



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
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| Schenectady City School District | Anibal Soler Jr. |

2021-22 Summary of Priorities

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

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| 1 | Build a Culturally Rigorous, Relevant, Responsive Curriculum |
| 2 | Professional development and implementation of Culturally Rigorous, Relevant, Responsive Instructional Practices |
| 3 | Improvement of Student Attendance |
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PRIORITY I

Our Priority

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| What will we prioritize to extend success in 2021-22? | We commit to build and implement a Culturally Relevant, Rigorous, and Responsive Curriculum. |
| <p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this 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>As we transition back to a fully in person model of instruction in the fall, we recognize the need to rebuild connections and to create a learning environment where students feel safe, supported and have a strong sense of belonging. The vision and values of the SCSD are rooted in equity and learning to ensure the success of every student, especially our historically marginalized groups. The Student & Graduate Success Pillar of our Strategic Plan has the goal of ensuring all students are college and career ready and that we nurture the whole child, listen to student voices so that all graduates have a sense of pride and demonstrate kindness, cultural competence and respect for diversity. Measures that we use to assess progress on these goals include: increasing the performance index for Grade 3 ELA and Math; increasing the number of students on the path to college, career and life success, closing educational achievement gaps and increasing the number of students who graduate in 4 years.</p> <p>Results from ELA and literacy benchmarks have indicated that students are not making adequate progress indicating that the current ELA and Literacy Curriculum is not meeting the needs of our students. A Literacy Steering Committee was created to identify gaps in the elementary literacy/ELA curriculum. Our continuous work in anti-racism and CRE has helped us to identify our curriculum as a vital area to evaluate and improve so we can ensure equitable learning for our students. In addition, staff performed an audit of the curriculum on its cultural relevance, rigor and responsiveness and identified areas and units that need to be improved upon or built.</p> <p>This commitment is the right commitment to pursue at this time because we learned through the dual pandemic that our students continue to face inequities in education. SCSD is driven to ensure that all students can read fluently by the end of Grade 3. The District also recognizes that the dual pandemic compounded barriers for many of our</p> |

Priority 1

students, even intensifying trauma for many of them. Selecting a Social Emotional Learning Curriculum for grades K-5 and continuing to incorporate SEL practices into instruction and curriculum at all levels helps us to meet the needs of the whole child ensuring they are better able to access learning. Learning is relational and adults in the school setting must not only support cognitive development, but also social and emotional development as well.

This commitment fits into our other commitments and goals because we know that there is a direct correlation between student engagement and attendance and teaching and learning. We know that our students need to be immersed in a curriculum that is reflective of their cultures and that builds upon their strengths. We know that social, emotional and cognitive development are intertwined and that this time following the dual pandemic is crucial for us to rebuild our curriculum and teaching in order to shift the narrative and outcomes for our students.

Student interviews across all grade levels indicated that many students felt that they did not feel safe at school or that peers are not respectful of each other. Student's also indicated that they did not always get the feedback they needed during learning. "How Learning Happens" validated what we have learned over the past year- that engagement increases when learning is relevant and every child needs to feel safe, supported, respected and a sense of belonging along with strong relationships. We know that students must see themselves in curriculum and learning and have a role in shaping their own learning. Our Equity Self-Reflection helped us understand that the District must improve its communication around expectations to all stakeholders including policies and practices to ensure that curriculum and culturally responsive teaching is occurring in every classroom across the district.

Many of our identified schools are committed to increasing culturally responsive curriculum and educating the whole child by deepening connections between staff and families and students and supporting the social, emotional and cognitive needs of students as they transition back to school.

