



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve prioritizing student choice, voice, and agency, and an evolution of the district’s Diversity, Equity, Inclusion, and Belonging Committee (DEIBC).
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 and select SCEP plan effectiveness.
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve prioritizing student choice, voice, and agency, and an evolution of the district’s Diversity, Equity, Inclusion, and Belonging Committee (DEIBC).</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This priority is aligned to the district’s evolving vision, and established values and aspirations. In September 2023, Ms. Wanda Ortiz-Rivera assumed the role of interim superintendent for the BUFSD. For the first 100 days on the job, Ms. Ortiz-Rivera, formerly the Assistant Superintendent for Secondary Education and Bilingual Education K-12 in Brentwood, immersed herself in a comprehensive organizational review to develop a clear picture of the district’s current reality; and to establish a shared vision for the future. Ms. Ortiz-Rivera met extensively with all constituent groups, collaboratively analyzing vital school tenets including but not limited to: District leadership, school leadership, curriculum, instruction, assessment, student physical/social/emotional well-being, parent/family, and community partnerships, and Culturally Responsive and Sustaining Education (CRSE) dynamics. This work has led to the development of an evolving core strategic plan that prioritizes outcomes extremely well-aligned with NYSED’s Graduation Measures Initiative Portrait of a Graduate competencies, including Cultural and Social-Emotional Competence, Effective Communicator, Critical Thinker, Problem Solver and Literate Across Content Areas. Collectively, this evolving shared vision for the district was presented to the BUFSD Board of Education (BOE) on November 8th, 2023.</p> <p>Ms. Ortiz-Rivera was appointed as the superintendent of the BUFSD in July 2024. Foundational work on the district’s core strategic plan has culminated in a shared vision known as, Graduation PLUS+! While not formally approved at this time, an evolving vision statement for the district may be seen below:</p> <p style="text-align: center;"><i>Upon graduation, BUFSD students will be empowered to enter the workforce with appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students’ strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.</i></p> <p>This vision is supported by the following SAGE tenets:</p>

Priority 1

- **Success Pathways**
- Meaningful and Relevant Instruction and **Assessment**
- **Growth Culture**
- **Empowered Stakeholders**

Within the *Success Pathways* tenet, the following shared beliefs are notable:

- *We believe that each child's PLUS will be reflective of his/her strengths, preferences, and interests*
- *We believe that college, career, and civic readiness are of equal value and importance*
- *We believe that providing CTE pathways and work-based learning experiences will create vast Graduation PLUS opportunities*
- *We believe in the utility of NYSED diploma seals (bi-literacy, civics) and students' ability to earn college credit while in high school*

Within the *Empowered Stakeholders* tenet, the following shared belief is notable:

- *We believe that everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity, and belonging.*

This priority emerged through an analysis of Envision-Analyze-Listen activities at Hemlock Park elementary school, and a broader analysis of district-wide data, which reveals achievement gaps in performance, exclusionary discipline, and special education referral for minority students in the district.

This is the right priority to pursue because of our profound responsibility to maximize each child's unlimited potential.

This priority supports Hemlock Park's SCEP Commitment #1, as per the observation below:

- The building has emphasized inclusion and student belonging over the past few years. This focus aligns with ongoing initiatives in the building i.e. student clubs, in-building retreats, academic enrichment support, scheduled check-ins, etc.
- Promoting the school's PBIS matrix through G.R.O.W.

