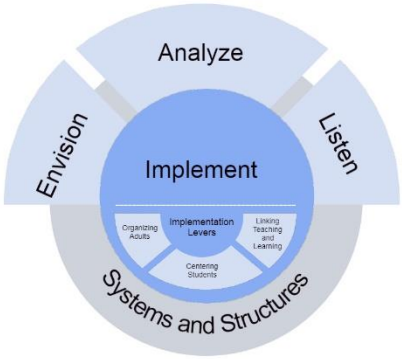

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

DCIP Planning Document for 2023-24 DCIP

District
Hempstead Union Free School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2023-24 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District's ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District's vision, values, and aspirations
- Reviewing the 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2023-24 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

The Hempstead Union Free School District's vision is for all students to exceed state and national learning standards, be prepared to succeed in college and the workforce, and value their cultural and ethnic diversity that will afford them life-long success

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

The Hempstead UFSD is committed to every student learning, collaborating with stakeholders, high expectations for all, examining assumptions and beliefs, and continuous improvement using evidence based instructional practices that are research-based tools.

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

On the student and staff survey staff 80% or more of staff and students agree that students are given the opportunity to self-assess and engage in opportunities for reciprocal teaching.

80% or more of students feel that their teachers motivate them to work hard and improve.

80% or more of staff feel they have the resources, strategies, content, and materials to help guide my scholars to be independent lifelong learners.

80% of families feel that teachers support children's emotional needs, increasing their confidence in learning.

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Scholars responded in their student interview that they desired more opportunities to work collaboratively and to demonstrate their understanding through projects. The state data indicated that scholars had a lower proficiency level on constructive response questions and questions that utilized academic language.

Parents and community members voiced that Joseph A. McNeil does not respond to phone calls, emails, and messages in a timely manner and does not do a good job of communicating with families.

Through analysis of the Math and ELA state data that student proficiency levels were below 50% and there is over a 25% decrease from multiple choice responses to constructive responses.

Section 2: School Commitments

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24? CSI support

Commitment 1- We are committed to supporting students in grade 3-5 to demonstrate a 10-percentage point increase from 43% to 53% in ELA and Math proficiency as measured by the New York State ELA and Math assessments administered in Spring 2024 by ensuring scholars take advantage of high yield learning strategies

Commitment 1A- We are committed to promoting positive self-esteem, social awareness, mindfulness, reflection, and skills in communication and responsible decision making.

We are committed to promoting social emotional wellness and restorative justice practices.

Commitment 1B -We are committed to stronger connections with families, community, and school partnership.

We are committed to effective, informative, and engaging connections with families, community, and school partnerships**.**

2. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

Please use the information from commitment #1 to answer this question-

i-Ready; Professional Development to support Restorative Practices and SEL programs, Resources to support in school and afterschool programs.

Expenses related to the execution of these commitments would be professional development aligned to the most intense needs, as determined by data, in both ELA and Math. To ensure adequate coverage for teacher collaboration, peer walk-through, etc. Technology resources and programs for instruction, substitute or teacher coverages (as a follow up to the aligned professional development teachers are receiving). Teachers will need resources for their students, this will elevate instruction: texts aligned to SOR, manipulatives for math practices, small group instructional resources and activities, etc. Investing in culturally responsive training and social/emotional learning for all teachers will provide teachers with the tools needed to promote positive self-esteem, social awareness, restorative justice, etc. and a overall respect for themselves and others. As a follow up to the training establishing a School-wide positive behavior plan and invest in ideas to stimulate expected behaviors related to culturally responsiveness, social awareness, etc. To address family engagement, funding will be allocated for after school opportunities to foster a home school connection.

3. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

Please use the information from commitment #1 to answer this question-

Commitment 1: The most effective ways for the District to use People to advance and support these initiatives include a) creating unit specific plans that target student learning processes, content and skills; b) create a data analysis team to carefully examine student data to evaluate the progress and implementation of these targeted units of study

Commitment 1A: People will need to be trained in the skills to appropriately teach students how to manage emotions and behavior. For example, the use of literature could be used as a tool to help in building character; role-play and engaging games could provide a tier 1 approach to providing social, emotional, and behavioral supports.

Commitment 1B: The District will survey student's families in the Fall to understand the misconceptions and issues parents and families may have with the district and their local school. The district will respond to the survey and address the concerns. The district will provide more opportunities for parents and families to be involved in the school setting by utilizing the district's parent center for support.

