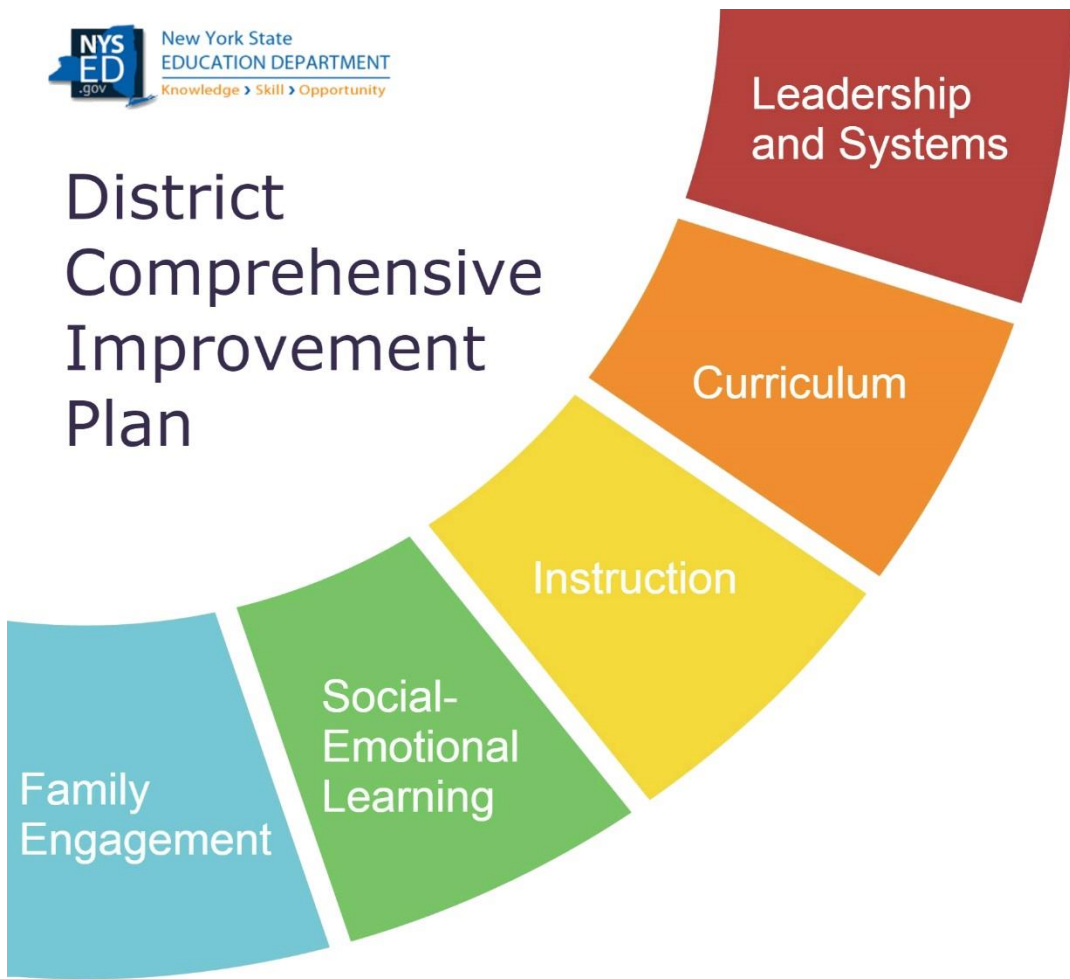


# District Comprehensive Improvement Plan



## DCIP Planning Document for 2021-22 DCIP

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**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 2021-22 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 2021-22 Commitments made by CSI/TSI schools in the district
- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2020-21 DCIP
- Understanding local data

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 2021-22 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

<p>1. What is the District's vision?</p>
<p>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.</p>
<p>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?</p>
<p>The vision statement captures it all.</p>
<p>3. What themes emerged through the Student Interviews in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?</p>
<p>Students' feel supported and that their school offers extended programs, such as AIS, Empire State Afterschool Programs to meet their needs.</p>
<p>4. What themes emerged through the Student Interviews in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?</p>
<p>Students are questioning whether they are truly prepared for the next grade.</p>
<p>5. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?</p>
<p>Students are happy with their school and feel they are learning a lot. The students like the courses they can participate in for after school programs.</p>
<p>6. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?</p>
<p>Some students feel they need more student choice when it comes to after school clubs.</p>

## Section 2: School Commitments

<p>1. What Commitments did your identified school(s) make in their 2021-22 SCEP(s)? <i>Provide the Commitments for each identified school.</i></p>
<p>To continue to put systems in place that will address students' learning loss, meet or exceed grade level standards, and ensure students are college and career ready.</p>
<p>2. Was there anything on the "Leveraging Resources to Advance Our SCEP" document that your identified school(s) completed that surprised you?</p>
<p>No.</p>
<p>3. What do you envision to be the three to six largest expenses from those identified on the "Leveraging Resources to Advance Our SCEP" document that your identified school(s) completed?</p>
<p>Additional human resources needed to provide support for students and teachers in the area of math and ELA. Schools' desire to have more intervention program for students and staff to address students' specific needs in small group or individual settings.</p>
<p>4. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school, what are the most effective ways for the District to use People to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?</p>
<p>The district needs to make certain the practices in the identified schools are mimicked and modeled in all schools. The district wants all schools' resources to be equitable to ensure all our students are provided an educational experience that will make our vision a reality.</p>
<p>5. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school, what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?</p>
<p>The district needs to stand ready to support each identified school's needs to ensure they are on the right path to becoming a good standing school.</p>

## Section 3: Considering What was Learned in 2020-21

### Evaluating the Impact of COVID-19

What needs emerged as a result the COVID-19 pandemic?
The district needs to pay attention to overall student attendance and learning loss in math and ELA.
What has the District learned through its efforts to address these needs?
The district recognizes more support staff is needed to address students' learning loss in the content areas of ELA and Math.
How will these lessons learned be incorporated into the 2021-22 DCIP?
The district will used what they learned to establish our priorities for the 2021-22 school year.

