



# 2021-22 DISTRICT COMPREHENSIVE EDUCATION PLAN (DCEP)

<b>District</b>	<b>14</b> <hr/>
<b>Community School Superintendent</b>	<b>Nyree Dixon</b> <hr/>
<b>High School Superintendent</b>	<b>Janice Ross</b> <hr/>
<b>BEDS Code</b>	<b>331400010000</b> <hr/>

# District Comprehensive Education Plan

## Table of Contents

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Section 1: Overview of District Comprehensive Education Planning

Section 2: District Contact Information

Section 3: District Stakeholder Involvement Signature Page

Section 4: District Overview

Section 5: Continuous Improvement Planning (Goals, Progress Measures, Action Plans)

Section 6: Multi-Tiered Systems of Support (MTSS)

Section 7: District Parent and Family Engagement Policy

Section 8: District 100.11 Plan and Biennial Evaluation

# Section 1: Overview - Developing the District Comprehensive Education Plan

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This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The District Comprehensive Education Plan (DCEP) is developed in accordance with the requirements of [Chancellor’s Regulation A-655](#) by the District Leadership Team (DLT). The DCEP satisfies all regulatory requirements for Target Districts and low performing schools (Receivership, CSI & TSI) set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor’s Six Academic Priorities. It is designed to engage and guide community stakeholders in a cycle of comprehensive education planning and shared decision-making in order to identify and address the needs of all students and improve student performance in the district. This section will provide DLTs with guidance regarding DCEP development informed by the Chancellor’s Six Academic Priorities to Advance Equity Now and provide the lens by which districts will develop their annual improvement plans.

## 2021-2022 Instructional Principles

Transforming our system means lifting academic expectations and creating and sustaining school cultures where students, staff and families can experience joy and thrive, particularly communities that have been underserved within our school system. This moment is about ensuring school communities are places where all students are safe and well-cared for and where they can learn and grow socially, emotionally and academically for post-secondary success. To achieve this vision, school leaders must partner with their staff, students, families and other community members to co-create the necessary conditions where all students’ and their families’ experiences, hopes, and dreams are centered in all aspects of teaching and learning. As leaders engage in this work, particular attention should be given to groups who have been undervalued and systemically marginalized.

We, as a system, also need a focus—one that describes what we want our students to experience and serves as a guidepost as we reimagine what teaching and learning look like for the future together to support and accelerate learning for every single student. Through the integration of academic and social emotional learning rooted in a culturally responsive approach, we will redefine teaching and learning to transform our system with a special focus in 2021-2022 on early literacy, curricular materials that meets the needs of our NYC students, digital literacy, special education investments, supports for multilingual learners and their families, and college and post-secondary readiness.

The [2021-2022 Instructional Principles for Reopening](#) document sets the annual expectations for how we will accomplish our goals by **setting high expectations and rigorous instruction** that begins with a **welcoming and affirming environment** and uses **inclusive curricula and assessments**, all supported by **ongoing and targeted professional learning** for educators. These expectations also align with the four principles of the [NYSED Culturally Responsive-Sustaining Education Framework](#).

## 2021-2022 Academic Priorities

As we re-imagine education for our students, all schools and districts will focus on the **Academic Priorities** described below starting in the 2021-2022 school year. The **2021-22 District Comprehensive Education Plan (DCEP)** will be based on these 6 Academic Priorities.

1. **Focusing on Early Childhood Literacy:** Addressing literacy is our most urgent priority. Every level of the DOE – from the teacher to the Chancellor – will intensively focus on literacy acceleration, prioritizing students in Kindergarten through 2nd grade with a singular goal of all students reading on grade level by 3rd grade.
2. **Ensuring a Culturally Relevant and Sustaining Curriculum in Every School:** We will ensure all schools have CR-SE aligned curriculum beginning this fall, pushing students out of their academic comfort zones and freeing teachers from time-consuming curriculum development.
3. **Developing our Students as Digital Citizens:** The pandemic led to an unprecedented investment in technology, with over 800,000 devices purchased by DOE and schools. The Academic Recovery Plan leaves

remote learning behind but builds on this technological advantage by guaranteeing all students K-12 have access to digital devices and ensuring all students become fully fluent digital citizens for the new economy.

4. **Investing in Special Education:** The pandemic disproportionately impacted our students with disabilities. We will make every resource available to better support students with Individualized Education Plans (IEPs). This will expand our focus on both younger students and those preparing for life after graduation.
5. **Providing Greater Support for our Multilingual Learners (MLs) and their Families:** Multilingual learners (MLs) and immigrant families are valued and supported at DOE. We will provide culturally responsive supports that give students and their families equitable access to resources and opportunities that help students succeed inside and outside the classroom.
6. **Ensuring Our Students are College and Career-Ready:** We will ensure every student, whether heading to college or a career, is better prepared for the next step in life.

## Section 2: District Contact Information

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### **Community School District Information**

District: 14

Community School Superintendent: Nyree Dixon

Superintendent's Office Address: 266 Rutledge Street Brooklyn, NY

Superintendent's Email Address: Ndixon3@schools.nyc.gov

Phone Number: 718-302-7600 Fax: \_\_\_\_\_

### **District High School Information**

High School Superintendent: Janice Ross

Superintendent's Office Address: 1396 Broadway Brooklyn, NY

Superintendent's Email Address: Jross11@schools.nyc.gov

Phone Number: 718-455-4635 Fax: 718-455-4684

### **Borough Citywide Office (BCO)**

Borough Citywide Office: Brooklyn North

Executive Superintendent: Karen Watts

Executive Superintendent's Office Address: 131 Livingston Street Brooklyn, NY

Executive Superintendent's Email Address: kwatts@schools.nyc.gov

Phone Number: 718-935-3107 Fax: n/a

## Section 3: District Stakeholder Involvement Signature Page

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The signatures of constituency representatives indicate that consultation has occurred in the development of the District Comprehensive Education Plan and in the review, development, implementation and adoption of the current District Parent and Family Engagement Policy. DLT members should review this document and sign the original DLT signature page in the appropriate column in blue ink. If a DLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which will be maintained on file, at the district office and be made available for view upon written request.

**Directions:**

1. List the names of each DLT member in the first column on the chart below.
2. Specify the constituent group represented.
3. Add other members as needed.
4. DLT members should review this document and sign and date in the right-hand column in **blue ink**.

Name	Position and Constituent Group Represented	Signature and Date (Blue Ink)
Nyree Dixon	Superintendent	
Janice Ross	High School Superintendent (or designee)	
James Brown	CSA Representative	
Ira Munet	UFT Representative	
Nanette Supelveda	DC 37 Representative	
	President of the District’s Presidents’ Council (or designee)	
	President of the Borough High School Presidents’ Council (or designee)	
	President of the District Community Education Council (CEC) or designee	
Kat Krieger	Title I District Parent Advisory Council (DPAC) Chairperson (or alternate)	

## Section 4: District Overview

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1. Include the district’s mission statement.

Our District 14 vision is to connect hearts and minds by building bridges in our diverse community. Our D14 Mission seeks to create multiple opportunities to elevate student's voices, engagement, and learning beyond the walls of a classroom.

2. Develop a narrative summary that includes contextual information about the district’s community and its unique/important characteristics.

Community School District 14 represents 38 schools serving students in grades Pre-K-12 that are geographically located in the Greenpoint, Williamsburg, Bushwick and Bedford Stuyvesant sections/communities of the borough of Brooklyn, New York. The District serves a population of public-school students from culturally diverse backgrounds, and the District's community is home to many new immigrants from Poland, Dominican Republic, Mexico, Central America to name a few.

D14’s important characteristics include:

1. Creating opportunities for equitable schools where Culturally Responsive Education influences student intellectual engagement, discourse, and supports social-emotional development and academic growth
2. Providing access to high quality academic, bilingual, STEM and enrichment programs for ELLs and SWDs by increasing instructional capacity of teachers and leaders.
3. Promoting culturally responsive teaching to afford diverse learners' academic success and take ownership in their learning with emphasis on improving rigorous programs for Students with Disabilities, English Language Learners, and BIPOC.
4. Improving literacy skills and math problem solving beginning in early childhood and leading to student readiness for high school, college and careers
5. Guiding students towards measurable academic success across our school district by embracing innovation and creativity, courage and risk-taking, collaboration and fostering social and emotional teaching and learning and through engaging in the inquiry process.
6. Improving rigorous instruction and culturally relevant teaching that supports high achievement for all learners.
7. Increasing student opportunities to be engaged in rigorous discussions and tasks across grades and subjects, with an emphasis on productive struggle in math and making thinking visible in student work products and writing.
8. Increasing opportunities for all students, including ELLs, Students with Disabilities, and students of color, across all grades to participate in rigorous high school admissions processes including that of specialized high schools.

# Section 5: Continuous Improvement Planning

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## **Directions:**

District Leadership Teams (DLTs) will engage in the four (4) distinct steps listed below to inform the development of district goals and action plans.

1. Review multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes.
2. Determine priorities and goals based on the needs identified.
3. Schedule actions to occur during the year to reach the district’s goals by addressing identified priorities and root causes.
4. Share the DCEP goals and action plans with the district community and engage all stakeholders in implementing the plan.

In **Part 1** of this section, districts will select one **overarching priority** aligned with the [NYCDOE’s 2021-22 Instructional Principles](#) that addresses the identified needs of students and schools. This priority should have an equity lens relevant to the district, align with the mission and vision of the district, and will serve as the larger umbrella overarching DCEP goals and action plans so that attainment of DCEP goals ensures desired outcomes around the overarching priority. Comprehensive district data will inform this priority; therefore, triangulation of multiple sources of data is needed to support the development of a robust overarching priority.

