



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hyde Park Central School District	Dr. Pedro Roman

## 2023-24 Summary of Priorities

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

1	Create consistent, equitable, and aligned educational experiences for all students and staff in support of NY State Standards and our Portrait of the Hyde Park Learner and Portrait of the HPCSD Employee.
2	Foster an engaged, collaborative, and mutually accountable learning community where students, staff, families, and community partners work together to meet challenges and achieve excellence.
3	Utilize the Data for Continuous Improvement Framework and established protocols at all levels of the organization (District, Buildings, Departments, and Grade Levels) to align, coordinate, and maximize growth.

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>Create consistent, equitable, and aligned educational experiences for all students and staff in support of NY State Standards and our Portrait of the Hyde Park Learner and Portrait of the HPCSD Employee.</p>
<p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>After successfully implementing Tier I and III supports for SEL grades K-12 and evaluating the effectiveness of the programs (Second Step and Mindfulness in Schools Project), we are now both adjusting how we use these programs and beginning the process of adding additional Tier II supports. We will use what we have learned to create a comprehensive Multi Tiered System of Support (MTSS) plan. By doing so, we will create consistent expectations and systems and processes for student support across the district. Through utilizing district-wide committees and cross-functional teams to build our MTSS Plans we will ensure that the needs of students, families, and staff are reflected. This work is the logical next step after initial implementation and review of our Academic and SEL Systems, and the Action Research around Restorative Justice that was conducted through the 22-23 DCIP.</p> <p>Specifically, this supports the attributes found in the Portrait of the Hyde Park Learner: Confident Learner, Effective Communicator, Adaptable Innovator, Critical Thinker, and Responsible Citizen.</p> <p>This Priority Area also supports Haviland Middle School’s commitment 1 and 2:</p> <p>Commitment #1: We are committed to fostering an environment where every student has equitable access to current, culturally relevant, rigorous instruction that aligns with grade-level standards in all classrooms.</p> <p>Commitment #2: We are committed to fostering an environment that builds and strengthens relationships among students, staff, and families where everyone feels safe, respected, supported, and has a true sense of belonging.</p>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Social Emotional Learning: Universal Screening Tool</b></p>	<p>For the 2023-2024 School year the district will adopt, by committee, a Universal SEL Screening Tool that will assess and identify the Social and Emotional Skills/Abilities of students at each of our transitional levels (Kindergarten, Grade 2, Grade 5, and Grade 8). The Universal SEL Screening Tool will give us the ability to both monitor and track student skill development in the 5 CASEL Criteria. The information provided will be utilized at the Tier I level to inform our SEL lessons and at the Tier II level where we will be better able to provide students with the targeted interventions they need to further their development in the CASEL Criteria.</p>	<p><b>Training</b> for Teachers and Counselors.</p> <p><b>Financial Resources</b> for substitutes when teachers and counselors are released for training and data analysis.</p> <p><b>Policy/Practice:</b> Policy will need to be created regarding consent to be screened as well as the creation of common practices for screening and analyzing the data gathered.</p>
<p><b>Social and Emotional Learning:</b> District pacing guide for Second Step at Elementary</p>	<p>The Elementary Principals will work with their staff and each other to develop a consistent pacing guide for the Second Step Curriculum that ensures all four units are taught to ALL students and that the information gathered from the Universal Screener is utilized when exploring relevant extension lessons that support areas of greatest student need.</p>	<p>To obtain our goals this will require financial resources to obtain support from Second Step in creating appropriate pacing guides and oversight by the Director of Guidance and Elementary School Counselor.</p>
<p><b>MTSS (Multi-Tiered System of Support Team)</b></p>	<p>A cross functional and representative MTSS Support Team will be created at the building level. The Team will establish common protocols that will be used at Student Support Teams. The Student Support Teams will use these common protocols to evaluate student data and make recommendations for Tier I, II, and/or III supports across several areas (SEL, Mental Health, Behavioral Supports, Restorative Practices and Academic Supports (AIS)) leading to improved student outcomes.</p>	<p>To obtain our goals in this area professional development for the whole faculty and specialized training for the MTSS Support Team will be required. To most effectively build our capacity while also developing our MTSS Plan, Coaching and the use of common planning/collaborative time will be required.</p>
<p><b>Restorative Practices Implementation Plan:</b></p>	<p>As a tenon of the MTSS Plan, an implementation plan for restorative practices will be developed. This will begin by taking the recommendations made by the Restorative Justice Action Team (Part of the DCIP work/Plan 22-23) and creating a multi year implementation plan. The plan will</p>	<p>In order to successfully accomplish this strategy, the district must commit time and financial resources to support the professional development of administrators and staff.</p>

