



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Valley Stream District 24	Dr. Don Sturz

2021-22 Summary of Priorities

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

1	Provide an inclusive and nurturing environment for all students, as the full-remote students return to in-person learning.
2	Provide lessons and classroom settings that reflect the linguistic and cultural diversity of the student population.
3	Develop 1-2 English Language Arts academic goals focusing on areas of possible learning loss with students and assist them as they make progress toward attaining their goals.
4	
5	

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Provide an inclusive and nurturing environment for all students, as the full-remote students return to in-person learning.</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>After more than a year of remote/hybrid instruction, students and families expressed concerns about returning to full-time in-person instruction. In addition to health concerns related to the COVID-19 pandemic, students and families also expressed anxiety about the social aspects of returning to the classroom after students have been isolated for much of the past year. The district believes that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported. Students and parents completed a survey which reflected that this was needed to alleviate student and parental concerns. Resources (time, space, and materials) will be provided to staff to ensure success with this priority.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Develop authentic connections with students transitioning to in-person instruction</p>	<p>Provide peer partner students and induction activities for students returning from remote instruction into the building to acquaint them with peers and the classroom/building setting.</p>	<p>Talking to students – including connecting with some of the students that shared their anxieties about returning to school to gather feedback on the peer partner activities to alleviate anxieties.</p>	<p>Time, Space, and Funding to cover costs associated with running induction activities.</p>
<p>With students, build environments that are inclusive to all and socially emotionally, and behaviorally supportive to all.</p>	<p>Provide classroom assemblies at each grade level which focus on socialization and wellness activities. Provide professional development and ongoing consultation to staff on Social Emotional Learning and non-discriminatory school wide behavioral support.</p>	<p>Feedback will be generated from staff and Wellness Team on the success of the activities provided.</p>	<p>Time, Space, and Funding to cover costs associated with the classroom assemblies.</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.

Discussions with students, staff, and parents to gain feedback on the re-entry and induction strategies and process will take place in September.

Discussions with staff and review of referrals will be reviewed.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Provide lessons and classroom settings that reflect the linguistic and cultural diversity of the student population.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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>	During discussions within our schools as they completed the Equity Self-Reflection and a district Diversity, Equity, and Inclusion Survey, it became apparent that our district needs to place more attention toward affirming the identities of our students through the materials provided. In addition, 30% of the students in the district received full remote instruction, so as they re-enter for in-person instruction the classroom setting must reflect their cultures. This theme also came out during our interviews with students, where students shared that at times there can be a sense that they do not always see their culture reflected in some of the classroom materials. Professional development, time, and resources will be provided to staff.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>With students' cultural diversity reflected, build environments that focus on diversity, equity and inclusion in lessons and materials provided.</p>	<p>Provide training, strategies, and materials to staff to focus on diversity, equity, and inclusion in the classroom setting with the lessons and materials provided.</p>	<p>Walkthroughs and formal observations will take place and lesson plans will also be reviewed.</p>	<p>Time and professional development will need to be set aside to support staff as they reintroduce group activities and focus on diversity, equity, and inclusion strategies.</p>
	<p>Provide and monitor that classroom materials, books and wall hangings will reflect the students' cultural diversity.</p>	<p>Walkthroughs will take place in classrooms to observe the room decorations and positive cultural messages. Reflection in materials and books will also be reviewed.</p>	<p>Time will need to be set aside for walkthroughs to take place in classrooms to observe the room decorations and positive cultural messages. Reflection in materials and books will also be reviewed.</p>
	<p>Complete the NYU Steinhart Culturally Responsive Scorecard for ELA. Tend to areas that need additional attention.</p>	<p>Address issues identified in the initial completion of the NYU Steinhart Culturally Responsive Scorecard.</p>	<p>Time will be needed to complete the Culturally Responsive Scorecard. Resources will be</p>

Priority 2

			necessary to address areas that arise as needing additional attention. It is likely that materials will need to be purchased and time set aside to address curricular issues that emerge from the scorecard.

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.

Professional development focusing on diversity, equity, and inclusion in the classroom setting with the lessons and materials provided will take place throughout the year and walkthroughs and formal observations will reflect success in this area.

The classroom materials will reflect the students' cultural diversity as evidenced through walkthroughs. Lessons and classroom settings will reflect cultural and linguistic diversity as evidenced through walkthroughs.

Review and discussion with staff regarding the results from the NYU Steinhart Culturally Responsive Scorecard will take place throughout the year.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Develop 1-2 English Language Arts academic goals focusing on areas of possible learning loss with students and assist them as they make progress toward attaining their goals.</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>Addressing learning loss is a priority for the district. Approximately 30% of the students were on full remote instruction last year. To address learning loss, the NWEA Assessment was given and will be given again three times next year. Academic goals will be set in the fall for each student and teachers will help the students as they progress toward attaining their goals. The goals will be based on the NWEA data results and classroom performance. In addition, a Literacy Coach will assist teachers with addressing student’s learning loss. In addition, strategies and professional development will be provided to the staff.</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?
Scaffold and differentiate instruction and strategies utilizing multiple methods for conveying information for all students.	The teaching staff will work to develop differentiated lessons and strategies for English Language Arts.	The NWEA data and/or formative assessments will show growth.	Time, space, and funding or coaching and/or professional development will need to be set aside to support staff.
	Teaching staff will be provided training with English Language Arts strategies to address areas of learning loss (such as the Wilson Reading System and Orton Gillingham System)	The NWEA data and/or formative assessments will show growth.	Time, Space, and Funding to cover costs associated with professional development will need to be set aside to support staff.
Disaggregate data with principal and/or coach to assist with goal setting.	Teachers will meet with principal and/or coach to review NWEA data for each student to create an English Language Arts goals to address learning loss.	Fall date- by the end of September goals should be develop.	Time, space, and funding for the professional meetings to take place.

Priority 3

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 majority of students in each class will show growth on the English Language Arts goals by the end of the year as measured by the NWEA Fall to Spring Assessment. Growth will be observed by the principal through walkthroughs and the Literacy Coach through classroom visitations.

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</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>	

Key Strategies and Resources

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

Measuring Success

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

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

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2021-22?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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>	

Key Strategies and Resources

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

Measuring Success

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

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

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. Scott Comis	Principal	Brooklyn Avenue
Kathleen Carter	Teacher	Brooklyn Avenue
Joanna Walbrecht	Teacher	Brooklyn Avenue
Amy Rappaport	Special Education Teacher	Brooklyn Avenue
Meaghan Fleming	Special Education Parent, PTA President	Brooklyn Avenue
Vivian Mendonis	Special Education Parent, PTA President	Brooklyn Avenue

Our Team's Process

--	--	--

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 3, 2021	Virtual
June 22, 2021	Virtual
May 3, 2021	Virtual
May 24, 2021	Virtual
April 6, 2021	Virtual
April 12, 2021	Virtual
March 17, 2021	Virtual
March 2, 2021	Virtual

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	Information was collected through testing data, meetings, and surveys. Data from these areas were incorporated in the DCIP regarding students returning to

Stakeholder Participation

	in-person, academic growth, addressing learning loss, and building environments that focus on diversity, equity, and inclusion.
Parents with children from each identified subgroup	Information was collected through meetings and surveys. Data from these areas were incorporated in the DCIP regarding students returning to in-person, academic growth, addressing learning loss, and building environments that focus on diversity, equity, and inclusion.
Secondary Schools: Students from each identified subgroup	We are an elementary school district.

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).