New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hicksville Union Free School District	Marianne Litzman

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	We prioritize providing professional learning to educators to establish a culturally responsive school environment that supports student dignity and belongingness.
2	We prioritize creating a culture of care where all students feel a sense of belonging and connection to the school community.
3	We prioritize ensuring access to learning for all students through instructional best practices.
4	
5	

DCIP Cover Page

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	We prioritize providing professional learning to educators to establish a culturally responsive school environment that supports student dignity and belongingness.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	HUFSD Board of Education goal #6 establishes the intent "to train all staff on cultural sensitivity and cultural competence to enhance the District's culture of mutual respect and professional growth…" This priority is aligned with that BOE goal.
	
	The "How Learning Happens" document emphasizes the importance of the social and collaborative nature of learning for students. The more students have the opportunity to work together and practice discourse, the more likely it is that they will both succeed academically and increase their feelings of belongingness and engagement. This priority supports this focus.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Measure and address areas of concern related to students' emotional health and feelings of belongingness.	Complete PLC SEDH Climate Survey for Social Emotional Learning. Capture data that illustrates areas that need additional attention. Develop specific action plans (data driven, intentional application of resources, monitored) that address the areas needing attention.	Positive change in perception based on SEDH Climate Survey and Data Triangle Survey Increase in attendance	PLC SEDH Climate Survey
Coordinate district services and initiatives related to SEL and culturally responsive school environments	Establish a collaboration among Mental Health Wellness Coalition, Social Workers, Guidance, and Curriculum and Instruction offices designed to gather and examine SEL and student data, establish needs, develop action plans, and monitor progress.	Positive change in perception based on SEDH Climate Survey and Data Triangle Survey Increase in attendance Decrease in ODRs and suspensions	PLC SEDH Climate Survey

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.
Positive change in perception based on SEDH Climate Survey and Data Triangle Survey Increase in attendance Decrease in ODRs and suspensions

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	We prioritize creating a culture of care where all students feel a sense of belonging and connection to the school community.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	District data shows disproportionality amongst different groups. For example, attendance rates remain low and chronic absenteeism continues to be high district wide. COVID-19 has impacted students differently so the community will need different responses that support their success.
	
	This priority aligns with District Goal #2- To develop and implement a whole child initiative which focuses on a "culture of care" which is inclusive and connected to the school community by addressing the physical, mental, social and emotional well-being of all students.
	
	This priority was influenced by the review of the "How Learning Happens" document in that the interconnectedness of student social-emotional learning, and cognitive development play a central role in a child's development. It is crucial that students have relationships within their learning settings. Rich relationships address many dimensions of how students learn and grow.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Elementary: Implement Olweus Bullying Prevention Program (OBPP or Olweus) to improve peer relationships and reduce bullying.	Gather data (ODR, perception, etc.) to establish baseline understandings of student feelings concerning peer relationships by building and grade-level. The Mental Health Wellness Coalition establishes an implementation plan that details expectations for buildings that include data gathering, action plans, timelines, resource allocation, and monitoring of building-level OBPP delivery. Building teams detail implementation, monitoring, and results to Mental Health Wellness Coalition.	Increase in students' perception of positive relationships among peers and faculty as shown in SEDH and Data Triangle Survey. Decrease in documented bullying incidents tracked from 2019-2020 to 2022-2023. Decrease in behavioral referrals and suspensions using 2019-20 data compared to 20212-23 data. Administrative monitoring of OBPP delivery and instruction.	OBPP professional development
Secondary: Implement Restorative Practices	All district community members will receive training in restorative practices	Decrease in behavioral referrals and suspensions using 2019-20 data compared to 2022-23 data.	Restorative practices professional learning

	School leaders will model affective statements when interacting with staff and students. School leaders will visit classrooms to monitor the use of affective statements and provide feedback and support to improve implementation. Each school will develop a schedule for all teachers and students to participate in restorative practices. Instructional staff and school support staff will create restorative circle lesson plans and post to Google Docs	Increase in students' perception of positive relationships among peers and faculty as shown in SEL Survey. Administrative monitoring of Restorative Practices delivery.	
Implement "Start with Hello"	All district community members will receive training in "Start with Hello" practices School leaders will model "start with Hello" practices when interacting with staff and students. School leaders will monitor the use of "Start with Hello" practices and provide feedback and support to improve implementation.	Decrease in behavioral referrals and suspensions using 2019-20 data compared to 2022-23 data. Increase in students' perception of positive relationships among peers and faculty as shown in SEL Survey. Administrative monitoring of "Start with Hello" practices.	"Start with Hello" professional learning

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.
Increase in students' perception of positive relationships among peers and faculty as shown in SEDH and Data Triangle Survey.   Decrease in documented bullying incidents tracked from 2019-2020 to 2022-2023.   Decrease in behavioral referrals and suspensions using 2019-20 data compared to 20212-23 data.   Administrative monitoring of OBPP delivery and instruction.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	We prioritize ensuring access to learning for all students through instructional best practices.

