



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Wyandanch	Dr. Gina Talbert

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 Graduation Rate
2	Decrease Chronic Absenteeism
3	Reciprocal Family Engagement
4	Empower Students to be Socially Just
5	Address Trauma in Staff and Students

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	Increase Graduation Rate
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>As a district we are committed to closing the credit accumulation gaps to improve graduation rate. This commitment continues to emerge as a priority as a result of us having a 58% graduation rate, 12% below the New York State average.</p> <p>Our results from "How Learning Happens" document provides us with the synopsis of our scholars beginning to reflect and understand the importance of adult-student and student-student relationships. Educators are committed to maximizing their time and level engagement while scholars are in their presence to cultivate relationships that highlight strengths, empower scholars to identify and address needs as well as to utilize their voice to make the most of their educational experience. "The Equity Self Reflection" results highlighted the following trend district-wide; aligning our professional development opportunities to strengthen our educator's pedagogy, fostering an environment where "teaching and learning" practices enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</p> <p>This commitment is vital to pursue in an effort to ensure that more students are interested in school, attend school regularly, earn the credits they need to graduate on time, and are prepared for success in college, career training programs, and/or the workforce.</p> <p>Priority number 1 fits by supporting commitment 1 for our WMHS SCEP and commitment 3 for our Milton Olive Middle School SCEP plan. Both schools are committed to improving the graduation rate and improving how we improve relationships with families by keeping</p>

Priority 1

	them informed about attendance protocols and how to stay connected with their child's school.
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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?
Monitor Credit Accumulation data at WMHS	The graduation committee will receive training on credit accumulation tracking for all grade levels either through applicable systems currently in place or a new credit accumulation tracking program. Students who have credit accumulation deficits will be identified and receive tiered interventions. Tier 1 (represents universal strategies to encourage credit accumulation for all students) Tier 2 (provides early intervention for students who need more support to avoid credit accumulation deficits) Tier 3 (offers intensive support for students facing the greatest challenges to credit accumulation) The graduation committee will meet	Credit accumulation rates will increase (monitored on a five-week basis) There is a direct relationship between credit accumulation and graduation rate, the number of students who are on track to graduate will increase along with increased student credit accumulation	Targeted Training Structured Meeting Time Formalized Graduation Committee Credit Accumulation Monitoring System Credit Accumulation Reports
Recognition and praise of students and families	The graduation committee will publicize a list of all students who are on track to graduate in a public	Credit Accumulation Reports Increase in the numbers of scholars on track quarterly.	Credit Accumulation Reports

Priority 1

<p>Streamlining the usage of communication between families and school</p> <p>Counselors /teachers will communicate to parents/families their child's "On Track to graduate" status during the following time frames (9th, 10th, and 11th grades, beginning and middle of 12th grade, and at the end of each class)</p>	<p>area in the WMHS on a quarterly basis.</p> <p>Quarterly school-wide credit accumulation events (certificates, gift cards, incentives)</p> <p>The district has purchased Language Line to support interpretation and translation needs to increase how we communicate in multiple languages.</p>	<p>Monitor usage reports quarterly</p> <p>Monitoring the number of parents who request and receive individualized credit accumulation data for their child/children from school counselors at Parent Teacher Conference.</p> <p>Consistent usage of Surveys to assess and gather feedback from students and parents.</p>	<p>Designated time for the recognition events</p> <p>Language Line, Parent Square, Surveys</p>
<p>Student Empowerment</p>	<p>Students will participate in workshops/classes and learn how to utilize a provided tool to track and monitor course requirements and credit accumulation.</p> <p>In our Milton Olive Middle School, the MLO Student Support Services department in collaboration with MLO PTA will host parent/family workshops to empower and inform scholars and families.</p> <p>School leaders in concert with educators will work in tandem with at-risk families to Student Government Association (SGA) will recruit students to serve</p>	<p>Increase in completion of courses. Evidence of scholars completing and tracking course completing by submission of the credit recovery tool quarterly. Tool will be submitted to school guidance team.</p> <p>Student credit accumulation data will effectively be collected from the credit accumulation monitoring program on a quarterly basis.</p> <p>Increase in attendance.</p>	<p>Submission of credit tracking template by all students, reviewed by teachers, administration, counselor, parents and student.</p>

Priority 1

	as MLO Ambassadors and Orientation leaders, scholars will provide training to students to welcome through the usage of ice breaker activities. Attendance and punctuality will be a major theme in discussions and activities.		