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Purchase of a evidence based, culturally responsive K-5 comprehensive reading program | <ul style="list-style-type: none"> -Continued meetings of the regrouped District literacy committee to develop a rubric that supports our efforts towards both an evidence-based curriculum that also is culturally responsive -The building of a rubric that aligns to our goals and in which stakeholders can select the comprehensive reading program that is most reflective of our mission and vision -Purchase of K-5 Comprehensive Literacy Program -Professional development of evidence based developmental reading strategies for the 5 pillars of reading so that faculty and staff recognize quality programming and instruction -Plan for professional development in the Spring of 2022 with a full implementation of Fall 2022 | <ul style="list-style-type: none"> -One of the best indicators of success would be that teachers will feel valued by their input and choice of a purchased curriculum and thus want to be part of a successful implementation. -Effective communication will be measured by the fact that all faculty, staff and families will know the plan for implementation of a new reading curriculum for Fall 2022 -All teachers will be trained before leaving for the summer in 2022. -That teachers might ask to use the curriculum before implementation is started | <ul style="list-style-type: none"> Meetings Hourly pay for the Literacy Committee' work District coordination of meetings Funding for the purchase K-6 staff development in the Spring |

Priority 1

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| Roll-out, Communication, Training & Implementation of K-5 teaching staff for the new SEL curriculum | <ul style="list-style-type: none"> -Communication to all stakeholders including staff, families and community -Training for all staff implementing curriculum as well as building leaders -Teachers will plan and implement curriculum weekly -Grade level teams will discuss curriculum and share data to monitor effectiveness of teaching of curriculum | <ul style="list-style-type: none"> -ARBLTs and District will analyze social emotional and behavioral screener data cross analyzed with academic and attendance data on a regular basis to monitor health of the building -Student survey results about being valued and heard will increase; along with feeling safe and wanting to come to school | Principals, AR-BLTS, PPS Staff , Teachers Scheduled Trainings, PLC time |
| Convene Stakeholder groups to identify a secondary (middle school and high school) SEL curriculum | <ul style="list-style-type: none"> -The building of a rubric that aligns to our goals and in which stakeholders can select the comprehensive, CASEL approved social emotional learning program that is most reflective of our mission and vision. -From September to November, meetings with stakeholder group to evaluate CASEL approved programs -From December to February, meetings with stakeholder group to meeting with identified CASEL approved program vendors -Plan with stakeholder groups for professional development in the Spring of 2022 with a full implementation of Fall 2022 | <ul style="list-style-type: none"> -One of the best indicators of success would be that teachers will feel valued by their input and choice of a purchased curriculum and thus want to be part of a successful implementation. -Effective communication will be measured by the fact that all faculty, staff and families will know the plan for implementation of a new SEL secondary curriculum for Fall 2022 -All teachers will be trained by August 2022. | <p>Meetings</p> <p>Hourly pay for the Committee' work</p> <p>District coordination of meetings</p> |
| Audit and build curriculum units in | -Continue with training and sessions on how to build culturally responsive | -Teachers will value their work and communicate with others about their | Time and funding- While many teachers will do this for extra pay, we |

Priority 1

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| identified areas using the Culturally and Historically Responsive Literacy (by Dr. Gholdy Muhammad) | <p>units using Dr. Gholdy Muhammad's framework.</p> <ul style="list-style-type: none"> - Build turn-key training teams trained by Dr. Gholdy Muhammad - Use both PLCS, afterschool, and saturday sessions (summer of 2021 kick off with Dr. Muhammad. -Purchase of Cultivating Genius for those who attended trainings -Allow all those willing to go to training to build units of study -Create partnerships/teams and PLC time and paid after school hours to audit curriculum, revise, or create new units -Priority will be given to core areas and courses that affect most students, however all areas are able to participate in building curriculum -Design a website specifically for the use of revised curriculum units - and that will also show an "at a glance" view of the year and highlighted areas of urgency to build new units | <p>unit development, share their units on the website</p> <ul style="list-style-type: none"> - We can measure visits to the curriculum website -Teachers will be asked to give feedback on the new units -Students will be asked to give feedback on the new units -Families will be asked to give feedback on the new units | <p>do need to reserve space and time during the day for those staff members who will not be able to devote after school hours</p> <p>Website-organization & monitoring</p> <p>Scheduled priority areas of curriculum to complete this year (ie, secondary core, etc)</p> <p>Content area Assistant directors and teacher leaders organizing the work</p> <p>Develop and implement feedback and revision teams</p> |
| Develop student teams that help the District gain input on curriculum and instructional decisions | <p>-Create multiple student teams (primary, intermediate, middle and high school teams) led by teachers, Assistant Directors and staff in which students are able to express what they find welcoming and engaging within the curriculum and instruction</p> | <p>-Students will feel valued enough to remain on the team and meet throughout the year</p> <p>-Revisions to curriculum will show student voice</p> | <p>Parent permission</p> <p>Creation of student group name, badge/swag, so that team members feel valued</p> <p>Team building</p> |

