

# District Comprehensive Improvement Plan



## DCIP Planning Document for 2022-23 DCIP

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<b>District</b>
Hempstead UFSD

## 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 2022-23 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 2022-23 Commitments made by CSI/TSI schools in the district
- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2021-22 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 2022-23 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, collaboration with stakeholders, high expectations for all, examining assumptions and beliefs, and continuous improvement using evidence based instructional practices using research-based tools.
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?
Students feel supported by the staff at their school. They also feel that their schools offer programs during the day, before school, and after-school. These programs include AIS, My Brother's Keeper, Empire State Program, and other school programs.
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><b>ABGS and Joseph McNeil-</b> themes that emerged from Student Surveys were as follows:</p> <ul style="list-style-type: none"> <li>• Students expressed the need for more safety and security in the wake of recent mass shootings.</li> <li>• Student expressed the desire for more inquiry-based learning that is Interesting and fun</li> <li>• Students expressed a desire to return to pre-COVID collaborative groupwork.</li> <li>• Students expressed a need for more respect, kindness, and better student-teacher relationships</li> <li>• Students expressed the need for more equitable treatment in the classroom, e.g., teachers should refrain from consequences such as holding all students in for recess due to inappropriate behavior of one or two students; celebrate the students who are doing the right thing</li> </ul>
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?
Themes that emerged from the Equity Self-Reflections were as follows:

## SECTION 2: SCHOOL COMMITMENTS

- School has a welcoming and affirming open environment
- School works to foster close student teacher family relationships
- Teachers feel the school is integrating in some areas and sustaining in others a rigorous curriculum that addresses the real world, social justice, and global issues.
- Teachers feel there is a need for more collaborative planning sessions to address culturally responsive teaching across grade levels and content.

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?

- The theme that emerged as part of the equity self-reflection include the need for equitable resource allocation to improve student learning, a comprehensive plan to include culturally responsive pedagogy for teaching and learning, equity in the programs and curriculum that promotes cultural safety for all learners
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## Section 2: School Commitments

1. What Commitments did your identified school(s) make in their 2022-23 SCEP(s)? *Provide the Commitments for each identified school.*

**ABGS**

**Commitment 1** – To continue to utilize benchmark assessments and instructional data to drive instruction and continue to support students in self-reflection of their learning.

**Commitment 2** – To continue to implement the professional development plan and provide support for staff in curriculum, instruction, and assessment with focus on IB Assessment, Academic Honesty, Language, and Inclusion policies.

**Commitment 3** – To continue to enhance social and emotional competencies including improving self-esteem and developing empathy and respect for each other supporting the International Baccalaureate (IB) Middle Years Program’s (MYP) goal of preparing students to have the capacity to participate in the world around them.

**Commitment 4** – To continue to use the IB MYP framework of inquiry-based student-centered learning to drive instruction and improve academic achievement.

**Joseph A McNeil**

**Commitment 1**-We are committed to changing instruction to promote social emotional learning and embed the learner profile attributes as core skills in academic and schoolwide practices.

**Commitment 2** – We are committed to having students having voice, choice, and agency in their learning environment.

**Commitment 3** – We are committed to helping staff members feel safe, respected, valued, and supported in order to bring about student achievement.

2. If your identified schools completed the “Leveraging Resources to Advance Our SCEP” document, were there any responses in this document that surprised you?

N/A

SECTION 2: SCHOOL COMMITMENTS

3. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document for each identified school (if completed), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

N/A

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 (if completed), 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?

**The district needs to make sure the practices across the district are aligned and that systems are put in place to make the actions an embedded part**

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 (if completed), 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?

## Section 3: Considering What was Learned in 2021-22

### Evaluating the Impact of COVID-19

What needs have been identified as a result the COVID-19 pandemic?
Social Emotional Learning which includes trauma informed practices and there are still large gaps in achievement.
What has the District learned through its efforts to address these needs?
The need to implement an SEL curriculum align to SEL competencies (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making) for adults and students in the district
How will these lessons learned be incorporated into the 2022-23 DCIP?
The lesson learned will ensure that each school in the district has clear goals, implementation metrics, desired outcomes, and expected timelines for achieving the district’s overall SEL vision – our vision is to enable staff and students to develop in safe, inclusive, academically engaging, culturally responsive and equitable learning environment that embodies the 5 SEL competencies.