Priority 1

- Growth mindset, Respect Others, Ownership, and Working Together

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Prioritize student choice, voice, and agency.</p>	<p><u>Develop a Core Strategic Plan for Graduation PLUS+!</u> Development of a districtwide Core Strategic Plan to support the evolving shared vision of Graduation PLUS+! This vision is supported by the following SAGE tenets:</p> <ul style="list-style-type: none"> ● Success Pathways ● Meaningful and Relevant Instruction and Assessment ● Growth Culture ● Empowered Stakeholders <p>Within the <i>Success Pathways</i> tenet, the following shared beliefs are notable:</p> <ul style="list-style-type: none"> ● <i>We believe that each child’s PLUS will be reflective of his/her strengths, preferences, and interests</i> ● <i>We believe that college, career, and civic readiness are of equal value and importance</i> ● <i>We believe that providing CTE pathways and work-based learning experiences will create vast Graduation PLUS opportunities</i> ● <i>We believe in the utility of NYSED diploma seals (bi-literacy, civics) and students’ ability to earn college credit while in high school</i> <p><u>Dual-College Credit</u> Access to dual-college credit will be prioritized, particularly for English Language Learners (ELLs),</p>	<p>Money, space and time for stakeholders, districtwide, to contribute to the development of the core strategic plan. This includes back-mapping outcomes in all key tenet areas from 12th grade/graduation, all the way down to pre-K.</p> <p>Funds to develop branded Graduation PLUS+ conceptual frameworks, posters, presentation templates, flyers, etc.</p> <p>Money for low-income students to take dual-college credit while in High School.</p> <p>Money for transportation to get students to institutions of higher learning to earn dual-college credit.</p> <p>Time for central office and building-level staff to apply for NYSED approved CTE pathways.</p> <p>Funds will be needed to employ a certified LIUNA teacher. Space will be needed for the staging of hands-on construction and energy lessons. Time will be needed for strategic block-scheduling.</p>

Priority 1

	<p>Students with Interrupted Formal Education (SIFE), and historically marginalized youth.</p> <p><u>Vastly Expand CTE Pathways</u> In the summer of 2024, NYSED approved an Information Systems CTE pathway for the BUFSD. An application for a culinary pathway is currently in development, with an October 2024 deadline for submission.</p> <p><u>Pre-Apprenticeship Partnership with Laborers' International Union of North America (LIUNA)</u> LIUNA members are a skilled and experienced union workforce trained to work safely in the construction and energy industries. Members build infrastructure - from roads, bridges, and transit to schools and skyscrapers. They are certified to install rainwater catchment systems and trained to build water and sewer systems.</p> <p>Brentwood youth will be enrolled in a pre-apprenticeship program with LIUNA. This will fast-track coveted apprenticeship status while students earn credit, in high school.</p> <p><u>IDEAL Health Certification</u> Brentwood youth will earn Certified Nurse Assistant (CAN) licensure while in High School.</p> <p><u>Partnership with Nassau Community College (NCC)</u> The Community Health Worker Program Training consists of four credit courses, each offering three credits, five certifications, an Employment Readiness program, Computer skills, Leadership / Administrative skills and an Artificial Intelligence course.</p> <p><u>Naviance</u> Use Naviance for college/career planning.</p>	<p>Funds needed for IDEAL tuition and transportation for Brentwood youth.</p> <p>Funds needed for NCC tuition and transportation.</p> <p>Purchase Naviance licenses.</p>
<p>Purposefully and intentionally creating a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity, and belonging.</p>	<p><u>Develop a Core Strategic Plan for Graduation PLUS+!</u> Development of a districtwide Core Strategic Plan to support the evolving shared vision of Graduation PLUS+! This vision is supported by the following SAGE tenets:</p> <ul style="list-style-type: none"> • Success Pathways 	<p>Money, space and time for stakeholders, districtwide, to contribute to the development of the core strategic plan.</p> <p>Funds to develop branded Graduation PLUS+ conceptual frameworks, posters,</p>

Priority 1

	<ul style="list-style-type: none"> • Meaningful and Relevant Instruction and Assessment • Growth Culture • Empowered Stakeholders <p>Within the <i>Empowered Stakeholders</i> tenet, the following shared belief is notable:</p> <ul style="list-style-type: none"> • <i>We believe that everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity, and belonging.</i> <p><u>Diversity, Equity, Inclusion, and Belonging Committee (DEIBC)</u> Evolution of the districtwide Diversity, Equity, Inclusion, and Belonging Committee (DEIBC). In the spring of 2024, the BUFSD hired a Coordinator of Diversity, Equity, Inclusion, and Belonging. This Coordinator will support full DEIBC implementation, at the district and school-levels, in 2024-2025.</p> <p>The central DEIBC will be tasked with implementing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students.</p> <p><u>Planned Central DEIBC Committee Activities:</u></p> <ul style="list-style-type: none"> • Data through an equity lens: 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 	<p>presentation templates, flyers, etc.</p> <p>Money, space and time for central office and building-level DEIBC staff to analyze school data, participate in book studies, unpack the CRSE framework and engage in equity walk activities.</p> <p>Money to participate in ESBOCES Regional Diversity, Equity, and Inclusion (DEI) Community of Practice.</p> <p>Money for supplies and materials to improve cultural dynamics, as responsive to equity walk findings.</p> <p>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.</p> <p>Fund BUFSD Family Community Center Staff, i.e. Parent Liaison.</p> <p>Fund salaries for 11 newly hired guidance counselors to focus on SEL dynamics at the elementary level.</p> <p>Curriculum materials for induction activities during the first week of school so teachers may facilitate the establishment of trust and rapport between students and staff; and allow students to become reacquainted with their peers.</p> <p>Leverage Stronger Connection grant funds to support MTSS Coaches at the secondary level.</p>
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Priority 1