Priority 1

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| | -Students help select books for book clubs | | |
| Middle School elective course creation for citizenship and activism | -Work with Dr. Jevon Hunter and a team of teachers to create a middle school 7th grade social studies course and a 8th grade ELA course that is an elective based on citizenship, activism, and student inquiry and community involvement | <p>-Students are able contribute to the course goals and selection of materials</p> <p>-Students attendance and satisfaction with the course</p> <p>-Measuring student achievement and teacher report card comments</p> | <p>Money in general budget for the 12 positions</p> <p>Time for course development</p> <p>Money for student field trips and forums</p> <p>Community members help with visits</p> |
| Increase use of culturally relevant curricular materials | <p>-PreK teams will be auditing their books & curriculum</p> <p>-Middle school ELA teachers have already conducted an audit of their classroom libraries and researched more diverse titles for purchase</p> <p>-Elementary teachers are starting to audit their curriculum materials especially in relation to the author study units, so that our author studies reflect out students interests and identities</p> | <p>-Students will bring home books</p> <p>-Students will spend time in class to reading books</p> <p>-Students will discuss books with peers</p> <p>-Teachers share books with colleagues</p> | <p>Money for purchasing books and supplies</p> <p>Teacher time for research</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 will be able to show their progress by the number of CRE created units being stored on our Curriculum website. Teams will have at least 3 units developed at each core area grade level class K-12. Each unit will have received feedback by a team and revision should occur. This means approximately 96 new units should be created by the end of June 2022. This does not include the work that will also occur in non-core area courses, which will vary. Additionally, we will measure hits to the curriculum websites and the amount of meetings held.

PRIORITY 2

Our Priority

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| What will we prioritize to extend success in 2021-22? | Identify, train and provide ongoing support to teachers to implement Culturally Relevant, Rigorous, and Responsive Instructional Practices |
| <p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this 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>In our mission statement we commit to be a continually improving school district. Our District is very reflective of being a learning institution that understands standing still is not an option and growth and "getting better" is for a goal for all parts of the organization. As such, our schools, teachers, administrators engage in learning, self-reflection, feedback and growth.</p> <p>In our District survey students rated "I set learning goals and track my progress" lower than other questions with a 3.9 which is part of the "mixed feeling" rating. Only 183 elementary students participated in the survey.</p> <p>Middle School students also had mixed feelings about setting learning goals and tracking their progress or teachers asking them how they learn best. They indicated mixed feelings about learning being fun at their schools. There were 247 respondents for Middle School.</p> <p>High School students also had mixed feelings about being asked to set learning goals and track their progress or being asked by teachers how they learn best. They reported mixed feelings about recommending their school to others. They were more confident that learning is considered important at their school. There were only 315 High School respondents.</p> <p>Our admin team/principals want to hold sacred that students should have choices and be heard, that learning is joyful, collaborative, rigorous and that we should all value grappling with content as evidence of learning. Our SCSD community believes our students and families must be heard especially after a traumatic and isolating year.</p> |

Priority 2

In a year of virtual learning, many teachers tried new and different technology related practices, but reported feeling disconnected at the secondary level as many students did not turn their cameras on. While this was different at the elementary levels, and there was a bit more excitement for learning reported by our younger virtual students, our data did not show gains in reading or math.

While many of our teachers can define cultural responsiveness and are interested in being a culturally responsive practitioner, it is not yet evident in their practice. Growth in this area was difficult to accomplish in a virtual year of learning. Teachers told us in their interviews that while anti-racism work is important and that teams are working towards our inclusive mission; they also have stated the work must be actualized in practice. While building a curriculum is a priority, K-12 units in every subject area will not be built within a year, so it is important for teachers to be able to identify how they can incorporate CRE practices daily. They also need to be supported by administration and colleagues to continue to practice, refine, and grow. While introductory professional development sessions and events help bring knowledge of CRE practices to teachers, we must set up systems for teachers to support one another through teacher instructional rounds, lesson studies, or plan, do, study, act cycles. This type of embedded and reflective practice is an essential component to ensuring instructional change.

