indicate that the district is on the right path toward realizing our shared vision, values, and aspirations. These processes also revealed potential for improvement, while yielding operational information that significantly informed DCIP Priority #3.
	
	An analysis of the "Ongoing Professional Learning and Support" principle is instructive. NYSED defines ongoing professional learning and support as being, "rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes." Several practices included within this principle were consistently rated "opportunities for growth" in participating BUFSD schools. These include:
	
	• Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege, and

- Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning

DCIP Priority #3 emerged as a priority upon analysis of mid and end-of-year School Improvement Team/Schoolwide plans in the district, which revealed that only 4 out of 17 (23%) buildings had a mid and/or end-of-year analysis of progress statement.

Prioritizing the establishment of PLCs that engage in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles will be vital in order to realize DCIP Priorities #1 and 2 and will support the attainment of SCEP commitments in several ways. Senge[1] described five learning disciplines that must effectively be employed to build a professional learning community: (1) personal mastery, (2) mental models, (3) team learning, (4) building shared vision, and (5) systems thinking. In implementing these principles, people learn from each other and develop more effective ways of doing things. All five disciplines are predicated upon a foundation of ownership and intrinsic motivation.

In Brentwood, we believe that our schools are most accurately defined by the people who occupy our physical spaces. Far beyond brick and mortar, our shared values, beliefs, assumptions, and aspirations are the core of what constitute our schools. Given this disposition, the most effective ways for the BUFSD to use people, our most precious commodity, to advance commitments in identified school(s) and School Improvement Team (SIT)/Schoolwide plan goals in all district schools, is to leverage principles of distributive leadership[2] to cultivate a sense of ownership for the evolving shared vision for our future. We understand the nuanced, but critically important distinction between staff buy-

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[1] *Schools That Learn* (Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2000).
[2] Spillane, J., Halverson, R., & Diamond, J. (2004). Towards a theory of school leadership practice: Implications of a distributed perspective. Journal of Curriculum Studies. Vol. 36, pp. 1,3 – 34.

in, and ownership. People typically "buy-into" someone else's idea because that person is in a position of authority, and therefore believes; or is perceived to 'know better.' Generally, buy-in is short-lived and unsustainable, with high numbers and percentages of people eventually reverting to the status quo. This notion is supported by a plethora of leadership research and scholarly writing on the matter[3]. People, on the other hand, cultivate a sense of ownership when they have an opportunity to co-create a vision, idea, or initiative. In doing so, it becomes 'theirs.' When ownership is cultivated through distributive leadership principles, practitioners typically develop intrinsic motivation to ensure the change initiative becomes a reality!

In Brentwood, we have been exceptionally purposeful about cultivating a sense of ownership through the development and implementation of all operational and school improvement initiatives these past 18 months. This includes authentic and meaningful opportunities to solicit and leverage stakeholder input to develop our 20-21 COVID-19 re-entry plan; progress monitoring of all 20-21 SCEPS, 20-21 SIT/Schoolwide Plans, and the 20-21 DCIP. This also includes development of our 21-22 re-entry plan, all 21-22 SCEPS, the 21-22 DCIP, and 21-22 SIT/Schoolwide Plans. Something that distinguishes these processes from previous years is the weight given to student voice to shape our goals and refine our vision. We believe that stakeholder input will be clearly recognizable in all finalized plans, reinforcing our commitment to teamwork and inclusiveness, thereby galvanizing the ownership necessary to sustain change initiatives over time. In sum, the commitments in our SCEPS and goals in our improvement plans represent a shared vision for our future in Brentwood. For that reason, we are extremely optimistic for our collective success.

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[3] Lewis, C. (2015). What is Improvement Science? Do we need it in education? Educational Researcher, 44(1), 54-61.