- Scale/share DEIBC 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

Foundational DEIBC Work for all Professional Staff in the District during 24-25 Faculty Meetings

- Unpack NYSED's CRSE Framework
- Implicit Bias Overview Including "Where I'm From" poem. Facilitated by implicit bias and identify expert, Paul Forbes

Establishment of Building-Level DEIBC 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 Walks

Participate in ESBOCES Regional DEI Community of Practice

- Equity self-assessment
- Courageous conversations
- Strategic planning
- Engaging stakeholders

Focus on Social and Emotional Learning

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

Professional Learning Experiences (PLE) Equity Lens

Priority 1

Provide access to 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

Building Trust and Rapport

Induction activities during the first week of school will facilitate the establishment of trust and rapport between students and staff; and allow students to become reacquainted with their peers.

Positive Behavior Interventions and Support (PBIS) and Multi-Tiered Systems of Support (MTSS)

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

Priority 1

<p>Expand implementation of restorative practices in the district.</p>	<p>Library-Media Specialists will expand SEL libraries.</p> <p>The district will provide participating restorative practice schools with additional materials (signage, books, literature) reflective of restorative practices.</p> <p>Stakeholders in participating schools will receive additional training in restorative practices. Participating schools will develop a schedule for restorative circles.</p> <p>Instructional staff and school support staff in participating schools will create restorative circle lesson plans and post them to a shared OneDrive folder.</p>	<p>Money for SEL libraries.</p> <p>Money will be needed for materials, PD, and sub coverage for staff in participating schools to attend restorative training.</p> <p>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.</p> <p>Time will be needed for staff to develop restorative circle lesson plans. Money may be needed for materials to conduct these lessons.</p>
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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 2024-25 school year.

- By June, 2025, 72% of secondary students will agree or strongly agree that “my school initiates student-led civics projects and school-based student leadership opportunities”, up from a baseline of 67.7% established in May, 2024. The target represents a 20% gap reduction between the baseline and 90%, which is considered a significant school asset.
- By June, 2025, 62% of secondary students will agree that “I am safe in my school”, up from a baseline of 59% established in May, 2024. The target represents a 20% gap reduction between the baseline and 75%, which is considered a school asset.
- By June, 2025, 69% of parents will agree or strongly agree that “our school has an effective program for dealing with bullying”, up from a baseline of 66% established in May, 2024. The target represents a 20% gap reduction between the baseline and 80%, which is considered a significant school asset.
- By June, 2025, 38% of elementary students will agree that “I see children who look like me in the books we read”, up from a baseline of 29% established in May, 2024. The target represents a 20% gap reduction between the baseline and 75%, which is considered a school asset

