



District Comprehensive Improvement Plan (DCIP)

District	Superintendent	Signature
Roosevelt Union Free School District	Dr. Deborah L. Wortham	
District	Board of Education President	Signature
Roosevelt Union Free School District	Mrs. Rose Gietschier	

2022-23 Summary of Priorities

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

1	Operationalize the monitoring, support, and accountability of the adherence to Strategic Academic Plans expectations, embedding systems and structures that foster success.
2	Adopt and operationalize a guaranteed, viable curriculum and practices with fidelity, in core content areas, for all students.
3	Institutionalize regular collection, analysis, and use of data to drive all District-wide decisions impacting student outcomes (instructional planning and delivery; communication/actionable feedback; and professional development) at high levels.
4	Establish systems to build the capacity of district and building leaders to successfully lead and implement the District Strategic Plan, with close attention to supporting and monitoring all practices related to ensuring that the needs of all students are met.

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Operationalize the monitoring, support, and accountability of the adherence to Strategic Academic Plans expectations, embedding systems and structures that foster 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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long- term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self- Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We are currently in year two of a Five-Year Strategic Plan that reaffirms the district’s commitment to working in harmony with the community to provide every student with the education needed to prepare them for their future. The strategic plan, with measurable and achievable goals, has begun to show results throughout the district. The Four Pillars of the Strategic Plan dive all aspects of decision-making in the district. They are:</p> <ul style="list-style-type: none"> • Focus on Teaching and Learning • Safe Culture/Strong Relationships • High Expectations for Professional Learning and Collaboration • Data Driven Informed Continuous Improvement <p>An intentional focus on professional learning for teachers and administrators has shown a strong impact on instructional practice throughout the district as evidenced by an increase in positive survey results from teachers, students, and parents.</p> <p>Interviews with building administrators and teachers show an increased intentional use of data to inform decision making at all levels. Building leaders participate in data summits where quarterly data is reviewed, and action steps are planned. This data review has brought consistency in the approach to data analysis, as well as increased district-wide awareness of actions that are to be taken at each level.</p> <p>We are committed to the continued implementation of the Strategic Plan in service of strengthening all practices to support student learning and increase student achievement for students in the Roosevelt Unified School District.</p>

Priority

	<p>Our Mission: To educate the whole child to excel, thereby ensuring achievement for ALL. Our Vision: We are Roosevelt: Empowered. Proficient. Globally Ready will be actualized.</p> <p>The Mission and Vision will be accomplished through the intentional focus on the five goals in the Strategic Plan, as described in the Four Pillars of Implementation.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Assure Success in Early Years</p>	<p>Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in prekindergarten through the early grades.</p> <p>Year Two: Continue to implement developmentally appropriate assessments aligned with standards for literacy, numeracy, social-emotional skills, and physical skills.</p> <p>Year Two: Implement specialized practices that support early literacy and target underperforming students and struggling schools. Reset environment to include more focus on RTI.</p> <p>Provide instruction that is</p>	<p>Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior.</p> <p>Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.</p>	<p>Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.</p>

Priority

	<p>customized and culturally relevant for students</p>		
<p>Ensure that Students Develop Critical Thinking, Problem Solving, and Technology Literacy</p>	<p>Every student will be empowered with ownership of their education to become critical and creative thinkers, solution seekers, and advocates for social justice, and will function day-to-day as a Tech-savvy, tech-literate citizen connected to the real world.</p> <p>Year Two: Continue instructional practice professional development for all teachers focusing on learning targets, student engagement, Checking for Understanding, and lesson design to promote critical thinking skills.</p> <p>Year Two: Based on a 2021-22 assessment of instructional technology, professional development will be provided to utilize technology to ensure that students are globally ready.</p>	<p>Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.</p>	<p>Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.</p>

Priority

<p>All Students are Proficient in Core Academic Standards and Skills</p>	<p>Every student will receive an equitable opportunity for success and will acquire the skills and attain the standards of performance in the core subjects at key transitional grade levels.</p> <p>Year Two: Teachers will continue to implement a standards-based curriculum that was introduced at the elementary through middle school level in ELA and math. At the high school level, the implementation of newly adopted math curriculum continues, as well as the alignment and articulation of the curricula in the remaining core areas. The process for adoption and implementation of core curricula in the areas of science and history (PreK-8) will be investigated during the 2022-2023 academic year.</p>	<p>Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior.</p> <p>Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.</p>	<p>Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.</p>
--	---	---	--