We must disband the culture of deficit-minded thinking and insist on a culture that believes that every student in front of us has genius within them. We must cultivate a culture that insists learning is not just about standards and content, but incorporates our students' identity, voice and joy in learning. About 100 teachers attended our first ever Saturday Summit for Culturally Responsive Teaching and about 225 teachers went to summer virtual sessions with Dr. Ghody Muhammad. Teachers were energized and excited about the Cultivating Genius author's ability to bring out the "genius" in them and encouraged that they could do the same for their students. Teachers are looking for opportunities to meet, discuss, and practice how to implement

Priority 2

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| | <p>these daily while a long term curriculum is being built. We must expand this learning and excitement to all teachers and staff.</p> <p>We must continue to assist teachers in understanding the interconnectedness of social, emotional and academic work and to recognize the importance of student agency by using practices that allow students to set their own goals.</p> <p>As an organization we must also practice giving quality feedback to each other to grow; Community members giving feedback to the District admin team, the District team should regularly give feedback to building administrators, building administrators should regularly give feedback to teachers, and teachers must regularly give feedback to students.</p> |
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Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Multitude of professional development opportunities that connect to evidence-based instruction and | -Build internal capacity by working with consultants and professional developers who can commit to turn-key train our teachers, so that teachers are leading professional development and can support colleagues long after a consultant | <p>-Teacher leaders will lead sessions with colleagues. Teachers are using their learnings to develop engaging CRE lesson plans and activities.</p> <p>-Identity and real word applications will be evident in teaching and student</p> | <p>-Professional Development Plan plan</p> <p>-Schedule of events including planning meetings, and professional</p> |

Priority 2

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| building upon each other for the year | <p>leaves (continued work with Dr. Gholdy Muhammad)</p> <ul style="list-style-type: none"> -Use of elementary grade level leaders, middle school curriculum leaders, Assistant Directors, and Dept Chairs to work collaboratively on teams to build and implement professional development opportunities -Use of PLCS to encourage Plan, Do, Study, Act cycles -Paid after school events for teachers to continue in their learning -Create structured PD time monthly | <p>learning in classrooms during walkthroughs</p> <ul style="list-style-type: none"> -Student academic, behavior and social-emotional data will show improvement indicating effective teaching and learning is occurring | <p>development opportunities</p> <ul style="list-style-type: none"> -Money for consultants and teacher after hours training -Walk throughs to measure effectiveness of strategies and learning of teachers through training and PLC |
| Lesson studies, instructional rounds, | <ul style="list-style-type: none"> -Support for triads of teachers, or small groups to plan together -Colleagues who teach the same subject/grade commit to lesson study and will plan, observe, and give feedback on their lessons and instruction continuously throughout the year | <ul style="list-style-type: none"> -Colleagues will sign up for lesson studies and instructional rounds -Principal and administration do not need to lead these embedded opportunities as the year goes on as there is a gradual release to teachers leading each other -Student academic, behavior and social-emotional data will show improvement indicating effective teaching and learning is occurring | <ul style="list-style-type: none"> -Time- teachers will need release time to observe other classrooms -Teachers will need money for hours to plan beyond the school day if they choose or -Dedicated PLC time |
| <p>Book studies</p> <p><i>Culturally Responsive Teaching and The Brain</i></p> <p><i>Cultivating Genius</i></p> | <ul style="list-style-type: none"> -Allow for teachers to form their own learning and support groups -Request for teachers to post on social media or video clips of their learning in practice (for our website) | <ul style="list-style-type: none"> -Teachers will ask to join book studies -Teachers will share their learnings with others -Lesson and activities show evidence of practices incorporated in the books -Walkthroughs show evidence of CRT practices within lessons | <ul style="list-style-type: none"> -Purchase of books -Money for teachers to take part after the school day -Walkthroughs |