Priority 1

- By June, 2025, 64% of secondary students will agree or strongly agree that “my school highlights materials that represent and affirm student identities”, up from a baseline of 60% established in May, 2024. The target represents a 20% gap reduction between the baseline and 80%, which is considered a significant school asset.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
69.85% of secondary students will agree or strongly agree that “my school initiates student-led civics projects and school-based student leadership opportunities.” This is ½ of the established annual gap reduction.	Mid-year analysis in January	
60.05% of secondary students will agree that “I am safe in my school.” This is ½ of the established annual gap reduction.	Mid-year analysis in January	
67.5% of parents will agree or strongly agree that “our school has an effective program for dealing with bullying.” This is ½ of the established annual gap reduction.	Mid-year analysis in January	
42.5% of elementary students will agree that “I see children who look like me in the books we read.” This is ½ of the established annual gap reduction.	Mid-year analysis in January	
66% of secondary students will agree or strongly agree that “my school highlights materials that represent and affirm student identities.” This is ½ of the established annual gap reduction.	Mid-year analysis in January	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Improve/strengthen core instruction as part of a comprehensive Multi-Tiered System of Support (MTSS) framework. Rigor, Relevance and Relationships equals success!</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This priority fits into the BUFSD’s long-term plans. To measure MTSS readiness, an assessment of 22-23 district PBIS and RtI/Academic Intervention Services (AIS) Committee activities was conducted. During that year, 632 elementary teachers and administrators participated in a professional development series, titled PBIS: Booster Sessions for Tier 1 Readiness facilitated by NYSED’s Long Island Partnership Center (LPC) at Long Island University (LIU). The goal of the training series was for the BUFSD to develop the systems, practices, and data components necessary to implement the PBIS framework with fidelity. Topics included PBIS Administrative Overview, Staff Exploration, Team Training and Classroom Management. As part of this experience, all 11 elementary schools in the district took part in a School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory (TFI) assessment. The TFI measures the percentage of PBIS implementation at each school in the following categories: Teams, Implementation and Evaluation. In only 1 year, the average implementation of all 11 elementary schools was 45%, 25% and 8% for Teams, Implementation and Evaluation respectively. This is evidence that a behavioral foundation for MTSS has been established.</p> <p>During the 22-23 school year, the elementary and secondary RtI/AIS Committees worked together to develop an initial MTSS manual. This undertaking was the first attempt to merge PBIS and RtI frameworks in the district. The joint committee included over 30 elementary and secondary teachers, curriculum specialists, special services providers, building-leaders and district leaders. Extensive MTSS research was conducted, including an analysis of MTSS guidance from NYSED and other SEA’s across the country, the MTSS Action Network, Intervention Central, peer-reviewed research articles, the United States Department of Education’s (USDE’s) What Works Clearinghouse and the USDE’s Technical Assistance Centers. Research findings resulted in the development of a fledgling MTSS manual for elementary, middle and high school levels that includes frameworks, interventions, interactive decision-making flow charts and resources. These activities established the RtI/academic foundation necessary for an evolution to MTSS.</p>

Priority 2

Additionally, this priority is aligned to the district's evolving vision, and established values and aspirations. In September 2023, Ms. Wanda Ortiz-Rivera assumed the role of interim superintendent for the BUFSD. For the first 100 days on the job, Ms. Ortiz-Rivera, formerly the Assistant Superintendent for Secondary Education and Bilingual Education K-12 in Brentwood, immersed herself in a comprehensive organizational review to develop a clear picture of the district's current reality; and to establish a shared vision for the future. Ms. Ortiz-Rivera met extensively with all constituent groups, collaboratively analyzing vital school tenets including but not limited to: District leadership, school leadership, curriculum, instruction, assessment, student physical/social/emotional well-being, parent/family, and community partnerships, and Culturally Responsive and Sustaining Education (CRSE) dynamics. This work has led to the development of an evolving core strategic plan that prioritizes outcomes extremely well-aligned with NYSED's Graduation Measures Initiative Portrait of a Graduate competencies, including Cultural and Social-Emotional Competence, Effective Communicator, Critical Thinker, Problem Solver and Literate Across Content Areas. Collectively, this evolving shared vision for the district was presented to the BUFSD Board of Education (BOE) on November 8th, 2023.

Ms. Ortiz-Rivera was appointed as the superintendent of the BUFSD in July 2024. Foundational work on the district's core strategic plan has culminated in a shared vision known as, Graduation PLUS+! While not formally approved at this time, an evolving vision statement for the district may be seen below:

Upon graduation, BUFSD students will be empowered to enter the workforce with appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students' strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.

