




# District Comprehensive Improvement Plan (DCIP)

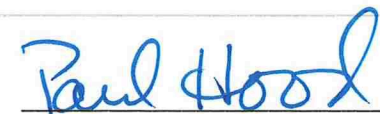
District	Superintendent
Elmsford Union Free School District	Ronald Gonzalez, Ed.D.

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Safe & Secure Environments
2	Systems & Structures for Success
3	Family And Community Engagement (FACE)
4	Equity & Social Emotional Learning (SEL)
5	

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Board President

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>What existing systems do we have in place to make our students, staff, parents and our greater community feel that our schools are safe spaces for students to grow and learn?</p> <ul style="list-style-type: none"> <li>✓ Academically</li> <li>✓ Physically</li> <li>✓ Socially</li> </ul>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this commitment fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the district's long-term plans?</li> <li>• For Districts with identified schools:             <ul style="list-style-type: none"> <li>○ In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>○ In what ways does this support the SCEP commitments of your identified school(s)?</li> </ul> </li> </ul>	<p>Creating environments that allow for feelings of safety; physically, intellectually and socially; is of paramount importance to all of our stakeholders.</p> <p>Our long-term strategic planning lists safety and security among its priorities. As such, we will look for existing systems for students, staff, parents &amp; community to feel safe and create alignment between feelings of safety among stakeholders and the structures that create them.</p> <p>We will review and enlist support for/from the following:</p> <ul style="list-style-type: none"> <li>✓ Existing human capital</li> <li>✓ Intra-district systems</li> <li>✓ Consulting educational groups</li> <li>✓ External partners</li> </ul>



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Evaluation of staffing plan	Inventory of human capital	Ensuring adequate staffing for safety and security related to feelings of physical, intellectual and social safety.	Allocation or reallocation of funding for personnel, as needed.
Evaluation and adjustments to safety and security procedures currently in place.	Physical space inventory and analysis to be cross-referenced with any best practices being utilized in the field.	A climate survey specifically related to safe & secure environment conducted multiple times throughout the year to measure output and glean tangible feedback Adoption of any suggested changes to the district-wide safety plan or policies requiring board approval.	Time commitment to ensure processes are honored with fidelity.  Financial commitment, as needed, for adding district staff that support safety and security.

## 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 2022-23 school year.

By the end of the 2022-2023 school year we expect to have completed a personnel inventory and made the necessary adjustments/hires/reallocations of human capital to ensure safety and security (physical, intellectual & social) for all of our stakeholders. It is anticipated that we will create additional campus monitor positions for either our elementary school, Alice E. Grady and/or Alexander Hamilton High School. We will review attendance data, behavior plans, emergency management plans as guides to overall staffing and deployment of resources.



## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Systems &amp; Structures for Success - Efficiency of communication and sustainable structures that offer two-way communication for system-wide needs to be addressed on behalf of students &amp; staff will be identified, built and implemented.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>◦ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>◦ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>We prioritize a current systems "state of the district"</p> <p>While reviewing our multi-year strategic plan and school-based goals, we want to identify what alignment currently exists among our systems and structures that provide efficient reporting, communication and success points. Specifically in the following areas:</p> <ul style="list-style-type: none"> <li>✓ Communications</li> <li>✓ Celebrating students</li> <li>✓ Ease of access to information</li> <li>✓ Academic inventory</li> </ul> <p>These were articulated by stakeholders during prior year's planning and revisions to the 2021-2024 strategic plan.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review the outputs from the office of Business Administration.	One-on-one meetings, review prior year documents and plans, conduct cross-walk of prior years with 2021-2024 strategic plan expectations.	New communications, systems, or strategies that streamline procedures for the end-user (teachers, students, families, administration).	Business office human capital resources.
Review the outputs from the office of Pupil Services	One-on-one meetings, review prior year documents and plans, conduct cross-walk of prior years with 2021-2024 strategic plan expectations.	New communications, systems, or strategies that streamline procedures, access to information and resources for stakeholder groups (teachers, students, families, administration).	Grants and other funding sourced through this office shall be reviewed for changes needed.
Review the outputs from the office of Personnel	One-on-one meetings, review prior year documents and plans, conduct cross-walk of prior years with 2021-2024 strategic plan expectations.	New communications, systems, or strategies that streamline access to professional development or staff support.	Realignment of staff as needed. No budgetary needs predicted.
Align our processes and procedures for communicating with parents that are multi-faceted (i.e. phone calls,	Gleaning feedback from school community through personal interaction, surveys and digital communication to inform how to best reach all stakeholders.	Notes from personal interactions, meeting minutes, emails and surveys shall help to capture this information. Panorama survey data collection conducted during the fall, winter and spring.	Clear and consistent communication with community stakeholders.



