



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
West Hempstead Union Free School District	Mr. Daniel Rehman

## 2021-22 Summary of Priorities

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

1	To increase student achievement in mathematics
2	To increase student achievement in ELA
3	To support students social-emotional growth and development
4	
5	

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>To increase student achievement in mathematics by spiraling our mathematics program from grades K-3 to include grades 4 and 5.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- This program is an inquiry based approach in teaching mathematics. Students will transition from a rote approach in learning math to an experiential framework.</li> <li>- The Investigations 3 math program reflects the spirit of the NLGS that have been recently adopted by SED. Students will be expected to apply reading, writing, and critical thinking through cross cutting concepts in multiple content areas.</li> <li>- This program utilizes the idea of a mini lesson and the workshop philosophy. This aligns with our reading and writing instruction; thus unifying instruction and building critical thinking across content areas. As indicated in our planning template, the district’s commitment is to instill reading, writing and critical thinking skills for all students. This program helps the district unify the commitment in numeracy as well as in literacy.</li> <li>- The Investigations 3 math program emerged as a priority based on student performance in the underrepresented populations on the NYS assessment in mathematics; resulting in a TSI designation in the George Washington School and the West Hempstead School District. Our district data this year shows an increase in our students’ mathematics achievement on the NWEA benchmark. Our district has seen 53% of our students achieve their intended growth score from the fall to spring NWEA Math benchmark. Of that overall growth, 53% of our black subgroup population met their growth goals for school year 20/21. Therefore, the district realizes that with this new program, our students are meeting their goals. Although there is still more work to be done in closing</li> </ul>

## Priority 1

their learning gaps.

- This is the right commitment to pursue as we would like to provide equitable opportunities for students to begin taking the Algebra Regents exam while in their 8<sup>th</sup> grade year; thus allowing students to gain access to college level courses while still in high school. The district's long term plan is to continue expanding our array of college level courses in mathematics as well as in other content areas for students to pursue studies in their areas of interest while gaining college credits. The research indicates that students who take at least one college level course in high school have a greater chance of graduating college with a degree within four years. We have been building STEM courses into our grades 1-8 with the goal of having students pursue these subject areas as careers in adulthood. To that end, we are integrating high school electives and college credit bearing courses.
- This district's priority supports the SCEP commitment of exposing students to instructional strategies that adapt to diverse learning styles. Our mathematics program allows for multiple entry points into a lesson as well as an inquiry based approach utilizing number talks as well as a workshop models that allow students to use manipulatives. These strategies provide opportunities to address diverse learning modalities in order to understand math concepts through an inquiry based approach. A second SCEP commitment focuses on having high expectations for all students. We have begun the process of having our entire 8th grade cohort take Algebra in their 8<sup>th</sup> grade year as well as sit for the Regents exam. Thus, providing greater opportunities for advanced math courses at the high school level. This past year we exposed all our 7<sup>th</sup> grade students to the honor's math curriculum as a means of measuring student success with this universal enrichment. The data has indicated that all students benefitted from having access to this curriculum. As a result, this year, our middle school will

