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Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2023-24 Summary of Priorities

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

1	We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve **an evolution** of the district's Diversity, Equity, and Inclusion Committee (DEIC). The DEIC will be tasked with implementing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students. The current DEIC to be known as the Brentwood Wellness and Educational Leaders (B*WEL) Committee.
2	Improve/strengthen core instruction as part of a comprehensive Multi-Tiered System of Support (MTSS) framework. Rigor, Relevance and Relationships equals success!
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, SCEP and SIT plan effectiveness.
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PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve an evolution of the district's Diversity, Equity, and Inclusion Committee (DEIC). The DEIC will be tasked with implementing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students. The current DEIC to be known as the Brentwood Wellness and Educational Leaders (B*WEL) Committee.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The most compelling evidence that our district has made progress toward our vision, values and aspirations; and that our 22-23 SCEPs and DCIP were effective, is the fact that 3 of 4 previously identified CSI schools are Local Support and Improvement (LSI) schools for the 2023-2024 school year. For that reason, this is a strategic evolution of a priority from 22-23. 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. This emerged and remains as a priority for several reasons. Through SCEP and districtwide student interview processes during the 2020-2021 and 2021-2022 school years, 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. Do address these perceptions/needs, the BUFSD has convened a districtwide DEIC over the course of the past two years. Members of the DEIC include: • The Superintendent • Assistant Superintendent's for Curriculum & Instruction • Instructional Coordinators • Building Leaders • Union Leaders

- Teachers
- Parents
- Community Members
- Students

The DEIC met once a month for two years, and has made the following progress:

- A sub-group of the DEIC participated in ESBOCES' Regional DEI PLC
- The DEIC developed Guiding Ideas aligned to the four principles of NYSED's Culturally Responsive and Sustaining Education (CRSE) framework;
- from those guiding ideas, the DEIC developed a draft DEI mission statement for the district
- The DEIC shared NYSED's CRSE framework publically via the BUFSD webpage
- Members of the DEIC participated in implicit bias overview training
- Several members of the BUFSD DEIC were recognized as Equity Champions by Eastern Suffolk BOCES at their end-of-year equity conference in June, 2022
- The DEIC participated in an equity-walk of the central administration building in May, 2023
- Full-faculty from Brentwood High School, the Freshman Center and Laurel Park Elementary school participated in Implicit Bias overview training facilitated by DEI expert, Paul Forbes

The significant progress of the DEIC is reflected in the survey data listed below:

- Of 1,686 elementary students surveyed, 81% agreed or strongly agreed that, "*my teachers take the time to get to know me*"
- Of 506 professional staff surveyed, 93% agreed or strongly agreed that, *"we cultivate a school and classroom environment of affirmation and acceptance"*
- Of 65 parents/family members surveyed, 77% agreed or strongly agreed that, *"our school establishes an inclusive space that encourages cultural identify development through affirming race, class, gender, sexual orientation, language, ability level and any other differentiator"*

While we have made great progress, we understand that we have a long way to go to continue to improve in this area, as evidenced by the survey data below:

- Of 3,082 secondary students surveyed, only 67% agreed or strongly agreed that, "*my school assumes collective responsibility to learn about student cultures and communities*"
- Of 3,101 secondary students surveyed, only 66% agreed or strongly agreed that, "*my school has classroom environments of affirmation and acceptance*"
- Of 77 parents/family members surveyed, only 62% agreed or strongly agreed that, *"our school fosters close relationships with students and families, including working with families to gather insights into students' cultures, goals and learning preferences"*

Additionally, in both of our identified schools' SCEPs, the need to improve school culture and students' sense of belongingness is clear. This priority in the DCIP is therefore designed to support the attainment of SCEP commitments; and well as SIT/Schoolwide plan goals in all district schools.