To support the equity lens, consider district needs around improvements focused on raising the achievement of all students while simultaneously narrowing the gaps between the highest and lowest performing young people through the elimination of historical racial predictability and disproportionality. (Wallace/DOE Report)

In **Part 2**, districts will develop an improvement plan for each of the Chancellor’s **6 Academic Priorities** (listed below). For each Academic Priority, districts will identify an **area of focus**, **1 outcome goal**, and 1-3 related **process goals** with corresponding **action steps** and **progress monitoring targets**. The [Equity Goal Setting Template](#) will be used as a tool to ensure that equity is embedded throughout each area of focus within the DCEP.

## **2021-22 Academic Priorities:**

1. Focusing on Early Childhood Literacy
2. Ensuring a Culturally Relevant and Sustaining Curriculum in Every School
3. Developing our Students as Digital Citizens
4. Investing in Special Education
5. Providing Greater Support for our Multilingual Learners (MLs) and their Families
6. Ensuring Our Students are College and Career-Ready

## Part 1: Overarching Priority

1. After a review of your district's needs, identify your overarching priority for the 2021-22 school year. Consider the needs of your students, staff, and families, and identify which of the following **overarching priorities** your district will focus on for the 2021-22 school year that align with the *NYCDOE's Instructional Principles*.

- X Ensure high expectations and rigorous instruction for every single student grounded in an asset-based mindset.
- X Develop and strengthen a welcoming and affirming school environment.
- X Implement inclusive curricula and assessments that center around student voice and collaboration.
- X Develop ongoing and targeted professional learning communities.
- X Improve attendance by focusing on students who are identified as potentially chronically absent

2. In the space below, write a statement about your district's overarching priority that addresses the identified needs of your district schools and communities.

District 14's overarching priorities address the important characteristics of our district and supports the actualization of the district's vision and mission of creating multiple opportunities to elevate student's voices, student engagement, and student learning beyond the walls of a classroom. We will do so by the following:

District 14's overarching priority will address the identified needs of our district schools and the D14 community. We will do so by the following:

- Examining the instructional core (teacher, student and task) during school and classroom visits.
- Analyses of Assessments- qualitative and quantitative
- Focus on early childhood literacy
- Ensure a cultural relevant and sustaining curriculum in every school
- Develop our students as digital citizens
- Invest in Special Education
- Provide greater support for multi-lingual learners and their families
- Ensure our students are college and career ready
- The BK North Priority: Ensure social emotional support and for all students and families
- Strengthening parent engagement and participating in the learning process.
- Provide targeted professional development for all stakeholders (administrators, teachers and parents)
- Develop a district wide plan for monitoring and supporting school-based attendance teams with strategies to address barriers that contribute to absenteeism
  - Inquiry
  - Inspiration
  - Empowerment
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## Part 2: Academic Priorities

### Academic Priority 1 – Focusing on Early Childhood Literacy

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#### 1. Area of Focus

**Directions:** What specific area of focus for this Academic Priority needs attention? Write a statement about your area of focus in the space below. Consider:

- The story of the change you are considering
- Student groups impacted by this area of focus
- Educator groups impacted by this area of focus
- How this focus area is aligned with the district's Overarching Priority

Focusing on Early Childhood Literacy and addressing literacy is our most urgent priority. Every school will intensively focus on literacy acceleration, prioritizing students in kindergarten through 2nd grade with goal of all students reading on grade level by 3rd grade. Literacy and reading are fundamental to children's ability to reach important milestones all along the educational journey. Teachers will use assessment tools to identify strengths and challenges at the beginning of the year and develop support plans tailored to their specific needs.

#### 2. Desired State

**Directions:** What is your desired state in relation to the area of focus described above? What would you like to see happen? Write your ideal state below.

Our desired state for early childhood literacy is for all schools & teachers to use Citywide/District wide screeners and assessments to determine student's needs and for monitoring progress. We will train teachers in our schools, starting with the kickoff of the NYC Literacy Day. We will identify schools that need to hire more teachers to reduce class size and increase reading proficiency. Ensure each teacher is provided TCIS training to provide students with social emotional and trauma informed practice. We will ensure that each 3K-2 teacher has access to a ULIT reading coach and we will ensure that schools are providing extended Day and Enrichment activities in all early childhood classes with Reading Rescue in each school and expansion of CUNY Tutors. ULit Coaches will serve as active members on the school's ILT.

#### 3. Outcome Goal

**Directions:** Consider your desired state for this area of focus to draft an outcome goal to quantify the change you are seeking. This goal should be SMART (specific, measurable, achievable, realistic, and timely). Consider the *numerical* component you want to change. Do you want to see an increase/reduction? How much? Remember, your outcome goal informs the process.

By June 2022, 100% of students in grades K-2 will demonstrate growth by at least 10% in phonics, phonemic awareness, fluency, vocabulary and comprehension.

#### 4. Process Goal(s) & Action Plan

**Part A:** Write a process goal that is related to your outcome goal. Process goals should improve the outcome. Consider your desired state and the following questions to inform your process goals:

- Where are the access and opportunity points for all students?
- What is the *social justice* component you want to impact?

- What beliefs/mindsets do educators need to be able to impact change? Do they currently have the right mindset to do that work?

Note: Districts should craft 1-3 process goals. Duplicate the tables for Part A & Part B as needed.

Literacy and reading are fundamental to children’s ability to reach important milestones all along the educational journey. By June 2022, D14’s goal is to have every student reading on grade level by the end of 2nd grade. All students will have access to a literacy curriculum that is evidence-based, rigorous, and culturally relevant.

**Part B:** For each process goal, describe the action steps the district will take this year, in logical and chronological order, to achieve the identified outcome and process goals for this area of focus.

Start Date	End Date	Action Steps
9/1/21	6/25/22	Ensure all ULit coaches are active members of the ILT in each school.
9/1/21	6/25/22	All schools & teachers will use Citywide/District wide screeners and assessments to determine students' needs and for monitoring progress.
9/1/21	6/25/22	All teachers will be trained in Literacy, starting with the kickoff of the NYC Literacy Day for BCO/District staff on 7/21/21 so that they can in turn create PLs for our teachers.
9/1/21	6/25/22	We will identify schools who are able to hire more teachers to reduce class size and increase reading proficiency.
9/1/21	6/25/22	Ensure that each 3K-2 teacher has access to a ULIT reading coach
9/1/21	6/25/22	Ensure schools provide extended Day and Enrichment activities in all early childhood classes with Reading Rescue in each school and expansion of CUNY Tutors
9/1/21	6/25/22	Ensure all schools have Literacy Supports for students grades K-2.
9/1/21	6/25/22	Strengthening school building leaders’ and teachers’ data literacy through targeted professional development during our leadership conferences and school support visits.
9/1/21	6/25/22	Ensure that schools are providing various opportunities for students to be engaged in student-centered discourse that increases their oral language development.
9/1/21	6/25/22	Support schools with building their content knowledge of phonics and phonemic awareness in the early childhood grades.
9/1/21	6/25/22	Support Schools in unpacking the Acadience data.
9/1/21	6/25/22	Assist schools in analyzing the Acadience data and using the data to inform instruction.

## 5. Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your district would expect to see at the end of each period to know if you are on track to reach the identified outcome goal for this Area of Focus. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 1 (October – January)	Progress Monitoring Period 2 (March – Mid-June)
		Date: 9/21	Progress Reporting: February	Progress Reporting: Mid-June

Acadience Reading Screener	Reading Composite Score	32% at or above benchmark	37% at or above benchmark	42% at or above benchmark

**6. Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
1/20/22	6/10/22	Launch the Brooklyn Basics Program.	Brooklyn Basics
2/15/22	2/17/22	ELA Curriculum Nights: Each school will share the literacy content knowledge with their families in order to strengthen the home support.	
3/1/22	6/25/22	ULit Coaches will provide parent workshops to empower parents about cultivating our youngest readers at home and through experiential learning.	Universal Literacy
4/1/22	6/25/22	Provide families with social emotional & trauma training and/or a trauma toolkit	
4/1/22	4/15/22	The Week of the Young Child	

**Academic Priority 2 – Ensuring a Culturally Relevant and Sustaining Curriculum in Every School**

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**1. Area of Focus**

**Directions:** What specific area of focus for this Academic Priority needs attention? Write a statement about your area of focus in the space below. Consider:

- The story of the change you are considering
- Student groups impacted by this area of focus
- Educator groups impacted by this area of focus
- How this focus area is aligned with the district’s Overarching Priority

Students are not seeing themselves reflected in the curricular materials that are currently in use throughout the district. Teachers and families throughout the district have noted inconsistencies in access to culturally representative texts. The district is working to ensure that all schools are implementing culturally responsive curricula. Students’ feeling that their experiences matter and are relevant to school are key to ensuring that they feel welcomed and valued at school. D14 will ensure all schools have CRSE aligned curriculum, pushing students out of their academic comfort zones and freeing teachers from time-consuming curriculum development.

**2. Desired State**

**Directions:** What is your desired state in relation to the area of focus described above? What would you like to see happen? Write your ideal state below.

Children are more engaged in class when they can see themselves in their lessons and materials. We are committed to reflecting the city's cultures and histories in the curriculum. All schools will be implementing practices aligned to NYSED's Culturally Responsive-Sustaining Education (CR-SE) Framework in all core subject areas to address the achievement gap, respond to the needs of all student groups, leverage student experiences and celebrate their cultural backgrounds to improve student academic outcomes.

### 3. Outcome Goal

**Directions:** Consider your desired state for this area of focus to draft an outcome goal to quantify the change you are seeking. This goal should be SMART (specific, measurable, achievable, realistic, and timely). Consider the *numerical* component you want to change. Do you want to see an increase/reduction? How much? Remember, your outcome goal informs the process.

By June 2022, D14 will ensure the ELA curriculum across all schools in District 14 is inclusive and culturally responsive to individual school communities to ensure students see themselves and engage in learning experiences they connect with (mirrors) and others (windows) in the curriculum which will affirm student identities and experiences and result in a 10 % increase of students testing on grade level as measured by the results of the EOY Screeners.

By June 2022, all schools (100%) in D14 will conduct a CR-SE assessment of their libraries and ELA curriculum using The NYU score card which will result in 10% increase of students testing on grade level as measured by the results of the EOY screeners.