## Priority 1

	<p>eliminate the honor's math program at the 7th grade level in order to provide students with equal access to the Algebra course in grade 8.</p> <ul style="list-style-type: none"><li>- In reviewing surveys, equity self-reflection, and student interviews, the district gleaned that we are currently integrating high expectations and rigorous instruction within our schools. Therefore, we will continue to integrate our new math program as it allows for differentiated instruction as well as a workshop model which aligns with our literacy instruction. Additionally, in understanding the request for rigorous high quality instruction, the district has begun to revise our current middle school math program. We have eliminated the math honors designation and will provide this enriched curriculum to all grade 7 students beginning school year 21/22. Thereby, preparing them for an Algebra course and the option to take the Regents exam one year earlier.</li></ul>
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## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student Performance Benchmarks	Time to administer the benchmark and time for staff to review students results to inform instruction	Universal Benchmarks three times per year Parent reports will be sent home after each benchmark. These reports will be reviewed at P/T conferences	Funds for the NWEA benchmark
Professional Development of Teachers and Service Providers	Scheduling teachers to attend the PD and securing substitute teachers to instruct students	Lesson Observations, Submission and review of teacher lesson plans, and Lesson Walkthroughs during math blocks/lessons	Building Administration, Curriculum Directors and Central Office Administration Fund for Substitute Coverage
NWEA Map Skills Program	Integrating the use of this program to support the gaps identified from the NWEA universal benchmarks during small group AIS instruction	Review the data generated from the program to track individual	Funds for the Map Skills addition to the NWEA program
Curriculum Writing	Compensating teachers to create curriculum maps as a means of ensuring vertical and horizontal alignment of our new math program.	Collection of teacher lesson plan to ensure program is used with fidelity by all teachers, publication of the new aligned maps to all teachers and families in district.	The district will need to allocate funds to compensate teachers in writing these maps
Team Meetings	Scheduling times for grade level teachers to meet and review data from NWEA and assessments to monitor progress and inform	Our students are demonstrating growth on their assessments both in class, on NWEA and on the state assessments in the spring	There will be set meeting times for teachers to meet in teams to review student progress

Priority 1

	instruction		
ST Math Software Program	Ensuring that teachers integrate the program for the recommended time each week with students.	Students will independently progress through the curriculum demonstrating proficiency in content knowledge; teachers and administrators can review student progress on this mastery based math program	Funds to purchase the software program

## Measuring Success

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

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

- The district strives to achieve our Measures of Interim progress as set forth by NYSED on our NYS mathematics assessment in school year 21/22
- Favorable feedback on student reflection forms and /or surveys by teachers and staff regarding the use of the program and additional activities that would support their academic growth in mathematics
- Our district's data this year indicates that 53% of our students achieved their intended growth score from the fall 2020 to spring 2021 on the NWEA Math benchmark. Next year, we would like to see our students' growth continue to rise to by a 5% increase in students' meeting their targeted growth scores.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>To increase student achievement in literacy by integrating our reading and writing program with a complement of the myOn Reader to support learning loss</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- As indicated in our planning template, the district’s commitment is to instill reading, writing and critical thinking skills for all students.</li> <li>- The emergence of the myOn reader stems from an understanding that our students would benefit from greater access to literature that is differentiated by lexile level as well as interest so as to promote a love of reading as well as support in building research skills.</li> <li>- myOn also provides a variety of literature that supports English Language Learners.</li> <li>- myOn curates an array of reading selections that support the Culturally Responsive Educational framework recently adopted by NYSED; understanding that students will connect with literature and content that reflect their cultural backgrounds and identities.</li> <li>- myOn emerged as a priority as it addresses several needs and district commitments. Firstly, the program provides access to all students via a digital platform with various literary genres. By allowing student choice, they can foster a love of reading with the goal of increasing reading comprehension levels. Secondly, myOn provides several titles within genres that promote cultural diversity; thus allowing students to</li> </ul>

## Priority 2

identify with literature through the lens of culture and background. Thirdly, myOn can be accessed from home. This promotes equitable opportunities for all students. Lastly, myOn is an excellent resource that supports our reading and writing program across grade levels by adopting a leveled literacy approach.

- Understanding that many students did not have the same level of access to books and reading materials throughout the pandemic this past year, the district would like to support our summer reading programs with the use of this digital platform so that all students can access books over the summer months as a remedy to the “summer slide”.
- The myOn reader offers 6,000 digital book selections. This expansive catalog assists the district in aligning with the newly crafted Culturally Responsive and Sustaining framework by offering selections to students based on individual lexile levels and student interest. Several books are from diverse authors and genres that explore cultural themes. We piloted the program this year with select students and teachers to determine the level of engagement and interest. Both teachers and students reported finding benefits with the program. The program was differentiated because it had the ability to match books with student interest and reading levels. Therefore, all students had access to the same resources, but at their level. Thus, ensuring multiple entry points into various lessons and activities.
- Our district NWEA benchmarks assist educators with determining areas of strength and growth in our students’ literacy. We benchmark our students three

## Priority 2

times in one academic year. Our data indicates that 43% of our students met their targeted growth score this year in reading.