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 graduation rate for our 2020-2021 school year was 65%, this falls 5% below the state average. Based on K12 Survey results, scholars did not see a clear path for themselves beyond graduation as a result, caused them to lack motivation to pass their classes. The pandemic and fear of the “unknown” based on survey data has caused students to feel increased levels of anxiety about their ability to graduate from high-school.

The “Equity Self-Reflection” causes us to consider to facilitate teaching and learning practices district-wide that enable individuals to grow as learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.

Evidence of success will be evidenced by an increase in the number of students passing course requirements at the end of each quarter, this data will be tracked by Graduation Committees at the Wyandanch Memorial High-School. In addition, the Central office staff and building leaders will frame and monitor the success and impact of vertically aligned transition meetings between the 7th and 8th grade Milton Olive Middle School team and WMHS team.

Furthermore, the central office staff will meet with school leaders district wide to identify trend data for credit accumulation and pass failure rates in grades K-8. The Central office will also track progress by reviewing each schools scholars “Careerzone” account.

Our district strives to increase our graduation rate by 3 to 5 percent from 65% by the end of the 2021-2022 school year.

PRIORITY 2

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)?*

As a district, we are committed to reducing the chronic absenteeism rate.

Reducing the chronic absenteeism rate will decrease student credit accumulation gap and increase graduation rate. Transitioning from a hybrid model to a more traditional model of learning will permit us to

This is the right commitment to pursue in order to ensure that more students attend school regularly, are interested in school, graduate on time, and can envision themselves as being successful in college, career readiness programs, and/or work force. In addition, this is the right commitment to assist us with increasing reading and math proficiency levels at each grade level. At our elementary levels we have begun to identify and designate absences as an indicator in our early detection systems.

According to the "Equity Self-Reflection", we as a district have not reached the "Sustaining" level in the practice of teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.

The K-12 survey results revealed approximately 41% of students reported they liked coming to school and 32% reported that school was interesting. Also, 67% of parents said their children are not interested in what they are learning in

Priority 2

school. Overall, our district data revealed a direct relationship between attendance, graduation rate and scholar performance.

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?
Monitor Attendance Data	<p>Each school has an Attendance Team/Committee</p> <p>Principals will submit monthly attendance reports to the superintendent's office</p> <p>The school shall and will conduct a home visit to any scholar who is chronically absent and truant or other reasons that prevents the child from attending school</p>	The data from attendance reports should display an upward trajectory.	<p>Professional learning</p> <p>Attendance Specialist/Aides</p> <p>Infinite Campus Attendance Reports</p> <p>Infinite Campus Achievement Reports</p>
Institute on-going survey data check points	Chronically late and absent students will be identified and receive tiered attendance interventions.	<p>Tracking, measurement and monitoring of student performance based on I-ready results, quarterly grades, performance on State assessments.</p> <p>Formalized scheduled meeting times for staff to meet and aggregate, discuss attendance and quarterly reports.</p>	Surveys

Priority 2

Celebrating & Recognizing Improvement in Attendance	Teachers will display the top five students with the best attendance rate, scholars' names will be publicized in the main lobby of each school. Utilize goal-based incentives and rewards to motivate attendance and positive student behaviors	Review of student data report monthly. Monitor target goals	Infinite Campus Attendance and Data Reports
Engaging Students and Families	School administrators, attendance specialist will communicate with parents using multiple communication devices. Parent/scholar workshops focused on developing effective study skills and study habits.	Increased parent/student engagement data reports for Parent Square, Infinite Campus and phone calls. Data reports from scholar performance on local and state assessments	Parent and student engagement data reports. Principal's/Superintendents monthly attendance report.
Advisory	Each student will have an advisory teacher assigned to them Each 8 th /9 th grade scholar will engage in learning experiences utilizing The 7 Habits of Highly Effective Teens led by Advisors and counselors.	On-going professional learning training for all advisors, development of a systemic system for improving how students respond to conflict resolution, bullying, and overcoming obstacles. K-12 Insight Survey will show increase in student interest in school, their beliefs their needs are being met.	Common Planning Meeting Time frames district-wide On-going Principal/Superintendent The Habits of Highly Effective Teens by Steven Covey Institute Restorative Practices Casel Framework
Professional Learning for school leaders/district leaders/teacher leaders	Provide teachers and school leaders with multiple levels of support to help students stay more engaged and response positively through the usage of specific resources	Data Reports display an increase in scholar attendance and an improvement in graduation rate.	Consultants Professional learning