Priority

<p>Ensure Readiness for College, Career, and Life</p>	<p>Every student will successfully navigate the critical transitions in their schooling and will graduate from high school ready for college, career, and post-secondary experiences.</p> <p>Year Two: Continue to examine the curriculum to ensure integration of culturally responsive curriculum, technology-infused lessons, and instructional practices where all voices are heard and accountable.</p>	<p>Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior.</p> <p>Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.</p>	<p>Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.</p>
---	--	---	--

Priority

<p>The Elimination of Disproportionalities</p>	<p>Every student will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.</p> <p>Year Two: Expand professional development for all staff on the Culturally Responsive Framework – equal access to high-quality teaching and learning that focuses on the whole child. Development of curriculum resources that are relevant and rigorous.</p>	<p>Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behavior.</p> <p>Building plans and SCEP plans will monitor the benchmarks identified in building goals using data protocols that promote a cycle of inquiry and continuous improvement.</p>	<p>Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.</p>
<p>Communicate the commitments and actions of the Strategic Plan, as well as building plans, with teachers, students, and parents to promote ownership</p>	<p>Maintain communication and partnerships with stakeholders who participated in developing the Strategic Plan to harvest their investment by ensuring continued ownership of the plan.</p> <p>Year Two: Hold quarterly focus group meetings with appropriate stakeholder-groups to share data and determine revisions to the plan.</p> <p>Year Two: Continue district monitoring of the communication of the building plans with teacher, parents, and students to ensure and</p>	<p>Feedback from parents, students, teachers, and staff through surveys and focus meetings.</p> <p>Quarterly meetings with the community engagement team will provide direction and feedback, including measurable data points relative to the Strategic Plan goals.</p> <p>Review ways in which the building is sharing plans with faculty and students during monthly budling visits.</p>	<p>Funding for curricular resources, professional development, and the time and space for groups to collaborate to effectively address these issues.</p>

Priority

	<p>promote building ownership of the goals and action steps.</p> <p>Year Two: Encourage family participation in all areas that impact their children’s education, ensuring that parents know and are partners in the implementation of the Strategic Plan.</p>		
<p>District Monitoring of the Implementation of the DCIP</p>	<p>District administration will monitor the district implementation of the DCIP through monthly meetings with the Superintendent and the Superintendent’s Cabinets</p> <p>This will include the following actions by building principals:</p> <p>Year Two: Continue to share a consolidated calendar of major activities and deliverables for the school year, shared with and accessible by teachers, staff, and stakeholders</p> <p>Year Two: Monitor and evaluate the implementation of each action item.</p>	<p>Documents showing the results of quarterly reviews of the DCIP will be available for review in a Google Folder. This will include agendas, minutes, data reviewed, and action steps are taken.</p> <p>Each school will have a consultant who visits quarterly to support the implementation of the building plans.</p>	<p>Time, space, and professional development funds will be allocated.</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 2022-23 school year.

- Increased percentage of students in Pre-K to Grade 2 meeting criteria for social and emotional, physical, and cognitive development
- Increased percentage of students in Pre-K to Grade 2 achieving proficiency in early literacy and numeracy
- Increased percentage of students attaining readiness skill criteria at key junctures (i.e., end of elementary, middle, and high school)
- Increased percentage of students taking and passing rigorous academic courses and programs
- Increased percentage of English Learners and Special Education students meeting performance standards in Reading
- Increased percentage of students who graduate on time Increased percentage of high school students who attend post- secondary programs

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Adopt and operationalize a guaranteed, viable curriculum and practices with fidelity, in core content areas, for all students.</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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We will provide standards-aligned curriculum, assessment, and instructional practices and programs that engage every student in challenging work. We will differentiate and scaffold instruction and provide supports to meet the unique needs of each student.</p> <p>Student data reveals the need to focus on the development of a guaranteed and viable curriculum as well as strong instructional practices to increase student achievement and ensure that our students are prepared to graduate with skills necessary for their future. This data shows that:</p> <ul style="list-style-type: none"> • 13% of students in Grades 3-8 tested proficient (levels 3 and above) on the 2021 NYS tests in Mathematics. • 27% of students in Grades 3-8 tested proficient (levels 3 and above) on the 2021 NYS tests in English Language Arts. • At the High School level, 58% of students received a Regents Diploma in 2021. • 29% of students received a Regents Diploma with Advanced Distinction. <p>In Year One, curriculums were adopted to ensure a guaranteed and viable PreK-8 curricula for ELA and math.</p>

Priority

High school adopted a guaranteed and viable curriculum for math, ELA, SS, and Science, to be implemented in September 2022.