### 4. Process Goal(s) & Action Plan

**Part A:** Write a process goal that is related to your outcome goal. Process goals should improve the outcome. Consider your desired state and the following questions to inform your process goals:

- Where are the access and opportunity points for all students?
- What is the *social justice* component you want to impact?
- What beliefs/mindsets do educators need to be able to impact change? Do they currently have the right mindset to do that work?

Note: Districts should craft 1-3 process goals. Duplicate the tables for Part A & Part B as needed.

By June 2022 all school leaders will engage in a cycle of professional learning focused on using the NYU Score Card to build their understanding of CRSE and their capacity to support teachers with creating culturally responsive curriculum units in ELA.

By April 2022, all principals and assistant principals will participate in two professional development opportunities with Dr. Gholdy Muhammad that includes a curriculum audit to build their capacity to implement and guarantee a viable CRSE curriculum while monitoring the effectiveness of daily lessons.

By June 2022, all District 14 school leaders and teacher leaders will participate in a 4-part professional learning series with Dr. Yolanda Sealey-Ruiz that builds awareness, increases collective efficacy, and promotes asset-based thinking that supports CRSE.

District 14 will deliver a sustained, year-long professional learning series in the implementation of CRSE aligned practices and curricula for school leaders, educators, and families to ensure stakeholders have the knowledge, skills, and resources necessary to implement CR-SE in all schools & classrooms across our district.

**Part B:** For each process goal, describe the action steps the district will take this year, in logical and chronological order, to achieve the identified outcome and process goals for this area of focus.

Start Date	End Date	Action Steps
9/1/21	6/25/22	<p><u>Dr. Karen Mapp Leadership and Community Support (Audience: D14 Leadership and CEC14)</u>  Dr. Karen Mapp engaged by District 14 of NYC Schools as a consultant to Nyree Dixon, on strategic development of her community and family engagement infrastructure. Dr. Mapp would like to establish this engagement by offering her expertise to support the D14 community and family engagement practices.</p> <p><u>WXY Community Support (Audience: Community/ All Stakeholders)</u>  An award winning multi-disciplinary consulting firm specializing in complex public projects, including school planning. Their teams have designed and facilitated a number of community engagement processes for communities in New York City focused on issues such as education policy and equity. This organization has worked with D13, D26, D15 and several districts on diversity, equity and inclusion. Our plan in D14 is to focus on Equity and Inclusion. Our intention is to collaborate with WXY to identify key constituents in order to develop the D14 Equity Team.</p>
2/1/22	6/25/22	<p><u>Dr. Yolanda Sealey-Ruiz-Arch of Self/ Racial Literacy (Audience: Community)</u>  Individuals develop racial literacy, are able to engage in necessary personal reflection about their racial beliefs and practices and teach their students to do the same. Participants will have an opportunity to explore areas for growth in their reading instruction work with educators who teach children of all backgrounds.</p> <p><u>Dr. Gholdy Muhammad- Cultivating Genius (Audience: Community and Supervisors)</u></p> <ul style="list-style-type: none"> <li>• Book Study for Leaders and D14 Community</li> <li>• Unit Plan Audits (CRSE oriented and Racial literacy oriented)</li> <li>• Sessions with Principals and AP's</li> <li>• Community Sessions</li> </ul>
9/1/21	6/25/22	<p><u>My Brother's Keeper</u>  (Target Audience: Black and Hispanic Males)  The grant's focus is on MBK Milestone 2 (students reading on grade level by 3rd grade, particularly boys of color, as evidenced by a significant narrowing of the achievement gap) and Milestone 6 (reducing code of conduct violations and providing a second chance, particularly for young men of color, resulting in reduced suspensions and behavioral related referrals. The funding from this grant was used to support the two schools in the district that have an ESSA designation of Comprehensive Support and Improvement (CSI). The scope of the grant for the 2021-22 school year is being modified to meet the needs of the students based on a comprehensive review of district data.</p> <p><u>My Sister's Keeper</u>  (Target Audience: Girls and Young Women or Anyone who identifies as a girl/young woman)  Our mission is to bring together diverse groups of youth and provide them with access to experiences that build confidence, strengthen community and sisterhood, celebrate greatness and further our goals of equity and inclusion. Consistent with DOE policy, all interested students in grades 4-12 are welcome to join.</p>
9/1/21	6/25/22	Schools will receive an infusion of books that reflect the variety of histories, languages, and experiences that make up the city.
9/1/21	6/25/22	We will continue our work on universal, rigorous, and inclusive English Language Arts (ELA) and Math curricula.
9/1/21	6/25/22	<p>D14 Principals and Assistant Principals will participate in professional learning on conducting PDSA improvement science cycles around a POP impacting our most marginalized students (STH, ELLs, SWD, Black Boys and Hispanic boys)</p> <p>D14 school leaders and their teams will engage in a series of professional learning sessions with Dr. Margaret Terry Orr of Fordham University to identify POP impacting our most</p>

		marginal students (STH, ELLs, SWD, Black Boys and Hispanic boys) and complete three rounds of PDSA improvement science cycles.
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**5. Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your district would expect to see at the end of each period to know if you are on track to reach the identified outcome goal for this Area of Focus. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 1 (October – January)	Progress Monitoring Period 2 (March – Mid-June)
		Date: 9/21	Progress Reporting: February	Progress Reporting: Mid-June
District Created Survey	Percentage of respondents indicating availability of CRSE materials in classrooms and embedded in curriculum units.	% NA	% 80	% 100

**6. Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
9/1/21	6/25/22	Conduct parent focus groups (one in the fall & one in the spring) to gain feedback on expectations and implementation	Title I District Parent Advisory Council, PA Presidents Council
1/3/22	6/25/22	Launch CR-SE learning sessions for families; invite parent leaders & DLT members to join	District Leadership Team

**Academic Priority 3 – Developing our Students as Digital Citizens**

**1. Area of Focus**

<p><b>Directions:</b> What specific area of focus for this Academic Priority needs attention? Write a statement about your area of focus in the space below. Consider:</p> <ul style="list-style-type: none"> <li>▪ The story of the change you are considering</li> <li>▪ Student groups impacted by this area of focus</li> <li>▪ Educator groups impacted by this area of focus</li> </ul>
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- How this focus area is aligned with the district's Overarching Priority

The pandemic led to an unprecedented investment in technology. We will build on what we have learned about the benefits of technology and students will develop digital skills to prepare them for the new economy and ensure Computer Science for All to support computational thinking, problem solving and digital skills.

- We aim to make revisions to our existing curriculum across the district to include digital literacy skills which clearly are necessary in a global society and economy, the need for improving this content area becoming more evident during the pandemic.
- The remote learning experience showed us that beyond access to technology for all, many of our students need to learn basic and advanced digital literacy skills, especially our most vulnerable populations (SWD's, ELL's, STH, and others).
- The immediate need to also include educators on this digital literacy journey was also surfaced during the pandemic quarantine, as many educators struggled with navigating and managing digital learning platforms, technology, and resources.
- This focus area is aligned to our District Overarching Priority: Developing Our Students' as Digital Citizens

## 2. Desired State

**Directions:** What is your desired state in relation to the area of focus described above? What would you like to see happen? Write your ideal state below.

Our desired state is to guarantee all students 3K-12 have access to digital devices and ensure all students become fully fluent digital citizens for the new economy.

Our desired state is that all students in 3K-12 not only have equitable access to devices but that they have the digital literacy skills to utilize the technology effectively to support and advance their education. Our students need to learn basic digital literacy skills beginning in primary grades in order to understand the basic functions of computers/laptops/tablets, the internet, research skills, presentation, and communication skills. These foundations of computer/digital literacy skills should begin in early childhood grades and build up into upper elementary, middle school, high school and beyond.

Digital literacy skills help students develop other important 21<sup>st</sup> century skills such as: authorship rules, accessing online information, social responsibility while interacting on social networks, etc.

We want to give all students an opportunity to learn how to: cloud compute, courseware, create multi-media slides, game-based learning and game design, create educational videos, audio learning, digital production, interact on digital devices, combine virtual and physical worlds, amongst others.

## 3. Outcome Goal

**Directions:** Consider your desired state for this area of focus to draft an outcome goal to quantify the change you are seeking. This goal should be SMART (specific, measurable, achievable, realistic, and timely). Consider the *numerical* component you want to change. Do you want to see an increase/reduction? How much? Remember, your outcome goal informs the process.

By June 2022 (65 %) students in grades 4-12 will be able to use information technology and research to elevate civic and social issues through debate and discussion protocols based on NGLS.  
 By June 2022 (100 %) of students in (K-12) will have access to digital devices and will have the basic digital literacy skills to create interactive/multi-media presentations of their research projects.

**4. Process Goal(s) & Action Plan**

**Part A:** Write a process goal that is related to your outcome goal. Process goals should improve the outcome. Consider your desired state and the following questions to inform your process goals:

- Where are the access and opportunity points for all students?
- What is the *social justice* component you want to impact?
- What beliefs/mindsets do educators need to be able to impact change? Do they currently have the right mindset to do that work?

Note: Districts should craft 1-3 process goals. Duplicate the tables for Part A & Part B as needed.

By June 2022, students will be able to use information technology and research to elevate civic and social issues through debate and discussion protocols. Students will have the opportunity to join debate teams and research projects using digital protocols.

By June 2022, students will be able to use their digital literacy and research skills to participate effectively in debate teams and complete research projects that culminate in multi-media presentations for peers and adults in their schools, district, and beyond.

**Part B:** For each process goal, describe the action steps the district will take this year, in logical and chronological order, to achieve the identified outcome and process goals for this area of focus.