This vision is supported by the following **SAGE** tenets:

- **Success Pathways**
- **Meaningful and Relevant Instruction and Assessment**
- **Growth Culture**
- **Empowered Stakeholders**

Within the *Meaningful and Relevant Instruction and Assessment* tenet, the following shared beliefs are notable:

Priority 2

- *We believe in nurturing the whole child (physical, emotional, academic, social, cultural)*
- *We believe that a well-rounded education will include foundations of literacy (ABCs), numeracy (123s), physical education, and the arts*
- *We believe in cultivating relevancy through Project and Problem-based Learning and Assessment (PBLA) opportunities with real-world application*
- *We believe in leveraging our students' strengths, preferences and interests to revitalize the Brentwood community*

Finally, many themes emerged through Envision-Analyze-Listen activities at Hemlock Park Elementary School 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
- improving attendance
- improving engagement
- cultivating a welcoming, student-centered environment (including school beautification)
- supporting students' social and emotional well-being
- cultivating student voice, agency and executive functioning
- prioritizing inclusion and feelings of belonging
- establishing high expectations for ALL students
- improving academic performance
- stakeholder collaboration, including/especially teacher collaboration
- utilizing inclusive/restorative disciplinary practices that build skills
- cultivating lesson relevance and importance through multi-disciplinary project-based learning experiences with real-world application

All of these themes reinforce 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

Priority 2

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 1,987 elementary students surveyed in May, 2024 95.3% 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, 2024, 84.7% agreed or strongly agreed that, *“my teachers explain things clearly when I make mistakes in class or on a test”*
- Of 449 professional staff surveyed in May, 2024, 85.5% agreed or strongly agreed that, *“We actively utilize a school-based plan with specific SMART goals to guide our work.”*

Priority 2

	<p>The following information, derivative of districtwide surveys administered in May, 2024 reveal the need to continue to build the capacity of the MTSS system:</p> <ul style="list-style-type: none"> • of 2,037 secondary students surveyed, only 41.8% agreed or strongly agreed that, <i>“I am comfortable asking questions in class”</i> • Of the 3,242 secondary students surveyed, only 46.3% agreed or strongly agreed, <i>“Our school curriculum (work) is challenging”</i> • Of the 3,256 secondary students surveyed, only 59% agreed or strongly agreed that, <i>“We receive specific feedback from our teachers on the tests/assessments we take”</i> <p>Finally, we believe that an improved MTSS system will help give students a greater voice in their academic and social-emotional learning.</p>
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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?
Expand and vastly improve the district’s existing RtI and PBIS infrastructure. Evolution to MTSS implementation.	<p><u>MTSS Coaches</u> BUFSD instructional staff will be paid a contractual percentage of their FTE to become MTSS Coaches. The Coaches will become Branching Minds experts/liaisons for the district.</p> <p><u>Branching Minds MTSS Systems Platform</u> Branching Minds will give our district access to consistent universal screening mechanisms, robust core and differentiated instructional strategies tailored to Brentwood needs, creation of individual student support plans (both academic and behavioral), frequent progress monitoring solutions and integrated academic/behavior data management and intervention systems. Branching Minds will be the HUB of all MTSS activities.</p>	<p>MTSS Coaches’ salaries will be subsidized throughout the district’s Stronger Connections Grant.</p> <p>Funds are needed for the Branching Minds MTSS systems platform, including dynamic training experiences tailored to BUFSD needs.</p> <p>Funds are needed for AIS/RtI Committee members to participate in Branching Minds MTSS training.</p>