Priority 2

email, text, website, social media etc.).			
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## 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 2022-23 school year.

The 2022-2023 school year will include 12 communication forums for staff, students and community members to bridge NYSED requirements with a long term vision of excellence.

1. Superintendent's "Hit the ground learning" tour: 2 summer sessions + 2 fall sessions + 2 spring sessions.
2. Ensure that our Professional Learning Plan includes strategies that develop and deepen critical thinking skills.
3. Set and distribute "interaction protocols" to make sure each interaction guides the EUFSD towards a unified statement of purpose.



## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Family And Community Engagement (F.A.C.E.) - opportunities for students, parents and families to inform our approach to student development and success.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>◦ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>◦ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The district seeks to engage parents and community by the following strategies:</p> <ul style="list-style-type: none"> <li>• Promote the importance of learning by ensuring students are in school and on-time.</li> <li>• Maintain and upgrade our facilities with consideration for how to address aging infrastructure.</li> <li>• Develop opportunities for engagement among students, staff, alumni, local businesses, PTSA and colleges.</li> </ul> <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 launched a full reopening of schools in September 2022.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop fun and engaging family activities for all schools to attend.	The district will obtain feedback of family interest in student/family-led activities that may occur throughout the school year.	<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</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.



Priority 3

		<p>attention toward those struggling with attendance.</p> <p>After-school club participation in school celebrations to showcase club activities and presence.</p>	
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 2023.	Talking Points, ConnectEd, and grade level team leaders.
Develop an alumni association by connecting with recent graduates and other alumni willing to share contact information.	Build upon 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.
Creation of a Superintendent's Advisory Council.	Creation and sharing of guidance document for school staff to help identify student-volunteers to meet bi-monthly with the superintendent of schools.	Notes from personal interactions, meeting minutes, emails and surveys shall help to capture this information.	Identify a time of day for students to meet with the superintendent of schools.



## 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 2022-23 school year.

By June 2023, the Elmsford UFSD will have conducted 2 summer sessions + 2 fall sessions + 2 spring sessions for parent, community input towards. These will be complemented by surveys via panorama to glean student insight as well as the launching of a Superintendent's Advisory Council for personalized input directly from students.

## 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 2022-23?

##### 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)?*

Equity & Social Emotional Learning (SEL) - Embedding equitable practices, language and affirming approaches for what we teach, how we teach it and how we monitor effectiveness.

In direct alignment with our 2021-2024 strategic plan we will identify areas of the curriculum, support services and PD for staff that are attentive to themes and approaches which address diversity and equity.

Educational equity means each student has what they need to:

- 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.

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)."

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.



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Agree upon a common language, and shared learning experiences to be used to grow the capacity of faculty and staff in the areas of racial literacy and social justice to enhance the instructional core.	Shared, documented responses from staff and community towards the creation of culturally responsive language.	Teacher and staff feedback to students and each other that uses the culturally responsive language. Culturally responsive teaching practice observed through instructional learning walks.	PD days and PLC time will be utilized. No monetary support needed. DET Subcommittees and Building Equity Teams
Identify consistent entry points for our stakeholders to feel valued, appreciated, welcomed and safe.	Shared, documented responses from staff and community towards the creation of culturally responsive language. Action and Change Meetings (ACE) serve as the vehicle to build the capacity of teachers and staff in the areas of racial literacy and cultural responsiveness. These learning	Teacher and staff feedback from equity climate surveys to students and each other that uses the culturally responsive language.	PD days and PLC time will be utilized. No monetary support needed.