Investing in teacher knowledge through in district professional development by giving master teachers opportunity to turnkey information from training or best pedological practices during extended Wednesdays or afterschool. Invest in teachers for our dual language program this will support the goal of increasing literacy. When we invest in hiring teachers who have a vast understanding of how to teach students to master their home language this will result in higher overall achievement for our English Language Learners. All support staff including interventionist, teaching assistants, and ENL teachers will support whole group instruction, small group instruction and overall best pedagogical practices. Parent coordinator will lead the school initiative for a strong parent school connection. Use surveys, PTA, principal parent advisory committee, student advisory committee to promote opportunities for parents, students, and teachers to have voice as it relates to the school community. Community support for non-English speaking adults and utilizing the ENL program through adult education for parents who are interested in furthering their education. Encourage staff to support community events.

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the district to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

Please use the information from commitment #1 to answer this question-

Commitment 1: The most effective way for the district to use Money to improve and advance these initiatives includes providing the academic support for struggling students with disabilities, and non-native English speakers. Investing in professional development will allow educators to learn strategies (specifically comprehension) that have a direct link between literacy and help students read mathematics problems. This will directly impact the ELA and Math proficiency on State assessments.

It will be most beneficial for the district to use money to invest in expanding teacher knowledge related to the most crucial area of focus in both ELA and Math, invest in teacher coaches to ensure follow-through of all professional development and meet teachers individual instructional needs, teaching assistants or substitute teachers, training for all teachers related to best instructional practices for our English Language learners, interventionists to support tier 2 and tier 3, instructional technology support, SEL Program, and a parent coordinator.

Section 3: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2022-23 school year.

<table>
<tr><th>District-level Data Reviewed</th><th>What We Noticed When Reviewing this Data</th></tr>
<tr><td>Example: Districtwide student survey data</td><td>44% of students agreed that they do not feel challenged in class</td></tr>
<tr><td>District Wide Parent Survey Results</td><td>80% or more of parents felt they were satisfied with the academic program at their child's school.</td></tr>
<tr><td>Social Emotional Data SECA- (Social Emotional Competency Assessment) and DESSA (Devereux Students Strength Assessment)</td><td>The SEL data reflected an increase in students in need of Tier 2/3 intervention support from 22% to 33% when we looked at the beginning of the year data compared it to the end of the year data.</td></tr>
<tr><td>MTSS Data-</td><td>The following tiered movement based on the universal screeners was noted in reading and math:
<table><tr><td>Reading</td><td>Fall</td><td>Spring</td></tr><tr><td>Tier 1</td><td>38%</td><td>48%</td></tr><tr><td>Tier 2</td><td>24%</td><td>20%</td></tr><tr><td>Tier 3</td><td>37%</td><td>30%</td></tr></table>
<table><tr><td>Math</td><td>Fall</td><td>Spring</td></tr><tr><td>Tier 1</td><td>35</td><td>45</td></tr><tr><td>Tier 2</td><td>26</td><td>25</td></tr><tr><td>Tier 3</td><td>37</td><td>28</td></tr></table></td></tr>
<tr><td>I- Ready and Renaissance Data</td><td>Proficiency for students on or above grade level in grades k-6 districtwide increased from 2% to 60% in Reading and</td></tr>
</table>

	10% to 60% in Math from the beginning of the year to the end.
Teacher Turnover rate	We were able to retain 90% of our teachers from the 22-23 school year

Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

Priority 1 in 2022-23 DCIP: **Continue to strengthen focus on TSI/CSI schools regarding related services**
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? **Yes**
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 2 in 2022-23 DCIP: I**mplement multi-tiered system of supports (MTSS) to address the diverse needs of our student population**
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? **Yes**
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 3 in 2022-23 DCIP: **Enhance our practices aligned to the International Baccalaureate Program to ensure instructional we are aligned for the verification phase.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority? **Yes**
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 4 in 2022-23 DCIP (if applicable): **Implement the revised P-12 strategic professional development plan**
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? **Yes**
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 5 in 2022-23 DCIP (if applicable): **Strategically focus on the instructional needs of our English Language Learners based on their achievement data from assessments.**
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? **Yes**
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP?
To prioritize our Tier 1 instruction K-12 as it will have the greatest impact on overall achievement.