Year Two: professional development will be provided to strengthen the implementation of curriculum, as well as instructional practices that engage all learners. Lessons that integrate technology, provide students with voice and agency, and promote student ownership of learning will continue to be the focus for all students. Our continued focus is to ensure a culturally responsive, standards-aligned, guaranteed, and viable curriculum in all subjects, in every school, and every classroom.

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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implementation of PK- 8 guaranteed and viable curriculum in ELA and Math</p>	<p>EL Education, Eureka math, Great Minds will support the writing and implementation of the curriculum in ELA and math.</p> <p>Year Two: A district professional development plan will be created and shared to meet the various needs of each building to ensure the fidelity of implementation of curriculum and professional development.</p>	<p>District and building learning walks will monitor the implementation of the curriculum. Data from the learning walks will be reviewed at monthly principal meetings. The next steps will be identified and implemented to address gaps.</p> <p>Students, teachers, leaders, and parents will be surveyed to determine their perceptions of the implementation and effectiveness of these practices.</p> <p>Principals will report progress to the Assistant Superintendent of Curriculum and Instruction (ASI) and Superintendent at monthly district administrative meetings; including reporting data on common assessments.</p>	<p>Funding for EL Education, Eureka Math, and Great Minds</p> <p>Time, space, and substitute coverage for teachers to participate in curriculum writing and professional development.</p>

Priority

		<p>ASI and Directors will meet quarterly with partners to discuss progress and update the planning and implementation schedule.</p>	
<p>Implementation of 9-12 guaranteed and viable curriculum in core content areas.</p>	<p>Professional development from Great Minds, Educational Elements will support the writing and implementation of the curriculum in the four core areas.</p> <p>Year Two: A district professional development plan will be created and shared to meet the various needs of each building to ensure the fidelity of implementation of curriculum and professional development.</p>	<p>District and building learning walks will monitor the implementation of the curriculum. Data from the learning walks will be reviewed at monthly principal meetings. The next steps will be identified and implemented to address gaps.</p> <p>Students, teachers, leaders, and parents will be surveyed to determine their perceptions of the implementation and effectiveness of these practices.</p> <p>Principals will report progress to the ASI and Superintendent at the monthly district administrative meetings including reporting data on common assessments.</p> <p>ASI and Directors will meet quarterly with partners to discuss progress and update the planning and implementation schedule.</p>	<p>Funding to support the professional development and curriculum writing with PD Elements.</p> <p>Time, space, and substitute coverage for teachers to participate in curriculum writing and professional development.</p>

Priority

<p>Implementation of student-centered instructional practices that promote equity and student voice at the PK-8 level</p>	<p>Foundational Five professional learning will be provided monthly to a cohort of teachers and administrators to set clear expectations and practices for creating student-centered learning across the district.</p> <p>Year Two: The District will continue to ensure that teachers utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of the current level of achievement, and to ensure continuous growth and development for every student</p> <p>Year Two: Continue to implement Foundational Five- working with EL Education, Great Minds Eureka Math to align instructional practices with curriculum implementation.</p> <p>Year Two: Reinforce Foundational Five professional learning around learning targets, student engagement. Introduce strategies for checking for</p>	<p>The District learning walk tool will be used to monitor the implementation of the curriculum and instructional practices. This data will be reviewed at district and building data meetings.</p> <p>Data on common assessments in ELA and math will be monitored at building and district level data meetings to determine the impact of professional development on student learning.</p> <p>Informal and formal observation data will be analyzed to determine the impact of professional development on teacher practice.</p> <p>Students, teachers, leaders, and parents will be surveyed to determine their perceptions of the implementation and effectiveness of these practices.</p>	<p>Funding for PLC Associates to provide professional development on the Foundational Five</p> <p>Time, place, and substitutes for teachers and administrators to participate in professional development.</p>
---	---	---	--