Priority 2

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| | | -Student academic, behavior and social-emotional data will show improvement indicating effective teaching and learning is occurring | |
| Switch from our SCSD "Learn at home" page to our "Learn" page | <ul style="list-style-type: none"> -Continue to upload and highlight our own teacher and student work -Clear and continuous communication to faculty and staff on updates to page -Highlights of best practices on display -Student clips of how they learn best | <ul style="list-style-type: none"> -Teachers will have contribution on the website -Measure hits to the website and specific videos our resources | <ul style="list-style-type: none"> -Money/Time for teachers to develop the website -Badging or gear that speaks to the fact that the teacher is a collaborator of sharing of best practices |
| Develop a consistent rubric in which teachers and admin can use to evaluate or create effective culturally responsive lessons | <ul style="list-style-type: none"> -Team of admin, teachers, and students create a user friendly rubric that help distinguish quality CRT practices - Distribution of rubric -Modification of rubric throughout the year as it is used and needed -Implementation of its use to gather robust data | <ul style="list-style-type: none"> -Collect data based on admin and teacher use of the rubric -Focus only a few elements of the rubric at a time to ensure understanding and fidelity of implementation -Walkthroughs show evidence of CRT practices within lessons -Student academic, behavior and social-emotional data will show improvement indicating effective teaching and learning is occurring | <ul style="list-style-type: none"> -time for teams to work together on a rubric -consensus building |

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.

Teacher PD survey data should show an increase in value of district sponsored professional development. Currently at 75% , we would hope to see an increase to 85% in the measure “pd development opportunities have helped develop me both professionally and personally”. Students survey would show that students do see that their goals and choices are valued and at least hit 4 out of 5 scale. Teachers will want to continue to be grade level leaders and or curriculum leaders and sponsor pd events and books studies. Our report card comments will show more positive results of student engagement in completion of activity/work. Our Grade 3 STAR reading results should improve 10 percent and our STAR math data will increase 10 percent.

PRIORITY 3

Our Priority

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| <p>What will we prioritize to extend success in 2021-22?</p> | <p>We commit to increasing the implementation of culturally responsive practices that will support the removal of barriers that exist around attendance and engagement, and increase overall student attendance rates.</p> |
| <p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this 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>This emerged as an area to prioritize as we know that our attendance data indicates for 19-20, 44.58% of our students were chronically absent. Conversely, our end of year attendance data for the 20-21 academic year, the percentage of chronically absent students was Grades 1-8: 54.19% of students were considered chronically absent while Grades 9-12: 57.29% of students were considered chronically absent. We want to address the concern of an increased chronically absenteeism rate, which has only been exacerbated by the pandemic.</p> <p>We want our students to be able to access and engage in school. This commitment fits into our other commitments and goals because we know student attendance is directly impacted by the adult practices around both academic and social emotional engagement. We also know that our students have been disproportionately impacted by the dual pandemic, and that with the introduction of virtual learning and budget cuts, our attendance and engagement rates dropped drastically. Relationship building between students and teachers as well as improving the learning environment was negatively impacted by the lack of in person instruction opportunities. It is no coincidence that many of our students who previously had solid attendance, became chronically absent when forced to a virtual learning environment.</p> <p>The "How Learning Happens" document emphasizes that learning is multidimensional, and that academics and social emotional growth is interdependent. We know that our students are best served through culturally responsive teacher practices, as outlined in the document. The document influences our work in that we need to engage in changing the narrative from the idea that "regardless of race/income/etc"... to being actively responsive to</p> |

Priority 3

young people's identities and experiences. Within this priority, it means not only building relationships with students, creating environments where learning happens, but also recognizing and removing barriers to learning/engagement and thus attendance.

A consistent theme emerging from the building level SCEP commitments is the importance of social emotional wellbeing, interwoven with culturally responsive practices in all areas, including academics. This affirms our commitment to increasing the implementation of culturally responsive practices that will support the removal of barriers that exist around attendance and engagement, and increase overall student attendance rates.