Priority 4

	experiences continue to create a culture of inclusivity. Student clubs such as REACH and Pride Club serve as spaces where students can be connected where culture, identity and social justice are centered.		
Co-create entry points for staff to feel supported in implementing innovative ways of learning that support students with disabilities.	Shared, documented responses from staff and community towards the creation of culturally responsive language. Embedding the Historically Responsive Literacy Framework alongside the Culturally Responsive-Sustaining framework provide the space where neuro-diverse learners can be centered in the curriculum and instruction while still being fully incorporated into the learning community. Incorporating progress monitoring within Tier 1 provides the instructional data to be responsive to student needs.	Teacher and staff feedback to students and each other that uses the culturally responsive language.	PD days and PLC time will be utilized. No monetary support needed. Building Curriculum Council Teams Director of C,I, E & B
We will also create entry points for staff to feel supported in implementing	Shared, documented responses from staff and community towards the creation of culturally responsive language. Translanguaging will be infused throughout the district so that	Teacher and staff feedback to students and each other that uses the culturally responsive language.	PD days and PLC time will be utilized. No monetary support needed. Building Curriculum Teams, Director of CIEB.

Priority 4

innovative ways of learning that support English language learners.	multilingual students have entry points to access content. Restructuring our Dual Language program will support the development & preservation of multiple languages spoken by students and their families.		Building Curriculum Council Teams, Director of C, I, E & B
Professional development	Provide continuous professional development for staff to build critical consciousness and create culturally responsive classrooms. Develop ACE Equity Fellowship experience to add additional cohorts. Provide additional ACE EdCamp experiences during professional learning days.  Embed the HRL framework K-12 in all subject areas.	By June 2023, through the classroom observation and learning walk processes, information will be gathered and shared for collaborative improvements in specific areas in need.	Money allocations for professional development trainers. We may seek outside partners. Building Equity Team Members, Building Curriculum Council Members Director of C,I, E & B
Curriculum focus	Infuse culturally relevant materials from a wide variety of sources across all content area curricula. Use the data from the equity scorecard curriculum review to shape curricular recommendations and adoption of curricular resources.	By October 2022, curriculum maps in Grades PK-12 will reflect culturally responsive learning experiences that include the HRL Framework.	Money allocations for professional development trainers led by our Director of Curriculum, Instruction, Equity & Belonging.
Community/ capacity building.	Create a school environment that visually represents the cultural diversity of the school community.	Throughout the 2022-2023 school year we will host family engagement activities that are reflective of our school community & celebrate diversity.	Community Outreach Teams, Elmsford Basics Team, money for supplies and materials.



#### Priority 4

##### 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 2022-23 school year.

By the end of the 2022-2023 school year the Elmsford UFSD will have co-constructed templates for staff to utilize specific to: Lesson Components, Unit Pacing Guide, a Unit Design Checklist, and Instructional Best Practices. After distribution, the leadership team will conduct learning walks to observe implementation of strategies and provide the necessary staff supports.



## 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)
Ronald Gonzalez, Ed.D.	Superintendent of Schools	
Linda Carlin	Assistant Superintendent for Finance & Operations	
Jo-Anne Dobbins	Director of Pupil Personnel and Special Education	
Keturah Proctor	Director of Curriculum, Instruction, Equity & Belonging	
Jeffrey Olender	Director of Personnel & Acting Principal	Carl Dixson School
Andrea Hamilton, Ed.D.	Principal	Alice E. Grady School
Joseph Engelhardt	Principal	Alexander Hamilton High School

## Meeting Dates

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

Meeting Date	Location
September 1, 2022	Superintendent's Conference Room
September 7, 2022	Superintendent's Conference Room
September 13, 2022	Superintendent's Conference Room

## 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## 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](mailto:DCIP@nysed.gov) by August 1, 2022, 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).