New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Charter High School for Law and Social Justice	Richard Burke

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.
2	Achieving an 80% or higher graduation rate for each cohort and to empower every student to identify and pursue a clear career or college pathway.
3	Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.
4	Restorative Practices
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	To best equip our students with the knowledge, skills, and resources needed for not just college and career readiness but to be active participants in society, we believe our students must engage in a rigorous curriculum that is horizontally and vertically aligned. *Tailor curriculum to empower our students' thinking and application of knowledge/understanding.* Our STAR benchmark assessments show minimal growth in students' math and ELA performance. Additionally Regents data shows students are performing below others in the district and the city. Overall the academic growth observed is stagnant, *students' academic growth is not on track with the necessary skills to excel in AP courses, college level courses, and college and career-readiness.*

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Department PLCs - Vertical alignment discussions with a focus on content strategies	Facilitated by department chairs and with instructional APs. The PLC will consist of pulling major strands from each content specific area and creating a unanimously adopted teaching method for each major strand based on relevant data.	Time - August professional development and ongoing monthly Schedule/Space - Department Meetings
Grade Level PLCs - Horizontal alignment discussions with a focus on classroom systems,	Led by grade level leads in collaboration with school counselors and deans. Facilitated by instructional APs.	Time - August professional development and ongoing monthly

structures and norms		
	The PLC will consist of grade levels spearheading best practices for systems and structures such as anchor charts, bathroom routines and organization of physical space. Furthermore, adopting and implementing the agreed upon grade level norm(s).	Schedule/Space - Grade level meetings
Curriculum audits with a focus on cultural responsiveness and academic rigor	Instructional APs & Principal Analyze unit plans and scope and sequence using the HESS Rigor Matrix as an evaluative tool for academic rigor.	Time - August professional development Money - Budget for teachers to weigh in on decisions prior to the start of the 2023-2024 academic year
Targeted Coaching Cycles	Instructional AP's Using Danielson, target one of the weaker performing elements with tangible SMART goals. Follow goal setting with professional development opportunities including instructional AP's modeling best practices. Observe teachers and reflect on the takeaways.	Time/Schedule - Ensuring teachers and instructional coaches have time carved out of their schedule to meet on a weekly basis
Formal Observations and Walkthroughs	Instructional APs & Principal Collect instructional data by visiting teacher classrooms during live instruction. Using Danielson, provide teachers with a score based on their effectiveness. Gather treads across the school and compare to goals set.	Time - Ensuring administrators have common time to observe classrooms simultaneously

Measuring Success

END OF THE YEAR
What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Walkthrough data: Common strategies are used across classrooms to push rigor.

Review of curriculum materials: Vertical and horizontal alignment across grade-levels and content-specific departments.

End-of-year STAR math and ELA data: 30% of students performing at or above grade level in ELA and math and, Regents: 75% of students achieving 65% or above on Regents

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Formal Observation and Walkthrough Data	Teachers planning for and implementing common strategies to increase rigor. Teachers providing culturally relevant content that meets the needs of our student population	
Interim Assessment Data	IA data will provide all stakeholders with the academic progress of students and the effectiveness of the curriculum.	
Mid-Year STAR Math and ELA Data	30% of students performing at or above grade level in ELA, 25% of students performing at or above grade level in Math.	
School Attendance and Class Tardiness	90% of students attend school daily. 100% of students arrive to class on time	
Academics - Interim Assessments that summarize recent content taught	50% of students will score at an 80% or above	
Academic conversations with parents	When talking with parents, they will be knowledgeable in the academic program their child is engaging with, their individual progress, and the tools available to further support them.	

Coaching/feedback cycle with teachers centered in curriculum, teaching, & learning	Teachers gain perspective on their instructional practices and how their curriculum and teaching strategies are directly correlated to the data.	
Data-driven department and grade-level team meetings	Teachers are connecting with colleagues in their department and grade-level regularly, beginning in September, to share strategies, resources, and discuss data.	
Student participation in data review cycles	Students are given the opportunity to conference with teachers/counselors about their academic performance and reflect on areas of growth and celebrate successes.	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?

We are committed to achieving an 80% or higher graduation rate for each cohort and to empower every student to identify and pursue a clear career or college pathway.

Why is this a priority?

Things to potentially take into consideration when crafting this response:
- *How does this Priority fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right Priority to pursue?*
- *How does this fit into other Priorities and the District's long-term plans?*
- *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

As a school with a specific mission of Law and Social Justice, fulfilling our commitment to graduation and success beyond aligns with our overall objectives. Graduates who are prepared for their future endeavors are more likely to contribute to a just and equitable society.

High school graduation is not the end goal but rather the beginning of a new chapter in a student's life. By empowering students to identify their career or college pathway, we are preparing them for the challenges and opportunities that lie ahead. Equipped with clear goals and plans, students are more likely to make informed decisions about their future and be better positioned for success in higher education or the workforce.