Priority

	<p>understanding, differentiation, and higher-order questioning.</p> <p>Year Two: The district will reinforce expectations that all administrators will participate in all professional development on the Foundational Five.</p>		
<p>Implementation of student-centered instructional practices that promote equity and student voice at the 9-12 level</p>	<p>Foundational Five professional learning will be provided monthly to a cohort of teachers and administrators to set clear expectations and practices for creating student-centered learning across the district.</p> <p>Year Two: The District will continue to ensure that teachers utilize explicit instructional strategies to raise expectations and level of rigor for all students, regardless of the current level of achievement, and to ensure continuous growth and development for every student</p> <p>Year Two: Continue to implement Foundational Five- working with Great Minds Eureka Math to align instructional practices with curriculum implementation.</p> <p>Year Two: Reinforce Foundational</p>	<p>The District learning walk tool will be used to monitor the implementation of the curriculum and instructional practices. This data will be reviewed at district and building data meetings.</p> <p>Student achievement data from common assessments and Regents Exams will be analyzed to determine the impact of the professional development.</p> <p>Students, teachers, leaders, and parents will be surveyed to determine their perceptions of the implementation and effectiveness of these practices.</p> <p>Informal and formal observation data will be analyzed to determine the impact of</p>	<p>Funding for PLC Associates to provide professional development on the Foundational Five</p> <p>Time, place, and substitutes for teachers and administrators to participate in professional development</p>

Priority

	<p>Five professional learning around learning targets, student engagement. Introduce strategies for checking for understanding, differentiation, and higher-order questioning.</p> <p>Year Two: The district will reinforce expectations that all administrators will participate in all professional development on the Foundational Five.</p>	<p>professional development on teacher practice.</p>	
<p>Integration of Technology in district, building, and classroom practices</p>	<p>The District will continue to develop the technology literacy of all members of the district, including parents. We will continue to utilize technology platforms to support instruction, communication with families, data storage, and housing school- related information for students, enhancing effective communication with all groups.</p> <p>Year Two: The district will create a plan for the implementation of professional development based on the Technology Planning Assessment Survey.</p>	<p>Surveys of parents, leaders, teachers and students will show evidence of the understanding and use of technology in all aspects of school life. Feedback from the surveys will help drive continued professional development in technology literacy.</p> <p>Data gathered from learning walks will reveal the use of technology in the classroom. This data will be shared at monthly meetings with principals and the Superintendent.</p>	<p>Time, place, and substitutes for teachers and administrators to participate in professional development</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 2022-23 school year.

- Common Assessments in ELA and math at the K-8 level will show 50% of students achieving at the proficient level.
- NYS K-8 ELA and Math assessment data will show an increase of 3-5%
- STAR data in ELA and Math will show an increase in the number of students showing growth by 3-5%
- High School January and June Regents' passing rates will increase 3-5% in all content areas.
- Learning walk data will show that 75% of teachers are effective on each of the look-for items assessed.
- Students passing rates for quarterly courses in the four core areas will increase by 10%
- Survey data will show an increase in responses of agree and strongly disagree on the identified questions by 10%

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Institutionalize regular collection, analysis, and use of data to drive all District- wide decisions impacting student outcomes (instructional planning and delivery; communication/actionable feedback; and professional development) at high levels.</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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>District-wide decisions will be data-driven. We will use frequent and timely assessments to monitor and adjust our practices and programs at the school and district levels. We will proactively keep our stakeholders informed about our progress, using easy-to-understand data.</p> <p>During the 2021-2022 school year, Data Summits were held with Principals and their respective leadership teams to monitor student proficiency and growth in Reading and Math.</p> <p>Middle and High school SCEP Teams, as well as site-based elementary school teams, have also begun to implement data cycles to monitor achievement, attendance, and behavioral data. .</p> <p>During the 2021-2022 school year, some systems and structures have been introduced and are beginning to show evidence of effective implementation. There is a continued need to become more proficient at using data to make school-wide decisions at each level.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Creating Data Systems to Effectively Use Data to Drive Decision Making</p>	<p>Create a data collection and reporting system to increase the effective use of data to drive instructional decisions at the district, school, classroom, and student levels.</p> <p>Year Two: There is a continued need for School and District to provide professional development and coaching regarding analysis and interpretation of data about student learning and professional practices.</p> <p>Year Two: At the PreK-8 level, time for professional learning communities (PLCs) is available within the current schedule. The focus for the 2022-2023 school year will be on implementing strong professional learning</p>	<p>Data sets are used systematically as identified through building and district agendas, minutes, as well as plans to identify the next steps.</p> <p>The use of data to evaluate programs implemented during District-level meetings with partners.</p> <p>Building observations of data meetings where protocols are used to complete the inquiry cycle and next steps are identified.</p> <p>Interventions are identified to address gaps in learning that are monitored and show evidence of effectiveness.</p>	<p>Allocate resources (i.e., people, time, and money) based on the data-supported needs of students, staff, and schools.</p>