Start Date	End Date	Action Steps
Sept 2021	June 2022	Launch a eighth-grade technology project for students to demonstrate their digital literacy skills.  Launch a kindergarten to twelfth grade digital course to show students basic programming.
Sept 2021	June 2022	Teachers will receive PD to teach computer science coursework. Ensure that that all of our teachers are trained to teach Computer Science, including a project with Medgar Evers College and participate in other professional learning provided by DIIT and LINC, etc.,  Teachers must be given a district protocol on how to teach the digital citizens on reliable devices emphasizing empathy, respectful language, social emotional etiquette and critical thinking skills.
Sept 2021	June 2022	Principals, teachers, school staff & scholars and families will use digital tools for meeting, leading, teaching, learning and communicating.  Ensure that teachers review the five competencies of digital citizenship of being inclusive, informed, engaged, balanced and alert.
Sept 2021	June 2022	Ensure one to one computing for students with the appropriate devices and upkeep of the devices.

		Inform all families about how the district policy of being a responsible digital citizen is and how the families can support this endeavor.
Sept 2021	June 2022	Create middle school technology programs that can end in a 8th grade technology project including 3D Bear, The Pack, Makeosity, Lego Spire/Python, Minecraft, etc Teachers will incorporate technology in at least one daily subject area to ensure that critical thinking skills are developed for that subject. It can be a different subject area each day while also building a productive digital citizen who becomes familiar with the use of the technological aspects of this curriculum.
Sept 2021	June 2022	Become a CS4A district. Principals will monitor the development of productive digital citizens in their schools by visiting classes and ensuring that students are just as adept at working in a digital space as working with traditional pencil and paper.
Sept 2021	June 2022	Ensure a STEM Point and every school a STEM Champion and a STEAM Team of scholars. In addition to completing the required coursework, for their grade, on a digital format, students will create a grade appropriate project to share their knowledge of a particular subject area, media and leaving a good Digital footprint from each citizen.

### Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your district would expect to see at the end of each period to know if you are on track to reach the identified outcome goal for this Area of Focus. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 1 (October – January)	Progress Monitoring Period 2 (March – Mid-June)
		Date: 9/21	Progress Reporting: February	Progress Reporting: Mid-June
District Survey	Device Access for 3K-12	95%	100%	100%

### 5. Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
December 2021	June 2021	Computer Literacy Workshop Series for parents, sample topics: basics of how to use a computer, functions, internet navigation, downloading documents, uploading documents, getting an email address, sending emails, responsible digital citizenship, proper online etiquette, etc.	St. Nick's Alliance Grand St. Settlement Good Shepherd Services El Puente

December 2021	June 2021	Curriculum Workshops for parents that focus on content and the digital components of existing curricula to support parents help their children navigate the challenges of the curriculum, tasks, assignments, and assessments.	St. Nick's Alliance Grand St. Settlement Good Shepherd Services El Puente
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## Academic Priority 4 – Investing in Special Education

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### 1. Area of Focus

**Directions:** What specific area of focus for this Academic Priority needs attention? Write a statement about your area of focus in the space below. Consider:

- The story of the change you are considering
- Student groups impacted by this area of focus
- Educator groups impacted by this area of focus
- How this focus area is aligned with the district's Overarching Priority

The pandemic has had a disproportionate impact on our students with disabilities. The Academic Recovery Plan will make every resource available to better support students with Individualized Education Programs (IEPs), from our youngest learners to students preparing for graduation. The pandemic has had a disproportionate impact on our students with disabilities academically and social emotionally. The Academic Recovery Plan will make every resource is available to better support students with Individualized Education Programs (IEPs), from our youngest learners to students preparing for graduation. Intervention supports will be provided from a menu of interventions that are research based and teachers have had training in to both provide and progress monitor.

### 2. Desired State

**Directions:** What is your desired state in relation to the area of focus described above? What would you like to see happen? Write your ideal state below.

Our desired state is to ensure that all IEPs accurately reflect the needs of the students. It is critical that IEP's are written to demonstrate not only student needs but effective steps and strategies on how students will become proficient in meeting their goals. Schools will also ensure they have hired highly qualified teachers to provide all necessary support to all students with IEPs. This will lead to students being fully served in their IEP program needs.

### 3. Outcome Goal

**Directions:** Consider your desired state for this area of focus to draft an outcome goal to quantify the change you are seeking. This goal should be SMART (specific, measurable, achievable, realistic, and timely). Consider the *numerical* component you want to change. Do you want to see an increase/reduction? How much? Remember, your outcome goal informs the process.

By June 2022 District 14 will closely monitor the referral rate by sub- groups and ensure 100% of our students receive a quality quarterly progress report.

### 4. Process Goal(s) & Action Plan

**Part A:** Write a process goal that is related to your outcome goal. Process goals should improve the outcome. Consider your desired state and the following questions to inform your process goals:

- Where are the access and opportunity points for all students?
- What is the *social justice* component you want to impact?
- What beliefs/mindsets do educators need to be able to impact change? Do they currently have the right mindset to do that work?

Note: Districts should craft 1-3 process goals. Duplicate the tables for Part A & Part B as needed.

By June 2022 D14 schools will closely monitor the referral rate by each sub- group using Power Bi Data quarterly to both ensure 100% of our students receive a quality quarterly progress report.

**Part B:** For each process goal, describe the action steps the district will take this year, in logical and chronological order, to achieve the identified outcome and process goals for this area of focus.

Start Date	End Date	Action Steps
9/1/21	6/25/21	The BCO APPA and ASE will collaborate to ensure that all students are programmed according to their IEPs and utilize the STARS/SEIS linkage reports to monitor weekly
9/1/21	6/25/21	The BCO ASE will facilitate monthly special education liaison meetings that will be focused on compliance and instruction.
9/1/21	6/25/21	The BCO ASE and SSSL will provide PL to special education liaisons walking them through how to turnkey individual topics to relevant school staff members
9/1/21	6/25/21	The BCO ASE will ensure that SWDs feel included and supported in all school settings as discussed with School Implementation Teams (SIT) and when students are transitioning from one school to a new one.
9/21/21	6/25/21	The BCO ASE/SSSL will provide asynchronous PL in Specially Designed Instruction, Quality IEP writing, and Progress monitoring, and provide a forum for teachers to receive coaching or small group supports as requested
9/21/21	6/25/21	The BCO ASE/SSSL will provide asynchronous PL for paraprofessionals to support them in their job roles/responsibilities, understanding the IEP, and progress monitoring especially as it relates to behavior management paraprofessionals
9/21/21	6/25/21	The BCO ASE will work with the schools and budget team to ensure that all schools complete the para reconciliation process and have adequate staff to provide for IEP mandates in their buildings.
9/21/21	6/25/21	The District Family Support Coordinator, BCO ASE and BCO Special Education Community Support Coordinator will continue to empower the families of SWDs with information to make informed decisions about their children's education
9/21/21	6/25/21	The BCO ASE will provide support to all schools for the provision of the Special Education Recovery program in planning, delivery, staffing, and progress monitoring.
9/21/21	6/25/21	Implement the Everyday Arts for Special Education, EASE Program, in partnership with Urban Arts where available.
9/21/21	6/25/21	The ASE will work with the SED Liaison and NYSED around any variances, corrective action plans, or technical assistance that may need to be provided to schools
9/21/21	6/25/21	The ASE and APPA will work with the HRD and Budget Director to ensure that schools have enough teachers to implement IEP needs for SY 2022-2023

## 5. Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your district would expect to see at the end of each period to know if you are on track to reach the identified outcome goal for this Area of Focus. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement	Key Performance Indicator	Progress Monitoring Targets
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Tool		Baseline Data	Progress Monitoring Period 1 (October – January)	Progress Monitoring Period 2 (March – Mid-June)
		Date: 9/21	Progress Reporting: February	Progress Reporting: Mid-June
Power BI (Historical Referral Rates)	Constant Referral Rate	End of Last Year 2.3%	Target-2.0%	Target-2.3%
Power Bi (Special Ed Recovery Services)	All Special Education Recovery Services documents completed	September 0%	Target- 95%	Target- 100%
Power BI (Progress Monitoring of Annual Goals)	75% of Students are making progress	September 0%	Target- 50%	Target 75%

## 6. Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
9/1/21	6/25/22	The BCO and District will encourage families to attend central and CBO based supports to support them with targeted sessions	Central Offices ( TCAC, DSSIS, Field Language Access, Beyond Access
9/1/21	6/25/22	The BCO will work with the transportation liaison and OPT to ensure that students requiring transportation are provided it	Zoe Lence Calix (Special Education Community Support Coordinator), Wilbert Flores (Transportation Liaison)
9/1/21	6/25/22	The BCO and District will work collaboratively to support families that have concerns about the provision of special education services.	ASE, Family Liaison points

## Academic Priority 5 – Providing Greater Support for our Multilingual Learners (MLs) and their Families

### 1. Area of Focus

**Directions:** What specific area of focus for this Academic Priority needs attention? Write a statement about your area of focus in the space below. Consider:

- The story of the change you are considering
- Student groups impacted by this area of focus
- Educator groups impacted by this area of focus
- How this focus area is aligned with the district’s Overarching Priority

Our area of focus is that our Multilingual learners (MLs) and immigrant families are valued and supported in every school. Our Multilingual Learners and their families are among the most vulnerable members of our district community. Many of our students are not only learning English as a new language, but are also adjusting to a new

community and culture. We need to ensure that all educators view themselves as teachers of Multilingual Learners and that we provide them with professional learning opportunities that support their ability to provide instruction that is inclusive, linguistically responsive ,academic rigorous and culturally appropriate in a nurturing atmosphere.. Furthermore, we want all our educators to leverage ML/ELLs and their families home language and cultural background to improve student performance in all language domains(Reading, Writing, Speaking, Listening) and to ensure students feel a sense of belonging in their school and community.

## 2. Desired State

**Directions:** What is your desired state in relation to the area of focus described above? What would you like to see happen? Write your ideal state below.

