

District Comprehensive Improvement Plan



DCIP Planning Document for 2021-22 DCIP

District

Elmsford Union Free School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2021-22 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District’s vision, values, and aspirations
- Reviewing the 2021-22 Commitments made by CSI/TSI schools in the district
- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2020-21 DCIP
- Understanding local data

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2021-22 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?
Maintain excellence and graduate each student prepared for college or career.
2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?
<p>The district is committed to the following values:</p> <ul style="list-style-type: none"> • Student focused: Students are our first priority. • Character: Value integrity, diversity and mutual respect; we take pride in all that we do. • High expectations: All students will achieve success. • Teaching and learning: Implement a rigorous curriculum which includes academics, the arts and athletics. • Health and safety: Provide a healthy, safe and secure environment. • Community: Family and community partnership is essential.
3. What themes emerged through the Student Interviews in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?
<p>During conversations with students, they stated that the school was a diverse learning community where most students knew one another and staff knew all of the students. They also offered that students had the opportunity to succeed, such as in academics, athletics, and extra-curricular activities. One remarked that if a student wanted they could get many college credits through courses offered at the school. The students also indicated that they felt safe in school,</p>
4. What themes emerged through the Student Interviews in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?
<p>During an anonymous student survey, the results indicated the following areas need improvement:</p> <ul style="list-style-type: none"> • How strong is the social connection between teachers and students within and beyond the classroom? - 55 % responded favorably. • If you walked into class upset, how many of your teachers would be concerned? - 44% responded favorably • How connected do you feel to the adults at your school? 22% responded favorably
5. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?
<p>For the past 2 years, the district established an Equity Team that includes staff, parents, students, and administrators. During the 2020-2021 school year, each school developed their own building-based equity teams and planned activities and professional development for the school community. The teams provided insight into more culturally relevant classroom learning opportunities, restorative practices, and student led extracurricular activities with an emphasis on inclusivity and global competence. A few examples are the Student Government, REACH, Green, and LBGQT clubs where student voices are the focus for improvement efforts.</p>

SECTION 2: SCHOOL COMMITMENTS

6. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

To continue the work of elevating student voices and include more students on district and school decision-making teams.

Section 2: School Commitments

<p>1. What Commitments did your identified school(s) make in their 2021-22 SCEP(s)? <i>Provide the Commitments for each identified school.</i></p>
<p>Commitment to strengthening our ability to provide a standards-aligned, culturally relevant curriculum.</p> <p>Commitment to maintaining connections and deepening communication among administration, students, staff, and the community.</p>
<p>2. Was there anything on the “Leveraging Resources to Advance Our SCEP” document that your identified school(s) completed that surprised you?</p>
<p>The focus on staff social and emotional learning needs. Generally, conversations are focused on students and their was a recognition that the entire school community should be the focus.</p>
<p>3. What do you envision to be the three to six largest expenses from those identified on the “Leveraging Resources to Advance Our SCEP” document that your identified school(s) completed?</p>
<p>Professional development, outside resources (speakers, field trips, etc.), and materials/supplies.</p>
<p>4. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school, what are the most effective ways for the District to use People to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?</p>
<p>Ensure the school year schedule allows for common planning for departments and grade-levels, districtwide. Time dedicated to the topic during pre-service and superintendent conference days for all staff. And that extracurricular projects and/or activities are offered aligned to the respective age of students in each our schools.</p>
<p>5. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school, what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?</p>
<p>Purchasing new books for the school and classroom libraries. Purchasing curricular materials to supplement existing curriculum. Invest in professional development opportunities that address curriculum development, project-based learning experiences, and authentic lesson development. Provide students with authentic opportunities in school, the classroom, and outside of the district/Village.</p>

Section 3: Considering What was Learned in 2020-21

Evaluating the Impact of COVID-19

What needs emerged as a result the COVID-19 pandemic?
For more than a year, we've been isolated. We heard this often in our interviews with students. Approximately 25-40 % of students were virtual during the 2020-21 school year. Those that attended in person remained 6 feet apart from their peers. Students missed out on extracurricular activities, field trips, and the social interactions that are part of being a student. Community events were cancelled. Both staff and students had limited opportunities for human connection beyond their immediate households. Students missed out on making new friends and strengthening existing friendships. When completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. When interviewed, students overwhelmingly requested more social and emotional connections in the upcoming academic year within the classroom environment.
What has the District learned through its efforts to address these needs?
Based on feedback from students and parents, it is important to begin building the capacity for stronger communication between administration, staff, students, and families. Additionally, we hope to continue to encourage student voice (via student clubs or groups) in the planning and design of this work to increase our student-centered focus.
How will these lessons learned be incorporated into the 2021-22 DCIP?
<ul style="list-style-type: none"> • Continue extracurricular interest solicitation, then schoolwide fair on clubs available. • Continued use of social media and student-centered outlets to encourage participation. • Increased parental outreach (social media, Talking Points, news blasts) by administration. • Continue weekly Superintendent's updates • Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance. • After-school club participation in school celebrations to showcase club activities and presence.

