

LEA Name:	School 22
BEDS Code:	662300010022

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

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Website for Published Plan			

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Edwin M. Quezada	
President, B.O.E. / Chancellor or Chancellor's Designee		Rev. Steve Lopez	

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

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 plans before they are approved.
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
4. 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).
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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.

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Improvement Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
 Partial Degree (Fewer than 50% of goals were achieved.)
 Moderate Degree (At least 50% of goals were achieved.)
 Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
 Partial Degree (Fewer than 50% of activities were carried out.)
 Moderate Degree (At least 50% of activities were carried out.)
 Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's School Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
 Partial Degree (Some of the identified subgroups improved achievement.)
 Moderate Degree (A majority of identified subgroups improved achievement.)
 Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
 Partial Degree (There was a minor increase in the level of Parent Engagement.)
 Moderate Degree (There was modest increase in the level of Parent Engagement.)
 Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's School's Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
 Partial Degree (Fewer than 50% of planned activities were funded.)
 Moderate Degree (At least 50% of planned activities were funded.)
 Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
 Tenet 2: School Leader Practices and Decisions
 Tenet 3: Curriculum Development and Support
 Tenet 4: Teacher Practices and Decisions
 Tenet 5: Student Social and Emotional Developmental Health
 Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
 Tenet 2: School Leader Practices and Decisions
 Tenet 3: Curriculum Development and Support
 Tenet 4: Teacher Practices and Decisions
 Tenet 5: Student Social and Emotional Developmental Health
 Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Parental involvement has increased due to the different programs that were implemented throughout the school year. Such programs were Family Math Carnival, Autism Speaks Night, Jenkins Night, Fearless Fathers, International Feast Day, Dads take your child to School Day, 2 school concerts, PTA sponsored dances as well as family paint night. Due to parental involvement, there was a noticeable change in student behaviors such as acting out in class, behaving better in class and during recess, doing their school work.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Once data was reviewed, it was decided to implement different typing programs to help the students increase their computer typing skills. Schedules were made for the use of computer carts within the classroom and use of the computer lab. During Targeted Instruction, teachers used computers to help drive instruction, focusing on the individual student needs as well as the collective needs of the students. We expect that the increase in technology will continue and improve students ability as well as test scores. Again, schedules were made up for ALL grade levels to help students with the ease of access to technology.

In developing the CURRENT YEAR'S plan:

- List the highlights of the improvement initiatives described in the current DCIP.

Monthly practice testing, weekly computer schedules, weekly classroom assessments. Teachers have been trained in accountable talk and in turn have trained their students to use accountable talk as a way to reach higher level thinking. We will continue to increase our parental involvement in school.

- List the identified needs in the school that will be targeted for improvement in this plan.

Differentiated instruction
Professional Practices (examining student work) and sharing best teacher practices

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The administration and staff of School 22 are firmly committed to the academic, emotional, and character development of all children. The purpose of our school is to nurture every child's unique potential, enabling them to become self-empowered. All professional staff members are dedicated to the purpose of providing an instructional climate conducive to learning. Our strong academic classroom instructional program is based on prescriptive diagnostic learning strategies which do not allow children to fail.

Our goal is to empower our students to meet and/or exceed proficiency in all content areas as well as character development. It will be measured through a variety of school, class, District and State Assessments. This prepares our students for a successful academic future. We instill pride of self and an attitude of student empowerment and success. We encourage our students to be the best they can be.

We teach our students the value of being active members of their community where they will make a positive contribution to themselves and to society. We will adhere to and implement the Superintendent's Non-Negotiable Goals for student achievement, instruction, supervision, and community involvement. Our goal is to reduce the gap between minority and non-minority students.

- List the student academic achievement targets for the identified subgroups in the current plan.