- The district's priority aligns with the SCEP commitments that were created by our elementary school. Both the school and the district hold high expectations for all students. Therefore, we strive to close all learning gaps for our students at both the elementary and secondary levels. Providing this digital literacy platform to our students, we ensure that each student has equitable access to books that match their reading level and progressively challenges them as they advance in their reading comprehension; thus, motivating them to engage in reading for pleasure with the ultimate goal of reading and writing at grade level standards.
- In reviewing surveys, equity self-reflection, and student interviews the district gleaned that our staff does respect and appreciate the individual backgrounds of our students; however, we must highlight and present varied resources and materials that affirm the diverse cultural identities present within our community. Therefore, the district has selected a literacy platform that presents books and materials from varied authors and themes in order to represent different cultural backgrounds that our students can identify with and learn more about.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Teachers will integrate myOn in their ELA instruction as a component of independent reading</p>	<p>The teachers will require training on the program and its features in order to understanding its offerings and how it can enhance instruction for each of their students.</p>	<p>Students will have a universal screener in ELA administered three times within a year. Teachers will review student data to determine growth in lexile levels. Additionally, students are benchmarked with Fountas and Pinnell to measure lexile levels. Teachers also keep running records of their students throughout the year to inform reading groups and areas of support. The screener will indicate if there is an increase in students' reading on grade level.</p>	<p>Funds must be allocate for the purchase and professional development of the program Administrators must monitor the use of the program by reviewing program use.</p>
<p>Teachers will integrate myOn as a research resource during their informational writing unit</p>	<p>The teachers will require training on the program and its features in order to understand its offerings and how it can effectively provide a platform for student to gather research when working on their informational writing unit</p>	<p>The teachers have developed rubrics that determine student mastery regarding this unit of study in writing. Teachers will be able to report and share the students' ratings on these rubrics with administration in order to determine if students are performing at grade level standards.</p>	<p>Student rubrics and student conferencing with the purpose of providing targeted feedback that can be readily implemented by students.</p>
<p>The district will continue to enhance our readers and</p>	<p>The district will continue our sustained professional development training on the readers' and writers'</p>	<p>Students will have a universal screener in ELA administered three times within a year. Teachers will review student</p>	<p>Funds must allocated to contract with the consultants to provide</p>

Priority 2

<p>writer’s workshop through professional development</p>	<p>workshop to facilitate engaging instruction. Teachers will continue to refine the use of reading groups to support lexile growth. The district will need to secure substitute coverage for teachers while out of the classroom to provide instruction</p>	<p>data to determine growth in lexile levels. Additionally, students are benchmarked with Fountas and Pinnell to measure lexile levels as a second data point. Teachers also keep running records of their students throughout the year to inform reading groups and areas of support</p>	<p>sustained professional development and the creation of teacher materials/resources  Funds need to be allocated for the use of substitute teachers</p>
<p>The district will collaborate with consultants to provide job embedded coaching in reading and writing instruction</p>	<p>The district will provide sustained professional development training on the readers’ and writers’ workshop to facilitate engaging instruction through personal in class professional development. Teachers will continue to refine the use of reading groups to support lexile growth. The district will need to secure substitute coverage for teachers while out of the classroom to provide instruction</p>	<p>Students will have a universal screener in ELA administered three times within a year. Teachers will review student data to determine growth in lexile levels. Additionally, students are benchmarked with Fountas and Pinnell to measure lexile levels as a second data point. Teachers also keep running records of their students throughout the year to inform reading groups and areas of support</p>	<p>Funds must allocated to contract with the consultants to provide sustained professional development and the creation of teacher materials/resources  Funds need to be allocated for the use of substitute teachers</p>
<p>The district will utilize our instructional coach to select culturally diverse literature to support classroom libraries and work with teachers on integrating this tool and the CRSE framework into their instruction and lesson planning</p>	<p>This strategy will entail our literacy coach to review and select literature for classroom libraries that are leveled to our students and that represent our student population. The coach will meet with teacher to plan lessons surrounding the CRSE framework as provide in class support during instructional blocks.</p>	<p>Students will have a universal screener in ELA administered three times within a year. Teachers will review student data to determine growth in lexile levels. Additionally, students are benchmarked with Fountas and Pinnell to measure lexile levels as a second data point. Teachers also keep running records of their students throughout the year to inform reading groups and areas of support. They will meet with our coach to review the multiple data points with the goal of tailoring their instruction to individualized learning</p>	<p>Fund must be allocated for the purchase of these books at various lexile levels</p>