Priority

	<p>communities that focus on the use of data to inform interventions.</p> <p>Year Two: At the high school level, the schedule will be examined to identify time for PLCs to be structured.</p>		
<p>Data Summits that allow for the systematic review of data</p>	<p>The District/school provides a variety of options for finding time for collaborative planning, evidence-based Data Summits, and disseminating effective practices within and across the schools.</p> <p>Year Two: The District data summits will continue with a focus on using data to improve all aspects of the school and district.</p> <p>Year Two: The Superintendent of schools will continue to meet quarterly with building principals to review building data and provide feedback and hold leaders accountable for student growth.</p>	<p>Data sources for the Data Summit include instructional monitoring logs, formative/benchmark assessments, CPR Card and Vital Signs Scorecards.</p>	<p>Allocate resources (i.e., people, time, and money) based on the data-supported needs of students, staff, and schools.</p>

Priority

<p>Development of district-wide learning walk tool</p>	<p>A district-wide learning walk tool is essential to monitor teaching and learning practices throughout the district. This tool provides data to ensure professional development is being implemented in classrooms.</p> <p>Year Two: Professional development will continue for administrators on the use of the tool, as well as opportunities for developing interrater reliability.</p> <p>Year Two: Continued use of the district-wide learning walk tool to gather data on implementation of professional development and teacher practices.</p> <p>Year Two: Exploration of ways to provide actionable feedback to teachers will occur.</p>	<p>Effective use of the learning walks tool by building and district administrators to gather evidence of the impact of professional development on teacher practice and student learning.</p> <p>Administrator data show that all teachers are receiving actionable feedback to promote growth by analyzing administrative logs.</p>	<p>Use of electronic learning walk tool that is easy to use and effectively gathers data. (System and tools for collection)</p>
<p>Setting clear expectations for the use of data at the building level</p>	<p>School staff regularly reviews summative and formative assessment results, attendance records, and other materials to identify areas of concern and take action based on evidence.</p>	<p>During weekly/monthly meetings with District administrators, building administrators show evidence of the use of data to inform decisions as well as evidence of impact.</p> <p>District administrators observe</p>	<p>Allocate resources (i.e., people, time, and money) to schedule and compensate teachers for participation in after-school meetings.</p>

Priority

	Year Two: Data will be shared at monthly Principals' meetings where each building principal will show evidence of the use of data in their building.	data meetings and provide actionable feedback to building administrators.	
Systematically ensure that data is used with parents and students	<p>The district will monitor the building communication of data to parents.</p> <p>Year Two: A plan will be created to determine ways in which to share data with parents.</p>	<p>Agendas and minutes from parent workshops.</p> <p>Survey data where parents agree or strongly agree with questions regarding the helpful and productive professional development on using data. Questions regarding the effectiveness of strategies that have been provided.</p>	Resources for evening workshops for parents to understand and use data to make decisions for their student's learning.