Priority 1

	<p>start by training building leaders and district administrators in restorative practices in the fall of 2023 and reviewing our Student Handbooks and Codes of Conduct in the fall of 2023 and spring of 2024.</p>	<p>Additionally, there will be Board Policy and District Practice implications and modifications necessary.</p>

## Measuring Success

### END OF THE YEAR

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

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

**Social Emotional Learning:**

- 100% of students at transitional grade levels K,2,5 and 8 will be screened using our Universal Screening tool to assess and identify Social Emotional Skills and abilities (Parent Consent Required).
- A consistent pacing guide will be created for the Second Step Curriculum (K-5) that ensures reliable Tier I SEL instruction for all elementary students.
- A student scoring/assessment tool will be created and utilized to determine which of the CASEL criteria to ensure the effective delivery of Tier I SEL instruction and to identify where more intensive instruction is required.

**MTSS:**

- A district wide MTSS map is created that outlines the Tier I, II, and III supports that exist and would need to be added.
- An MTSS Team will be created at the building level to develop consistent protocol(s) for holding student support meetings (K-5) that will take into account more than behaviors and academics (the full MTSS Framework).

**Restorative Practices:**

- By the end of the 2023-2024 School Year, administrators (building and district) will have received training in Restorative Practices.
- Initial evaluation of Student Handbooks and the Code of Conduct will take place with Policy/Practice implications considered.

Priority 1

**THROUGHOUT THE YEAR**

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

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Universal Screener will be administered Fall 2023 and Spring 2024 to drive data informed decisions around social and emotional learning	May 2024	
Building level MTSS team will meet monthly to discuss a data informed area of focus and action steps at tier 1.	June 2024	
Evaluation of Second Step implementation and student assessment scoring protocol	June 2024	
Implementation plan for restorative practices district- wide	May 2024	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>Foster an engaged, collaborative, and mutually accountable learning community where students, staff, families, and community partners work together to meet challenges and achieve excellence.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>In order to improve student outcomes in a sustainable way, the creation of an environment of collaboration and accountability is necessary. When designing student learning and meeting the challenges that face our educators, students, and families, giving and receiving feedback through open communication is required. To this end, Priority Area 2 is in direct support of Haviland Middle School's Commitment #1: <i>We are committed to fostering an environment where every student has equitable access to current, culturally relevant, rigorous instruction that aligns with grade-level standards in all classrooms.</i></p> <p>As part of the 22-23 DCIP, the district worked with community stakeholders to define our Portrait of the Hyde Park Learner which outlined the attributes we want our students to leave Hyde Park with. Specifically, Hyde Park Learners should be Confident Learners, Effective Communicators, Adaptable Innovators, Critical Thinkers, and Responsible Citizens. Based on the comprehensive needs assessment conducted at the district and building levels this priority focuses on academic excellence through the manifestation of these attributes and highlights the need for all members of the community to work together to solve problems and achieve excellence.</p>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>District Literacy Leadership Team Audit K-5:</b> Evaluate District adopted K - 5 reading curriculum</p>	<p>Continue the K - 5 District Literacy Leadership Team (1 meeting quarterly) to review District and building level NWEA Growth, MRF, and 3-5 NYSED ELA Assessment data.</p> <p>Utilize teacher surveys, sent quarterly, to gather data on Units of Study for Teaching Reading</p> <p>Make decision on use of current workshop model reading program for 2024-2025SY</p>	<p>This will require 4 quarterly meetings with the Literacy Leadership Team where they will audit our current K-5 curriculum (Readers Workshop) and make recommendations for enhancing or replacing this curriculum (if replacing the committee will make recommendations on what to replace it with and a plan for implementing new curriculum). Additionally, quarterly surveys will need to be developed, administered to teachers, and utilized by the Director of Humanities and the District Literacy Leadership Team.</p>
<p><b>District Literacy Leadership Team Audit K-5:</b> Provide professional development in the area of foundational reading skills to teachers in grades K - 5</p>	<p>Partner with LETRs to provide professional development to administrators and staff in the area of foundational reading skills.</p> <p>Provide 4th and 5th grade teachers with training on the Fountas and Pinnell Spelling, Phonics and Word Study Kits.</p>	<p>To raise reading levels for students, increasing teacher capacity to teach reading is needed. This will require dedicated funds for LETRs, and Heineman Training for elementary teachers.</p>
<p><b>Master Schedule Review/Revision 9-12:</b> Standardize collaboration opportunities within the high school schedule</p>	<p>For the high school this is a two year process, which is beginning the summer of 2023. It entails review of existing scheduling structures and procedures with a consultant. The high school building leadership will explore scheduling options (e.g. 9 period day, block scheduling, community lunch/intervention blocks, etc.) to increase opportunities for collaboration between content areas and departments.</p>	<p>This requires a contract with Dr. Michael Rettig, renowned scheduling expert and engagement with the FDR Building Leadership Team, students, and parents.</p>
<p><b>Master Schedule Review/Revision 6-8:</b> Standardize collaboration</p>	<p>At the middle school, collaboration time is available, but underutilized. During the 2023-2024 school year, teachers will use collaboration time to review attendance,</p>	<p>This will necessitate a contract with Dr. Michael Rettig, the Haviland Building Leadership Team, students, and parents. The</p>