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 learnings. Generally, they include prioritizing explicit instruction which teaches, community members/families, staff, and students to be more 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	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop authentic connections with, and	Evolution of the districtwide Diversity, Equity, and Inclusion Committee (DEIC). The current	Money, space and time for improvement teams to conduct follow-up Envision-Analyze-Listen

inclusive environments for all students.	DEIC to be known as the Brentwood Wellness and Educational Leaders (B*WEL) Committee. The central B*WEL Committee will be tasked with implementing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students. Central B*WEL Committee • Analyze school data for indicators of biases and gaps in opportunities, such as: student placement in gifted & talented and special education services, course placement (includes access to AP, high school coursework, advanced coursework, IB courses), suspensions, attendance • Resource Sourcing to continuously build capacity, i.e. book studies (from various perspectives), guest speakers, engage in Project-Based Learning (PBL) modules to strengthen core instruction in the district, as part of a comprehensive Multi-Tiered Systems of Support (MTSS) plan • Scale/share B*WEL resources to vastly improve PTA/SEPTA capacity throughout the district • Rebuild the Parent Institute for Quality Education (PIQE), a central parent association comprised of representatives from all school buildings • Leverage resources from and expertise of the BUFSD Family Community Center. This includes prioritizing support for refugee and immigrant families and leveraging the capacity of the Center's Parent Liaison Establishment of Building-Level B*WEL teams, to be integrated into existing School Improvement Team (SIT) structures • Unpack the CRSE Framework • Implicit Bias Overview Including "Where I'm From" poem • School Environment Assessment – Equity Walk	activities outside of the contractual day. Salaries. Money, space and time for central office and building-level B*WEL staff to analyze school data, participate in book studies, unpack the CRSE framework and engage in equity walk activities. Money for supplies and materials to improve cultural dynamics, as responsive to equity walk findings. Another important use of money, space and time in this context is contracting with content experts to provide targeted, SCEP and DCIP aligned professional development. Paul Forbes (implicit bias), IDE Corp./PLE. Fund BUFSD Family Community Center Staff, i.e. Parent Liaison. Fund salaries for Library Media Specialists. Fund salaries for 11 newly hired guidance counselors to focus on SEL dynamics at the elementary level.

A deep focus on social-emotional learning by leveraging the support of 11 newly hired guidance counselors, one for each elementary school. Push-in support will be prioritized.

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 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 24 months with job embedded coaching support. 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.

Use of the Tiered-Fidelity Inventory at the elementary level for the implementation of PBIS as part of a comprehensive MTSS.

	Leverage the resources and expertise of 11 newly hired Library Media Specialists to audit library inventory for CRE dynamics.	
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.	Book studies for the Middle-Level: • *Don't Suspend Me* • *Circle Forward* Newly hired Library-Media Specialists will build SEL libraries. 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.	Money to purchase books, "Don't Suspend Me" and "Circle Forward" Money for SEL libraries 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 district and building-level B*WEL teams employ a best-practices approach to continuous improvement. Use Naviance for college/career planning. Implement advisory period at the middle-level. Survey students twice during the year about the indicators of inclusion and belonging using a brief district-created survey. Use results to	Time and funding for B*WEL members to participate in ESBOCES DEI meetings. Purchase Naviance license(s) Time will be needed to complete the Culturally Responsive Scorecard. Resources will be necessary to address areas that arise as needing additional attention.

	identify where additional attention and training may be necessary. Middle and high schools will expand club or afterschool offerings. B*WEL members from each school will review materials posted in public spaces to ensure 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.	It is likely that materials will need to be purchased and time set aside to address curricular issues that emerge from the scorecard. Money will be needed to purchase materials if current posters, signage, etc., are not representative of the school population.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- The 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."

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
The majority of behavior incidents in participating Restorative Practices schools will be managed through non-punitive measures	Mid-year analysis in January	