### Evaluating the Success of the 2020-21 DCIP

Refer to the 2020-21 DCIP to complete the information below.

Priority 1 in 2020-21 DCIP: Increase related service resources for identified schools
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No
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
1. District continues to struggle with balancing a budget that addresses the needs of its students in the public schools due to the enormous cost of charter school tuition.
2. District had to cut over \$9M in human resources and programs for the 2020 – 21 school year that impeded our ability to hire additional support staff.

Priority 2 in 2020-21 DCIP: Develop a P – 12 strategic professional development plan.
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority?

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

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

1. Dealing with the COVID-19 crisis limited the district's ability to meet to complete this initiative prior to the close of the 2020 – 21 school year, we are about 75% complete. The PDP should be completed no later than December 2021.

Priority 3 in 2020-21 DCIP: Increase instructional achievement for students with disabilities and English Language Learners.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? YES. Despite COVID-19, all students IEPs were followed, and all ELL students received that required services as outlined by Part 154.

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 2020-21 DCIP: Increase student engagement

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? NO

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the district not achieving these outcomes.

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

Factors

1. Although teachers put systems in place to address learning in a virtual environment, it was very difficult to determine how well students remained engaged. Navigating platforms and dealing with students both in-person and remotely was challenging.

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

Priority 5 in 2020-21 DCIP: Map and align elementary curriculum to the International Baccalaureate (IB) program.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes. Six of our elementary schools are now authorized by IB to operate as a Primary Years Program.

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 2020-21 DCIP Priorities, what will you do differently in implementing your 2021-22 DCIP because of lessons learned?

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2020-21 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Pay staff to participate after their contractual day and year to write the SCEP.

What was your goal in directing funds in this manner? To provide some resources to help identified schools complete and implement their SCEP goals.

Have you met this goal? How do you know? Yes. All identified schools were able to identify and use staff to complete their SCEPs in a timely manner.

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

Schools are utilizing their SCEP goals to make instructional decisions that will improve student outcomes.

#2 Recipient/Use of District Improvement Funds: Extended Day Programs



SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

What was your goal in directing funds in this manner? To provide identified schools the ability to conduct after school and Saturday programs for students not meeting grade level standards.

Have you met this goal? How do you know? The district was able to successful conduct both in-person and remote extended day programs for students. Student achievement cannot be solely measured on their attendance in extended day programs.

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

The only slight change in this practice was due to operating some extended day programs remotely due to the pandemic.

#3 Recipient/Use of District Improvement Funds: Hiring of an outside educational expert to work with administration in identified schools to implement their SCEP goals and provide coaching.

What was your goal in directing funds in this manner? The district feels administrators need coaching from an OEE to provide unbiased advice and guidance for administrators in a non-threatening environment. The coach assisted administrators in their areas of need. The OEE also aided in the completion and implementation of the goals identified in the SCEP.

Have you met this goal? How do you know? Yes. Administrators met regularly with their OEE. Administrators asked for the OEE to continue to assist in the upcoming school year to continue to provide them with support.

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

Staff is more comfortable with using data to drive and inform instructional decisions.

After considering the effectiveness of previous resource allocation decisions, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

The district feels despite the pandemic, we were successful in implementing the priorities identified in the DCIP for 2020-21. However, time management to ensure the quality of how the priorities are being implemented must be monitored using some sort of qualitative or quantitative measure.

### 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:

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

- 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 2020-21 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data
1. As of 2018 – 2019, 28% of the students in grades 3 – 8 tested proficient on the NYS ELA assessment.
2. As of 2018 – 2019, 28% of the students in grades 3 – 8 tested proficient on the NYS Math assessment.
3. As of 2019, 42% of the students are English Language Learners
4. As of 2019, 69% of the students are Economically Disadvantaged
5. As of 2020, the high school graduation rate is 81%

## Section 4: Putting it all together

**Review your responses to sections 1, 2 and 3** to identify 3 to 5 Priorities for the 2021-22 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

### Priority 1:

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>Strengthen focus on TSI/CSI schools regarding related services</b>
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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 Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 2:

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>Implement the P-12 strategic professional development plan</b>
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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 Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 3:

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>Focus on instructional needs for English Language Learners districtwide.</b>
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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 Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)

## SECTION 4: PUTTING IT ALL TOGETHER

Recent Data (Section 3 – Understanding Local Data)

### Priority 4 (if applicable)

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>Enhance STEM and STEAM Programming</b>
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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 Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

### Priority 5 (if applicable):

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>Implement International Baccalaureate Program aligned curriculum</b>
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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 Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2021-22 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the identified school(s) in your district, 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.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2021-22 DCIP.**