Priority 2

	<p>Established district AIS and RtI committee members and MTSS Coaches will work with Branching Minds experts/facilitators to build MTSS capacity, and turnkey trainings in all BUFSD schools.</p> <p>Training will be provided in:</p> <ul style="list-style-type: none"> • MTSS Foundations • Branching Minds Platform Training • Customized Coaching <ul style="list-style-type: none"> ○ Identify consistent practices and procedures for team-based decision making, identification of skills and matched tools, interventions, etc. • Implementation • Sustainability 	
<p>Continue to build HMG Reading Curriculum Capacity.</p>	<p>The new HMG reading curriculum is designed to provide scaffold support to help customize instruction and interventions for each child.</p>	<p>Time devoted by the newly hired Assistant Coordinator of ELA and Social Studies, facilitating professional development.</p>
<p>Partnership with NYSED’s Regional Support Center at Long Island University</p>	<p>Ongoing support in School-Wide Positive Behavior Interventions and Supports (SWPBIS) will continue to be provided to all elementary schools in the district by NYSED’s Regional Partnership Center at Long Island University as an in-kind service.</p>	<p>Coverage will be needed for staff to participate in PBIS training with NYSED’s Regional Support Center at Long Island University.</p>
<p>Parent Engagement Partnership with Youth Enrichment Services (YES)</p>	<p>To improve parent/family engagement, Youth Enrichment Services (YES) will develop and support Parent Connectors in elementary schools, the Freshman Center and the High School. These activities will draw from and build upon the success of Parent Connectors which were established at all four Middle Schools in 22-23 through the My Brother’s Keeper Program.</p>	<p>Vendor contracts with YES and EOC of Suffolk will be funded through the district’s Stronger Connections Grant.</p>
<p>Growth Mindset</p>	<p>To improve self-esteem and self-care, the Economic Opportunity Council (EOC) of Suffolk will facilitate Growth Mindset workshops, replicating the program component from the WWC study by Yeager,</p>	<p>Vendor contracts with YES and EOC of Suffolk will be funded through the district’s Stronger Connections Grant.</p>

Priority 2

	D.S., Hanselman, P., Walton, G.M. et al. (2019).	

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 2024-25 school year.

- By June, 2025, the average of all elementary schools in the BUFSD (11) will increase the percentage of Tier I PBIS (core MTSS component) implementation for Teams, Implementation and Evaluation from 51%, 35% and 21% baselines established in May, 2024, to 57%, 45% and 35% respectively. The increases represent a 20% gap reduction between baseline percentages and the long-term goal of 75%, considered a Tiered Fidelity asset
- By June, 2025, special education identification rates in the BUFSD will decrease from 15%, established in May, 2024 to 12%. The target represents a 20% reduction from the baseline, and is aligned to NYSED special education identification expectations
- By June, 2025, 52.04% of secondary students will agree that *“Our school curriculum (work) is challenging”*, up from a baseline of 46.3% in May, 2024. The target represents a 20% gap reduction between the baseline and 75%, which is considered a school asset.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Increases in the percentage of Tier I PBIS (core MTSS component) implementation for Teams, Implementation and Evaluation. 54%, 40%, 28%, respectively. This is ½ of the established annual gap reduction.	Mid-year analysis in January	
Decreases in the number of special education referrals, districtwide. Trajectory < than 15%.	Mid-year analysis in January	
54.91% of secondary students will agree that <i>“Our school curriculum (work) is challenging.”</i> This is ½ of the established annual gap reduction.	Mid-year analysis in January	

Priority 2

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>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.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This priority fits into the district’s long-term plans, as the work of our PLCs engaging in cyclical/iterative Plan-Do-Study-Act cycles has vastly improved over the course of the past three years. Evidence may be seen in our approach to the development of institutional goals for School Improvement Team (SIT) plans, as described below:</p> <p>All BUFSD SIT plans will include both ultimate and interim goals¹. 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.</p> <p>Both interim and ultimate goals should be structured in the same way, as described below.</p> <ol style="list-style-type: none"> 1. In order to be measurable, an interim or ultimate goal must include the following components: <ul style="list-style-type: none"> <input type="checkbox"/> the date or timeframe by which the goal will be accomplished <input type="checkbox"/> the subgroup of students for whom the goal is set (SWD, ELL, ED, etc.) <input type="checkbox"/> the observable behavior or performance to be achieved <input type="checkbox"/> the baseline level of performance with both number and percent <input type="checkbox"/> the target/desired level of performance with both number and percent <input type="checkbox"/> the method for measuring the change in performance

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Priority 3

- 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
 - Reasonable – Outcomes that address a need identified by the data and which can be achieved in the stated time frame with the current resources
 - Sustainable - Critical step towards a longer -term goal
 - Motivating – 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