By June 30, 2019, there will be a five (5) percentage point increase in the number of students in Kindergarten through grade two (2) who will meet their Projected Growth in Mathematics and Reading as demonstrated by the Measure of Academic Performance (MAP) assessment
By June 30, 2019, there will be a five (5) percentage point decrease in students performing at proficiency Level 1 and 2 (3-8 NYSED ELA/Math) and Levels 1 and 2
By June 30, 2019, there will be a five (5) percentage point decrease in special education referrals
By June 30, 2019, there will be a five (5) percentage point decrease in level 1-3 disciplinary infractions

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Lack of support by parents, attendance and tardiness issues. These anticipated barriers will be addressed by consistent communication with the parent/guardian. Functional Behavior Assessment plans which lead to Behavior Modification Plan. We will continue motivating students with incentives and awards.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

By June 30, 2019, we will engage in weekly staff meetings that are inquiry based professional development sessions focused on analysis of assessments, student behavioral data, and disaggregated student academic outcomes to develop a targeted problem of practice. The results will be assessed by teacher effectiveness ratings during the cycle review observation process coupled with instructional rounds findings, and student achievement outcomes on the Measures of Academic Progress assessments in Grades 3-6.

By June 30, 2019, one hundred percent (100%) we will enhance the delivery of high quality instruction through the implementation of systematic articulation meetings where teachers in each grade level will share student portfolios with the next grade level for the purpose of creating Personalized Learning Plans (PLP). The results will be assessed by teacher effectiveness ratings during the cycle review observation process and student academic outcomes on assessment tools; student proficiency outcomes will serve as a baseline for future student performance.

- List all the ways in which the current plan will be made widely available to the public.

The DCIP will be made widely available through the School Website, School Open House events and PTA meetings. It will also available School Choice Open House.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	1-Jun-18
B2. DTSDE Review Type:	Review of Math and ELA and MAPS

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Teachers will analyze standardized test scores to indicate where the achievement gap is between reading and math. Teachers will identify areas of need related to the CCLS.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 26, 2019 there will be a 5% gain in test scores in both Reading and Math.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress	NYS 3-6 ELA and Math Assessments School Comprehensive Education Plan (SCEP)	MAPS Data Grades K-6
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Septemeber 2018	Oct-18	Data team is established. Team will use specific data analysis protocols to analyze NYS 2017-2018 student performance date Grade 3-6.
Septemeber 2018	Jun-19	Teachers will share best practices and address any needs and issues that may arise.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	Jun-18
B2. DTSDE Review Type:	Reflection

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Universal Vertical Alignment of curriculum that includes more rigor to provide a higher level of academic achievement within the classroom. Teacher use of Accountable Talk and Restorative Practices across the grade level.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	70% of classrooms will show evidence of the use of Accountable Talk. 70% of classrooms will reflect evidence of Restorative Practices.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Teacher participation/collaboration in weekly grade level congruence periods

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
04-Sep-18	04-Sep-18	Principal presents expectations to teachers at staff development
04-Oct-18	26-Jun-19	On going Professional Development
30-May-19	26-Jun-19	End of year reflections; what worked, what didn't, etc...

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	Jun-18
B2. DTSDE Review Type:	Reflection

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Review DASA data from 2017-2018 to create a plan of action specifically tailored to meet student needs .
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Continue training all staff on Restorative Practices, so that conflicts that do arise can be mediated before the point of escalation and result in suspension. Continue the use of the PATHS program in PreKindergarten and Kindergarten. 100% participation in schoolwide bullying prevention assemblies
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Suspension Rate Disciplinary Referrals Referrals to Special Education Teacher attendance at PD Monthly DASA Data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
4-Sep-18	4-Sep-18	Committees formed to monitor implementation of said goals
1-Oct-18	26-Jun-18	Ongoing evaluation of suspensions and disciplinary referrals
1-Feb-19	1-Feb-19	Revisit and review midyear to obtain feedback from staff and to evaluate data from said goals
7-Jun-19	26-Jun-19	Committee will review end of the year data to revise goals for the next year.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	Jun-18
B2. DTSDE Review Type:	Reflection

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	School 22 will continue to hold parent meetings. We will continue to encourage all parents to join the PTA. Teachers will continue to use Remind app and Connect Ed to keep lines of communication open. All documentations to families from the school buildings are sent home in English and Spanish.
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D1. SMART Goal: Create a goal that directly	25% of our parents will participate in parent meetings. 25% of parents will join the PTA.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent attendance at workshops / other events Connect Ed School Surveys Parent Participation in District and

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
06-Sep-18	30-Oct-18	Parents will enroll in Remind App
20-Sep-18	26-Jun-19	Parents will participate in Parent Workshops and PTA meetings throughout the year.
15-Oct-18	26-Jun-19	Increase parental communications through the use of Remind App and Connect Ed.