Priority

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

- Increased percentage of students in Pre-K to Grade 2 meeting criteria for social and emotional, physical, and cognitive development
- Increased percentage of students in Pre-K to Grade 2 achieving proficiency in early literacy and numeracy
- Increased percentage of students attaining readiness skill criteria at key junctures (i.e., end of elementary, middle, and high school)
- Increased percentage of students taking and passing rigorous academic courses and programs
- Increased percentage of English Learners and Special Education students meeting performance standards in Reading
- Increased percentage of students with at least 95% attendance
- Increased percentage of students who demonstrate successful vertical transitions (i.e., pre-K > elementary > middle > high school > postsecondary)
- Increased percentage of students who graduate on time Increased percentage of high school students who achieve a Regents Diploma and Regents Diploma with Distinction
- Building data showing the frequency of data meeting with parents, artifacts of those meetings, and feedback from parents about the effectiveness of the data meetings

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 2022-23?</p>	<p>Establish systems to build the capacity of district and building leaders to successfully lead and implement the District Strategic Plan, with close attention to supporting and monitoring all practices related to ensuring that the needs of all students are met.</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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>A culture of continuous improvement must be established at all levels. Continuous improvement of professional practices is the precondition for improving student learning. Therefore, a continued commitment to strengthen and build the capacity of all administrators to lead and facilitate the work needed to improve teaching and learning is essential.</p> <p>Professional learning for administrators has occurred at all levels throughout the district. Each building leader has participated in a series of monthly coaching meetings to examine data, review systems and structures within the building, and to provide personal feedback to strengthen their leadership capacity. The district has scheduled learning walks with administrators to promote inter-rater reliability and deepen understanding of instructional practices. The Superintendent meets monthly with building administrators to provide feedback and strengthen practice.</p> <p>The District must continue to provide the infrastructure needed to strengthen the capacity of leaders and hold them accountable for improved outcomes in both teaching and learning.</p>

Priority

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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Building Leaders will receive support to build their capacity to implement plans to increase student achievement</p>	<p>Building the capacity of each building administrator to lead the work</p> <p>Year Two: We will continue Leverage Leadership professional development: Building administrators will participate in monthly meetings that focus on the following topics: Setting up for Success, Core Beliefs and Structures, High Impact Data Cycles, Learning Walks, Target Feedback, The Coaching Mindset, High Stakes Conversations, The Power of Relational Skills, Norms of Excellence, and Creating Sustaining Systems</p> <p>Year Two: Administrators will continue to participate in proficiency-based continuous</p>	<p>A variety of rubrics and scoring metrics will be used to evaluate the progress made by administrators toward the goals identified in the Leverage Leadership professional development program.</p> <p>MPPR Rubric for monitoring effective administrative practice will be used to assess the impact of performance and growth for each administrator.</p>	<p>Professional development funds, time, space for regular meetings.</p>

Priority

	<p>leadership learning through the Leadership-in-Action Network sessions each month, with participation by a team of administrators and teachers from each school, as well as district-level leaders and managers. The Leadership-in-Action Network serves as a cadre of facilitators who can guide dissemination and coherence across the entire school system.</p>		
<p>Individual and Monthly Building Principal Meetings with District Administrators</p>	<p>Ensuring clear communication and collaborative decision-making by modeling leadership and collaboration. The goal is to impress the building leaders that their job is to be the instructional leaders in their building.</p> <p>Year Two: Continue to implement the Vital Signs Scorecard, or a dashboard of key indicators of progress regarding student learning, teaching practices, leadership practices, and organizational practices. The Vital Signs Scorecard offers timely, evidence-based feedback about adult practices (i.e., cause) and student progress</p>	<p>Vital Signs Score Card – data dashboard will be used to determine each building leader’s progress toward identified goals.</p> <p>The district will review data from the Learning Walk tool to assess the effectiveness of the implementation of professional learning strategies in classroom practice.</p>	<p>Professional development funds, time, space for regular meetings.</p>

Priority

	(i.e., effect). Review/update your Vital Signs Scorecard at least once each month at Principals' meetings. Each administrator is responsible for sharing progress – individual building meetings and overall sharing of strategies in monthly meetings with all principals.		
District monitoring and support through learning walks	Track the quality and effectiveness of day-to-day instruction using instructional monitoring tools framed around the professional practices and educational strategies in the district's strategic plan. Use data from the observations to inform feedback, coaching, and support for teachers and staff Year Two: District leaders will continue to participate in monthly learning walks in each building to monitor the implementation and provide feedback to building leaders.	Data will be reviewed at monthly Principals' meetings as well as meeting with district partners to determine the next steps in professional development.	Professional development funds, time, space for regular meetings.
District monitoring of the Implementation of SCEP/building plans	District administration will monitor the building implementation of the SCEP/building plan through monthly meetings.	Documents for each building will be available for review in a Google Folder. This will include monthly agendas, minutes, data reviewed, and action steps are	Professional development funds, time, space for regular meetings.

