

2012-13

DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)

CONTACT NAME	Dr. Kenneth A. Card, Jr.	TITLE	Assistant Superintendent for Curriculum and Instruction
PHONE	(631) 643-1239	E-MAIL	kcard@hufsd.edu

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Approval is required no later than three months following the designation of the school district as a Focus District and shall be subject to the approval of the commissioner, upon request.

THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	James Polansky		12/3/2012
PRESIDENT, B.O.E./ CHANCELLOR OR CHANCELLOR'S DESIGNEE	Emily Rogan		12/3/2012

DISTRICT LEADERSHIP TEAM: Each LEA should have a single District Leadership Team (DLT) and a single district comprehensive improvement plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

MEMBER OF THE DISTRICT LEADERSHIP TEAM:

CHAIR	KENNETH A. CARD, JR. NANCY ALLARD JOHN AMATO LAUREN AMENDOLA SCOTT ARMYN CHRIS BENE SUZETTE BIAGI CAROL COFFEY PAM FALLON KIMBERLY FINNERAN BETSY GIAMO JIM LAUTER SUSANNE MILLNER RAE MONTESANO KIM MYERS-BENDER KEN PARHAM EDITH PULIZZOTTO CATHY RIBANDO DOMINIQUE STANLEY TRACY TUCKER NANCY WILSON	ASSISTANT SUPERINTENDENT DATA COORDINATOR PRINCIPAL, FINLEY MIDDLE SCHOOL TEACHER TEACHER COMMUNITY MEMBER TEACHER TEACHER PARENT TEACHER PARENT TEACHER PARENT TEACHING ASSISTANT CHARI OF SCIENCE/TECHNOLOGY TEACHER ASSISTANT PRINCIPAL PARENT PARENT PARENT (SEPTA) PARENT DIRECTOR, STUDENT SUPPORT SERVICES
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DCIP Overview

In this section, the district must describe the overall improvement mission or guiding principles at the core of the district comprehensive improvement plan, strategy for executing the mission/guiding principles, the key design elements of the educational improvement plan presented in the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan as presented over a three year period of time.

The Overview will be made widely available through public means, such as posting on the Internet, by the district. It will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. This Overview should be no more than five pages in length.

A complete statement will include:

- A summary of the primary identified needs of the district and its schools, using information from SED-led visits.
- Mission or guiding principles that are connected to the identified needs of the district and its schools.
- The strategy and overall timeline for accomplishing the mission/guiding principles. Anticipated barriers should be addressed.
- An overview of the district structure that will support the strategic implementation of the mission/guiding principles. Communication with and professional development for school leaders at identified schools should be addressed.
- Highlights of the initiatives described in the DCIP through all funding sources that support further the mission/guiding principles.
- Overarching goals for what the initiatives described in the DCIP will accomplish by the end of the three year period.

OUR MISSION:

RECOGNIZING THE STRENGTHS OF OUR DISTRICT'S TRADITIONS, ITS HISTORY OF COMMUNITY SUPPORT, THE DIVERSITY OF OUR POPULATION AND OUR COMMITMENT TO EDUCATIONAL EXCELLENCE, THE MISSION OF THE HUNTINGTON UNION FREE SCHOOL DISTRICT IS TO EDUCATE STUDENTS BY EFFECTIVELY TEACHING AN ENRICHED BODY OF KNOWLEDGE THROUGH THE ACTIVE PARTICIPATION OF ALL STUDENTS, BUILDING UPON THEIR UNIQUE TALENTS AND ABILITIES TO PRODUCE CREATIVE, SELF-ASSURED, RESPONSIBLE CITIZENS WHO ARE CAPABLE OF CRITICAL THOUGHT AND ACTION.

GUIDING PRINCIPLES:

- SCHOOLING IS THE EDUCATION OF THE WHOLE CHILD (ACADEMICALLY, SOCIALLY, AND EMOTIONALLY)
- CULTURAL AND INDIVIDUAL DIVERSITY ENRICHES THE SCHOOL ENVIRONMENT
- ALL STUDENTS WILL GROW AND LEARN WHEN:
 - WE ARE REFLECTIVE IN OUR PRACTICE
 - WE MODEL LIFELONG LEARNING
 - WE HAVE HIGH STANDARDS FOR STUDENTS AND OURSELVES
 - WE ENGAGE STUDENTS WITH INSTRUCTION THAT IS RELEVANT AND RIGOROUS
 - WE PROVIDE DIFFERENTIATED INSTRUCTION TO ADDRESS DIFFERENT LEARNING STYLES AND READINESS
 - WE USE DATA AND ONGOING STUDENT ASSESSMENT TO INFORM INSTRUCTION
 - WE INCORPORATE TECHNOLOGY AS AN INTEGRAL TOOL IN LEARNING
 - WE INTENTIONALLY FOSTER POSITIVE RELATIONSHIPS THROUGH MUTUAL RESPECT AND OPTIMISM

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- WE WORK COLLEGIALLY TO DEVELOP A SENSE OF COMMUNITY AND BELONGING
- WE CREATE A PARTNERSHIP BETWEEN HOME, SCHOOL AND COMMUNITY

THESE BELIEFS INFORM OUR WORDS, OUR ACTIONS AND OUR PRACTICES AS WE STRIVE TO PROVIDE AN OPTIMAL ENVIRONMENT FOR TEACHING AND LEARNING.