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 K12 Survey revealed that only 41% of students reported they liked coming to school and only 32% reported that school was interesting. In addition, 67% of parents said that their children are not interested in what they are learning in school.

Our data revealed a direct correlation between attendance and graduation rate district-wide.

Our goal by the end of the 2021-2022 school year is to decrease our absenteeism rate by 2% mid-year and 3% by End of year district-wide.

Success will be evidenced by increased growth on Survey results gathered in both beginning of the year and mid-year.

Evidence of accurate attendance record tracked and monitored by school leaders, district leaders, teacher leaders and students.

Evidence from meetings (agenda, notes, action plans, where attendance teams district-wide and staff collaborate to provide feedback and next steps to parents and students keeping students on track.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We are committed to strengthening our family parent engagement district-wide through development of a reciprocal family and community engagement with the district.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Strengthening and Building Connections through tiered support systems at district-wide. The strategic monitoring and maintaining of mentor programs for students.</p> <p>Student Government and student leader members will recruit and build capacity of peers guided by identified adults in each school.</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?
Building Relationships	Formalizing Academic Parent Teacher Teams	Survey Data	Surveys
Parent Contact	Home visitations	1:1 visits, group sessions, monitoring and measuring of attendance at events	Human Capital Attendance Aides Social Workers
Communication	Each school increasing their usage of Parent Square App District-wide	Monitoring of enrollment on Parent Square, Parent Portal,	Parent Square, Parent portal
Educating Parents Parent Learning Rounds	Increase the number of Parent Meetings where they are informed of what is happening in their child's classroom district-wide Implement a district-wide schedule for parents/guardians to participate in Learning Walks at each school	Tracking of attendance of parents' participation in Learning Round to increase their understanding of "How Learning Happens" at each school district-wide	District Newsletter School Newsletter Schedules Parents
Providing Resources to parents/families in needs	Parent portal Providing Parents access to their child's transcripts/providing training on how to read it.	Measurement of how many parents utilize the portal Survey Results	Funding, CBO partnerships with churches, Food Donations, Island Harvest, Catholic Charities Mental Health, Hispanic Counseling Center, Long Island Crisis Center, EAC,

Priority 3

			Gerald Ryan Outreach Center
Increase of parent meetings including relevant topics	Topics: <ul style="list-style-type: none"> • Next Generation Standards • Which courses are their children responsible for completing to graduate from high-school • Career opportunities and pathways • Understanding Gradebook/grading policies • Importance of Attendance • Financial Aide Night • College Application Night • Credit Accumulation Night, Reading Transcripts • Quarterly Town Halls 	Attendance Daily Usage Reports	Farmingdale StonyBrook LIU Suffolk Community

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.

WMHS according to K12 Insight Survey, 52% of our parents shared their child is excited about coming to school. 44% said they liked coming to school and 32% shared that school was interesting to them. 57% of scholars revealed they find school interesting. Goal for the 2021-22 school year is to decrease chronic absenteeism rate from 48.5% to 45%.

MLO Middle School- By the end of the 2021-22 school year, the middle school team will achieve the goal of 855 attendance rate for all scholars in grades 6-8. Through the attendance monitoring system, the middle school attendance team will engage at a minimum 85% of all identified Tier 2 and Tier 3 scholars. Family survey results also revealed, 15.4% of our middle school parents felt the school and parent community have a trusting relationship.

Elementary-32% of staff felt that scholars are on time and rarely absent from school. Only 63% of parents felt that there are consequences if their child is late or skips school.

Our Equity and self-reflection data for identified schools indicated that the continuation of fostering close relationships with students' families inclusive of working in partnership with families to gather insight into students' cultures, goals and learning preferences will be beneficial in nurturing trusting relationships.