Priority 2

opportunities within the middle school schedule	achievement, demographic, and perceptual data. This will impact collaboration between all stakeholders and improve the culture and climate of Haviland Middle School.	adjustments to the schedule will focus on increased staff collaboration, intervention blocks, and increased time dedicated to the instructional core.
<b>Master Schedule Review/Revision K-5:</b> Standardize a structured use of collaboration opportunities at the elementary schools	Collaboration time is built into the elementary teacher schedule. This year, elementary teachers will be provided a meeting schedule, access to common data profiles (e.g. NWEA Growth, NWEA MRF, SEL Universal Screener, attendance, etc.) and common data protocols to address the areas of math, literacy and SEL.	This will require a contract with Dr. Michael Rettig, collaboration between four elementary buildings and their Building Leadership Teams, and training for building principals and their teams.
<b>Math Curriculum K-9:</b> Implement new math resources at grades K-9	The District has been using EngageNY math modules along with a detailed District math curriculum since 2012. During the 2022-2023 school year, following a math survey and teacher feedback, the District purchased new math resources from Eureka Math <sup>2</sup> . All teachers were trained in the use of these new resources prior to June 2023. For the 2023-2024 school year, implementation of these resources and updated District math curriculum is mandatory for grades K-8, with a pilot at grade 9 (Algebra I). Two math coaches and additional professional development have also been added in order to increase collaboration and support math instruction and student learning.	This will require sustained funding for the two math coaches, purchases of Eureka Math <sup>2</sup> curriculum materials/resources annually, professional development (differentiated, mandatory, and voluntary) and coordination by the Director of Math & Science.

## Measuring Success

### END OF THE YEAR

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

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

#### District Literacy Leadership Team Audit K-5:

- The K - 5 District Literacy Leadership Team will have met four times and have audited the current K-5 reading program, making recommendations (enhance or replace).
- Quarterly surveys on the Units of Study for Teaching Reading will be collected and reviewed by the Literacy Leaders Team and Director of Humanities.



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- Fifteen percent of K - 5 teachers will be trained in the Science of Reading (LETRs).
- All fourth and fifth grade teachers will receive training on Fountas and Pinnell Spelling, Word Study, and Phonics kits (extending the work of the 22-23 DCIP).

