New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan

2026-27

District	Superintendent
Half Hollow Hills Central School District	Mr. John O'Farrell

Section 1: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	We define high-quality, equitable, and adaptive Tier 1 instruction as learning experiences that ensure all students have access to rigorous, standards-aligned instruction that is purposeful, engaging, and responsive to their needs. In every classroom, students should understand the purpose of their learning and how it connects to larger concepts and real-world application. Learning activities should move beyond simple task completion and promote true understanding through active engagement, critical thinking, problem-solving, and meaningful application of knowledge. Students should have opportunities to collaborate, receive purposeful feedback, reflect on their learning, and develop ownership of their growth.

Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instructional coaches**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- I**nvest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone trainings.

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Review of our HHH Instructional Priorities with all Teaching Staff	This supports our goal of providing equitable, evidence-aligned learning experiences to all of our students. We will share the Priorities at our summer Leadership Meeting to ensure all new administrators are familiar. We will review the Priorities on Superintendent's Conference Day during department and building faculty meetings.	Our goal is to provide teachers with the Priorities that will guide their lesson planning and enhance instruction. Administrators will be expected to discuss the Priorities in faculty and department meetings, as well as in Pre-Observation conferences. We will collect data through the observation process and by examining assessments and student work samples.
Invest in Co-Teaching Training for our New and Existing Integrated Co-Teaching Pairs	This supports our goal of providing equitable access to grade-level curriculum and high-quality Tier 1 instruction for all learners. Fund curriculum implementation supports, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor, as well as alignment to standards and practices. Align master scheduling guidance and staffing allocations to protect collaborative planning time during the instructional day.	We will provide professional learning opportunities focused on effective co-teaching models, collaborative planning, shared ownership of students, and the strategic use of supports within the classroom. We will collect data through classroom observations, teacher feedback, and student outcomes. Evidence will include implementation of a variety of co-teaching approaches, increased student engagement and access to instruction, and improved outcomes for students receiving integrated support services.

Provide Substitute Coverage/Release Time for Departmental Professional Development	This supports our goal of building teacher capacity and ensuring consistent implementation of high-quality, standards-aligned instruction across classrooms and schools. We will provide substitute coverage and release time for teachers to engage in departmental professional learning, collaborative planning, curriculum work, data analysis, and the examination of student work. Provide substitute coverage or release time so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.	Our goal is to create dedicated time for educators to deepen their understanding of curriculum, instructional practices, and assessment while fostering collaboration and shared responsibility for student success. We will collect data through participant feedback, professional learning artifacts, observation data, and evidence of instructional shifts reflected in lesson design, classroom practice, and student outcomes.

District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation supports so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.
- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Develop a Shared Vision for High-Quality Tier 1 Instruction Through the HHH Instructional Priorities	District and building leaders will review and calibrate around the HHH Instructional Priorities: Purpose in the Pursuit of Learning, Learning Activities True Understanding, and Collaboration & Purposeful Feedback. This will be done during the Summer Leadership Retreat. Priorities will be revisited during Superintendent's Conference Day, faculty meetings, leadership meetings, and the observation process. Administrators will use the priorities as a common lens when providing feedback and supporting instructional improvement. Fund curriculum implementation supports, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.	Our goal is to establish a common understanding of what high-quality, equitable, and adaptive Tier 1 instruction looks and feels like across all classrooms. We will review observation evidence, administrator feedback trends, student work samples, and assessment data. Success will be reflected in increased consistency across classrooms and evidence that students can articulate the purpose of their learning, engage in meaningful learning activities, and use feedback to improve their work.
Strengthen Instructional Leadership Through Ongoing Building Administrator Collaboration	Building administrators, directors, and coordinators will participate in regular leadership meetings focused on identifying trends in teaching and learning. Leaders will collaboratively analyze classroom evidence, discuss challenges and successes, calibrate expectations, and identify next steps for professional learning and support. Fund district-level instructional expertise to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.	Our goal is to strengthen instructional leadership capacity and ensure consistent expectations across schools. We will discuss observation trends and gather administrator feedback. Success will be reflected in greater alignment of instructional expectations and improved implementation of district priorities across buildings.

Use Multiple Measures of Student Learning to Inform Instructional Decision-Making	District and building teams will regularly review assessment data, student work samples, universal screening data (if applicable) and progress-monitoring information to identify strengths, needs, and instructional priorities. Data discussions will occur during leadership meetings, curriculum meetings, grade-level meetings, and/or instructional support team meetings. Provide tools, protocols, and exemplars that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.	Our goal is to ensure instructional decisions are driven by evidence of student learning. We will review state assessment results, curriculum-based assessments, writing samples, and intervention data. Success will be reflected in stronger student outcomes, increased proficiency, reduced achievement gaps, and evidence that instructional adjustments are responsive to student needs.