Our family survey results displayed, parents and guardians would like to continue to strengthen relationships with school leaders, teachers, families and community partners demonstrating trusting relationships. Our district-wide goal is to increase the number of families enrolled on Parent Square by 10% at the Elementary and Middle School by Mid-year, 15% by EOY. At WMHS, our goal is to increase Parent Square enrollment by 5% Mid-Year and 10% by EOY.

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)?*

We commit to offer school-wide curriculum resources that embed lessons and opportunities that match scholars' abilities and cultural identifies and voice.

The district's aforementioned commitment will support infusing student voice and identify through content material and social engagement. The set commitment will delve into the social, emotional, and cognitive development for all scholars.

We commit to creating a culturally responsive, socially just ELA and Social Studies Curriculum. Wyandanch Union Free School District student population is 60% Latino and 40% African American. By providing our students with Curriculum that represents their diverse backgrounds, the contributions of their ancestors, and the impact of current events on their lives while empowering their voices is imperative to the success of the district and each individual student post-secondary.

According to our K-12 survey results over 80% of our students surveyed agreed their voices mattered in their school at the elementary stage.

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 Learning	School leaders/District leaders will participate in on-going professional learning to strengthen knowledge how to assess curriculum resources to gauge and inventory current curriculum resources Educators will learn how to teach students through conversational style discussion forums, through collaborative learning activities. Offering professional learning sessions that focus on Differentiation through Equity and Fostering math literacy, task that infuse Social Justice Task for all content through station-teaching. Strong emphasis on Content Delivery and Culturally Responsive Teaching through Job Embedded Coaching.	Increased ratings on Danielson Observation feedback form. Improvement in student performance. School leaders/District leaders evidence collected during walk-throughs and observations collecting data in the following “look for” areas: differentiation, equity, literacy, math concepts, social justice task across content and execution of Culturally Responsive Teaching practices.	Partner with Western Suffolk BOCES consultants
Teacher Development	Teachers will use data analysis of curriculum resources to modify	District and school leaders will observe, provide feedback and coordinate supports with activities	CRE Rubric Danielson Rubric Marshall Rubric

Priority 4

	<p>Social Studies, ELA scope and sequences and curriculum maps</p> <p>We are committed to developing our teacher's pedagogy to promote personalized learning environments, increased student motivation, student collaboration, student empowerment, student efficiency, and productivity.</p>	aligned to CRE exemplar and Danielson Rubric.	<p>Diverse Mentor Text Change Impact LLC. Always Learning LLC. One World RJC Consultant</p>
Creation of grade level units that are aligned with NYSED Culturally Framework and Diversity, Equity and Inclusion standards for learning.	Development of formative assessments to meet the needs of all scholars' learning styles matches the districts and schools' mission to increase a passion for teaching and learning.	Review of Curriculum Maps in Atlas to collect evidence of effectiveness Modified Scope and Sequences on Shared Drives district-wide	<ul style="list-style-type: none"> • NYSED Standards • CRE rubric • Data from survey results • Adoption of Teacher's College Curriculum Resource K-5
Human Capital Selection to formalize a Curriculum Team	<p>Selected Curriculum Writers will work monthly on completing curriculum maps and scope and sequences with Western Suffolk BOCES curriculum specialist</p> <p>Create a District-wide Curriculum team to turn-key and strengthen educators understanding of Socially Just Curriculum.</p> <p>Developing a district culture where no child is marginalized.</p>	Data analysis of curriculum resources	Programming/Scheduling
"Teaching and Learning" Pedagogy	Educators will teach lessons that include and represent diverse	Review of lesson plans to assess inclusiveness of culturally responsive	Lesson Plans Curricula Resources

Priority 4

	backgrounds and historical contributions of People of Color. Educators will continue to receive professional development on strategies for incorporating Depths of Knowledge (DOK) tiered teaching and Culturally Responsive Education to enhance lessons	text that allow students to continue developing a deeper understanding for content material.	Achieve 3000 Teacher's College Partnership

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.