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Roll-out, Communication, Training & Implementation of K-5 teaching staff for the new SEL curriculum | <ul style="list-style-type: none"> -Communication to all stakeholders including staff, families and community. -Training for all staff implementing curriculum as well as building leaders -Teachers will plan and implement curriculum weekly -Grade level teams will discuss curriculum and share data around attendance, behavioral referral and in order to monitor effectiveness of teaching of tier 1 curriculum -ARBLTs and District will analyze attendance, course/pass failure, social emotional screener data as well as behavioral referrals and suspensions | <ul style="list-style-type: none"> -We will cross analyze behavioral referrals, and suspensions with attendance data by building, and by overall district -In addition, we will disaggregate data by race, classification status and gender quarterly -We will know that this strategy is working if student attendance and engagement increases. | <ul style="list-style-type: none"> -Second Step -All district staff (Administrators, Teachers, PPS, Paras, etc.) -Grant Monies -Scheduled Trainings |
| Continued Pilot of Parent and community engagement Tool | <ul style="list-style-type: none"> -Continue the pilot of parent square - which is a communication tool that is user friendly and combines multiple streams of communication into one easy-to-use interface for families and staff | <ul style="list-style-type: none"> -Attendance data will be reviewed weekly by buildings, and at the District level quarterly. -The strategy will also be measured by parent(s)/guardian(s) reports through the end of the year survey | <ul style="list-style-type: none"> -All district staff (Administrators, Teachers, PPS, Paras, etc.) trained -Grant Monies |

Priority 3

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| | | -Data around actual use of the program should be reviewed by the building on a quarterly basis | |
| Assistant Director of Engagement and Attendance will provide buildings with an updated attendance guide to clarify roles and responsibilities for attendance teams as well as provide training and guidance throughout the school year. | <p>-This guide will be used to support attendance teams at each building in defining roles/responsibilities starting with the school leader all the way to an attendance para. Included will be a form that lays out steps to support the removal of barriers for students and families with regard to attendance, as well as how to review data and engagement. It will also include culturally responsive practices around parent and student engagement.</p> <p>-Assistant Director of Engagement and Attendance will meet with buildings attendance teams to drive data review processes, leveraging the attendance guide; CRE practices and supporting the removal of barriers.</p> | <p>-Attendance data will continue to be reviewed by building attendance teams (weekly basis) as well as at the district level (quarterly basis or as needed).</p> <p>-School staff will conduct ongoing outreach to families to remove barriers to attendance as evidenced by increased home visits, phone calls and ongoing communication measures</p> <p>-More students will have intervention plans around attendance issues to support and improve engagement and attendance</p> <p>-Decrease in chronic absenteeism</p> <p>-Reduced number of calls to child protective services for attendance related issues</p> <p>-Student and family end of year surveys indicate increased student engagement</p> | <p>-All district staff (Administrators, Teachers, PPS, Paras, etc.) trained and implement</p> <p>-Grant Monies</p> <p>-Attendance team meeting times</p> <p>-Communications to families and community about attendance</p> |
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Measuring Success

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

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

The district will strive to increase attendance and engagement for all students by decreasing chronic absenteeism and aligning with our strategic plan indicators> Prior to the pandemic our pillar goals were to reduce chronically absent students grades 1-8 to 19% and in grades 9-12 to 32% by the end of the 21-22 school. We will aim for these markers in the 21-22 school year as we are hopeful that most students will be returning to in person learning models.

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> |
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| Carmella Parente | District Director of Teaching and Learning | |
| Dr. Patrick Jean-Pierre | Director of Diversity, Equity and Inclusion | |
| Andrea Tote-Freeman | District Director of Pupil Personnel Services | |
| Michele Hogan | Assistant Director of the Office of Planning & Accountability | |
| Erika MacFarlane | Director of Student Intervention Services | |
| Dr. Rebecca Devries | Assistant Director of Pupil Personnel Services | |