<p>1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>							
A. Major Recommendation		B. Goal		C. Target			
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost			
Participation in regional and state-wide recruitment fairs.	January 2013 – June 2013	Assistant Superintendent for General Administration	Local	TBD			
Implementation of district approved APPR Plan.	September 2012 – June 2013	All District Administrators	Local RTTT Grant	TBD			
Administrators will participate in Leadership Institute provided at Harvard	January 2013 – June 2013	All District Administrators	STLE Grant	TBD			
Recruit teacher for participation in National Board Certification.	January 2013 – June 2013	District Administrators and Teachers	STLE Grant	TBD			

<p>1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.</p>							
A. Major Recommendation		B. Goal		C. Target			
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost			

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

A. Major Recommendation	B. Goal	C. Target

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
Book Discussions through ongoing professional development to develop culture of awareness in regards to student needs.	September 2012 - June 2013	District Administrators and Teachers	Local	TBD
Series of professional development sessions focused on building elementary teacher capacity in area of key foundational skills: Fluency, Phonological Awareness, and Vocabulary Knowledge.	September 2012 - June 2013	Coordinator of English Language Arts (K-6)	RTTT Grant	\$2,000
Professional development for secondary teachers on "unpacking" the Common Core Learning Standards	September 2012 - June 2013	English Language Arts Teachers - Secondary & Content area teachers	RTTT Grant	\$400

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

A. Major Recommendation	B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost
Building principals are engaged in book discussion: <i>Driven By Data</i> , by Paul Babrick-Santoyo	September 2012 – June 2013	District Administrators	RTTT Grant	\$500
District Response to Intervention Implementation and Monitoring committee	September 2011 – June 2013	Assistant Superintendent for C&I and SBITs	RTTT Grant	\$772

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. Major Recommendation		B. Goal	C. Target		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost	
Monthly principal and directors meeting with Superintendent of Schools & Asst. Supt. for C&I	September 2012 – June 2013	District Administrators	Local	N/A	

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. - F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.	
A. – F.	H. District Cost
SEE SCEPs (leave blank)	

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.	
A. – F.	H. District Cost
SEE SCEPs (leave blank)	

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.	
A. – F.	H. District Cost
SEE SCEPs (leave blank)	

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.			
A. Major Recommendation	B. Goal	C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Professional development on using BARS Reporting System for all teachers	September 2012 – June 2013	District Administrators & Teachers	Title IIA \$1,000
Atlas Rubicon Diary Mapping Faculty professional development	July 2012 – June 2013	District Administrators & Teachers	SIG \$5,500
Attendance at ASCD conferences related to implementation of CCLA	September 2012 – June 2013	District Administrators & Teachers	Title IIA TBD

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.			
A. – F.	G. Fund Source(s)	H. District Cost	
SEE SCEPs (leave blank)			

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

A. - F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. - F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

A. - F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
A. Major Recommendation	B. Goal	C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Professional development workshops on Shaping Intentional Practice Through the Danielson Framework: How Highly Effective Teachers Promote Intrinsic Motivation	September 2012 - June 2013	District Administrators and Teachers	Local
			TBD

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	
A. - F.	H. District Cost
SEE SCEPs (leave blank)	

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

<p>6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</p>			
A. Major Recommendation	B. Goal	C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s) H. District Cost
Meet the Reading Teacher Night – Activities and Strategies to support parents and their children who participate in our compensatory reading program at the elementary level.	October 2012	Assistant Superintendent ELA Coordinator Reading Specialists	Title I Title IIA \$400
High Open House Event	November 2012	Superintendent High School Principal Parent Teacher Association	Local TBD
Summer Reading Program (Elementary) – Parent Workshops	June 2013	Assistant Superintendent ELA Coordinator Reading Specialists	Title IIA \$1,175

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.

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A. - F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	
A. -- F.	H. District Cost
SEE SCEPs (leave blank)	

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	
A. -- F.	H. District Cost
SEE SCEPs (leave blank)	

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	
A. -- F.	H. District Cost
SEE SCEPs (leave blank)	