At the Elementary school according to DTSDE survey, 30% of teachers who took the survey do not feel that students are earning what they need to know to be successful at the next grade level or after graduation. According to 2020-21 DTSDE survey, 20% of our students do not feel that their schoolwork (tests, reports, presentations, etc) is challenging for them. Based on our March, 2021 DTSDE survey results, 83% of staff felt they believe using culturally responsive mentor texts with balanced literacy increases their pedagogy as an educator.

At MLO

At WMHS-67% child is interested in what they learn. 53% of scholars feel what they learn in school helps them outside of school.

Establish an inclusive space that encourages cultural identity, development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator, for all scholars at each school. Foster closer relationships by incorporating relevant activities such as; college night, how to live on Long Island (New York), how to help your child navigate the United State Education System. We also believe that using the balanced literacy approach will assist us with infusing reading and writing into all curriculum areas. All credit accumulation correspondence will be made available in Spanish and English. Our goal is to have two units created by the end of the school year in Social Studies. Our goal is to have one curriculum unit create in math and ELA by the middle of the school year. Two Curriculum Units created by the end of the 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)?*

We are committed to implementing strategies, practices and resources to address trauma in Staff and Students district wide.

The social and emotional developmental health of our students is paramount to their success. Our trauma informed practices are aimed at increasing the amount of time students spend in the classroom. Our buildings are seeking to reinforce the positive behavioral interventions and supports (PBIS/CASEL FRAMEWORK) , as well as create proactive interventions for students with a history of high absenteeism or discipline referrals. The plans are centered around celebrating and recognizing student gains and achievements, as well as creating individualized, data-driven plans for students surrounding their social and emotional health needs.

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?
At the elementary schools implementing Second Step as part of the CASEL framework for Social Emotional Learning.	Character Education teachers district-wide will use CASEL Framework, at the Elementary level, staff will use the Second Step in grades K-5, Lions Quest will be embedded into SEL/Character Education lessons in grades 6-8.	Student Interviews District led meetings with school leaders, educators and students Data summary reports	Funding Scheduling
Continuation of SEL surveys district-wide. Increase Human Capital	SEL/Trauma teams will create surveys regarding staff and student feelings about school climate. SEL/Trauma teams will create surveys to assess parents and stakeholder's feelings. Hire two new Bi-lingual Social Workers	Analyzing data sets after each survey	Time allotment for stakeholders to meet and plan/execute SEL team would need time to execute
Murals/ART displaying diversity and a sense of belonging district-wide.	Collaboration between art teachers, students and leaders.	On-going communication with school leaders, students, staff and community.	Common planning time Culturally Responsive team meetings Funding for PD materials and activities
Implementing One World as part of the framework in grades K-	An enrichment program that empowers scholars' growth through character education and service learning.	Planning and meeting with school leaders, students and staff.	

Priority 5

5 for Social and Emotional Learning.			
Trauma Informed PD	District team will lead professional development for staff	Surveys/Exit Ticket Speaking with teachers and leaders	Trauma Team Funding
Mentoring Programs School and district leaders will host 1:1 and group meetings with scholars.	Restorative Circles (Fishbowls & Welcome/Check-Ins) Restorative Circles are valuable tools for developing relationships and building classroom communities. Restorative Circles provide participants opportunities to speak and be heard.	Student Interviews Monthly Progress Reports	Mindfulness/Yoga Partners Partnerships with EAC/YES Behavior Specialist SEL Team Trauma Team Lions Quest

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.

Elementary 49% of parents felt their child is not bullied or threatened at school.

MLO Middle School-

WMHS-

By mid-year we will see a 2% decrease in the number of parents who feel their child is bullied or threatened at school. By the End of the year, we will see a 4% decrease in the number of parents who feel their child is bullied or threatened at school.

Increase in human capital to support social and emotional needs by hiring two additional Bi-lingual Social Workers. Form a District-wide Trauma team to support the building capacity through understanding of all staff district-wide ACES and implementation of trauma informed strategies to support children. Ongoing aggregation of Survey data quarterly.

Teacher Attendance will be tracked and monitored through ASEOP with the goal of increasing staff attendance by 5% district-wide.