### Evaluating the Success of the 2021-22 DCIP

Refer to the 2021-22 DCIP to complete the information below.

Priority 1 in 2021-22 DCIP: Strengthen focus on TSI/CSI schools regarding related services
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Partially
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
<b>Factors</b>
The coaching cycle training was completed but building walkthroughs were not completed in all schools.
RTI protocols were reviewed for district alignment. Resources and needs were identified, and an implementation plan was developed for elementary and secondary levels to be implemented in the 22-23 school year.

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Priority 2 in 2021-22 DCIP: Implement the P-12 strategic professional development plan
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Partially
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the district not achieving these outcomes.
<b>Factors</b>
The District Professional Development Plan was finalized later in the year. Some components of the plan could not be assessed due to it being completed later in the year. Due to the late hire of key staff, the work was delayed.

Priority 3 in 2021-22 DCIP: Focus on instructional needs for English Language Learners
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.
<b>Factors</b>

Priority 4 in 2021-22 DCIP (if applicable): Enhance STEM and STEAM Programming
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.



SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Factors
Century21 STEAM program was established at all elementary schools and implemented thro

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Priority 5 in 2021-22 DCIP (if applicable): Enhancing the International Baccalaureate Program aligned curriculum

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 2021-22 DCIP Priorities, what lessons have you learned that can be incorporated into your 2022-23 DCIP?

We will have training for the administrators in the summer to introduce them to the programs and ensure they have a strong understanding of the support needed for successful implementation. When the building leaders are immersed early on it makes the transition easier for teachers.

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2021-22 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?

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

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

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? All students who were 2-3 grade levels behind either attended afterschool AIS or the Saturday program. The i-Ready data/NWEA indicated that students 2-3 grade levels below showed an increase in achievement.

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 that we were able to implement some STEAM initiatives during our afterschool and before-school programs. We also utilized different programs during our AIS program.

#3 Recipient/Use of District Improvement Funds:

Hiring of an outside educational expert to work with the 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. They are analyzing data more in-depth as they monitor their progress toward their demonstrative growth.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2022-23 DCIP?

The district feels despite the many lapses due to Covid and its impact on staff absenteeism in the beginning of the year, and school violence, we were successful in implementing the priorities identified in the DCIP for 2021-22. We

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

know that SEL support and a strategic focus on SEL is still needed. However, continuous assessment of the effectiveness 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:

- 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 2021-22 school year.

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

District-level Data
District survey data indicated that 59% of educators mild to intermediate level of confidence in understanding the MTSS process
As of 2021, the high school graduation rate is 72%
As of 2021, 42% of the students are English Language Learners
As of 2021, 75% of the students are Economically Disadvantaged

## Section 4: Putting it all together

Review your responses to sections 1, 2 and 3 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:

<b>What will the District prioritize to extend success in 2022-23?</b>	<b>Hempstead UFSD will focus on increasing academic achievement for all learners in all content areas</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 2022-23?</b>	The district will implement a Multi-Tiered System of Supports (MTSS) to address the diverse needs of our student population
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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 2022-23?</b>	<b>To continue with the verification process for all Elementary Schools and the Middle School</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)

## SECTION 4: PUTTING IT ALL TOGETHER

- 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 4 (if applicable)

<b>What will the District prioritize to extend success in 2022-23?</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 2022-23?</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 2022-23 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 2022-23 DCIP.**

SECTION 4: PUTTING IT ALL TOGETHER

Priority 3

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Disaggregated Data</p>	<p>The district will provide building leaders and designated staff with disaggregated data focused on ELL and students with interrupted formal education (SIFE) on a quarterly basis.</p>	<p>Improvement on data indicators for ELL students. (Aug, Nov, Jan, Mar, June)</p>	<p>Quarterly data reports</p>
<p>Data Review Meetings</p>	<p>Building leaders will establish a system for discussing home language and English language data as it pertains to ELLs for all meetings</p>	<p>Screening and progress monitoring data will be discussed at meetings to determine areas of improvement and strengths to develop actionable plans that include focus/priority skills and transferrable skills.</p>	<p>Staff meeting schedule PLC meeting schedule Actionable Plans</p>