District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.
- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.
- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.
- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, supports, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Provide guidance, resources, and oversight to support schools in fostering student belonging, engagement, and equitable access to academic and social-emotional supports.	District administrators will attend a BOCES workshop for addressing chronic absenteeism. Additionally, the district will collaborate with building leaders to review school climate, attendance, behavior, and student engagement data to identify strengths and areas for improvement. District leaders will support schools in implementing practices that promote positive relationships, inclusive learning environments, student voice, and equitable access to supports and opportunities. Ongoing discussions with school leadership teams will focus on monitoring progress and sharing effective practices across schools. Fund translation and engagement infrastructure so schools can communicate consistently with families across languages, cultures, and contexts. Explore resources in order to build and support early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.	Our goal is to cultivate a welcoming and equitable school environment where every student experiences a strong sense of belonging, active engagement, and seamless access to integrated academic and social-emotional learning supports. Success will be reflected in improved student climate survey data, increased participation in school-wide engagement activities, and a measurable decrease in disparities regarding access to advanced academic or supportive SEL interventions.
Strengthen the use of early warning systems through collaboration with school counselors to proactively identify and support students experiencing academic, attendance, social-emotional, or behavioral challenges.	Guidance counselors will review attendance and student grades on a quarterly basis. Stabilize student support systems across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.	Our goal is to proactively identify and provide timely, targeted interventions for students showing early signs of academic, attendance, social-emotional, or behavioral difficulties.

	Coordinate and fund partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.	Success will be reflected in a reduction of chronic absenteeism, fewer course failures, and decreased behavioral referrals, as measured by systematic, quarterly counselor data reviews.
Continue to strengthen Academic Intervention Services (AIS) systems and processes to ensure timely, data-informed support for students demonstrating academic need.	The district will refine and monitor AIS processes and programs to ensure consistency across schools. District and building leaders will review multiple measures of student performance, including universal screening data, classroom assessments, and state assessment results, to identify students in need of additional support. Ongoing collaboration among classroom teachers, interventionists, counselors, and administrators will ensure that interventions are targeted, responsive to student needs, and adjusted based on progress monitoring data. Professional learning and guidance will be provided to support effective implementation of AIS practices. Develop and support a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.	Our goal is to ensure that students receive appropriate academic support as early as possible and that interventions lead to measurable growth. Success will be reflected in improved student achievement, increased rates of students meeting grade-level expectations, effective movement into and out of AIS services based on need, and greater consistency in AIS implementation across schools.

District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.
- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.

- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.
- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation supports** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.
- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Establish and support districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.	Building-level teams are created to meet quarterly. These Instructional Support Teams consist of teachers, building administrators, mental health providers and district curriculum directors. The team looks at the background knowledge of any student discussed and determines best practices to support attendance.	Our goal is to shift from punitive discipline to a collaborative, multi-disciplinary problem-solving approach for student attendance. Success will be reflected in:

	Review districtwide expectations for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.	● 100% completion of scheduled quarterly Instructional Support Team meetings across all building levels. ● A measurable decrease in punitive attendance interventions (e.g., formal disciplinary actions or immediate referrals) alongside an increase in documented academic, social, and mental health interventions tailored to individual student needs.
Review referral pathways that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.	Once the district identifies concerning student attendance patterns, the building-assigned social workers and psychologists engage in a team discussion. During this ongoing discussion, local and community support is discussed and implemented.	Ongoing attendance data reports will be reviewed to demonstrate whether the local and community supports showed improvements.
Establish clear, districtwide expectations for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.	The leadership team will be reviewing the districtwide attendance policy.	To ensure compliance and to provide clarity for students and families.

Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (requited)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, MUST be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps AND the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

We recognize that [inequity], and to mitigate this, we will _____.

Inequity		
Actions to reduce the Data Gap	**Person Responsible**	**When**
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**

Districts with inequities related to the following data points MUST have a plan to mitigate the identified inequity.

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- % of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Feel free to copy and paste the table for each Inequity being addressed.

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

We recognize that [inequity], and to mitigate this, we will _____.

Inequity		
Actions to reduce the Data Gap	**Person Responsible**	**When**
Knowing that these gaps exist now, how will we provide additional support to the affected schools	**Person Responsible**	**When**

Feel free to copy and paste the table for each Inequity being addressed.

Funding Inequity (optional)

Districts that would like to leverage Title I, 1003 School Improvement Funding to explore how to better equitably distribute resources across the district should complete this section below. This section is optional.

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this action entail?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Section 3: Addressing Inequities

Feel free to copy and paste the table for each Inequity being addressed.