We want to ensure that our culturally responsive support gives students and their families' equitable access to resources and opportunities which in turn will help students succeed inside and outside the classroom. Additionally, we want our school communities to strengthen core instruction (Tier 1)for MLs/ELLs by delivering instruction based on a high-quality shared and inclusive curriculum anchored by grade-level standards. Our goal is to ensure our school communities affirm students' diverse cultures and identities as assets to build upon their strengths, and make appropriate, data-based decisions for support and intervention.

## 3. Outcome Goal

**Directions:** Consider your desired state for this area of focus to draft an outcome goal to quantify the change you are seeking. This goal should be SMART (specific, measurable, achievable, realistic, and timely). Consider the *numerical* component you want to change. Do you want to see an increase/reduction? How much? Remember, your outcome goal informs the process.

By June 2022 District 14 will ensure there is a point (internal/external) in each school (100%) to support MLL's and immigrant families while providing language access.

Measurable Outcome based on Data on November 2021 EDAT

By June 2022, District 14 will ensure that all our ELLs are provided with evidenced based practices for writing instruction through cycles of inquiry, in order for EL/MLLs to process and apply specific writing strategies in the writing modality of the 2022 NYSESLAT.

## 4. Process Goal(s) & Action Plan

**Part A:** Write a process goal that is related to your outcome goal. Process goals should improve the outcome. Consider your desired state and the following questions to inform your process goals:

- Where are the access and opportunity points for all students?
- What is the *social justice* component you want to impact?
- What beliefs/mindsets do educators need to be able to impact change? Do they currently have the right mindset to do that work?

Note: Districts should craft 1-3 process goals. Duplicate the tables for Part A & Part B as needed.

D14 will ensure every school within D14 has a point person (internal/external) in each school who will support all MLL's and immigrant families while providing language access. District 14 will develop a comprehensive support framework for our multilingual learners by working with students, families, and educators to provide training and resources that improve student outcomes.

District 14 will develop a comprehensive support framework for our multilingual learners by working with students, families, and educators to provide training and resources that improve student academic achievement. Additionally, we want educators to adopt an assets- based perspective in order to value the home language and culture of our

MLs/ ELLs and enable teachers to build teaching upon what students already know and cultivate language and literacy in other languages.

**Part B:** For each process goal, describe the action steps the district will take this year, in logical and chronological order, to achieve the identified outcome and process goals for this area of focus.

Start Date	End Date	Action Steps
9/1/21	6/5/22	The BCO will provide District 14 ELL Coordinators with monthly Instruction working groups, where participants will gain understanding of Multi-tiered Systems of Support for Multilingual Learners and components of QTEL. Participants will be engaged in cycles of Inquiry .ELL Coordinators turnkey with ENL and Common Branch teachers
9/1/21	11/1/21	The BCO will provide District 14 Coordinators with monthly Policy working groups, where participants review ELL Identification process, structures implemented in their school to support ELL Identification process, and use EDUR as a tool to monitor ENL policy.
9/1/21	6/5/22	The BCO will provide District 14 Bilingual Teachers with monthly PL( Working Groups) where teachers collaborate with other teachers from different dual language programs to share best practices and improve specific aspects of their program.
9/1/21	6/25/22	The BCO APPA and MLL team will collaborate to ensure that all ML/ELLs students are programmed accordingly in STARS to receive ENL mandates .
9/1/21	6/25/22	Provide teachers with training that is specific to the language needs of multilingual learners and immigrant students.
9/1/21	6/25/22	Ensure schools conduct wellness checks and deliver social-emotional learning support to multilingual learners, particularly in transitioning to full time in-person learning.
9/1/21	6/25/22	Expand the Postsecondary Readiness for ELLs Program (PREP), to be facilitated by a select group of school counselors and educators.
9/1/21	6/25/22	High Schools will establish Immigrant Ambassador Programs to match immigrant DOE students with college students for mentorship.
9/1/21	6/25/22	Develop effective and efficient attendance management systems to increase MLL student attendance and decrease chronic absenteeism.
1/3/22	3/1/22	The BCO will provide a Dual Language Leadership Institute, which is a three-session virtual series that will help <u>school leaders</u> reflect on and improve how their Dual Language programs highlight students' language and culture as assets that strengthen biliteracy skills, sociocultural competencies, and academic achievement.
9/1/22	6/25/22	The BCO APPA and MLL team will collaborate to ensure that all ML/ELLs students in Bilingual Programs are programmed accordingly in STARS admin.
9/1/22	6/25/22	The BCO MLL team will provide support to schools within person Professional learning series aligned to the instructional focus and writing.

## 5. Progress Measures and Targets

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your district would expect to see at the end of each period to know if you are on track to reach the identified outcome goal for this Area of Focus. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 1 (October – January)	Progress Monitoring Period 2 (March – Mid-June)
		Date: 9/21	Progress Reporting: February	Progress Reporting: Mid-June
Power BI ELL policy Metrics	5 layers of ENL compliance for ELLs	80%	85%	100%
Power BI ELL Policy Metrics	ENL Alternative Pathways for Former ELLs	100%	100%	100%

## 6. Family and Community Engagement

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
9/1/21	6/25/22	Establish a districtwide workshop series for families of Multilingual Learners, during which families learn to use resources such as Microsoft Translator, Remind, ClassDojo, Google Classroom, & Zoom.	
9/1/21	6/25/22	Engage in a professional development series for families of Multilingual Learners around social emotional learning, including Introduction to Social Emotional Learning & Self Care for Families of Multilingual Learners: Self Care, Managing Relationships & Responsible Decision Making.	

## Academic Priority 6 – Ensuring Our Students are College and Career-Ready

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- **Area of Focus**

**Directions:** What specific area of focus for this Academic Priority needs attention? Write a statement about your area of focus in the space below. Consider:

- The story of the change you are considering
- Student groups impacted by this area of focus
- Educator groups impacted by this area of focus
- How this focus area is aligned with the district’s Overarching Priority

When we look at graduation rates in D14 over time, we see a concerning trend. There is a large gap between the percentage of students who graduate and those who are graduating College and Career Ready (CCR). Furthermore, the gaps for historically underserved students, including black, Latinx, students with disabilities and English Language Learners are not closing at a fast enough pace. Additionally, historically underserved students continue to lag their peers in areas of access to rigorous course work, culturally competent college and career advising, advocacy and removal of barriers.

CSD #14 understand that college and career readiness is not a high school only “concern” but a K-12 concern. To that end, CSD #14 leadership is aware that gap between students who graduate and those who graduate college and career ready begin in elementary and middle school. Furthermore, CSD #14 leadership understand that the development of a student’s college and career skills and strategies, in addition to their ability to think creatively, problem solve and think critically while working collaboratively, must begin in the lower grades and the district cannot wait until high school to focus on CCR

- **Desired State**

**Directions:** What is your desired state in relation to the area of focus described above? What would you like to see happen? Write your ideal state below.

D14 and Brooklyn North High School’s are going to refine and implement BKN’s Operation Graduation System to increase graduation rates and decrease dropout rates for identified accountability groups in all BKN High Schools Supporting the development of college and career skills cannot wait until high school. D 14 elementary and middle schools will ensure that all eight graders’ entering high school are equipped and prepared to engage in and succeed in rigorous coursework. Engagement and academic success in middle school are essential if all students, including historically underserved students (black, Latinx, SWDs and ELLs) are to graduate college and career ready as defined by David Conley. David Conley defines college and career readiness, as “A college and career ready student possess the content knowledge, strategies, skills, and techniques necessary to be successful in any range of postsecondary settings. Success is defined as the ability to complete entry-level college courses in their chosen field of study (pp.15-16).” Hence, students will receive intentional support in academic preparedness through a culturally relevant rigorous learning environment beginning in elementary school. Teachers and support staff in K-12 (school counselors, college counselors, and community-based organizations) must provide an environment where students are academically challenged, and provided with opportunities to access challenging college and career opportunities. Additionally, high schools must create and provide a strong caring environment where students receive appropriate post-secondary guidance and advocacy.

- **Outcome Goal**

**Directions:** Consider your desired state for this area of focus to draft an outcome goal to quantify the change you are seeking. This goal should be SMART (specific, measurable, achievable, realistic, and timely). Consider the *numerical* component you want to change. Do you want to see an increase/reduction? How much? Remember, your outcome goal informs the process.

By June 2022, at least 50% of the MS/HS students in District 14 will develop the 21st Century Skills in (ways of thinking, working, tools for working and living in the world) through tutoring partners such as Cuny Tutors, READ, and D14 peer support. Link to 21<sup>st</sup> Century Skills: [https://drive.google.com/file/d/1BKc\\_dHaTxvMrWrwFxFxZGnziaP-WuvGDz9/view?usp=sharing](https://drive.google.com/file/d/1BKc_dHaTxvMrWrwFxFxZGnziaP-WuvGDz9/view?usp=sharing).

High Schools: By June 2022, Brooklyn North HS's will ensure 100% of students will graduate in four years college and career ready, with a post-secondary plan and through active participation and performance in digitally accessible and in-person advanced academic courses in alignment to the district's Operation College and Career Ready

By June 2022, all D 14 high schools will increase access to rigorous course work. Additionally, D 14 high schools will increase their College and Career Readiness Index (CCRI) by 3%. Additionally, all D 14 middle schools will offer at least one Regents course for students in 8<sup>th</sup> grade.

The high-school CCRI is measured by:

1. Successful completion of an approved college and career preparatory course
2. Graduate college ready as defined by CUNY – that is, student does not have to take remedial classes upon entry to college/university
3. Enrollment in a college or other post-secondary program within 6 months of graduating high school.

The D 14 community superintendent and leadership team will work with middle school principals to develop an in-house evaluation tool to track outcome goal (a minimum of one Regents course offered to all 8<sup>th</sup> graders)

- **Process Goal(s) & Action Plan**

**Part A:** Write a process goal that is related to your outcome goal. Process goals should improve the outcome.

Consider your desired state and the following questions to inform your process goals:

- Where are the access and opportunity points for all students?
- What is the *social justice* component you want to impact?
- What beliefs/mindsets do educators need to be able to impact change? Do they currently have the right mindset to do that work?