45% of students will agree or strongly agree with the statement, "My teacher cares about me."	Mid-year analysis in January	
45% of students will agree or strongly agree with the statement, "I can really be myself at this school."	Mid-year analysis in January	
42.5% of students will agree or strongly agree with the statement, "Adults here are interested in people like me."	Mid-year analysis in January	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	Improve/strengthen core instruction as part of a comprehensive Multi-Tiered System of Support (MTSS) framework. Rigor, Relevance and Relationships equals success!
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The most compelling evidence that our district has made progress toward our vision, values and aspirations; and that our 22-23 SCEPs and DCIP were effective, is the fact that 3 of 4 previously identified CSI schools are Local Support and Improvement (LSI) schools for the 2023-2024 school year. For that reason, our 23-24 SCEPs and this DCIP represent strategic evolutions of foundational work from prior years. In all, two identified schools participated in NYSED's prescribed Envision-Analyze-Listen activities, including: South Middle School, CSI Hemlock Park Elementary School, ATSI for Students with Disabilities Procedurally, envisioning activities were designed to explore the gap between each school's current reality and the prioritized vision of the future. Informed by NYSED's envisioning protocols and resources, each improvement team brainstormed and came to consensus on Guiding Ideas (GI), or beliefs about the essential elements of a great school. Those GIs evolved into Operating Principles (OP); if-then statements that serve to operationalize each belief. The GIs and OPs were then embedded into an organizing structure, or logic model, with SMART goals, strategies, timelines and requisite tools/resources. All of these elements were ultimately memorialized in each school's thoughtful and aligned SCEP. Informed by NYSED guidance, analyze activities were comprehensive and considerate of quantitative, qualitative, formative, summative and anecdotal data. These included, but were not limited to state and local exam results, curriculum-based measures, student work sampling, interviews and questionnaires. Data analysis methodologies in both schools served to elucidate current reality dynamics and to establish SCEP goal baselines. In the context of listening activities, student interview protocols were customized by each school. Questions varied and included a range of topics, including: students' perceptions of teaching and learning, student family life, student social-emotional well-being, race, racism, inclusion, diversity, implicit bias, and students' aspirations, hopes and dreams.

Many themes emerged through Envision-Analyze-Listen activities in our schools identified for CSI and ATSI support that let us know that we have made progress toward the vision, values and aspirations of the district. They included the importance of:

- further developing Multi-Tiered Systems of Support (MTSS)
- cultivating lesson relevance and importance through multi-disciplinary project-based learning experiences with real-world application
- creating Professional Learning Communities (PLC) to build capacity for the delivery of multi-disciplinary project-based learning experiences with real-world application
- improving engagement
- cultivating a welcoming, student-centered environment
- supporting students' social and emotional well-being
- cultivating student voice, agency and executive functioning

All of these themes are reflective of the BUFSD's commitment to improving MTSS districtwide.

The Brentwood Union Free School District's Multi-Tiered Systems of Support (MTSS)/Academic Intervention Services (AIS) plan was developed to meet the requirements of Section 100.2(ee). of the Commissioner's Regulations. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on data analysis ("root cause analysis") of multiple measures so that they may be successful in meeting the New York State Next Generation Learning Standards.

Additionally, the district has chosen to integrate the MTSS plan with AIS requirements in order to provide a cohesive system of interventions. Our district will implement MTSS in conjunction with the delivery of AIS services. In Brentwood, MTSS focuses on curriculum-based screening, skill deficit identification, targeted strategies, a variety of evidence-based interventions, and frequent progress monitoring. Both MTSS and AIS are intended to supplement the instruction provided by the general curriculum and to assist students in meeting the NYS Next Generation Learning Standards.

The skill specific interventions provided through AIS are Tier 2 and Tier 3 RTI interventions designed to help students achieve the Next Generation Learning standards in English Language Arts and Mathematics in grades K-12 and Social Studies and Science grades 4-12. Academic Intervention Services shall be made available to students with disabilities and English Language Learners on the same

basis as non-disabled students, and shall be consistent with the student's individualized educational program.

The BUFSD's MTSS/AIS plan includes:

- Identification Criteria for MTSS and AIS--Entrance/Exit Criteria/Next steps = Tier 1, 2, 3 and beyond
- Progress Monitoring, timelines and documentation
- Provision of services
- Team composition (roles and responsibilities)
- Compilations of intervention resources and supports at all Tier/Levels
- Parental Notification/Participation/Correspondence
- Coordination of services (attendance)
- PD for Administration and Teachers and TAs

We have made MTSS a priority, in part, because of the progress we have made developing the system in recent years. This may be seen in select survey data below:

- Of 1,700 elementary students surveyed in May, 2023 95% agreed or strongly agreed that, *"my teachers check to make sure we understand what we are learning"*
- Of 1,697 elementary students surveyed in May, 2023, 87% agreed or strongly agreed that, *"my teachers explain things clearly when I make mistakes in class or on a test"*
- Of 457 professional staff surveyed in May, 2023 77% agreed or strongly agreed that, *"We have an effective MTSS program which provides targeted assistance for students in need"*

The following information, derivative of districtwide surveys administered in May, 2023 reveal the need to continue to build the capacity of the MTSS system:

- of 3,237 secondary students surveyed, only 41.8% agreed or strongly agreed that, "*I am comfortable asking questions in class"*
- Of the 3,242 secondary students surveyed, only 47% agreed or strongly agreed, "*Our school curriculum (work) is challenging"*
- Of the 3,256 secondary students surveyed, only 65% agreed or strongly agreed that, "*We receive specific feedback from our teachers on the tests/assessments we take"*

Finally, we believe that an improved MTSS system will help give students a greater voice in their academic and social-emotional learning.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Hire attendance teachers Hire Restorative Justice Coaches Syllabi writing in all curriculum areas with matching PBL units of study Brainfuse to support the MTSS system New Reading Curriculum, HMH Hire Assistant Curriculum Coordinator Project-Based Learning PLE 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.	Attendance teachers and Restorative Justice Coaches will support students' SEL and behavioral needs, key components of the MTSS system. Syllabi writing is required to develop PBL units of study. Brainfuse training in: • MTSS Foundations • Branching Minds Platform Training • Customized Coaching o Develop a MTSS handbook and determine consistent practices and procedures for team-based decision making, identification of skills and matched tools, interventions, etc. • Implementation • Sustainability The new HMG reading curriculum is designed to provide scaffold supports to help customize instruction and interventions for each child. The Assistant Coordinator will focus on supporting the secondary level, and will help ensure better vertical articulation. This will involve training, including self-directed Project Based Learning (PBL) Professional Learning Experiences (PLE) that will "transform the classroom" in	Hire Attendance Teachers, salary and fringe Hire Restorative Justice Coaches, salary and fringe Hours for syllabi writing in all curriculum areas Funding for the Brainfuse system and support Purchase new HMH reading curriculum 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

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. This work will be aligned with and supported by syllabi writing in all curriculum areas.

Project-Based 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 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.

	Reinstitute and expand "Student-Led Exhibitions," in which students showcase projects made for audiences beyond their teacher.	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- 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."

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
SIT teams and teachers will be effectively implementing the data protocol with limited support from district coaches	Mid-year analysis statements of progress towards SIT goals. January-February, 2024	
42.5% of students surveyed will agree or strongly agree with the statement, "I learn skills that matter for my life"	Mid-year analysis	

Priority 2

42.5% of students surveyed will agree or strongly agree with the statement "What I learn will help me be successful later in life."	Mid-year analysis	

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PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	The **evolution** 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, SCEP and SIT plan effectiveness.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* - *How does this Priority fit into the District's vision, values and aspirations?* - *Why did this emerge as something to prioritize?* - *What makes this the right Priority to pursue?* - *How does this fit into other Priorities and the District's long-term plans?* - *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* - *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The most compelling evidence that our district has made progress toward our vision, values and aspirations; and that our 22-23 SCEPs and DCIP were effective, is the fact that 3 of 4 previously identified CSI schools are Local Support and Improvement (LSI) schools for the 2023-2024 school year. For that reason, our 23-24 SCEPs and this DCIP represent strategic evolutions of foundational work from prior years. In all, two identified schools participated in NYSED's prescribed Envision-Analyze-Listen activities, including: - South Middle School, CSI - Hemlock Park Elementary School, ATSI for Students with Disabilities Procedurally, envisioning activities were designed to explore the gap between each school's current reality and the prioritized vision of the future. Informed by NYSED's envisioning protocols and resources, each improvement team brainstormed and came to consensus on Guiding Ideas (GI), or beliefs about the essential elements of a great school. Those GIs evolved into Operating Principles (OP); if-then statements that serve to operationalize each belief. The GIs and OPs were then embedded into an organizing structure, or logic model, with SMART goals, strategies, timelines and requisite tools/resources. All of these elements were ultimately memorialized in each school's thoughtful and aligned SCEP. Informed by NYSED guidance, analyze activities were comprehensive and considerate of quantitative, qualitative, formative, summative and anecdotal data. These included, but were not limited to state and local exam results, curriculum-based measures, student work sampling, interviews and questionnaires. Data analysis methodologies in both schools served to elucidate current reality dynamics and to establish SCEP goal baselines. In the context of listening activities, student interview protocols were customized by each school. Questions varied and included a range of topics, including: students' perceptions of teaching and learning,

student family life, student social-emotional well-being, race, racism, inclusion, diversity, implicit bias, and students' aspirations, hopes and dreams.