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)
Dr. Gina Talbert	Superintendent	Central Office Staff
Mrs. Shamika Simpson	Asst. To Supt. For Curriculum & Instruction	Central Office Staff
Dr. Christine Jordan	Asst. To the Supt. For Instruction & Accountability	Central Office Staff
Mr. Paul Sibblies	Principal	WMHS
Dr. Darlene White	Principal	MLO
Dr. Monique Habersham	Principal	Annex/LFH/MLK
Valena Welch-Woodley	Assistant Principal	WMHS
Kelly Urena	Social Emotional Learning Specialist	MLO & WMHS
Stacy Wilhelm	Science Teacher	WMHS
Daniel Marcano	Math Teacher	WMHS
Deven Kane	English Teacher	WMHS
Kaitlyn Barrett	Social Studies Teacher	WMHS

Our Team's Process

Evette James	Special Education Teacher	WMHS
Luisa Peralta	ENL Teacher	WMHS
Daphney Pierre	School Psychologist	WMHS
Tanisha Crawford	School Social Worker	WMHS
Tiffany Kee	School Counselor	WMHS
Dexter Ward	School Counselor	WMHS
Lee Perez	Attendance Aide	WMHS
Michael Buttitta	ENL Teacher	WMHS
Michelle Lloyd	Social Studies Teacher	WMHS
Katrina Crawford	Special Education Math Teacher	MLO
Darryl Tue	Assistant Principal	MLO
Monique DeMory	School Counselor	MLO
Steve Eason	Security Officer	MLO
Laurie Farber	Community Member	MLO
Natanya Fletcher	Security Officer	MLO
Joshua Furnell	English Teacher	MLO
Barbara Haynes	Teacher Assistant	MLO
Reginald Mays	Community Member	MLO
Vinchenza Myers	Food Service Staff	MLO
Zondra Outlaw	Attendance Aide	MLO

Our Team's Process

Kathlyn Popko	Special Education Teacher	MLO
Desiree Pressley	Science Teacher	MLO
Michelle Stewart	ENL Teacher	MLO
Samantha Suggs-Brown	Social Worker	MLO
Kesi Tolliver	ELA/ENL Interventionist	MLO
Dorothea Thompson-White	Special Education Teacher	MLO
Renee Williamson	Parent-Teacher Association President	MLO
Nancy Vielle	Parent	MLO
Taiwo Idungafa	Parent	MLO
Belkis Galeas-Gomez	Parent	MLO
Delmy Urias	Parent	MLO
Jonathan Afanador	School Psychologist	MLK
Shelby Harper-Hankerson	STEM Teacher	MLK
Nicola Mancuso	Teacher	LFH
Brianna Meyer	Teacher	LFH
Elizabeth Moshkovich	School Social Worker	LFH/MLK
Lisa Pedian	School Psychologist	LFH
Maria Quinones-Ford	Response to Intervention	LFH/MLK
Jacqueline Rychalski	Humanities Teacher	MLK
Quilana Young	STEM Teacher	MLK

Our Team's Process

Stephanie Zervakos	Humanities Teacher	MLK
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Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
12/15/20	Virtual 3:00
12/18/20	Virtual 2:00
5/25/21	Virtual 10:45
5/26/21	Virtual 8:30
6/3,6/4/6/9, 6/10, 6/16, 6/18, 6/24	Virtual 2:00

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	Teacher input and feedback has been solicited during each school's annual SCEP review and implementation process through surveys and during school improvement planning meetings. Perspectives of these stakeholders have been incorporated in plan development including data analysis, examination of root causes, goal development, mid-year measurement selection, action planning and in terms of progress monitoring/evaluation.
Parents with children from each identified subgroup	Parent input and feedback has been solicited during each school's annual SCEP review process through Ask Dr. T meetings, surveys, and other school planning meetings. Perspectives of these stakeholders have been incorporated in plan development by looking at data to examine root causes of educational gaps.

Stakeholder Participation

	Additionally, parents participated in goal development, mid-year benchmark feedback, action planning and progress-monitoring/evaluation.
Secondary Schools: Students from each identified subgroup	The perspectives of this group have been solicited during each school's annual SCEP review process through interviews and surveys, and during school improvement planning meetings. Unique perspectives of students have been incorporated in plan development including data analysis, examination of root causes, goal development, mid-year measurement selection, and action planning.

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).