Note: Districts should craft 1-3 process goals. Duplicate the tables for Part A & Part B as needed.

By June 2022 100% of our students will be provided with equitable access to advanced academic courses and programs to master content and skills needed to graduate in four years and succeed in college and career, so that students from diverse backgrounds will be empowered to make decisions about higher education and career options.

1. Ensure equitable instructional leadership expertise in shared and inclusive curriculum at all levels of the superintendency through the Collective Commitment to Accelerating Learning.
2. Ensure all work done in the superintendency is accomplished through patience, understanding, flexibility and through the lens of critical love, equity, and social justice in support of social, emotional and academic learning (SEAL).
3. D 14 elementary schools will increase opportunities for students to access and participate in project-based learning activities by June 2022. All D 14 middle schools will offer at least one Regents level class for 8<sup>th</sup> graders by June 2022 in addition to exploring the feasibility of Middle School International Baccalaureate program.
4. To achieve the goal of increasing CCRI by 3% by June 2022 in D 14 high schools. D 14 superintendent and leadership team will support the acceleration of school specific culturally relevant rigorous courses in all content areas for all students, with emphasis on historically under-represented students. Additionally, D 14 will ensure that all school-based educators (administrators, teachers and support staff) are empowered to better monitor students' CCR progress.
5. Finally, D 14 will ensure that all parents are aware of their child's college and career readiness progress beginning in the 10<sup>th</sup> grade and through graduation

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<b>Part B:</b> For each process goal, describe the action steps the district will take this year, in logical and chronological order, to achieve the identified outcome and process goals for this area of focus.		
<b>Start Date</b>	<b>End Date</b>	<b>Action Steps</b>
9/1/21	6/25/22	Collaborate with high school superintendent and Borough Citywide Office to ensure that all middle schools create a college and career readiness culture.
9/1/21	6/25/22	Collaborate with the NYCDOE Office of Equity and Access, the College Board and International Baccalaureate to increase the number of Advance Placement and International Baccalaureate courses offered in all D 14 high schools.
9/1/21	6/25/22	Collaborate with Medgar Evers College, Long Island University, City Technical College, University of Albany @ the State University of New York and a number of private universities including Historically Black Colleges and Universities (HBCU).
9/1/21	6/25/22	Collaborate with high school superintendent and Borough Citywide Office to support the development and launch of at least one (1) Regents course in all D 14 middle schools.
9/1/21	6/25/22	Deliver a menu of targeted professional development and instructional support through in-house experts (Superintendent Office and Borough Center Office), the Office of Equity and Access, and contracted experts to improve teachers' instructional practice, skills and strategies.
9/1/22	6/25/22	Deliver targeted professional development and learning opportunities for school counselors, parent coordinators, assistant principals of guidance, in the areas of college knowledge and best practices.
9/1/21	6/25/22	Deliver targeted professional learning and coaching support to all D 14 high school leaders in the area of equity-leadership
9/1/21	6/25/22	Provide academic and social –emotional enrichment activities at all D 14 high schools to students in all grades with specific outreach to traditionally underserved students
9/1/21	6/25/22	Refine and implement BKN's Operation Graduation System to increase graduation rates and decrease dropout rates for identified accountability groups in all BKN High Schools.
9/1/21	6/25/22	Develop effective and efficient attendance management systems to increase student attendance and decrease chronic absenteeism.
9/1/21	6/25/22	Identify schools with graduation rates at and/or below 81% for targeted support.
9/1/21	6/25/22	Collaborate with the BCO to coordinate strategic planning to inform school practice and performance outcomes.
9/1/21	6/25/22	Develop school/district work plans that align with CEP goals to ensure that all efforts are focused, task-oriented, and "accountable-driven."
9/1/21	6/25/22	Assess systemic structures for cohort planning and effective management to advance school improvement goals.
9/1/21	6/25/22	Collaborate with high school superintendent and Borough Citywide Office to ensure that all middle schools create a college and career readiness culture.

- **Progress Measures and Targets**

**Directions:** It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your district would expect to see at the end of each period to know if you are on track to

reach the identified outcome goal for this Area of Focus. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Progress Monitoring Targets		
		Baseline Data	Progress Monitoring Period 1 (October – January)	Progress Monitoring Period 2 (March – Mid-June)
		Date: 9/21	Progress Reporting: February	Progress Reporting: Mid-June
Scholarship Report	AP Qualifying Score	25%	Increase of 1.5% on (Black and Latino) student performance on AP exams	Increase of 3% on student (Black and Latino) performance on AP exams
Scholarship Report	SAT cumulative Score	926	Increase of 1.5% on number of Black & Latino students scoring 1400 or higher on SAT exams	Increase of 3% on number of students (Black & Latino) scoring 1400 or higher on SAT exams
Scholarship Report	Regents Performance	79% ELA 43% Math	Increase of 1.5% the number of students graduating with an advanced regents diploma	Increase of 3% the number of students graduating with an advanced regents diploma
Attendance Report	Attendance and Participation	85%	100 % attendance by targeted participants (school counselors and parent coordinators) in all workshops and professional learning offerings	100 % attendance by targeted participants (school counselors and parent coordinators) in all workshops and professional learning offerings

- **Family and Community Engagement**

**Directions:** Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/18/21	11/18/21	Brooklyn North HS Virtual Fair	
9/1/21	6/25/22	MBK and MSK events, such as our parent workshops on College and Career Readiness at MBK sessions	
9/1/21	6/25/22	PTA President/PC monthly meetings and trainings with Family Leadership Institute	

## Section 6: Multi-Tiered Systems of Support

**NYCDOE Multi-Tiered Systems of Support (MTSS)** align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identify the academic support services to be provided and ensure that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See NYSED’s [memo](#) to view the criteria for determining AIS services. The [Supportive Environment Framework \(SEF\)](#) offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social/emotional, behavioral, physical and mental wellness.

Use the charts below to describe the district’s plan for how schools will match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral, and academic challenges of culturally and linguistically diverse students.

### Academic Support

<b>Directions:</b> Complete the chart and identify Tier 2 or 3 MTSS Academic supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.					
<b>Academic Support Indicate Tier 2 or 3</b>	<b>Criteria for Determining Service</b> <i>(See <a href="#">NYSED’s memo</a>)</i>	<b>Program Type or Strategy</b>	<b>Service Delivery Model</b> <i>(Small group, one-to-one, tutoring, etc.)</i>	<b>When is Service Provided?</b> <i>(Before, during or after school)</i>	<b>Technology-Based Tool</b> <i>(Indicate Yes or No)</i>
3	All students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered.	<p>Extra Help, Reading Recovery, Phonics: Foundations, IReady,</p> <p>Intervention is an appropriate alignment of needed supports with successful structures and systems that are already in place. Necessary conditions for success will include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Create, support, restructure inquiry teams (ILT)</li> <li>2. Use of ILF and Advance Literacy to drive support</li> <li>3. Identify roles and accountability for CEP elements</li> </ol>	Small group, one-to-one, tutoring	Before, during or after school	No

		<p>4. Development of a progress monitoring system</p> <p>5. Coordination with BCO supports</p> <p>6. Development of community and parent engagement</p>			
2	<p>All students,</p> <p>All students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered.</p>	<p>Four years of Math and Science -- Equity and Rigor project to support with this goal as needed (As part of the Equity and Rigor Project, McGraw Hill curriculum is offered in select schools to support advanced math and science courses to increase the number of students earning Advanced Regents Diploma)</p> <p>The equity focus is to ensure students have access to, and can participate in, these rigorous courses on a trajectory towards taking Advanced Placement courses, Early College Dual Credit courses, and earning an Advanced Regents Diploma</p>	<p>Monthly professional learning for school content teams plus on-site coaching support.</p>	<p>Before, during or after school</p>	<p>No</p>

**Student Social/Emotional Support**

<p><b>Directions:</b> Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.</p>					
<p><b>Student Social/Emotional Support Indicate Tier 2 or 3</b></p>	<p><b>Criteria for Determining Service</b> <i>(See <a href="#">NYSED's memo</a>)</i></p>	<p><b>Program Type or Strategy</b></p>	<p><b>Service Delivery Model</b> <i>(Small group, one-to-one, tutoring, etc.)</i></p>	<p><b>When is Service Provided?</b> <i>(Before, during or after school)</i></p>	<p><b>Technology-Based Tool</b> <i>(Indicate Yes or No)</i></p>
2	<p>Social Emotional Supports, Supportive school environment</p>	<ul style="list-style-type: none"> <li>Additional Support Services.</li> </ul>	<p>Small group, one-to-one, tutoring</p>	<p>Before, during or after school</p>	<p>No</p>

	<p>Guidance, Social Worker, School Psychologist, Teacher reports will be utilized to determine eligibility</p>	<ul style="list-style-type: none"> <li>• Principals will continue to receive Restorative Justice training and support as a primary SEL driver</li> <li>• District Equity Team will support principal training and will further explore tools and practices to address inequities across all student subgroups</li> <li>• Collaborate to support student leadership and student-led initiatives to advance school improvement goals &amp; performance outcomes</li> <li>• Student leaders will design student-led campaigns to inform educators and support adult-student partnerships</li> <li>• Focus on service and leadership, including collaboration with CSD schools</li> <li>• Attendance support in collaboration with Community Schools</li> </ul>			

## **Students in Temporary Housing (STH) Support**

In accordance with the federal McKinney-Vento Homeless Assistance Act and to support schools with meeting the requirements of Chancellor's Regulation A-780, report on the district's students living in temporary housing (STH). Note that all Title I and non-Title I schools receive a Title I allocation for STH students. The [Students in Temporary Housing \(STH\)](#) website provides guidance on supporting STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to [TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures](#).

1. Identify the number of Students in Temporary Housing who are currently attending schools in your district. Since the number of STH children can change regularly, districts should carefully track this number to determine whether there has been an increase in need.

As of October 6, 2021, there are 1485 students in temporary housing in D14 (or 9.0%).