A school with a high graduation rate and successful post-graduation outcomes gains a positive reputation in the community and beyond. This reputation attracts talented educators, motivated students, and community support, further enhancing the overall success and effectiveness of the school.

Due to COVID we've seen 2019-2020, we've seen enrollment for students become stale, where students were not active in our school. It has been increasingly hard to get those students removed from our rosters, thus causing us to have low graduation rates. Based on stale student enrollment in graduating cohorts classes we've seen our graduating class graduation rate hit the low 80% rate each year since 2020.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monitor the "ABCs": Attendance, Behavior, Course Performance	Establish an early warning team with clear roles Establish team meeting protocol Schedule bi-weekly meetings Begin tracking other indicators that may have an impact on whether or not a student completes high school (achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, involvement with social services or foster care, reports of substance abuse, overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences).	Guidance and administrators need time in their schedules to build and monitor this early warning system
Counselor will track and audit grades and transcripts of seniors every 2 months.	Counselor will provide aptitude assessments and individual planning to help identify a student's interests and abilities. Counselor will help students stay on track for graduation.	Embed work time & schedule for counselors to quarterly meet these requirements. Draft a tracking tool.
Counseling and intervention of any senior that is not on track to graduate.	There will be a quarterly audit of transcripts to see who is on track for graduation. All students who are not on track will have intervention plans in place to aid in their progress.	Create and draft sample invention plans. Coach counselors on how to implement plans and do follow up on plans and close out plans.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

The 4 year graduation rate will be 80% or higher. 100% of students from the graduating class will have identified a career or college pathway prior to graduating in June.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Credit accumulation for all 12th graders. (By January 2024)	85% of our students have at least 38 or more credits by their 2nd semester of their 12th grade year.	
Counselors will track and audit grades and transcripts of seniors every 2 months.	100% of students will have a transcript and detail plan for graduation.	
Students identified either a career and/or college pathway beyond high school.	95% have selected a career and/or have identified at least 3-5 colleges to apply to.	
Course enrollment data	Students who are on track to graduate in 2024 are enrolled in the necessary coursework to meet graduation requirements. Students who are not on track are enrolled in credit-recovery opportunities.	
Regents Graduation Requirements	80% of all students have completed their Regents requirement for graduation. Students who are not on track are enrolled in Regents Prep and scheduled for Regents exams in January 2024.	
Course passing rate	75% of students will pass all of their core academic classes for the first quarter.	
Maintain update to date enrollment for all students	Operations team will maintain current	

	ATS/BEDS rosters for all active students. Any student not an active student at the school will begin the process to remove them from our rolls.	
Student Self-Data Monitoring	All students will track their own data with their Advisor, weekly when conferencing for academic conferencing,	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	We envision all students achieving our school-wide achievement goals as well as their own personal learning goals. We believe that our curriculum should always meet the needs of a diverse study body inclusive of a variety of cultures and identities and inclusive of SWDs, ELLs and students identified as ED. In our own internal observations as well as observations from our partner Shared Space, we typically observe one singular lesson per period with little teaching variation, but some student choice (with the exception of ELA classrooms). Overall data trends are driving the pacing of units including what/when is reviewed and retaught, however, this is infrequently individualized in most classes. We have also observed that our most commonly used co-teaching models are "team teaching" and "one teach, one assist", however, with this commitment we expect that we will begin to use "station teaching" and "alternative teaching" more often. Student surveys indicate that students feel most successful in class and most prepared for Regents exams when they receive individualized support. Student buy-in is also increased when individualized classroom data is shared and used regularly and in a timely manner. This Commitment has emerged as a priority because of the positive impact it will have on *overall* learning as well as within targeted special populations, especially ELLs and SWDs in grades 9-12.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Coaching	• Each teacher is assigned an instructional coach (one of four Assistant Principals). Teachers are invited to weekly or biweekly coaching individually or with co-teachers. Coaching meetings allow teachers and coaches to review data and plans and debrief instructional strategies. • Coaches also serve as an accountability check for timely lesson plan creation/submission, weekly data entry and alignment to standards/scope and sequence.	Clear explanation of coaching roles/expectations at beginning of school year, early and consistent scheduling, meeting agenda with materials and deliverables
Advanced submission of 2 lesson plans/week for feedback & adjustments	• Continue w/ practice from previous years of submitting two lesson plans to be taught the following week each Wednesday by 4 PM • Co-teachers write lessons together (all teachers have one 50-minute collaborative planning period/day). • Coaches provide feedback based on individual coaching targets and/or data • Coaches observe implementation	• Schoolwide scope & sequence, unit plan and lesson planning templates • S&S and initial unit plans created before the start of the school year • Planning time, common preps for coteachers and support teachers • Professional development
Weekly standards/skills based performance tracking	• Each lesson entails an exit ticket. 3x/week exit ticket data is entered in Illuminate w/ tagged skill/standard • Teachers use data to inform future lesson plans - ideally grouping kids, but can be individualized • Students have access to their own data to track progress towards goals	• Illuminate as a tool for tracking data and easily created reports (standards/skills, individual growth, etc) • Professional development • Quarterly "data days" embedded in calendar

