



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Brunswick CSD	Angelina Maloney

## 2021-22 Summary of Priorities

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

1	Increase proficiency rate for ELA performance for all students K -12, including our identified subgroups - SWD & economically disadvantaged, using evidenced-based instructional strategies and data to inform teacher practices.
2	Create a culture of inclusivity and belonging to improve student outcomes and strengthen all student voices by providing targeted social emotional supports.
3	Increase proficiency rate for ELA performance for students with disabilities using specialized reading instruction techniques delivered by special education teachers
4	
5	

## PRIORITY 1

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></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 mission of Brunswick is to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society.</p> <p>Increasing ELA performance for all students K -12, including our identified subgroups - SWD &amp; economically disadvantaged, using evidenced-based instructional strategies and data to inform teacher practices fits into our vision of having effective instruction and engaged students. Reading achievement is essential in our diverse society and our SWD are a targeted subgroup due to low achievement and graduation rates. This underscores the critical need to improve the performance of SWD in the area of reading.</p> <p>Much of Brunswick's ability to demonstrate improvement last year was related to COVID.</p>

Priority 1

## 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?
Professional Development	setting up training for iReady	teacher feedback	Money Time
Administrative expectations	Opening day agenda	teacher feedback	processes
Data Review	ELA Program meetings	F and P iReady data 3 times a year ( F, W, S).	Time Process
Teacher observations	Using pre and post observations to dialogue with the teachers about strategies being employed to provide tier 1 and 2 reading instruction	Benchmarking	Time Process
Faculty Meetings & team meetings	Monthly & weekly meetings to follow up on iReady, lexile levels, DCIP goals, etcc	teacher feedback	Time Process

Priority 1

## 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.

5% increase of reading proficiency over last year

## PRIORITY 2

### Our Priority

What will we prioritize to extend success in 2021-22?	
<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>Facilitating social emotional supports through the MTSS process</p> <p>RTI direct will house this information</p> <p>This will support the return to school from COVID</p> <p>Students</p>

Priority 2

## 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?
Social emotional survey	Administering a survey to students designed for students to reflect on their school environment and experiences to help educators learn more about how to better support students' need.	pre and post assessments	Social and emotional survey-money Time
Social and emotional lessons	using data from the survey along with student and staff feedback to offer classroom and small group lessons	pre and post assessment	time schedule

## 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.

Select topics to measure

Measure growth from baseline data

Develop and implement an action plan

## PRIORITY 3

### Our Priority

What will we prioritize to extend success in 2021-22?	Specialized reading instruction for students with disabilities
<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 mission of Brunswick is to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society.</p> <p>Providing specially designed reading instruction to students with disabilities who struggle to have their reading needs met in the gen ed classroom, aligns with Brunswick's mission as many SWD have the ability to achieve grade level reading skills and higher educational standards if they are afforded access to specially designed reading instruction. Reading achievement is essential in our diverse society and our SWD are a targeted subgroup due to low achievement and graduation rates. This underscores the critical need to improve the performance of SWD in the area of reading.</p> <p>Much of Brunswick's ability to demonstrate improvement last year was related to COVID. Our SWD will require specialized reading instruction coming back to school after COVID.</p>



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional Development for Specially Designed Reading Program - Read Well K-5	A special education teachers will be delivering this service to SWD daily as follows: <ul style="list-style-type: none"> <li>• K-1: 30 minutes daily</li> <li>• 2-5: 40 minutes daily</li> </ul>	Assess iReady data for this subgroup 3 times a year ( F, W, S).	<ul style="list-style-type: none"> <li>• Time</li> <li>• Program \$</li> <li>• process</li> </ul>
Professional Development for Specially Designed Reading Program - Language Live (Voyager Sopris)	One teacher will schedule approximately 4, 43-minute periods of Language Live daily for small group instruction with SWD.	Assess iReady data for this subgroup 3 times a year ( F, W, S).	<ul style="list-style-type: none"> <li>• Time</li> <li>• Program \$</li> <li>• process</li> </ul>
Teacher Obs/Walkthroughs	pre and post observations to dialogue with the teachers about strategies being employed to provide tier 1 and 2 reading instruction	Walkthrough checklists Pre/Post Observation Evals	<ul style="list-style-type: none"> <li>• Admin observation time</li> <li>• State walkthrough time</li> </ul>
Data Review	Meetings to review data points	F & P and iReady baseline and progress monitoring data	<ul style="list-style-type: none"> <li>• Faculty/MTSS time</li> </ul>
Faculty/Team Mtgs	Monthly & weekly meetings to follow up on iReady, lexile levels, DCIP goals, etcc		<ul style="list-style-type: none"> <li>• Faculty/MTSS time</li> </ul>

## 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.

5% increase of reading proficiency over last year for SWD

Priority 4

Priority 5

## Stakeholder Participation

### Background

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

### Team Members

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

Name	Role	School (if applicable)
Angelina Maloney	Superintendent	District
Ken Rizzo	Principal	TMS/THS
Rich Pogue	Principal	TES
Jodi Hosberg	Director of SPED	District
Rochelle Hoot	Former Director of SPED	District
Michele Blake	Parent	THS
Sanada Bailey	Parent	TMS
	teacher	TES
Tanya Kane	reading teacher	TES
Nicole Reed	reading teacher	TES
Jaymes White	Assistant Principal	TMS/THS

Our Team’s Process

--	--	--

## Meeting Dates

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

Meeting Date	Location
June 16 and 17	Admin office
8/5	Administrative offices
8/11	Tamarac LGI
8/9	virtual feedback
8/10	virtual feedback
7/7	Administrative offices

## 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	Survey and consultant feedback Iden
Parents with children from each identified subgroup	Concerns for students with dyslexia
Secondary Schools: Students from each identified subgroup	N/A

## Submission Assurances

### Directions

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

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

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](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).