Priority

	<p>Year Two: This will include the following actions by building principals:</p> <ul style="list-style-type: none"> Sharing of a consolidated calendar of major activities and deliverables for the school year, shared with and accessible by teachers, staff, and stakeholders <p>Sharing of agenda, minutes, and a results-oriented use of data showing quarterly progress in attendance, social-emotional behavioral data, passing rates, benchmark assessments, etc.</p>	<p>taken.</p> <p>District administrators will monitor during monthly school visits.</p> <p>Each school will have a consultant who visits monthly to support the implementation of the building plans.</p>	
<p>Effective use of the Danielson Evaluation Tool ensuring that building leaders are skilled in teacher evaluation, feedback</p>	<p>Building the capacity of administrators to accurately evaluate staff and provide actionable feedback through formal and informal observations.</p> <p>Year Two: The district will continue to set professional standards, evaluate all employees, and provide timely intervention for struggling teachers and staff.</p>	<p>Data will be collected to show the range of teachers and staff that are scored at each performance level. Feedback will be reviewed to determine the effectiveness.</p> <p>Evidence collected by administrators to provide performance level scores will be reviewed using a rubric.</p> <p>Review of student outcomes by buildings to show the correlation</p>	<p>Professional development funds, time, space for regular meetings.</p>

Priority

	<p>Year Two: The district will continue ongoing professional development for all administrators to accurately gather evidence, correctly align to performance level, provide actionable feedback to promote teacher and staff growth.</p>	<p>between practice and increased student achievement.</p>	
<p>Effective use of the MPPR Principal Evaluation Tool to ensure accurate evaluation of building leaders</p>	<p>Ensuring that building leaders are receiving accurate ratings and actionable feedback.</p> <p>Year Two: The district will continue to provide professional development that strengthens and clarifies building leaders understanding of high- quality execution of each component of the evaluation, ensuring clear expectations for all.</p>	<p>Data will be collected to show the range of administrators that are scored at each performance level. Feedback will be reviewed to determine the effectiveness.</p> <p>Evidence collected by administrators to provide performance level scores will be reviewed using a rubric.</p> <p>Review of student outcomes by buildings to show the correlation between teacher practice and increased student achievement.</p>	<p>Professional development funds, time, space for regular meetings.</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 2022-23 school year.

District leaders will accurately rate teacher practice in the classroom-80% score at the effective level on District Scoring Rubric
Building leaders will score at the effective level on the MPPR rubric – 90%
Learning Walk data will show that 75% of teachers score at the effective level all Look-Fors in the tool.

Our Team's Process

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>
Wortham, Deborah	Superintendent of Schools	
McVea, Natesha	Assistant Superintendent of Curriculum & Instruction, PreK-12	
Gale-Wilson, Unique	Director of Curriculum & Instruction, PreK-2	
Carson, Arlise	Director of Curriculum & Instruction, 3-6	
Blue, Keria	Director of Curriculum & Instruction, 7-8	Roosevelt Middle School
Lin, Nancy	Director of Curriculum & Instruction, 9-12	Roosevelt High School
Sumter, Dr. Jeremiah	Principal	Roosevelt Middle School
Jackson, Cassandra	Assistant Principal	Roosevelt High School
Holland, Tashiba	Assistant Principal	Ulysses Byas Elementary
Amadeo, Eric	Teacher	Roosevelt Middle School
Renner, Irina	Teacher	Roosevelt High School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
6/22/22	Virtual via Zoom
7/19/22	Virtual via Zoom
7/21/2022	Roosevelt High School
7/27/22	Virtual via Zoom
7/29/22	Virtual via Zoom

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	A special education teacher participated in the development of the HS SCEP as well as DCIP. Equity Survey and District-wide Stakeholder Survey
Parents with children from each identified subgroup	Equity Survey and District-wide Stakeholder Survey
Secondary Schools: Students from each identified subgroup	Equity Survey and District-wide Stakeholder Survey

Submission

Submission Assurances

Directions

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

- 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.
- The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 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.
- 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).
- Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

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