**Master Schedule Review/Revision:**

- All six school buildings (4 elementary, 1 middle, 1 high) will have worked with Dr. Michael Rettig, their Building Leadership Teams, Parents, and students to revise or change their daily academic schedule to enhance grade/department collaborations, student interventions, and increased Tier I instructional time. Thus, aligning building schedules with District Priorities.

**Increase Parent Engagement:**

- Haviland Middle School will hold Community Night(s) where parents, students, and staff can interact and build strong relationships.
- ENL families will be provided with increased access to opportunities through in-District and county-wide resources as the District further explores the Community Schools Model with the District Leadership Team.

**Math Curriculum K-9:**

- At least 20 elementary teachers, representing grades K-5 will participate in summer math curriculum writing focused on the implementation and alignment of the new curriculum (adopted as part of the 22-23 DCIP).
- The two district math coaches will work with at least 80% of the elementary math teachers through professional development, coaching (or mini-) coaching cycles, and/or data work during elementary collaboration time.
- All newly hired elementary teachers will receive foundational Eureka Math<sup>2</sup> (New curriculum) implementation training.

**THROUGHOUT THE YEAR**

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

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Evaluation of and decision about current K - 5 Reading Program	May 2024	
A minimum of fifteen percent of teachers trained in LETRs or other foundational reading skills professional development.	June 2024	
All fourth and fifth grade teachers will be trained and implementing Fountas and Pinnell Spelling, Phonics, and Word Study programs.	December 2024	
Newly formatted schedules created by all building principals that are aligned to District priorities.	June 2024	
HMS Community Night	Oct/Nov 2024	

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ENL workshops will be provided in-District and at the county level.	June 2024	
Scheduled coaching cycles, coaching min-cycles, professional development, and data work by Math Coaches	May 2024	
Updates to the cover pages, District math curriculum UbD (Understanding by Design) templates, and grade level pacing guides through Elementary Math Summer Curriculum Writing.	July 17th, 18th, and 21st 2023	
Eureka Math <sup>2</sup> implementation training for new staff	September 27th and 28th 2023	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>Utilize the Data for Continuous Improvement Framework and established protocols at all levels of the organization (District, Buildings, Departments, and Grade Levels) to align, coordinate, and maximize growth.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>● <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>With the adoption of the Portrait of the HPCSD Learner and the Portrait of the HPCSD Employee we have memorialized what it means to be a Hyde Park student and Hyde Park employee (Result of the 22-23 DCIP Plan). Through the previous year’s DCIP work and priorities, we have created data systems (Demographic, Perceptual, Student Performance, and Systems/Structures) that assist us in doing annual Comprehensive Needs Assessments (in all buildings regardless of NYSED accountability label) that include our partners, teachers, students, and administrators. This process was used to create all three district priority areas for the 23-24 DCIP Plan, including Priority area 3. While not directly aligned to the Haviland Commitments, moving this practice from the district and building levels, to the department and grade levels will create the systemic foundation for all improvement work moving forward.</p> <p>As an extension of the work completed during the 22-23 DCIP, this priority area moves the consistent practice of reviewing data, identifying “strengths, challenges, and implications for improvement” , creating aligned building and district goals, and their subsequent improvement plans, from the district level (top-down) to all levels (Top-down and bottom-up). The inclusion of all staff in the analysis of data with cross functional teams charged with implementing improvement plans, we have seen all four of the original TSI indicators move back to LSI and one PTSI indicator move to TSI.</p>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Creation of district-wide data profiles (Demographic, Perceptual, and Student Performance)</p>	<p>The District Student Data Coordinator, Deputy Superintendent, and Harvard Strategic Data Project Fellowship Partners will create and study a multi-year implementation plan for embedding data analysis and school improvement planning at the district level.</p> <p>When implemented, it will be a regular cycle and five year look back at important data points utilized by the District Leadership Team to set annual priorities, and allocation of resources for continuous improvement.</p>	<p>To support the expansion of this work we will utilize a two year partnership with Harvard University and take part in all training and services as required by the SDP Fellowship program.</p> <p>A contract with Education For the Future (EFF) will be required to help collect and disaggregate Perceptual Data.</p> <p>Dedicated time at the District Leadership Team meetings for data analysis and goal setting will be required.</p>
<p>Creation of individual building data profiles (Demographic, Perceptual, and Student Performance)</p>	<p>The District Student Data Coordinator, Deputy Superintendent, and Harvard Strategic Data Project Fellowship Partners will create and study a multi-year implementation plan for embedding data analysis and school improvement planning at the individual school building level.</p> <p>When implemented, it will be a regular cycle and five year look back at important building level data points utilized by the Building Leadership Teams to set annual goals informing and aligning to the District Priority areas.</p>	<p>To support the expansion of this work we will utilize a two year partnership with Harvard University and take part in all training and services as required by the SDP Fellowship program.</p> <p>A contract with Education For the Future (EFF) will be required to help collect and disaggregate Perceptual Data and provide consultation services to the six building principals as they implement the framework with their staff.</p> <p>Dedicated time at faculty meetings and Professional Learning Mornings will be required for data analysis and goal setting.</p>
<p>Creation of grade level/ department/individual student level data</p>	<p>The District Student Data Coordinator, Deputy Superintendent, and Harvard Strategic Data Project Fellowship Partners will work with</p>	<p>To support the expansion of this work we will utilize a two year partnership with Harvard</p>