2. Describe the services your district will provide to the STH population.

Under the McKinney-Vento Act, and [Chancellor's Regulation A-780](#), a student in temporary housing has the right to:

1. A free public education, the right to stay in their current school or choose to attend a zoned school, not be denied immediate school enrollment because of their temporary housing status or they lack enrollment documentation, transportation services to and from school (if needed), to continue to receive special education services regardless of school transfer Services comparable to those offered to other students.
2. Students who are in temporary housing will receive an electronic device with wifi to ensure that they are able to learn remotely if they are having a challenging time getting to school. Schools will also purchase and hand out school bags filled with school supplies and student uniforms (sweatpants and T-shirts or sweatshirts) if needed.

## Section 7: District Parent and Family Engagement Policy

All districts are required to develop a **District Parent and Family Engagement Policy** that describes how your district will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and the performance of schools in the district.

Note:

- Any activities/strategies involving parents described in the action plans should also be included in the District Parent and Family Engagement Policy.
- The signatures of constituency representatives on the District Leadership Team Signature Page indicate that consultation has occurred in the review, development, implementation and adoption of the District Parent and Family Engagement Policy.
- The Superintendent's signature in Section 2: District Leadership Team (DLT) Signature Page certifies the DLT's adoption of the District Parent and Family Engagement Policy.
- The District Parent and Family Engagement Policy is in effect and adopted for a period of two academic years from the date of adoption and is reviewed once every academic year.

### District 14 DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY

2022-2024

PART I: GENERAL EXPECTATIONS Community School District 14 agrees to implement the following statutory requirements:

- D14 will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and families of participating children.
- Consistent with section 1116, the school district will work with its schools to ensure that the required school level parental involvement policies meet the requirements of section 1116(b)(1) of ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of ESSA.
- The school district will incorporate this district wide parent and family engagement policy into its District Comprehensive Educational Plan developed under section 1112 of ESSA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the District Comprehensive Educational Plan, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New York State Department of Education.
- The school district will provide additional guidance to ensure that schools involve the parents of children served in Title I, Part A programs in decisions about how the one percent (minimum set-aside) of Title I, Part A funds reserved for parental involvement is spent in support of the activities articulated in the school's Parent and Family Engagement Policy.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents, guardians, persons in parental relationship and foster parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
  1. that parents play an integral role in assisting their child's learning;
  2. that parents are encouraged to be actively involved in their child's education at school;

3. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. the carrying out of other activities, such as those described in section 1116 of ESSA

**PART II: DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

Community School District 14 will with the assistance of its schools take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of ESSA in support of schools receiving Title I funds:

1. Assign a dedicated district staff member to act as a liaison to Title I schools and coordinate technical assistance, guidance, and support, as needed, under the direction of the Community Superintendent and in collaboration with the Office of State/Federal Education Policy and School Improvement Programs to ensure that schools are aware of these requirements;
2. Ensure that a District Leadership Team is formed in compliance with the requirements of Commissioner’s Regulation 100.11 and current Chancellor’s Regulation A-655 and includes the appropriate representation from parent leadership or their designees; and
3. Facilitate the establishment of a District Title I Parent Advisory Council to ensure Title I parent representation from all Title I schools including high schools and active participation on the District Leadership Team in the development of the District Comprehensive Educational Plan (DCEP), District 100.11 Plan, including the District Parent Involvement Policy.
4. Facilitate the annual review and evaluation of the District Parent and Family Engagement Policy to determine the effectiveness of the policy and make revisions when necessary to improve the policy and the quality of parental engagement Community School District 14 will take the following actions to involve parents in the process of school review and improvement under section 1114 (b) of ESSA:

- Provide timely access to information regarding ESSA requirements, made by schools, low performing schools, teacher qualifications, and other critical information related to Title I programs and school improvement initiatives to local leadership structures that represent parents and families such as: District Leadership Teams, Community and Citywide Education Councils, Borough and District Presidents’ Councils, and Title I District Parent Advisory Councils (if applicable) at regularly scheduled public meetings, and through the school or district website (if applicable).
- Inform parents of the process describing how and why schools are identified for school improvement interventions; and
- Provide parents of children attending such schools with the following information in a timely manner:
  1. An explanation of what the identification means, and how the school compares in terms of academic achievement to the other elementary, intermediate or secondary schools served by the District and the State educational agency involved;
  2. The reasons for the identification; 3. An explanation of how the parents and family members can become involved in addressing the academic issues that caused the school to be identified for school improvement;
- Publish and disseminate to parents and to the public, information regarding any actions taken by the District to address the problems that led to the identification of school for improvement, including:
  1. An explanation of what the District is doing to address the problem of low achievement;
  2. An explanation of the school is doing to address the problem of low achievement; and
- Provide parents with information on the professional qualifications of teachers and paraprofessionals. Community School District 14 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective programs, activities and procedures for the involvement of parents and family members to improve student academic achievement and school performance:
  - Schools and District Support Staff will provide professional development training to teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
  - Support the formation of schools Parent Advisory Councils.

- Ensure that the information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
  - Ensure that consultation/collaboration take place between school and parents. Community School District 14 will coordinate and integrate parent and family engagement strategies under Title I Part A programs by:
    - Collaborating with schools and their Field Support Center, and external partners (e.g., Community-Based Organizations) to conduct extensive outreach to parents and families providing Pre-K information regarding enrollment, program standards, comprehensive services, school-age programs and other specific supports as requested by the parent or family;
    - Encouraging and supporting parents as equal partners in full participation in the education of their children by collaborating on the tools and resources necessary for student achievement and success;
    - Assisting parents in understanding the importance of the home-school connections;
    - Working with classroom staff/teachers to engage and support parents in building their capacity to support their children’s education including sharing of student information with parents (e.g., results of initial assessments and ongoing monitoring of student progress);
    - Providing for the health and well-being of their children including, but not limited to the importance of structure, nutrition, health, hygiene/moral, and socio-emotional needs;
      - Offer flexible meeting times for parents, such as meetings in the mornings, or evenings to accommodate parent schedules;
    - Facilitating the translation of information and other resources in the dominant languages spoken by parents.
- Community School District 14 will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design evidence-based strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.
- Community School District 14 shall provide, to the extent feasible, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language the parents can understand. •
- Annual presentation of the Parent and Family Engagement Policy in a format and, to the extent practicable, in a language the parents can understand to the District Leadership Team, President’s Council, District Parent Advisory Council and Community Education Council.
- Involve parents and family members, in an organized, ongoing, and timely way the opportunity to review and respond in writing to the Parent and Family Engagement Policy evaluating its content and effectiveness.
  - Community School District will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents in its parental involvement policies. Community School District 14 will build the schools’ and parents’ capacity for strong parent and family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the schools involved, parents, and the community to improve student academic achievement and school performance, through the following activities specifically described below: A. Community School District 14 will, with the assistance of its Title I, Part A schools, provide assistance to parents and family members of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    1. the State’s academic content standards,
    2. the State’s student academic achievement standards,
    3. the State and local academic assessments including alternate assessments,
    4. how to monitor their child’ progress, and how to work with educators:
    - Provide assistance to parents and family members in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child’s progress and work with educators to improve the achievement of their children.

- Provide materials and training to help parents and family members work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement.
- Provide monthly professional development for Parent Coordinators in order to turn-key academic, social, and emotional issues to parents in their schools.
- Provide training for parents and parent leaders of Parent Associations, Parent-Teacher Associations, School Leadership Teams, Title I Parent Advisory Councils, District and Borough Presidents’ Councils, District Leadership Team, District Parent Advisory Council and Community Education Council.
- Provide such other reasonable support for parental and family engagement activities (e.g. college and career readiness) under section 1116 as parents may request. Community School District 14 will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - Training Parent Coordinators in strategies and resources to provide assistance to parents in order to support academic and non-academic growth;
  - Offering access to districtwide training for parents regarding the use of technology, and web based accountability tools; and
  - Providing access to space, where feasible, to support parenting and adult education classes (e.g., ESL, Computer, and job readiness).

Community School District 14 will, with the assistance of its schools and parents, support its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Encouraging Principals to spearhead parent involvement initiatives in their schools.
- Training Parent Coordinators to collaborate with various personnel in their schools.
- Meeting monthly with Parent Coordinators to review ideas and share best practices on how to effectively work with parents.

Community School District 14 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource center, that encourage and support parents in more fully participating in the education of their children, by:

- Working with teachers and parents to focus on the transition from Pre-school to Kindergarten.
- Providing opportunities for transitioning to school through parent workshops, conferences, school visitations, Open House, and volunteering in the classroom.

The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Provide for effective parent communication by giving sufficient notice of district schedules for parent-teacher conferences, school and district reports, and citywide initiatives in a format and, to the extent practicable, in a language the parents can understand.
- Allocation of funds from the Department of Education to eligible schools for supplemental translation and interpretation services for Limited English Speaking parents.
- Access to the New York City Department of Education Division of Multilingual Learners website so parents to have access to citywide and regional events as well as translated materials.

### PART III: DISCRETIONARY DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

District 14 is committed to meaningful parent involvement and will put in to operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA).

In doing so, the District will:

- Actively involve parents and family members in planning, reviewing and improving the District’s Title I and parent and family engagement programs;

- Provide for effective parent-school communications by giving sufficient notice of schedules for parent-teacher conferences, frequent reports to parents, and citywide initiatives;
- Utilize native language when providing training, ending reports and information and communicating with non-English speaking parents;
- Support all aspect of parent involvement through the Parent Coordinator; and
- Conduct an annual evaluation of the District’s Parent and Family Engagement Policy and where appropriate, a review of instructional programs.

#### PART IV: ADOPTION

This District Parent and Family Engagement Policy for Community School District 14 has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by district-level meeting notices, attendance sheets, minutes, feedback forms and/or surveys from meetings where the District Parent and Family Engagement Policy was shared and discussed.