Evaluating the Success of the 2020-21 DCIP

Refer to the 2020-21 DCIP to complete the information below.

Priority 1 in 2020-21 DCIP: Early Intervention and Identification
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

Priority 2 in 2020-21 DCIP: Curriculum Development and Alignment
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Partly
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
Based upon Student Focus Groups and due to the COVID-19 challenges, students were missing the “personal connections, group work, normal classes, and social interaction,” which left a need to shift from the previously aligned mapping and learning experiences.
With the challenges from COVID-19, the school schedules changed over the course of the school year and required a paradigm shift in learning models. As a result, staff were required to plan for these shifts, while still trying to align curriculum to the new learning models - ie. Cohort grouping, in person, virtual, asynchronous, and synchronous.

Priority 3 in 2020-21 DCIP: Social-Emotional Learning
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
The effects of COVID-19 and the traumas experienced were varied and unique to individual experiences. This required more professional development on signs, symptoms, and interventions. As a result, we forged a new partnership with a satellite clinical provider to address these challenges/areas of need.
Because most were isolated for most of the school year, we focused on fun and engaging learning experiences to address school community needs. However, virtual options were not always the most effective and did not produce the planned outcomes.

Priority 4 in 2020-21 DCIP: The district will expand professional learning opportunities to the district staff for the goal of fostering a more equitable and inclusive school environment.
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

Priority 5 in 2020-21 DCIP: The district seeks to provide family engagement opportunities that are meaningful, address families' needs, and foster an inclusive school community.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

After reviewing your success in achieving the 2020-21 DCIP Priorities, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

As the district plans for a full in person reopening in September our school community will continue to build on the use of technology that students have become accustomed to. Additionally, the challenges of COVID-19 required that we had frequent, clear, and a myriad of communication vehicles to more effectively reach the school community. We will continue to employ these practices and resources moving into the 2021-2022 school year.

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2020-21 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Curriculum alignment/planning

What was your goal in directing funds in this manner? To ensure a vertically and horizontally aligned PK-12 curriculum in all areas and grade levels.

Have you met this goal? How do you know? We have partially met this goal. This is evident in classroom observations, curriculum mapping, and assessments.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? More frequent use of assessment data to inform instruction and planning.

#2 Recipient/Use of District Improvement Funds: Professional Development

What was your goal in directing funds in this manner? To provide a challenging learning experience by assessing individual student learning needs and the interventions required to ensure growth.

Have you met this goal? How do you know? The district has partially met this goal, which is evident by the assessment data points for formative and summative assessments – ie. I-Ready, a2i, castle learning, etc.

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? There is an increase in the use of data in the classroom to inform instruction. Additionally, the professional development has assisted in more challenging curriculum

#3 Recipient/Use of District Improvement Funds: Purchasing of resources, materials, and supplies

What was your goal in directing funds in this manner? To provide classroom support in the areas of technology, materials, and supplies.

Have you met this goal? How do you know? Yes, the district researched and purchased materials, resources, and supplies that were aligned to this goal. (eg. Science 21, Leveled Learning Intervention, texts, software, and assessments)

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? More focused instruction based on formative assessment data and improvements to pedagogical practice.

After considering the effectiveness of previous resource allocation decisions, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned? The district will continue to focus on sequential programming to achieve improved graduation outcomes, such as college and career readiness, Advanced Regents Designation, as well as Seal of Biliteracy

Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2020-21 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data
How much students feel that they are valued members of the school community. - 42% responded favorably
How easy do you find interacting with students at your school who are from a different cultural background than your own? - "Extremely easy" - 52%; "Quite easy" - 39%
How many of your teachers would you be excited to have again in the future? - 38% responded favorably
How strong is the social connection between teachers and students within and beyond the classroom? - 55 % responded favorably.

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

If you walked into class upset, how many of your teachers would be concerned? - 44% responded favorably

Section 4: Putting it all together

Review your responses to sections 1, 2 and 3 to identify 3 to 5 Priorities for the 2021-22 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2021-22?	Social Emotional Learning/Support
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

Priority 2:

What will the District prioritize to extend success in 2021-22?	Curriculum and Instruction
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

Priority 3:

What will the District prioritize to extend success in 2021-22?	Equity and Inclusion
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)

SECTION 4: PUTTING IT ALL TOGETHER

- Recent Data (Section 3 – Understanding Local Data)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2021-22?	Communication/Partnerships
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This Priority helps support (indicate all that apply)

- The District’s Vision (Section 1, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2021-22?	
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This Priority helps support (indicate all that apply)

- The District’s Vision (Section 1, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)