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	<p>Curriculum Directors and Building Principals to create and study a multi-year implementation plan for embedding data analysis and school improvement planning at the department, and grade levels.</p> <p>When implemented, it will be a regular cycle of grade/department level and student level data focused on making curricular and instructional adjustment to continuously improve student outcomes in support of building goals which are aligned to the District Priority Areas.</p>	<p>University and take part in all training and services as required by the SDP Fellowship program.</p> <p>A contract with Education For the Future (EFF) will be required to help collect and disaggregate Perceptual Data and provide consultation services to the Academic Directors and department/grade level staff as they implement the framework.</p> <p>Dedicated time at department meetings and summer curriculum writing hours will be required for data analysis and goal setting at the department/grade levels.</p>
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## Measuring Success

### END OF THE YEAR

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

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

- The creation of a unifying schedule for data analysis and goal setting at the district, building, and department/grade levels.
- Develop proficiency in facilitating data analysis (Demographic, Perceptual, Student Performance) by district and building administrators.
- Build proficiency in utilizing a common “problem solving cycle” to create collaborative solutions to challenges identified in the data analyzed (Demographic, Perceptual, Student Performance).
- Demonstrate adherence to a common timeline for data analysis and goal setting that allows the district to hear the needs of the departments/grade levels, buildings, and community when setting priorities.
- Demonstrate adherence to a common timeline for Building Level goal setting that is in alignment with and informed by the District Priority Areas.
- The creation of a common school and district improvement planning template that describes the steps, resources, and expected outcomes of building and district improvement efforts.
- A successful implementation of improvement plans at the district and building levels (departments/grade levels to follow in 24-25)
- Measured increases in student performance:
  - K-8 ELA and Math (all subgroups above the 10% cut point as compared to all NY districts and schools)
  - 9-12 (increase graduation rates and outcomes for SWD above the 10% cut point as compared to all NY districts and schools)

### THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Student Performance Profiles created and analyzed by the District Leadership Team and Buildings.	September 5, 2023 and October 25, 2023	
Demographic Profiles created and analyzed by the District Leadership Team and Buildings.	December 14, 2023	

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	and January 2024	
Perceptual Data Profiles created and analyzed by the District Leadership Team and Buildings.	February 14, 2023 and March 2024	
Department and grade level data analysis (goal setting to follow in 24-25)	September 2023 - May 2024	
District (DLT) Priority Areas developed	March 14, 2024	
Building (BLT) Goals for 2024-2025 developed	April - May 2024	
District and Building Improvement Plan development	May - July 2024	