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Professional Development for Staff
What was your goal in directing funds in this manner?
To enhance teacher pedagogy and allow them to deliver instruction creates opportunities for students to answer more open-ended questions and engage deeper in the content.
Have you met this goal? How do you know?
We have increased pedagogical practices in the areas we targeted based on the results of our qualitative and quantitative data gathered throughout the year.
What practices (including student practices and teacher practices) look different in the District now as a result of this expenditure?
Teachers have enhanced their use of goal setting for students and having them self-assess and self-reflect during the instructional block. Students are now more cognizant of their data and what they are working towards. They are also able to make text to world and text to self-connections when applying content.

#2 Recipient/Use of District Improvement Funds:

Increasing support for MTSS training and resources to support the different tiers of instruction

What was your goal in directing funds in this manner? The goal was to increase common language across the district and ensure equitable resources were available for our diverse student population. The MTSS department worked closely with the Bilingual and World Language for funding to ensure resources and support were available for ELLs based on English proficiency. The MTSS department also worked closely with the Special Education department to provide students with disabilities with intervention through our Tier 3. Funds were allocated in purchasing a platform to streamline our RTI/PBIS process and to deliver practices with fidelity. Professional development was provided to the MTSS team, School Leaders, and Interventionists to support implementation of MTSS.

Have you met this goal? Yes, How do you know? The tiered movement revealed students moved down from Tier 3/2 to Tier 1.

What practices (including student practices and teacher practices) look different in the District now as a result of this expenditure?

We now have interventionists who develop small group plans with SMART goals and progress monitor weekly to support the needs of students identified in Tier 3 based on Universal Screener assessments. We used Universal screeners for academic and SEL to identify students in need of intervention and support. We use cycles of interventions to support all our learners.

#3 Recipient/Use of District Improvement Funds:

Increase afterschool support for Regents prep at the secondary level

What was your goal in directing funds in this manner?

The of the 2022 graduating class the cohort had an achievement of 61% Regents diploma and 16% Regents diploma with advanced designation. The District would like to increase the percentage of students getting a Regents diploma and a Regents diploma with advanced designation. In addition, the District continues to provide support for students with chronic absenteeism issues and students who struggle with English Language proficiency. The Regents afterschool prep program provides this support along with bridging the content gap of our students with disabilities from the impact of COVID-19.

Empire

My Brother's Keeper

Summer Bridge

Peer Group Connection (PGC)

GRIT

Young Men's Empowerment

SMART Scholars

Hofstra and Adelphi partnerships

Have you met this goal? How do you know?

The graduation rate of the high school has continued to increase. One of the many factors that has resulted in this has included the after-school intervention Regents support offered at the secondary level. The district will continue to fund this initiative as the secondary school is still progressing in meeting its target goals in the Regent content areas of Mathematics and Science and in meeting the language needs for our English Language Learners.

What practices (including student practices and teacher practices) look different in the District now as a result of this expenditure?

The regents support classes offer students an opportunity for credit recovery. This allows students a pathway to stay on track to graduate on time and it provides students an alternate setting for learning within a small group setting. Data is also used to help identify target students who need intervention and credit recovery.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Based on our findings from 22-23 we will prioritize enhancing our Tier 1 instruction and using differentiation to support student needs

Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2023-24?	The district will continue to focus on strengthening teachers' instructional practices and knowledge around foundational skills with a focus on phonemic awareness and phonics instruction. This practice will be extended through our investment in Bridge to Reading. This will ensure that teachers have the necessary tools and pedological training (Science of Reading aligned) and practices to increase overall foundational literacy in grades K-2. The effect of this additional support will decrease the percentage of students who enter upper elementary unable to use word recognition to expand on language comprehension. To ensure all students are advancing in foundational skills, teachers will use data to assess daily and weekly learning objectives. Teachers will use results from data to determine responsive teaching (small group) needs. Teachers will ensure that 80% of their students have mastered the daily learning goal using daily checks for understanding and weekly assessments aligned to goals. In addition to building support for our monolingual students our dual language program will increase student awareness of phonemic awareness in their home language, using Heggerty's Spanish version of phonemic awareness. The overall focus on foundational skills that are Science of Reading aligned, will increase students' ability to decode, encode, and comprehend more texts.

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities CSI support(Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 2:

What will the District prioritize to extend success in 2023-24?	The district will prioritize data-driven differentiated instruction in Tier 1 to support the diverse needs of our students.

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☒Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 3:

What will the District prioritize to extend success in 2023-24?	

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2023-24?	

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☐ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☐ What was learned from our review of recent data (Section 3)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2023-24?	

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☐ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☐ What was learned from our review of recent data (Section 3)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at: https://www.nysed.gov/accountability/improvement-planning when writing their plans. In addition to the sample DCIPs

available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2023-24 DCIP.