



## Priority 1

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

*How does this Priority fit into the District's vision, values and aspirations?*

*Why did this emerge as something to prioritize?*

*What makes this the right Priority to pursue?*

*How does this fit into other Priorities and the District's long-term plans?*

*In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*

*In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

1. The focus is to address

Priority 1

Priority 1

	<p>do a crosswalk of the Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects.</p>	<p>Anchor Standards for Reading, and Writing. The core understanding will be around Key Ideas and Details, Craft and Structure, and the Intergration of Knowledge and Ideas. The foundational tool with be Writing Revolution.</p>
<p>Culturally Responsive Education will be evident through literacy and units of inquiry. This will support learner engagement and citizenship through agency.</p>	<p>Unit of Inquiry and the curriculum within the Humanities Departments will be reviewed and revised to be inclusive. This will support exploration and project-based learning. Students will develop research skills to make and support claims. They will also be able to identify bias and provide counter arguments.</p>	<p>Teachers will develop unit plans to foster equity and inclusion. Materials, classroom libraries and other resources will be needed. Currently, we have NEWELA, Databases, and multiple platforms with references. E-libraries and other resources will need to be refreshed</p>



## Priority 2

Increase the use of data to inform instruction and intervention by looking through a data lens.

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Priority 2

<p>Communication for data-driven instruction to include using consistent data (BrM reports) to drive district, school level meetings and individual meetings</p>	<p>Instructional staff (teachers, teaching assistants, interventionists, attendance teachers) will participate and review data during faculty meetings after universal academic and SEL screening three times a year and engage in problem-solving consisting of a data-driven continuous improvement process.</p>	<p>BrM Platform Reports            Schedule Faculty Time Meeting            MTSS School Level and Grade-Level Meetings            Administration of screeners as per the comprehensive assessment calendar</p>
<p>Engaging in the feedback cycle with staff through instructional walkthrough and attendance at PLC meetings</p>	<p>School leaders will use an observational walkthrough tool that identifies consistent instructional look fors addressing differentiation in the classroom using daily formative assessment (behavior and academic) to promote student engagement by differences in readiness, interest, and learning profile.</p>	<p>Observational look-fors tool</p>

Priority 2

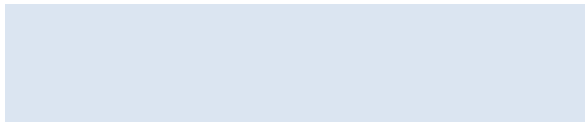




Priority 2

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Priority 3



Priority 3

<p>Dual language, Bilingual and Integrated ENL co-teaching teams will identify and apply focus and transferrable skills to support instruction that meets the needs of ELLs/MLLs</p>	<p>Teachers will identify focus and transferable skills from the universal screeners to plan appropriate scaffolds, differentiation and intervention.</p>	<p>Observational look fors tool Walkthroughs and feedback Professional development Renaissance Star reading and math L1, L2 results Renaissance student/class report</p>
<p>Provide targeted professional development to help educators understand how to apply strategies that focus on the linguistic and academic needs of ELLs/MLLs.</p>	<p>Consistent with the Principles of the Blueprint for ELL Success, 50% of the professional development will include embedded coaching and interactive sessions focused on language acquisition, best practices for co-teaching and L1, L2 language learning progressions.</p>	<p>Professional Development Calendar Screeners data results</p>

Priority 3

	and math curriculum and understand how to provide targeted instruction that meets the needs of ELLs/MLLs.	
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Priority 3

Spanish/ English Star CBM assessments.		
Walkthrough data will be analyzed to identify instructional trends, track data-driven instruction and to provide feedback on the effectiveness of implemented strategies.	Quarterly	





Priority 4

Inventory all district apps and services, & create a public-facing A-Z list for student and staff use	The document draft is already underway, will continue to rely on assistance from the curriculum & instruction team, building principals and designees, and other stakeholders as needed.	Support from other individuals in-district. No money to be spent, although money is likely to be saved after this initiative.
Ensure data within our student information system (SIS), PowerSchool is accurate and train staff on best practices for consistent	Working with Dr. Pierre, Mr. Noone, Ms. Cullum, and other district stakeholders as needed to ensure PowerSchool staff members are thoroughly trained and that clear expectations are set for them for our continued success.	Written policies and procedures need to be established and communicated frequently to relevant PowerSchool staff members.

Reach consensus on a single data dashboard product to provide a holistic view of students and allow administrators to better target resources

Priority



Priority 5





Priority 5

Teachers will provide end-of-unit reflection in Toddle for each Unit of Inquiry



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Clara Arnedo	Parent	
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## Submission Assurances

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.

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