



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Elmsford Union Free School District	Dr. Marc P. Baiocco

2021-22 Summary of Priorities

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

1	Early Intervention and Identification
2	Curriculum Development and Alignment
3	Social-Emotional Learning
4	Equity and Inclusiveness
5	Communication and Family Engagement

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>The district will focus on increasing effective communication and family engagement activities.</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>The district seeks to engage parents and community by the following strategies:</p> <ul style="list-style-type: none"> • Promote the importance of learning by ensuring students are in school and on-time. • Maintain and upgrade our facilities with consideration for how to address aging infrastructure. • Develop opportunities for engagement among students, staff, alumni, local businesses, PTSA and colleges. <p>This goal was selected as both a need to consistently improve our communication efforts, and family engagement, as well as, to ensure a fun and welcoming environment as we prepare for a full reopening of schools in September 2021. Although we had successful family engagement activities in previous years, we are more cognizant of the importance following the COVID-19 pandemic and the challenges our families faced during the 2020-2021 school year.</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 fun and engaging family activities for all schools to attend.</p>	<p>The district will obtain feedback of family interest in student/family-led activities that may occur throughout the school year.</p>	<p>We will host at least three engaging activities that are well attended by our families. In the past we have hosted such events that included over 100 participants and we hope to exceed that number.</p> <p>Extracurricular interest solicitation, then schoolwide fair on clubs available.</p> <p>Continued use of social media and student-centered outlets to encourage participation.</p> <p>Increased parental outreach (social media, news blasts) by administration.</p> <p>Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance.</p> <p>After-school club participation in school celebrations to showcase club activities and presence.</p>	<p>The district will devise a schedule for best days and times to reach as many families as possible. We will partner with outside community-based organizations to assist in delivering fun and engaging events.</p>

Priority 1

Improve communication by employing effective resources	Increase schoolwide use of Talking Points and ConnectEd emails to communicate in the preferred language of our families.	Both communication platforms provide an outreach report. We hope to reach at least 90% of our families through these efforts by January 2022.	Talking Points, ConnectEd, and grade level team leaders.
Outside partnerships for a "Green" focus	Continue to work with One World United & Virtuous to provide educational opportunities to reduce carbon emissions, cultural competence, and financial planning.	By June 2022, the district will have partnered with One World United & Virtuous for a series of K-12 learning experiences.	Money, resources, schedule for events
Develop and alumni association by developing an exit survey, as well as, a method for collecting and updating alumni contact information.	Initiate steps to create an alumni association to foster engagement. Provide more opportunities for existing partners to engage with our students: internships, mentorships and volunteering opportunities.	The development of an active alumni association that recruits, engages, and retains our alumni through communication and events.	Alumni, Guidance Staff, Service committee members will work to develop an outreach plan.

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 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>The district will continue to guide the development of challenging curriculum and instruction.</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>Establish rigorous expectations through aligned curriculum and differentiated instruction during in-person, remote or hybrid learning models. Identify our at-risk students, target learning gaps, and provide proactive interventions. This will be accomplished by optimizing science, technology, engineering, art and math (STEAM) opportunities and participation in Prek-12 programs.</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?
Academic support	Deliver purposeful communication to students and families regarding participation in Teen Learning Center (TLC), peer-to-peer tutoring, tutoring for athletes, and other academic supports available.	At least 20% of students will sign up for at least one extracurricular activity 25% attendance at extracurricular activities throughout the Fall By December, at least 30% of students will stay after school at least once a week	The schedule will be developed collaboratively with the TLC staff, as well as, students, coaches, and our athletic director.
Intervention strategies	Ensure all families, staff, and support staff understand the revised RTI process including the user's guide and protocols.	By June 2022, school staff will assess data to inform instructional improvements and evaluate the effectiveness of the small group instructional model.	Scheduled time for vertical and horizontal planning during PLCs.
Expand graduation opportunities through a deeper understanding of the pathways	Publicly showcase a roadmap clearly showing the requirements and pathways to graduation and rigorous outcomes. Present that roadmap to students and parents starting at grades 6 and beyond.	By January 2022, 100% of our seniors will have completed their post-graduate survey.	Guidance staff and Naviance.
Data focus	Increase use of data, data dashboards, student data portfolios and formative assessments to drive instructions.	By June 2022 75% of informal ten-minute walkthroughs will have at least one opportunity for students to be engaged in a problem solving exercise	Schedule for common planning for departments and grade-levels during PLCs. Time dedicated to

Priority 2

		with one another for at least three consecutive minutes.	the topic during professional development and superintendent conference days.
Deeper dive into humanities	Teachers are working over the summer and throughout the year to enhance the curriculum to ensure Next Generation standards are implemented, increase student-centered activities, and increase the infusion of multiculturalism.	By January 2020 Gr. 7-9 ELA & Social Studies curriculum will be aligned and mapped in Atlas Rubicon to create a humanities approach.	Atlas Rubicon, Generation Ready, and Curriculum Team
Vertical and horizontal curriculum alignment	Building upon grade level standards, develop and implement common best practices and materials to vertically align learning experiences by content area.	By January 2022, teachers and support staff will review pacing guides within teams and grade levels and continue to leverage the tools provided by Google Classroom to support students in the respective content area.	Professional development days, PLCs, and Curriculum Team
Social and emotional focus for all school community members	Foster a culture built on evidence-based interventions that address the diverse social and emotional needs of students. Administer our social and emotional health survey to all students, faculty and staff to measure well-being and to identify needed interventions.	By January 2022, 100% classroom and support staff will receive training for the Mental Health First Aid certification. By June 2022, we plan to have at least 15 students trained in Teen Mental Health First Aid.	WJCS, EUFSD Support Team, Westchester County Department of Mental Health