## 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 <i>(if applicable)</i>
Aviva Kafka	Past Superintendent (Retired 6/30/23)	District
Dr. Gregory S. Brown	Deputy Superintendent	District
Jennifer Criser-Eighmy	Director of Humanities	District
Kim Knisell	Director of Math and Science	District
Eric Shaw	Principal	Haviland Middle School
District Leadership Team	District and Community Decision Making Team	K-12 Students, and Community Representation
Instructional District Leadership Team	District-Wide Decision Making Team	K-12 Representation
Guidance Advisory Team	District-Wide Decision Making Team	K-12 Representation
Professional Learning Committee	District and outside agency decision making team	K-12 Representation, Community and Agency Partners
Instructional Equity Network	District and Community Decision Making Team	K-12 Students, and Community Representation
Literacy Leadership Team	District-Wide Decision Making Team	K-6 Representation



## Meeting Dates

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

Meeting Date	Location
District Leadership Team Dates: 3/28/23, 6/31/23	Hyde Park Elementary
Instructional District Leadership Team Dates: 10/24/22, 2/1/23, 3/22/23, 5/10/23	Hyde Park Elementary
Instructional Leadership Team and District Leadership Team Joint Session Meeting Dates: 12/15/22, 1/19/23	Hyde Park Elementary
Instructional Equity Network Dates: 9/30/22, 10/18/22, 11/7/22, 2/2/23, 6/8/23	Hyde Park Elementary
Parent/Teacher/Student Survey Dates: 11/8/22-12/2/22	Virtual (628 Parents, 1,904 Grade 3-12 Students, and 372 Staff Participated)
Student/Teacher Focus Groups HMS Date: 1/28/23	Haviland Middle School
DCIP/SCEP Team Meeting Dates: 3/3/23, 6/7/23, 7/13/23	Haviland Middle School & District Office

## Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	At the District Level, 372 Teachers participated in district-wide climate and improvement surveys (Haviland Middle teachers participated twice), Teachers representing the identified subgroups (SWD and ELL) were part of the Instructional District Leadership Team, District Leadership Team, and Instructional Equity Network, reviewed data, gave feedback, conducted action research and co-created the 23-24 district priority areas.

## Stakeholder Participation

	<p>At the Building Level, 77 Teachers participated in the twice administered climate and improvement surveys at HMS. The entire staff (certified and classified) participated in the comprehensive needs assessment and data analysis. Where possible the SCEP team included teachers who also identify with one or more of the subgroups included in the TSI designation. Teachers participated in the SCEP/Community meetings to collaboratively create the 23-24 HMS commitments and plan.</p>
<p>Parents with children from each identified subgroup</p>	<p>At the District Level, 628 parents participated in district-wide climate and improvement surveys providing qualitative and quantitative data. Parents representing the identified subgroups (SWD and ELL) were part of the District Leadership Team, and Instructional Equity Network, and participated in the data review, gave feedback, conducted action research and co-created recommendations for our District Priority Areas and Action Research Groups (Feedback for Learning, Student Supports and Interventions, Restorative Justice, and Academic Independence).</p> <p>At the building level, Parents participate from all identified subgroups at various times in the SCEP planning process, in person and virtually. All parents were provided an opportunity to participate and 196+ participated in each of the twice annual climate and improvement surveys.</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>At the district level, students from identified subgroups participated in the District Leadership Team (Designed Priority Areas and Created the Portrait of the HP Learner), The Instructional Equity Network (Conducted Action Research), and 1,904 participated in the climate and improvement survey (589 from Haviland Middle). 10 Students from Haviland Middle participated in focus group discussions with district staff on 1/28/23. This included students from the identified subgroups. The feedback and analysis done was the basis of all three District Priority areas.</p> <p>At the building level students participated in the twice annual climate and improvement surveys, participated in focus groups and served as advisors to the SCEP planning team. Their feedback specifically impacted the creation of additional PBIS and SEL programming along with the creation of additional community outreach efforts.</p>

## 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](mailto:DCIP@nysed.gov) by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

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