SECTION 4: PUTTING IT ALL TOGETHER

<p>Provide Professional Development</p>	<p>Consistent with the Principles of the Blueprint for ELL Success, 50% of the professional development will address language acquisition, best practices for co-teaching strategies and integrating language and content instruction for English Language Learners</p>	<p>Improvement on data indicators for ELL students. (Nov, Jan, Mar, June)</p> <p>PD surveys and walkthrough instructional trends will be analyzed and used to inform future professional developments</p>	<p>Quarterly data reports            PD Surveys            Focus            Walkthroughs            District-led Walkthroughs</p>
<p>Parent and Community Engagement</p>	<p>Meetings will be scheduled with parents and family members about high expectations that each school has established for the education of all ELLs/MLLs and provide effective strategies to support students' achievement of the expectations established.</p>	<p>Parent attendance and Parent Questions</p>	<p>Survey of parents            Follow-up Questions and answers from meetings</p>



SECTION 4: PUTTING IT ALL TOGETHER

<p>Foundational Bridge Program focused on Literacy and Numeracy skills for students with interrupted formal education (SIFE)</p>	<p>Create and implement a Title III program during school hours for students with students with interrupted formal education (SIFE) in grades 9-12                  Teachers will collaborate to engage in curriculum adaptation of existing curriculum and texts based on information about students and the holistic repertoire of skills they bring to the classroom                  Teachers and counselors will screen for areas of social and emotional need that may surface due to various traumas experienced by students</p>	<p>Student attendance, engagement, performance gains; administer screeners, benchmark, and 6-8 weeks progress monitoring assessments in the students' home language</p>	<p>Title III program funding                  Teaching staff                  Technology                  Revisions of Curriculum                  Student data                  MLS                  SMART Goals</p>
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SECTION 4: PUTTING IT ALL TOGETHER

<p>Review and Provide guidelines for mandated services for ELLs as per Commissioner's Regulations Part 154-2 in both English as a New Language and Bilingual Education programs.</p>	<p>All stakeholders of multilingual learners will implement the established guidelines for Bilingual education in an effort for students to maintain and develop the home language, attain English and other languages proficiency as well becoming biliterate.</p>	<p>Success will be measured by the protocols adopted to ensure continuity of services and programs to ensure that all ELLs attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.</p>	<p>Scheduled meetings for stakeholders to collaborate with colleagues to revise curricula, instruction, and assessments aligned to the Bilingual Common Core Initiative (BCCI) standards.</p>
<p>Tier 3 Interventionist for Newcomer Ells</p>	<p>Teachers will assist in gathering data to initially identify scholars in need of academic interventions (RtI)</p> <p>Teachers will work with students in need of intervention: small group, flexible group, 1:1 using district approve programs and interventions</p> <p>Conduct assessment and curriculum-based measures to monitor progress</p>	<p>Student data will be utilized to reflect on the effectiveness of the intervention and determine the need for modifications</p>	<p>IST Meetings Data Reports SMART goals</p>

SECTION 4: PUTTING IT ALL TOGETHER

<p>Common Instructional Practices (Aligned to IB Practices)</p>	<p>This strategy will require professional development for direct instruction, coaching for support, and supervision for accountability. This will increase the use of best practices to gauge academic growth and effectiveness of targeted interventions.</p>	<p>To gauge success, data of classroom visits will exemplify evidence shared practices and modifications of instruction to increase success. Examples of data:</p> <ul style="list-style-type: none"> <li>• Increased Student Engagement</li> <li>• Increased High Level Questioning</li> <li>• Increased Inquiry-based Strategies</li> <li>• Use of the Success Criteria</li> <li>• Use of data and reflective practices</li> </ul>	<p>Texts that provide support for student learning will be used during PLC's, referenced in feedback, used to modify teaching tools, and discussed in Professional development. Materials will include the following:</p> <ul style="list-style-type: none"> <li>• Marzano's Compendium</li> <li>• Hacking Questions</li> <li>• Making Thinking Visible</li> <li>• Texts for Core Instruction</li> <li>• Shared Curriculum Guides</li> <li>• Materials for Tiered Interventions</li> </ul>
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