This evidence will remain on file in the district office and be subject to review and/or by city, State or federal officials or their representatives. This policy was adopted by the District Leadership Team for Community School District 14 January 2022 and will be in effect for the period of 2 years. The school district will distribute this policy to all parents of participating Title I, Part A children in the dominant languages spoken by parents in District schools receiving funds under Title I, Part A on or before June 30, 2022. The final version of this policy will also be included as an attachment to the DCEP and be translated in the dominant language spoken by parents in District 14.

# Section 8: District 100.11 Plan and Biennial Evaluation

## Part A: District 100.11 Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making

**Background:** Commissioner’s Regulation 100.11 requires that each district shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making. Such a district plan shall be developed in collaboration with the District Leadership Team (refer to Chancellor’s Regulation A-655). The plan for participation in school-based planning and shared decision making shall specify:

1. the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. the manner and extent of the expected involvement of all parties;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
6. the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

District Leadership Teams are encouraged to review their current District 100.11 Plans as part of their annual review of the District Comprehensive Educational Plan to determine if any changes are needed. District 100.11 Plans will be posted online to provide access to School Leadership Teams (SLTs) within the respective districts. SLTs will be encouraged to utilize the District 100.11 Plan to help guide the work of the team and reinforce their understanding of the requirements under Commissioner’s Regulation, Section 100.11. Therefore DLTs should consider this as they update their plans this year.

**Directions:** Enter your district’s 100.11 plan by responding to the prompts in each section below.

### Educational Issues Subject to Shared Decision Making

Specify the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members. Consider the following questions:

- Is the SLT the main vehicle through which a school’s Comprehensive Educational Plan (CEP) is prepared and approved?
- Are educational issues (and budgetary concerns) that relate to the school’s overall planning and implementation of programs and activities discussed and decided upon using the shared decision making process? To what extent? (Remember that educational issues can include such concerns as health and safety, nutrition, extra-curricular activities, enrichment, attendance, etc., as well as a focus on improving student achievement, especially for students performing at lowest levels).

DISTRICT 100.11 PLAN – 2022-2023

District: 14

CSD Superintendent: Nyree Dixon

HS Superintendent: Janice Ross

The SLT the main vehicle through which a school’s Comprehensive Educational Plan (CEP) is prepared and approved. The education issues which will be subject to cooperative planning and shared decision making by the SLT (and all constituency groups), at the building level, will focus on improved student achievement for all students, including Students With Disabilities, English Language Learners and targeted subgroups. The Comprehensive Education Plan will

serve as the recording document whereby education issues are articulated and will include but not be limited to the following:

- Identify a vision and mission for the school.
- Utilize all available accountability tools and data in order to conduct a comprehensive needs assessment of curriculum and instructional programs.
- Establish school wide priorities.
- Address other school related concerns, such as health and safety, nutrition, extra-curricular activities, enrichment, attendance and Community Based Organizations (CBO).
- Develop an action plan for implementation that includes:
  - Annual goals
  - Targeted populations to be served.
  - Data-driven strategies and activities that align with the comprehensive needs assessment.
  - Timeline
  - Resources (personnel and fiscal) that will be used to implement actions and assess the success of the programs being implemented.
- Provide budgetary information that supports the action plan.
- Utilize the release of new qualitative and quantitative data in order to establish specific intervals for the evaluation of programs outlined in the CEP.

#### **Involvement of All Parties**

Specify the manner and extent of the expected involvement of all parties. Consider the following questions:

- Are all constituencies (teachers, administrators, parents, students) involved in the decisions that are made? To what extent?

The manner and extent of the expected involvement of all parties is as follows:

- Attend all team meetings including professional development opportunities when available.
- Communicate effectively with their constituent groups in order to ensure that issues pending before the SLT are shared prior to the SLT making a final decision.
- Share ideas and concerns collaboratively by listening to the ideas and concerns of others.
- Participate in the development and review of the Comprehensive Education Plan (CEP).
- Check for alignment between the budget and the CEP.
- Engage in collaborative problem-solving and solution-seeking that will lead to consensus-based decisions to address the needs of all students.
- Review minutes and give feedback.
- Chair and/or serve on team sub-committees.
- Provide open access to the school community for all SLT meetings including sub-committee meetings.
- Share information in languages other than English spoken by the parents in the school

#### **Means and Standards Used to Evaluate Improvement of Student Achievement**

Specify the means and standards by which all parties shall evaluate improvement in student achievement. Consider the following questions:

- How does the SLT evaluate the effectiveness of the programs and activities that are in place at the school as it relates to the improvement of student achievement? What data and information does the SLT use to evaluate improvement? (Test scores? Interim Assessments? Surveys? Meeting notes? Report Cards?)
- To what extent is improvement of student achievement evaluated?

The SLT evaluate the effectiveness of the programs and activities that are in place at the school as it relates to the improvement of student achievement. Data to be reviewed and analyzed is the following:

- NYS Accountability Status

- NYS School Report Card
- Standardized assessments (Grades K-12)
- Periodic Assessments
- NYC School Quality Review
- NYC School Survey
- Building/School Facilities Report
- Results from formal and informal assessments
- The SLT can invite guest speakers including but not limited to representatives from their BCO.

### **Accountability for Decisions**

Specify the means by which all parties will be held accountable for the decisions which they share in making. Consider the following questions:

- How the SLT is held accountable for decisions made by the team?
- To what extent is the SLT held accountable?

The SLT will select a member of the SLT to serve as the chairperson. The chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning and focusing the team on education issues of importance to the school. The chairperson ensures that voices of all team members are heard.

- The SLT will select a member of the SLT to serve as the secretary who will be responsible for sending SLT meeting notices and for keeping minutes of SLT meetings. Such minutes shall be maintained at the school, with a copy provided by the PA/PTA. (Note: The school principal may designate an office staff member to assist the SLT secretary).
- All information should be shared with each constituency group as needed.

### **Dispute Resolution Process**

Specify the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level. Consider the following questions:

- What process is in place for resolution of disputes within the SLT? (Consensus? Majority Vote? Ballot? Other?)
- Is this process outlined in the SLT bylaws? Is the process successful? To what extent?

School Leadership Teams must use a consensus-based decision-making process as the primary means of making decisions. Teams must develop methods for engaging in collaborative problem solving and solution seeking that will lead to consensus-based decisions and, when necessary, effective conflict resolution strategies. When a team has made every effort to resolve an issue and members cannot reach agreement the team should seek assistance from the DLT and if that is not successful, then it shall seek the assistance from the community or high school superintendent. The community of high school superintendent shall try to facilitate consensus among the SLT. If, after seeking and receiving these forms of assistance from the DLT and the superintendent, the SLT is still not able to reach consensus on the CEP, then the superintendent makes the final determination on developing a CEP. However, the superintendent makes the final determination on the CEP only as a last resort, if, all aforementioned methods of facilitating consensus among the members of the SLT have failed. When team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek the assistance from the DLT or superintendent or designated staff member.

### **Coordination of State and Federal Requirements for Parental Involvement**

Specify the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan. Consider the following questions:

- Is the SLT aware of State and Federal requirements with regard to parental involvement and consultation?
- Have all Title I schools formed a Title I Parent Committee that provides adequate representation of the Title I

parent community?

- In a Title I school, how does the SLT obtain feedback from the Title I parent committee regarding the joint planning, review and improvement of the school-wide program plan or comprehensive educational plan, including the joint development of the parent involvement and school-parent compact?
- Do all schools have a Parent Association or Parent-Teacher Association in place in accordance with State Education Law and Chancellor’s Regulation A-660?
- Have all SLTs in the district achieved the required balanced participation of staff and parents?

School Leadership Teams will serve as the vehicle for consultation with parent representatives regarding state and federal mandates for parental involvement and reimbursable funding. The creation of SLTs in every school will meet the federal and state requirements under the Every Student Succeeds Act (ESSA) and the related titles (e.g., Title I and Title III) as well as State Education Law 2590, Federal Law Section 1118 and Chancellor’s Regulations A-655 and A-660. To ensure the involvement of parents in planning and decision making the following activities will be conducted:

- Ongoing Professional Development regarding state and federal mandates for all SLT members and their constituencies will be provided

SLTs will maintain documentation on file to verify that the required consultation with parents has taken place

## Part B: Biennial Evaluation of District 100.11 Plan (Due by January 31, 2022)

**Background:** Commissioner’s Regulation (CR) 100.11 requires the district’s "Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making" to be reviewed biennially by the District Leadership Team. In evaluating the district’s plan for implementing school-based planning and decision making through submission of a Biennial Review, districts are asked for their opinions and ratings as to whether or not the School Leadership Teams (SLTs) in the district are operating effectively and successfully under the current Chancellor’s Regulations and Commissioner’s Regulations. Shown below are the Component Areas (six required components of Commissioner’s Regulation 100.11) that appear on the (required) New York State Biennial Review Form. Questions for Consideration are offered that may help a district to complete the Review collaboratively and forthrightly. The template for reporting is available on the NYSED website.

The results of the District’s Biennial Review of the District 100.11 Plan should be used to inform any revisions to the 100.11 plan. In addition to the results from the district surveys, District Leadership Teams are encouraged to use a variety of information (e.g., regular attendance by DLT members during SLT meetings, DLT member observation updates during DLT meetings, SLT data collection, and SLT training evaluation feedback) to inform the biennial review process and their successful implementation of the District 100.11 Plan.

**Directions:** In the sections that follow, enter the results of your district’s Biennial Evaluation.

### 1. What are the implications of the district’s Biennial Evaluation?

In collaboration with the District Leadership Team (DLT), D14 has reviewed the Biennial Review SLT survey and report. The DLT has had an opportunity to reflect on the 100.11 plan. The DLT has come to the conclusion that D14 has consistent implementation and success across all six required components

### 2. How do these implications influence the assessment of district needs and the work the DLT engages in to support SLTs?

The DLT will continue to engage SLT's and support SLT's in all aspects of Comprehensive Educational Planning, budget alignment and shared decision making, as well as each component area.