Many themes emerged through Envision-Analyze-Listen activities in our schools identified for CSI and ATSI support that let us know that we have made progress toward the vision, values and aspirations of the district. They included the importance of:

- improving academic performance
- stakeholder collaboration, including/especially teacher collaboration
- explicitly teaching/modeling desired behaviors (PBIS)
- further developing Multi-Tiered Systems of Support (MTSS)
- cultivating lesson relevance and importance through multi-disciplinary project-based learning experiences with real-world application
- creating Professional Learning Communities (PLC) to build capacity for the delivery of multi-disciplinary project-based learning experiences with real-world application
- cultivating student efficacy through individual goal-setting and the development of metacognitive skills
monitoring and celebrating effort/growth (growth mindset/grit)

This continues to be a priority as the work of our PLCs engaging in cyclical/iterative Plan-Do-Study-Act cycles has vastly improved over the course of the past two years. Evidence may be seen in our approach to the development of institutional goals for School Improvement Team (SIT) plans, as described below:

All BUFSD SIT plans will include both ultimate and interim goals[1]. Ultimate goals shall be derivative of data tied to the New York State Education Department's system of institutional accountability, for example: state ELA/math exam results, NYSESLAT, and/or ESSA Indicator data, i.e. performance, growth, etc. As this type of data may only be monitored on an annual basis, aligned interim goals, which may be monitored throughout the year, will be developed to ensure that ultimate goals are on trajectory to being met. The review of interim goals throughout the year will also allow SIT team to consider different, and/or additional intervening strategies to support sub-group and individual student growth throughout the year.

Both interim and ultimate goals should be structured in the same way, as described below.

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1. In order to be **measurable**, an interim or ultimate goal must include the following components:
   - ☐ the date or timeframe by which the goal will be accomplished
   - ☐ the subgroup of students for whom the goal is set (SWD, ELL, ED, etc.)
   - ☐ the observable behavior or performance to be achieved
   - ☐ the baseline level of performance with both number and percent
   - ☐ the target/desired level of performance with both number and percent
   - ☐ the method for measuring the change in performance
   - ☐ the frequency of formal progress monitoring by the School Improvement Team (SIT)

   SIT Team members should use the checklist above to ensure a goal is measurable.

   The following is one example of how the goal might be framed:

   > *By (insert date or timeframe) the (sub-group students, i.e. SWD, ELL, ED, etc.) will show an increase/decrease in (behavior or performance to be achieved) from (baseline level of performance, criteria or standard) to (desired level of performance, criteria or standard) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per year).*

2. In order to be **monitorable,** the method of measurement for **interim goals** must allow for frequent and regular monitoring throughout the year. Some examples of measures that can be used for frequent monitoring are local assessment, i.e. iReady or CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data (see also **"Other Examples of Student Outcome Data")**, above.

3. In order to be **meaningful**, goals must be consequential, ambitious yet reasonable, sustainable and motivating. The following definitions are provided to inform your consideration of the meaningfulness of SIT goals:

   - Consequential - Academic and social emotional outcomes that are impactful and whose attainment increases student independence
   - Ambitious – Outcomes that convey high expectations and that include both number and percent of students to be

impacted so that readers can judge the power of the impact
- <u>Reasonable</u> – Outcomes that address a need identified by the data and which can be achieved in the stated time frame with the current resources
- <u>Sustainable</u> - Critical step towards a longer -term goal
- <u>Motivating</u> – Staff (SIT team members) have participated in development of the goal and are committed to it. Data gathered for progress monitoring the goal will enable growth to be identified so that progress will encourage adults to continue to the next step

Standardization, implementation and central administration monitoring of institutional goals, including SCEP goals 3Xs per year have resulted in evidence that our PLC's are becoming increasingly effective; This may be seen in the data below:
- In 2022-2023, all commitments in all identified CSI and TSI schools were met
- In 2022-2023, all 17 buildings created and systematically monitored ultimate and interim SIT goals in ELA and mathematics
- In 2022-2023, 28/34 ELA and math interim (local) goals were met/exceeded
- In 2022-2023, 12/34 ELA and/or math interim goals were revised during the year because the subgroup surpassed the annual target, early. This is evidence of close monitoring and revision of school improvement work

In addition, districtwide surveys administered in May, 2023 reveal the following:
- of 499 teachers surveyed, 81% agreed or strongly agreed that, "*we actively utilize a school-based plan with specific SMART goals to guide our work*"
- Of 468 teachers surveyed, 74% agreed or strongly agreed that, "*we utilize a comprehensive, school-wide data system that includes a data dashboard for monitoring goals and progress*"

