



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Bedford Central School District	Dr. Joel Adelberg

## 2021-22 Summary of Priorities

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

1	Welcoming and Affirming Environment
2	Literacy Development
3	Advancing Inclusive Practices
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We commit to providing a welcoming and affirming environment.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>We believe that all students in the Bedford Central School District are valued and celebrated. We believe that all students should be active members of their learning experience who feel safe, supported, and accepted in the school community. The Bedford Central School District strives to be a district where all people are treated with respect and dignity. We work hard to make sure that each student is understood, respected, and celebrated. All student voices are important and have a place in our schools. Strong relationships between students and teachers are paramount to students feeling safe and connected. When students feel safe, they have a sense of agency over their learning. They are more comfortable expressing opinions, asking questions and seeking deeper learning. It is important for students to see themselves reflected in their daily learning experiences; in literature, in curriculum and in the school community.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Diverse Literature</b></p>	<p>Teachers/Grade levels will review their libraries to improve the collection of diverse literature for independent reading and read-aloud, as well as mentor texts.</p> <p>This will be done in collaboration with the instructional leadership (principal, EC, coaches) of the building. The librarian will also engage in this work.</p>	<p>Talking with students and teachers to acquire feedback on new literature and how it changes conversations.</p> <p>Principal will observe and participate in classroom conversations about literature.</p>	<p>Purchasing new books for classroom libraries and library/media center.</p> <p>Time for grade levels to review current library contents and research new diverse literature.</p> <p>Time to plan new lessons to incorporate new literature.</p>
<p><b>RULER Social-Emotional Learning Approach</b></p>	<p>Teachers/Administration will prioritize the implementation of SEL with the RULER approach.</p>	<p>Students will utilize the language of the RULER approach as well as core routines to Recognize, Understand, Label, Express, and Regulate their emotions.</p> <p>Student behavior will improve as demonstrated by a decline in student behavior referrals and an improvement in student morale and wellbeing.</p>	<p>Instructional time will be designated to SEL/RULER daily.</p> <p>Time during faculty meetings to learn how to implement RULER.</p> <p>Support from RULER implementation team for teachers.</p>

Priority 1

			RULER materials will be provided as needed (Mood Meters for classroom, literature associated with lessons, etc.)
<b>Review and improve our curriculum to include diverse cultural perspectives</b>	<p>Teachers will seek out opportunities throughout the year to include units of study that include diverse cultural and historical perspectives.</p> <p>TC is updating their units of study to include more diverse perspectives within literature.</p>	<p>Students will engage in deep critical thinking through conversations that include different perspectives and historical information reflective of diverse groups of people. Holiday celebrations, such as Thanksgiving, will be examined to ensure accurate and respectful depictions of history with consideration for multiple points of view and cultural experiences.</p>	<p>Materials to support curriculum and time for planning.</p> <p>Time for discussions and learning/training among faculty/admin to understand and teach in a culturally relevant way.</p>

## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

We will utilize student, staff and family surveys to assess the quality of the student experience, determine how students are feeling about school, how connected they feel to their teachers and peers, and how much the RULER approach has supported their ability to recognize, understand, label, express and regulate their emotions.

We know we have been successful with meeting this priority if:

- Students are utilizing the language of the RULER approach to Recognize, Understand, Label, Express and Regulate their feelings.
- We can quantify the number of diverse books added to our libraries.
- Students, staff and families feel welcomed and respected within the school community.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We prioritize implementing the foundations of early literacy based on science to give students a strong base for reading, writing and spelling.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>We believe that the underpinnings of learning to read include phonological awareness, systematic multisensory phonics, and comprehension strategies. Students will be most successful in reading and writing with a program that provides all of these elements in concert. We believe a commitment to a comprehensive approach to teaching reading, based on research and best practices, supported by strong professional development, will help to improve academic outcomes for all students.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Heggerty	10-12 minutes daily of phonological and phonemic awareness activities	On a phonological assessment, students will achieve mastery.	Minimal time for training and daily implementation.
Foundations Phonics Instruction	Designated time and training to implement Foundations (K-2) with fidelity, including tiered interventions and supports.	Students will demonstrate proficiency in decoding and encoding as measured by various assessments.	Updated training and coaching for Foundations  Time designated for implementation
Teachers College Reading and Writing Project	Continued training and implementation of the units of study in reading to further develop students' reading skills and strategies.	Students will benefit from the expertise of well-trained teachers in reading and writing workshop. They will develop a love of reading and writing and will self-identify as readers and writers.	Continued coaching from TCRWP staff developers. Ongoing learning of new units and perfecting teaching craft.
LETRS Training	Training in LETRS (Language Essentials for Teachers of Reading and Spelling) is being provided to our tiered support teachers and ESOL teachers to develop increased understanding of the science of reading and how students develop reading and spelling skills.	Students will demonstrate proficiency in decoding and encoding as measured by various assessments.	Time and funding for the LETRS training.

## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Student performance on phonological, reading, writing, and spelling assessments will improve.



## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Advance inclusive practices for all students</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>Over the last several years, the District has made a commitment to promoting student membership &amp; voice and creating inclusive practices in our schools. We sent a District team to Syracuse University for a leadership retreat with Inclusive Schooling, an organization that dedicates ongoing coaching and professional development to support schools with inclusive practices. We conducted an inclusive schooling audit and committed to moving our instructional practices towards a more inclusive environment for all students. Due to the pandemic, hybrid/remote learning, teachers have been stuck to a screen in order to connect with students both at home and at school. As a result, our intentional focus on inclusive practices seemed to be interrupted. This school year, the District has included inclusive practices again in our District Success Plan and plans to re-engage with our faculty and staff on this important initiative.</p>

Key Strategies and Resources

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<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Instructional Coaching in Universal Design for Learning</p>	<p>Our designated UDL coordinator will work closely with teachers in classrooms to promote inclusive practices and strategies for Universal Design for Learning.</p> <p>The UDL coordinator will work with teachers to develop student learner profiles to better understand the strengths and learning styles of students within their classrooms.</p>	<p>Students will feel more included, confident and capable because of the multiple entry points provided in the classroom.</p> <p>Teachers will be able to articulate a variety of strategies used and learned from the UDL coordinator, to better understand and respond to the varied needs of the students in their classrooms.</p>	<p>Time for the UDL coordinator to meet with teachers and provide instructional coaching.</p>
<p>Professional Learning Communities</p>	<p>Through our Curriculum Council, a collaborative think-tank that includes teachers, coordinators, as well as building and district leaders, we will meet regularly to discuss issues around student learning, analyze data, and develop and try out solutions to incorporate inclusive practices throughout our district. One specific area of focus will be enrichment which is not currently consistent and equitable across the 5 elementary schools.</p>	<p>During the year, members of the curriculum council will be able to articulate new insights and recommended action steps for a consistent and equitable approach to enrichment for all.</p> <p>A District-wide plan that outlines a shared vision for enrichment will be developed and articulated to the larger District community.</p>	<p>Time for devoted collaboration and discussion for members of the Curriculum Council monthly throughout the year.</p>

Priority 3

Leadership Development	A leadership team will attend the NYSCATE conference where our team will be presenting and attending workshops related to inclusive practices, integration of technology, and UDL.	Following the NYSCATE conference, members of the leadership team will incorporate new insights from their conference into their leadership practices with teachers and coordinators. New ideas and insights gained from this conference will be shared with district and building leaders as well as inform future professional development opportunities with teachers.	Time will be dedicated to attending the conference, debriefing new learning from the conference, and turn-keying new ideas to faculty and staff.

## Measuring Success

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Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Students will feel connected and included in their learning environment.

All students, regardless of ability, race, gender, ethnicity, language, or economic status will feel a part of their school community.

Teachers will be observed utilizing UDL principles and strategies to include all learners in their classrooms.

## PRIORITY 4

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

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>N/A</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	

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## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

N/A

## PRIORITY 5

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

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>N/A</p>
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## Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

N/A

## Stakeholder Participation

### Background

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

### Team Members

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

Name	Role	School <i>(if applicable)</i>
Ms. Amy Fishkin	Asst. Superintendent for Curriculum & Instruction	District-wide
Dr. Toni Ann Carey	Asst. Director of Special Education	District-wide
Dr. Stephanie Bell	Principal	PRES
Ms. Erika Volpe	Elementary Coordinator	PRES
Mr. David Gee	Director of Technology	District-wide
Ms. Lena Nurenberg	Parent	PRES
Ms. Angela Goncalves	Teacher	PRES

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
July 12, 2021	Curriculum Office
October 22, 2021	Curriculum Office
November 4, 2021	Curriculum Office
February 10, 2022	Google Meet (virtually)
March 17, 2022	PRES
June 9, 2022	PRES

### 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	The teacher is a participating member of our DCIP planning team.
Parents with children from each identified subgroup	Parents participate in surveys and data collection that informs the DCIP.
Secondary Schools: Students from each identified subgroup	N/A

## Submission Assurances

### Submission Assurances

#### Directions

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

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

#### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

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