## Measuring Success

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

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

- The district strives to achieve our Measures of Interim progress as set forth by NYSED on our NYS mathematics assessment in school year 21/22
- Favorable feedback on student reflection forms and /or surveys from teachers and staff regarding the use of the program and the additional book selections they would like to see in our libraries or on line platforms as this will increase motivation to read for pleasure
- Our district's data this year indicates that 43% of our students achieved their intended growth score from the fall 2020 to spring 2021 NWEA reading/ELA benchmark. Next year, we would like to see our students' growth continue to rise to by a 5% increase in students' meeting their targeted growth scores

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>To support our students in their social emotional growth and development by integrating the Habits of Mind program</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>-The district seeks to make the social emotional growth and mental well-being of our students a priority based on several factors. This is a priority due to the fact that our students have faced unprecedented times through a pandemic which uprooted their way of life. They’ve faced challenges and struggles both in their families with illness and in their routines of coming to school.</p> <p>-As per our district’s vision and commitment, West Hempstead believes in creating citizens who practice a mutual respect for other and a positive self-esteem. Therefore, we recognize the symbiotic relationship that involves the social emotional growth of a child as equal to the academic program in order to create successful student outcomes.</p> <p>- As per our district’s long term plan, we would like to expand our tiered intervention services for students to support our academic interventions. As such, our district recognizes the need for universal tier 1 supports for all students on the social emotional level. By integrating a new social emotional program, Habits of Mind, into the culture of our schools, we are creating a common language and skills necessary in school, at home, and into adulthood. Our students, with the help of our staff, will develop the traits that have been identified in highly successful individuals. One of our long term goals is to become a Habit of Mind recognized school based on the implementation of this program. Additionally, we plan on enhancing our social emotional opportunities through peer conflict, various co-curricular clubs such as the Dignity and Tolerance Club, Beautiful Me, and the Gay Straight Alliance. We are integrating tier 2 and 3 interventions so as to provide intensive support to</p>

### Priority 3

students through 1:1 counseling sessions, NYSED peer mentor programs, and the Primary Project initiative. This initiative provides a universal screener for all students at the primary level with the goal of identifying students who struggle with school attendance and connections. Through this program, our schools can provide therapeutic play and student adult connections that help dismantle reluctance at an early age; thus allowing students to perform at the same social and academic levels as their peers.

-This priority aligns with the school's commitment of ensuring the staff and students social and emotional health are valued. Understanding that the COVID pandemic severely impacted our students' growth and development for the year, the district would like to ensure that various supports are put into place to support our teachers and students by building positive connections outside of the traditional classroom lessons. Providing time for activities that foster successful outcomes for students both in school and in life will provide an avenue for staff and students to connect on a deeper level.