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

| The evolution of Professional Learning Communities (PLCs) that engage in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles | 1. Conducting a Comprehensive Needs Assessment
To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment *(ESEA section 1114(b)(6))*. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes *(ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a))*. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

2. Creating a Comprehensive SCEP or Schoolwide Plan
Each school in the BUFSD will prepare a comprehensive schoolwide plan that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment *(ESEA section 1114(b)(7))*. The schoolwide plan must include:

• a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students *(ESEA section 1114(b)(7)(A)(i), (iii))*.
The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will: | Time and funding for SIT/SCEP teams to participate in cyclical, iterative and recursive Plan-Do-Study-Act (PDSA) cycles. |

	- strengthen the academic program in the school, - increase the amount and quality of learning time; - and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education *(ESEA section 1114(b)(7)(A)(ii))*. To ensure that the plan results in progress toward addressing the needs of the school, the plan should also include benchmarks/checkpoints for the evaluation of program results. **The schoolwide plan may be integrated into an existing improvement plan, including a School Comprehensive Education Plan (SCEP) developed by Targeted or Comprehensive Support and Improvement Schools.** 3. Annually Evaluating the Schoolwide Plan Each school in the BUFSD will formally evaluate the schoolwide plan, at least 3 times per year, using: - data from the State's assessments, - other student performance data; - and perception data to determine if the schoolwide program has been effective in addressing the most pressing needs and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must revise the plan, as necessary, based on evolving student needs and the results of the tri-annual evaluation to ensure continuous improvement *(ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c))*.	
Deep Dive: NYSED's Culturally Responsive and Sustaining Education Framework	Preparation and discussion at monthly Elementary and Secondary Leadership Team (ELT/SLT) meetings.	Money for PD, ESBOCES

	Distribute Framework to ELT/SLT members (Oct.) Discussions with survey feedback/input monthly.	
PLCs will work with Brainfuse to further refine their practices.	Brainfuse training in: • MTSS Foundations • Branching Minds Platform Training • Customized Coaching ○ Develop a MTSS handbook and determine consistent practices and procedures for team-based decision making, identification of skills and matched tools, interventions, etc. • Implementation • Sustainability	Purchase Brainfuse software and support.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- 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"

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
• 40% 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"	Mid-Year analysis. January-February	
• 40% 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"	Mid-Year analysis. January-February	
• 40% of SIT/SCEP team members will agree or strongly agree with the statement, "We monitor school and student performance regularly"	Mid-Year analysis. January-February	
• 40% of SIT/SCEP team members will agree or strongly agree with the statement, "I understand the vision of my SIT/SCEP team"	Mid-Year analysis. January-February	

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR
What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR
In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*

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)
Rebecca Shields	RTI/MTSS Specialist	North Middle School
Dr. Christopher Dalley	Principal	Hemlock Park Elementary
Amanda Rofrano	Teacher/SIT Co-Chair	North Middle School
Barry Mohammed	Principal	South Middle School
Matthew Gengler	Principal	North Middle School
Kristin Gustalson	Parent/Community Member	North Middle School
Farrah Padro	Assistant Principal	Hemlock Park Elementary
Dr. Chris Dalley	Principal	Hemlock Park Elementary
Ann Palmer	Assistant Superintendent	Central
Wanda Ortiz-Rivera	Assistant Superintendent	Central
Vincent Todisco	Assistant Coordinator of Funded Programs	Central
Dr. Vincent Leone	Coordinator of Funded Programs	Central

Meeting Dates

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

Meeting Date	Location

4/3/23	Hemlock Park Elementary School
4/5/25	South Middle Scool
4/26/23	South Middle School
5/8/23	Hemlock Park Elementary School
6/8/23	South Middle School
6/26/23	Virtual

Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	2022-2023 Data Triangle Survey Results from PLC & Associates. Teachers responsible for teaching the identified subgroup participating on the SCEP team, and participating in envision-analyze-listen activities.
Parents with children from each identified subgroup	2022-2023 Data Triangle Survey Results from PLC & Associates. Parents of children in the identified subgroup participating on the SCEP team, and participating in envision-analyze-listen activities.
Secondary Schools: Students from each identified subgroup	N/A

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

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