Measuring Success

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>The district will continue ensure safe, nurturing, and culturally responsive schools for all.</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>The district will work to effectuate an equity system that focuses on cultural awareness, empowerment and purposeful communication. The district is working with NYU Metropolitan Center for Research on Equity and Transformation of Schools to The Elmsford Union Free School District is committed to providing an inclusive and equitable learning environment for every student.</p> <p>Educational equity means each student has what they need to:</p> <ul style="list-style-type: none"> • define & experience their own success, • experience joy in learning every day, and • see themselves reflected in the content of their learning as well as the educators who serve them. <p>It provides a climate in school that attends to race, ethnicity, language, culture, gender identity & expression, sexual orientation, religion, dis/ability, and socioeconomic status (McCabe Zwerger, 2017)."</p> <p>Our District-wide Equity Team consists of 24 members and represents stakeholders from each of our schools and includes teachers, staff, administrators, students, parents, board of education, and community members.</p>

Key Strategies and Resources

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Professional development	Provide continuous professional development for staff to build critical consciousness and create culturally responsive classrooms.	By June 2022, through the classroom observation and learning walk processes, information will be gathered and shared for collaborative improvements in specific areas in need. A pineapple chart will be developed to share best practices.	Money allocations for professional development trainers. We may seek outside partners such as NYU, Generation Ready, and EUFSD Curriculum Team
Curriculum focus	Infuse culturally relevant materials from a wide variety of sources across all content area curricula.	By January 2022, curriculum maps in Grades PK-12 will reflect culturally responsive learning experiences.	Money allocations for professional development trainers. We may seek outside partners such as NYU, Generation Ready, and EUFSD Curriculum Team
Community/capacity building	Create a school environment that visually represents the cultural diversity of the school community.	By June 2022, we will host at least 3 family engagement activities that are reflective of our school community and to celebrate our diversity. By June 2022, our schools will host at least 3 Family Engagement Nights.	Community Outreach Teams, Elmsford Basics Team, money for supplies and materials.
Incorporating student voice	Survey to determine what the student body and community believe are important cultural	Extracurricular interest solicitation, then schoolwide fair to better assess after-school club, school celebrations,	Extra-curricular advisors, Student leaders, Peers As Leaders

Priority 3

	elements to celebrate or promote. Implement culturally and self-empowering educational programs and assemblies (e.g. Cultural Heritage Day, Independence days, June 19th observation, black history assembly, speakers from different cultural backgrounds, motivational speakers, etc.). Create a platform to provide space for students to express ideas, issues and concerns.	and extra-curricular activities that align to student interests. By June 2022, we will host at least 2 service learning days led by our extra-curricular student liaisons.	
Restorative Practices	Implement school-wide restorative justice practice over the next several years: · Educate staff and students regarding restorative justice and its practices · Explore and consider ways to implement an “advisory” period within the Hamilton schedule and current contract constraints.	The district will increase the number of students who receive a restorative approach to student discipline by 75% by January 2022.	A collaborative approach between students, teachers, assisting principal, principal, and Campus monitor. Money will be allocated for professional development and peer training for students.

Measuring Success

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Priority 3



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>Early Intervention and Identification</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> 	

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PRIORITY 5

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Our Priority

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<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> 	

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Measuring Success

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Stakeholder Participation

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. Marc P. Baiocco	Superintendent	District
Ms. Jo-Anne Dobbins	Director PPS	District
Joseph Engelhardt	Principal	AHHS
Jessica Maracallo	Asst. Principal	AHHS
Andrea Hamilton	Principal	Grady
Sabrina Doolittle	Teacher	AHHS
Stephanie Luccioni	School Counselor	AHHS
Firoza Rahman	Teacher	AHHS
Linda Carlin	Asst. Supt. Finance	District
Sunjay Green	Student	AHHS
Diana Barbato	Clerical	District
Toni AnnPlati	Teacher	Dixson
Keturah Proctor	Teacher	Grady
Jacqueline Praino	Student	AHHS

Stakeholder Participation

Ingrid Hernandez	Parent	Grady
Ashley Blanshaw	Teacher's Aide	AHHS
Patricia Peña	Teacher	Grady
Melissa Barrianeuevo	Teacher	Grady
Alicia Smith	Consultant	SWBOCES

Meeting Dates

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

Meeting Date	Location
August 26, 2020	Zoom
October 14, 2020	Zoom
November 18, 2020	Zoom
January 20, 2021	Zoom
February 10, 2021	Zoom
March 17, 2021	Zoom
April 14, 2021	Zoom
August 25, 2021	Grady Library

Stakeholder Participation

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	Once the goals were developed, they were shared with staff district-wide. All professional development, curriculum alignment, equity work, and community building projects will be done collaboratively. The district developed a curriculum team that includes staff members from each school. The team is responsible for the curriculum review, alignment, and mapping. Each team member serves as a curriculum leader for PLCs.
Parents with children from each identified subgroup	The district seeks to collaborate with parents to ensure that children have a supportive learning environment at school and at home. The district welcomes parents as advocates for their children as well as the school's other students. The district will continue to invite parents to act as full partners in making school decisions that affect children and families.
Secondary Schools: Students from each identified subgroup	Each of our focus teams will include secondary students. The district seeks to elevate student voices by frequently seeking their feedback in goal-setting, assessment, and the continuous improvement process.