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 establishment of Professional Learning Communities (PLCs) that engage in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles	Cultivating ownership.	Talk to/survey staff to determine the extent to which they were involved in the co-creation of building-level SCEP and/or SIT plans.	Time and funding for SIT/SCEP teams to participate in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles
Book study; DuFour, DuFour & Acker, "Professional Learning Communities at Work – New Insights for How to Improve Schools"	Preparation and discussion at monthly Elementary and Secondary Leadership Team (ELT/SLT) meetings.	Distribute books to ELT/SLT members (Oct.) Discussions with survey feedback/input monthly.	Money to purchase text.
Develop and implement a protocol for teachers to analyze data and use it to Inform iterative and recursive instructional planning and intervention	District leaders will train Principals and Assistant Principals on understanding the data reports that are available within i-Ready. Develop a data analysis protocol. Principals and district-level administrators will provide	SIT teams will be utilizing the protocol to monitor SIT goals, to identify individual student needs, and to inform instructional decisions (Dec). All teachers will have a plan in place for supporting individual students based on assessment data (Feb).	Title I funds will be needed to support salaries of instructional coaches at the building-level to provide support to teachers. Time will be needed to

	teachers with training on implementing the data protocol and will attend faculty meetings to assist teachers in utilizing the protocol. District leaders will meet with each school once per month to support the understanding student data and using it to inform instructional planning and intervention. Beginning in December, School Improvement Teams (SIT) will use i-Ready and classroom data to monitor interim SIT goals and individual student progress.		train teachers. SIT teams will need to dedicate time to implementing data protocols. District coaches will need time to attend SIT meetings and to meet individually with teachers. District coaches will need time to visit classrooms and to meet individually with teachers.

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.
80% of SIT/SCEP team members will agree or strongly agree with the statement, "I was involved in the co-creation of building-level SCEP and/or SIT plans"   80% of SIT/SCEP team members will agree or strongly agree with the statement, "I feel like I'm an important part of our SCEP/SIT Team"   - SIT teams and teachers will be effectively implementing the data protocol with limited support from district coaches   80% of SIT/SCEP team members will agree or strongly agree with the statement, "We monitor school and student performance regularly" 80% of SIT/SCEP team members will agree or strongly agree with the statement, "I understand the vision of my SIT/SCEP team"

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	

Why is this a priority?
 Things to potentially take into consideration when crafting this response:
 • *How does this commitment fit into the District's vision, values and aspirations?*
 • *Why did this emerge as something to prioritize?*
 • *What makes this the right commitment to pursue?*
 • *How does this fit into other commitments and the district's long-term plans?*
 • *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	

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?

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.

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2022-23?	

Why is this a priority?
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	

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?

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.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Rich Loeschner	Superintendent of Schools	
Ann Palmer	Assistant Superintendent for Elementary Instruction	
Wanda Ortiz-Rivera	Assistant Superintendent for Bilingual Education and Student In-Take, K-12	
Kevin Coyne, Jr.	Teacher, and President of the Brentwood Teacher's Association (BTA)	
Dr. Gloria Jackson	Principal, and President of the Brentwood Principals and Supervisors Organization (BPSO)	
Melanie Baker	Brentwood PTA Member	
Robert McCarthy	Principal	Loretta Park Elementary School
Angela Mercado	Brentwood PTA Member	
Gerri Odom	Brentwood PTA Member	

Katherine	Brentwood High School Student	
Kevin	Brentwood High School Student	
Dr. Karen Kregel	Principal	Southwest Elementary School (CSI)
Lisa Catandella	Principal	Oak Park Elementary School
Lori Fenton	Brentwood Senior Account Clerk	
Minerva Feliciano	Principal	Brentwood East Kindergarten Center
Rhonda Young	Brentwood Director of Special Services	
Stacy Brdey	Assistant Principal	Southwest Elementary School (CSI)
Trish Brockbank	Brentwood Coordinator of ELA and Social Studies	
Jennifer Hann	Office Representative for Suffolk County Legislator Sam Gonzalez	
Natasha Gonzalez	Office Representative for Suffolk County Legislator Sam Gonzalez	
Dr. Vincent Leone	Brentwood Coordinator of Funded Programs, Compliance & Chief Information Officer	
Rosa Nieves	Principal	Pine Park Elementary School
John Callan	Principal	Brentwood High School
Rosanne Kavanaugh	Assistant Principal	North Middle School (CSI)

Meeting Dates

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

Meeting Date	Location
May 16, 2022	In-Person
May 23, 2022	In-Person
June 6, 2022	In-Person
July 8, 2022	In-Person
August 19, 2022*	MS Teams

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	2021-2022 Data Triangle Survey Results from PLC & Associates.
Parents with children from each identified subgroup	2021-2022 Data Triangle Survey Results from PLC & Associates.
Secondary Schools: Students from each identified subgroup	2021-2022 Data Triangle Survey Results from PLC & Associates.

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).