Teacher professional development	• Teachers are informed of goals during August PD, tools are set up for tracking and teachers receive PD on strategies for data-driven teaching • Ongoing professional development via coaching and during quarterly "data days"	• APs assigned to coach teachers • Professional development surveys and student data drive PD planning
Weekly classroom walkthroughs/observations	• Weekly observations of each teacher/coteaching pairs • Collaborative planning w/ coaches and follow up conversations • Accessible data to allows for coaches to observe for strategic coaching and strategy and progress towards goals • Student interviews/surveys to supplement observations	• High quality checklist • Mechanisms for regular feedback • Coaches and third party observers (Shared Space, NYSED)

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

STAR for ELA: ELA - Individual student "level" growth as measured by STAR.
Interim Assessments *(replaced with mid-year Mock Regents where eligible)*: Standards/skills growth as measured by IAs and tracked on Illuminate
Regents:75% of students achieving 65% or above on Regents
Lesson Plans/Classroom Observations: Lessons are not "one size fits all" both in plans and in observations. Plans indicate data driven groupings and varied teaching strategies/co-teaching models.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
STAR for ELA	STAR ELA - 85% of students performing below grade level improve at least one level	
Interim Assessments/Mock Regents	IA/Mock - mastery average for all retested skills/standards improves from IA 1 to IA 2/Mock	
Lesson Plans	Lesson plans indicate data-informed differentiation (2 lessons submitted in advance of instruction each Wednesday)	
Classroom Observations	Classroom observations indicate that co-teachers are strategically planning and teaching to support individualized support and growth. Varied groupings and co-teaching models and modified classwork are all indicators.	
Exit Ticket Data	Exit ticket data is tracked in illuminate and individual students show	

	growth on tracked standards/skills	
Surveys	Students indicate knowledge of status in class and teachers support achieving learning goals.	
Afterschool Intervention	80% of students invited will participate in afterschool intervention with consistent attendance.	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2023-24?	Restorative Practices
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Restorative practices is grounded in inclusion, empathy, and community-mindedness, and provides a strong antidote to the traumas stemming from social issues and traditional, punishment-oriented conflict resolution practices. These approaches can guide students and educators to build healthy relationships and promote the well-being of their school community. We are confident that making this commitment will result in: • improvements in perceptions of school climate for students, teachers, and families • greater confidence among staff in their ability to building positive relationships with students • conditions that promote desirable behaviors and academic success

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff PD in the summer and throughout the year	We will plan for at least 5 RP PD sessions throughout the year.	This will be led by the Principal, AP of Culture, and other selected staff.
Partnership with NY Law School	We will explore what resources exist at NYLS to support our RP program at school.	This effort will be led by the AP of culture.
RP in advisory	We will include regular RP lessons in our advisory classes.	This will be led by the advisory planning committee.
Targeted RP support of staff	We will offer more intensive training to staff	The will be lead by the Principal, AP

	who seek it or to staff who struggle with forming relationships with students.	of Culture and Deans.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By reviewing the referral and survey data, We hope to see a decrease in the number of incidents of disruptive behaviors and that stakeholders feel like they are being treated fairly.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Student Data- Referral Data	We hope to see a decrease in the number of incidents of disruptive behaviors	
Adult/Schoolwide Behaviors and Practices-Referral Data	We hope to see that the referrals being submitted are 100% followed up with a restorative conversation and that the submitter speaks with the family about the incident.	
Student reports of mistreatment by staff	We hope to see a decrease in the number of incidents in which students report concerns about being treated unfairly.	

Referral and survey data	We hope to see a decrease in the number of incidents of disruptive behaviors and that stakeholders feel like they are being treated fairly.	

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this Priority fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right Priority to pursue?*
- *How does this fit into other Priorities and the District's long-term plans?*
- *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Richard Burke	Superintendent	The Charter High School for Law & Social Justice
Elizabeth Runco	Principal	"
Floriande Buckman	Assistant Principal	"
Jose Ferrer	Assistant Principal	"
Yarimil Alba	Assistant Principal	"
Brian Landin	Assistant Principal	"
Robin Sharpe	Director of SP. ED	"
Ashley Alfred	Teacher	"
Mercedes Martinez	Parent	"
Bart Laskawski	Teacher	"

Meeting Dates

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

Meeting Date	Location
Jul 10, 2023	CHSLSJ
July 12, 2023	CHSLSJ

Jul 17, 2023	CHSLSJ
Jul7 24, 2023	CHSLS

Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).