-In reviewing surveys, equity self-reflection, and student interviews the district gleaned that our students felt safe during the pandemic while in school. However, it has been a difficult adjustment with masks and getting acclimated with a new routine. Our students indicated they wanted to feel comfortable and accepted for the person they are by their peers. While we do provide an affirming environment, the district needs to prioritize a social-emotional learning program for our students in order to develop a common language and support systems that will enhance mental health and resiliency.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Habits of Mind Program</p>	<p>The district will implement a new character education plan that focuses on The Habits of Mind, by Costa and Kallick, with students in grades -12. Our mental health staff will provide push-in lessons to our students regarding the Habits of Mind as well as topics such as peer pressure positive self-esteem, decision making, etc.</p>	<p>Students and teachers will adopt a common language surrounding the HoM. There will be various co-curricular activities that support social emotional health and development. These activities will include: Red Ribbon Week, Mindfulness Mondays, and morning announcements and traits highlighted in the Habits of Mind.</p>	<p>Compensation for curriculum writing to develop a scope and sequence regarding activities and lessons that focus on Habits of Mind and mindfulness. Purchase of supplies and materials to implement the program school and district wide</p>
<p>Primary Project Grant</p>	<p>Training staff members, providing a universal screener for all students, and obtain supplies and materials for the therapeutic playrooms</p>	<p>Students will form a positive connection to a trusted adult in school, thus prompting a desire to assimilate back into the school environment</p>	<p>Allocation of staff to provide this intervention, purchase of supplies and materials, and training of mental health staff members to provide the program</p>
<p>NYSED Peer Mentoring Program</p>	<p>Training peers and adults who will supervise the peer mentorship program. It will require scheduled meeting times between mentors and their mentees to advance through the curriculum and associated activities.</p>	<p>Students will reduce their absence rate, increase their academic performance, establish a connection to school and peers, gain a sense of purposed and create goals for post-secondary futures; thus graduating with a high school diploma</p>	<p>The training and materials are free and provided through NYS Peer Mentoring program, It will require the allocation of staff and space to run the program.</p>

## Measuring Success

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

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

- Student will embody the Habits of Mind both inside and outside the classroom.
- A common language will be used by staff and students
- Realizing a decrease in our chronic absentee rate will indicate that students are better adjusted and connect with the school community.
- The district's chronic absenteeism rate is 15% this year. We would like to see a decrease of 5% during school year 21/22.

## PRIORITY 4

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

### Our Priority

**What will we prioritize to extend success in 2021-22?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

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

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Measuring Success

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

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

## PRIORITY 5

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

### Our Priority

**What will we prioritize to extend success in 2021-22?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

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

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Measuring Success

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

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

## 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>
Dina Reilly	Asst. Superintendent for Curriculum and Instruction	
Michelle Notti	Principal	GW
Liz Salimbene	Parent	GW
Dara Perlow	Teacher	GW
Matthew Caruthers	School Counselor	GW
Tasha Williams	Parent	GW
Melissa Luciere	Reading Teacher	GW
Kate Wezenter	Reading Teacher	GW
Kailyn Zanella	Math AIS Provider	GW
Jaclyn Andrejko	ELA Coach	CS/CA/GW
Elizabeth Binstock	Social Worker	GW

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
June 14, 2021	George Washington School Library
June 15, 2021	George Washington School Library

### 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	Those teachers who were invited to attend the meetings mentioned above. Our faculty had the opportunity to review the data collected from the various sources (Ex: surveys, interviews, etc.) Teachers were asked provide their feedback and suggestions to include in our plans.
Parents with children from each identified subgroup	Our parents were invited via a letter by our district office inviting them to attend the DCIP planning meetings. These parents represented the student populations who did not meet the MIP goals in the 2018-2019 school year. Parents had the opportunity to understand the purpose of the DCIP, the commitments set forth in the SCEP and how that helped set the priorities for the DCIP. Parents had the opportunity to review the data and the goals, provide feedback as to the types of support the school should consider implementing regarding home school connections and methods in which it could support their children as well as the district in meetings in our goals.
Secondary Schools: Students from each identified subgroup	We did not have any secondary TSI schools in our district

## Submission Assurances

### Submission Assurances

#### Directions

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

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

#### Submission Instructions

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

1. DCIP Planning Document
2. DCIP

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