Priority 3

	<p>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:</p> <ul style="list-style-type: none"> • In 2023-2024, all commitments in all identified CSI and TSI schools were met • In 2023-2024, all 17 buildings created and systematically monitored ultimate and interim SIT goals in ELA and mathematics • In 2023-2024, 32/34 ELA and math interim (local) goals were met/exceeded • In 2023-2024, 11/34 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 <p>In addition, districtwide surveys administered in May, 2024 reveal the following:</p> <ul style="list-style-type: none"> • of 449 teachers surveyed, 85.5% agreed or strongly agreed that, <i>“we actively utilize a school-based plan with specific SMART goals to guide our work”</i> • Of 449 teachers surveyed, 76.3% agreed or strongly agreed that, <i>“we utilize a comprehensive, school-wide data system that includes a data dashboard for monitoring goals and progress”</i>
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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?
SIT Summits.	The district will create opportunities for schools to pursue similar learning strategies as a districtwide PLC by bringing School Improvement Teams (SIT) from all seventeen (17) buildings together three times during the 2024-2025 school year for SIT summits. SIT summits will be organized around general school improvement topics, i.e. creating SMART goals with aligned strategies and connective professional development, ensuring equity in school improvement practices and decisions, etc. Within identified topics, schools will have an opportunity to	<p>Coverage will be needed so SIT team members from all 17 buildings can come together for districtwide PLC experiences 3Xs per year.</p> <p>Planning/scheduling of meetings at central.</p> <p>The Office of Funded Programs will collaboratively plan and facilitate the meetings with the</p>

Priority 3

	<p>learn with and from one another through a combination of presentation and table-top experiences.</p>	<p>Brentwood Teachers Association (BTA).</p>
<p>Bill Atwood, for embedded instructional coaching experiences in math at the following schools:</p> <ul style="list-style-type: none"> • Hemlock Park Elementary School, ATSI for SWDs/focus on SWDs • Twin Pines Elementary School • Southwest Elementary School • Loretta Park Elementary School • Laurel Park Elementary School • Southeast Elementary School • Oak Park Elementary School • North Elementary School • Northeast Elementary School • Pine Park Elementary School • East K • Middle School AIS teachers 	<p>The Focus of Professional Development will include working with teachers to implement research-proven, student-centered math strategies to:</p> <ul style="list-style-type: none"> • build engagement • make learning visible • track and use student data to design assessment items that match state test items in rigor and complexity while making clear the success criteria • deepen conceptual understanding with manipulatives and better pacing of instruction • build number and vocabulary fluency in a manner which reaches all students • differentiate with small group/station instruction • strengthen student independence and productive struggle with problem solving 	<p>Contract funds for Bill Atwood, Collins Educational Associates.</p> <p>Coverage for teachers/PLC's to participate in training.</p> <p>Scheduling from building administration.</p> <p>Funds for PLC's to monitor student progress outside of the contractual day.</p>

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 2024-25 school year.

- 3 SIT summits by the end of the year, with representation from all 17 buildings
- Overlapping improvement strategies observable in 8/17 schools
- 70% of teachers implementing instructional coaching strategies with fidelity

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
2 SIT summits.	February, 2025 analysis	
Overlapping improvement strategies in 4/17 schools.	February, 2025 analysis	
35% of teachers implementing instructional coaching strategies with fidelity.	February, 2025 analysis	

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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 2024-25 school year.

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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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

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 2024-25 school year.

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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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. Christopher Dalley	Principal	Hemlock Park Elementary
Farrah Padro	Assistant Principal	Hemlock Park Elementary
Eileen Imhoff	SIT Co-Chair	Hemlock Park Elementary School
Stephanie Sullivan	SIT Co-Chair	Hemlock Park Elementary School
Barry Mohammed	Principal	South Middle School
Jennifer Miller	SIT Co-Chair	South Middle School
Elizabeth Edwards	Parent Member	South Middle School
Ann Palmer	Assistant Superintendent	Central
Wanda Ortiz-Rivera	Superintendent of Schools	Central
Matthew Gengler	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.

Stakeholder Participation

Meeting Date	Location
4/3/2023	Hemlock Park Elementary School
6/15/23	Hemlock Park Elementary School
3/6/24	South Middle School
3/11/24	Hemlock Park Elementary School
6/21/24	Hemlock Park Elementary School
6/26/24	Virtual

Districts with Schools Identified for TSI/ATSI Support 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	2023-2024 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	2023-2024 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.
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, 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).