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
 ● *How does this commitment fit into the District's vision, values and aspirations?*
 ● *Why did this emerge as something to prioritize?*
 ● *What makes this the right commitment to pursue?*
 ● *How does this fit into other commitments and the district's long-term plans?*
 ● *For Districts with identified schools:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district has had a specific focus for the last two years on the use of the instructional best practices of formative assessment; specifically the intentional development and use in instruction with students of NYS standards aligned learning targets, success criteria and feedback models. Supporting teachers in this work continues to be necessary.
	
	 This priority aligns with specific goals established by the HUFSD Board of Education. One is related to increasing the number of 3rd grade students whose reading and numeracy levels are at grade level. Another seeks to increase the number of students gaining regents' and advanced regents' diplomas (mastery in ELA and Math are part of their focus).
	
	 This priority supports the results of the district review of the "Equity Self-Reflection." Effective formative assessment practices allow equitable access that "enable(s) individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations."
	
	 In the student interviews, students specifically mentioned formative assessment practices that help them. The use of learning targets help students to focus and understand what they are learning. The checklists (success criteria) help them track what they've done and what they need to do to be successful. This indicates that this is an effort to continue.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continued emphasis on standards-based formative assessment practices.	Align instruction to best practices and standards Principals and supervisors communicate and clarify the instructional expectations Principals and supervisors provide ongoing practice with the instructional expectations Principals and supervisors monitor progress and provide actionable feedback regularly	Increase the number of 3rd Grade students reading on or above grade level. Increase the number of students gaining regents' diplomas and advanced regents' diplomas. Common strategies are used across classrooms that support cognitive skill practice and acquisition. Administrative monitoring using the district walk-through tool. Teachers observed using unpacked standards to support student engagement with essential cognitive skills.	F&P professional learning Fundations professional learning

Establish on-going academic progress monitoring and classroom interventions.	Supervisors collaborate with principals and teachers to establish assessments, criteria, and benchmarks for progress monitoring, beginning with ELA and Math in primary. Identify stumbling blocks to graduation (within 4 years) and advanced regents' diplomas. Develop an improvement plan with specific numerical targets and milestones by June 2022. (For example: mastery in Math or English; electives that promote student interest; pathways/sequences that reduce dropout rates with a focus on student success)	Increase the number of 3rd Grade students reading on or above grade level. Increase the number of students gaining regents' diplomas and advanced regents' diplomas.	Instruction Interventionist for each Elementary building Fountas & Pinnell Benchmark Assessment Kits & Training
Ensure that all students have personalized choices for their college and career pathways in high school	Embrace the 4+1 pathways philosophy for regents and general diplomas as well as alternatives for advanced regents' diplomas. Develop outreach and related guidance materials for the 2022-23 school year including annual reporting using appropriate criteria.	Increase in the numbers of students accessing 4+1 Pathways.	

	Develop a plan, including related infrastructure, to enhance or expand in-district Art, CTE and STEM pathway opportunities and sequences. Continue to establish long- term partnerships with higher education, career and technical education centers, and internships, externships and apprenticeships with municipalities and the trades.		

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

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Increase the number of 3rd Grade students reading on or above grade level. Increase the number of students gaining regents' diplomas and advanced regents' diplomas. Common strategies are used across classrooms that support cognitive skill practice and acquisition. Administrative monitoring using the district walk-through tool. Teachers observed using unpacked standards to support student engagement with essential cognitive skills.

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 2022-23?	

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

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 2022-23?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the district's long-term plans?* *For Districts with identified schools:* *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *In what ways does this support the SCEP commitments of your identified school(s)?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

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)
Anthony Lubrano	District Office	N/A
Melissa Corbett	District Office	N/A
Janine Rossi	Principal	Dutch Lane
Laura McConnell	Principal	Old Country Road
Brendan McGowan	Supervisor	N/A
Janet Suarez-Lovett	Supervisor	N/A
Linda Pfaffe	Supervisor	N/A
Raymond Williams	Principal	High School
Mara Jorisch	Principal	Middle School
Erin Guida	Parent	OCR/Middle School
Lisa Palladino	Parent	Fork/Middle School
Cathy Carey	Teacher	East Street

Our Team's Process

Michael Varghese	Student	High School
Lily Wagner	Student	High School

Meeting Dates

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

Meeting Date	Location
July 18, 2022	District Office
July 19, 2022	District Office
July 20, 2022	District Office
July 21, 2022	District Office
June 22, 2022, July 25, 2022	Virtual

Districts with TSI Schools 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	The principal of the TSI school gathered the perspectives of the SWD teachers and shared the information with the Asst. Supt. assisting with the completion of the DCIP.
Parents with children from each identified subgroup	The principal of the TSI school gathered the perspectives of the parents and shared the information with the Asst. Supt. assisting with the completion of the DCIP.
Secondary Schools: Students from each identified subgroup	N/A

23

Stakeholder Participation

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 August 1, 2022, 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