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| Christina Howard | Pleasant Valley Elementary Principal | |
| Nicole Biette | MPMS Middle School Principal | |
| Chris Chank | Executive Principal | |
| Michael Sheridan | Tech Integration Specialist | Oneida Middle School |
| Teachers/PPS Staff Richard DeCarr (Grade 6 teacher and Grade Level Leader) Christy Ferri (Grade 4 teacher and Grade Level Leader) Brittany Kendall (School Psychologist) Katherine Lamica (Grade 3 teacher and Grade Level Leader) Carrie White (Grade 1 teacher and Grade Level Leader) Victor Rose (Social Worker) Catherine Snyder (School Counselor) | Teachers and PPS staff | MLK Elementary School Paige Elementary School Yates Elementary School Oneida Middle School Central Park Middle School Mont Pleasant Middle School |
| Donna Fowler | Assistant Director PPS | Central Office |
| Eschell Robinson Renee Crockett Kayla Schaefer Alex Torres Victoria Nieves | Parents | Various Schools |

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| Angel Rodriguez | | |
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Meeting Dates

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

| Meeting Date | Location |
|---------------------------|---|
| Admin Retreat | Virtual June 29 |
| Admin Retreat | Virtual June 30 |
| Parent Meeting | Mont Pleasant Middle School July 23 (interpreter present) |
| Teacher/PPS Staff Meeting | Virtual- July 24 |
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Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

| Stakeholder group | How have the perspectives of this group been incorporated into the DCIP? |
|--|---|
| Teachers responsible for teaching each identified subgroup | A group of teachers who are also Grade Level Leaders and some PPS staff met to discuss the “How Learning Happens” pdf and Equity Self-Reflection and CR-S Framework and key takeaways. They then met to discuss curriculum, instruction and attendance. This group of stakeholders gave suggestions around clear communication of expectations to ensure consistency and the continued need for collaboration. They expressed the need for a strong curriculum that is culturally responsive and implemented with fidelity and consistency across all classrooms. They discussed the need to be mindful of research around SEL that indicates it can support white privilege values, that we need to continue educating staff around this. The group also indicated that the need for high quality training and |

Stakeholder Participation

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| | <p>professional development is essential not just for teaching staff but for building leaders as well so that they can support and coach teachers. The group held strong beliefs that if instruction and curriculum are relevant and responsive to our students and their cultures and lived experiences, attendance and engagement will increase. There was also a strong belief across staff that parents need to be invited into buildings and should have a voice at the table more. Increased opportunities for student voice and choice was another theme in the discussion.</p> |
| Parents with children from each identified subgroup | <p><u>Attendance:</u> Information about attendance not captured accurately in Infinite Campus Families with multiple students in multiple schools with multiple buses coming close to each other in time parents can't get them all on buses in time Families who are Spanish speaking who have students who are chronically absent are not getting communication in own language so may not be aware, emails regarding attendance only being sent in English Students won't come to school because they are being bullied Oversleeping (parents and students) Students avoiding school by saying they are sick Transportation Issues, when parent calls the department to talk to someone and speaks Spanish they are hung up on and not called back</p> <p><u>Instructional Practice:</u> Communication with teachers not occurring not able to ask for help Parents/Guardians not feeling supported by teachers Homework does not have refresher instructions couldn't go back and see examples or previous teaching to help their students Directions are only in English Feel that we are ignoring student needs Not communicating with parents about missed work Not partnering with parents Teachers don't know a student's name only known by what they do (get in trouble, etc.) Teachers should want students to do well for internal reasons not for reward system</p> |

Stakeholder Participation

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| | <p><u>Curriculum:</u></p> <p>Way math is taught now is different than when parents were younger difficult to support and help children especially when information is only in English</p> <p>Instruction is only in English difficult for students who are ENL</p> <p>Homework is only in English</p> <p>Teachers are teaching not giving clear facts but using own opinions</p> <p>Parents have no faith in SEL Curriculum outcomes</p> <p>Not differentiating enough</p> <p>Not rigorous enough</p> <p>Don't want Critical Race Theory taught</p> |
| Secondary Schools: Students from each identified subgroup | <p>We used student surveys from middle and high school. A theme that emerged from elementary up through secondary school was that many students do not feel that, "Students are respectful of each other" or "Students are nice to each other in my school". There is a priority this year to adopt an SEL program K-6 and to continue the selection process for secondary. A bullying prevention curriculum has also been purchased and will be implemented across K-6 buildings.</p> |

Submission Assurances

Directions

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

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

Submission Instructions

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