New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Huntington	James Polansky

2022-23 Summary of Priorities

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

1	Strengthen relationships, social-emotional well-being, and inclusivity within the school community.
2	Teachers will look to improve the balance between technology and in-person communication to provide additional feedback to students on academic and social-emotional needs.
3	Implement Advisory period in grades 7-8 at Finley Middle School and explore implementation in grades 9-12 at Huntington High School.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Strengthen relationships, social-emotional well-being, and inclusivity within 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)?
	The district strives to provide an all-inclusive educational environment that allows students to feel safe, nurtured, and accepted so that they can be successful. We recognize that in order to do so, we need to strengthen relationships, social-emotional well-being and inclusivity within the school community.
	
	During review of the SCEP, it became apparent that our district should continue to focus on maintaining strong relationships with students by expanding the restorative circle implementation that already began at Finley Middle School. This priority is relevant to the educational process because learning is both multi-dimensional and relational. Students will have greater achievement when they feel they are included, accepted, and heard by both their peers and their teachers.
	
	This priority matches the commitments in the SCEP.

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?
Implement Restorative Practices/Circles in grade 5, 6 and at Huntington High School	Teachers in grades 5, 6 and at the High School will attend optional professional development in the fall. Following the professional development, these teachers will use restorative circle meetings in their class. They will focus on a variety of topics including character development, exploring dimensions of identity, current issues facing students and social emotional development.	- Fewer in class disruptions to instruction - Fewer discipline referrals - Fewer suspensions (high school)	Adapt the curriculum developed by Finley Middle School to both lower and upper grades. Social work, psychology, teachers, administrators and school counseling staff will support the implementation of restorative circles and participate in professional development Training for new teachers in restorative circles

Redefine behavioral expectations with both faculty and students throughout the school year	Principal discussions with faculty and students at the beginning and middle of year to delineate expectations. Teacher discussions with students delineating behavioral expectations at multiple points during the school year Review discipline data from 2021-2022 to determine top 3-5 discipline areas Review of behavioral expectations with all students at several points during the school year	Less suspensions and office referrals	Faculty meeting time Grade level assembly time Team and department meeting Time

Mentoring Program for Students	Exploration of a mentor program at the intermediate level where at-risk students are paired with teachers to meet with them weekly to provide them with support and guidance. They will also explore potential quarterly large group meetings and activities with the mentors and mentees as a collective group.	Increased attendance rate	Provide professional development for teacher mentors. Release time for teachers and students

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.
50% of teachers 5-12 will have participated in restorative circle professional development.   15% fewer discipline referrals 5-12   - Mentoring rosters will be kept to document number of students participating as the program is explored.   - Attendance rates of those students in the pilot will see an increase in their individual attendance rate

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Teachers will look to improve the balance between technology and in-person interactions among students and between teachers and students

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)?*
	The district strives to provide an inclusive and safe learning environment for all students. The district also has high expectations and provides an environment that encourages students to take risks. Our goal is to provide students with meaningful interactions with their teachers and peers that students are familiar and comfortable with. We want to enhance the quality of their interactions with peers and their teachers with a focus on face to face interactions and less of a reliance on technology. We recognize that in order to do so, we need to provide teachers with professional development on effective techniques for collaborative group work and establishing positive student-teacher relationships.
	
	This will also help build teacher-student relationships through meaningful 1:1 and small group interaction. Students will be able to take responsibility for their learning and reflect on their progress and growth which will lead to increased academic achievement and social-emotional growth. Teachers will also look to incorporate learning opportunities for students to problem solve and work together in collaborative spaces.
	
	The Equity Self-Reflection indicates the continued need to help students grow as independent learners and develop relationships with their teachers and peers in order to improve their academic performance and social-emotional growth. Furthermore, students indicated through

	surveys and interviews that they desire more time to discuss their academic performance and social emotional growth with their teachers and peers in order to help them be more successful in their classes.

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?
Provide professional development K-12 to all teachers on improving collaboration between students, social skills, group work and communication, as well as other related skills.	Providing targeted training to teachers of different levels on techniques that can be implemented within the classroom to provide more meaningful and efficient student-student interactions and teacher-student interactions.	Training can be mandated district-wide to increase teacher involvement. Sign-in sheets can provide a record of teacher training.	Time after school that can be dedicated to professional development. In addition, the locations (space) where training is given.
Sharing out about best practices to foster meaningful collaboration and positive interactions between students.	Provide time at faculty meetings and department meetings for teachers to share about collaborative practices that are working or have worked in the past.	Data from the Charlotte Danielson rubric and more comfort with sharing as the year progresses-- more teacher volunteers and ideas.	Develop a "library" of strategies, based on results from faculty and department meetings.

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.

- 80% of classrooms visited during walkthroughs will show positive interactions between teaches and students.
- 60 % of classrooms visited during walkthroughs will demonstrate collaborative learning opportunities.
- 64% of students surveyed will agree or strongly agree with statement #24. Teachers provide time for students to discuss topics and learn from each other.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Implement Advisory period in grades 7-8 at Finley Middle School and explore implementation in grades 9-12 at Huntington High School.

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?*
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     ○ *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)?*
	Our district strives to provide an all-inclusive educational environment that allows students to feel safe, nurtured and accepted so that they can be successful. We recognize that in order to do so, we need to strengthen relationships, social-emotional well-being and inclusivity within their school communities.
	
	 During discussions when completing the Equity Self-Reflection, it became apparent that our schools should continue to focus on maintaining strong relationships with students. In student interviews at Finley Middle School, students shared that they felt support and guidance from their teachers. However, they indicated that student to student relationships and behavior could be improved as well as the consistent implementation of behavioral expectations for students by all staff members. This priority is relevant to the educational process because learning is both multi-dimensional and relational. Students will have greater achievement when they feel they are included, accepted, and heard by both their peers and their teachers. At the High School, advisory period explorations were prepared to get underway prior to the pandemic onset. Many teachers expressed interest in this initiative but the project was sidelined due to COVID-19.

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?
At Finley Middle School, restorative circles will be implemented on a monthly basis during the newly implemented advisory period	School leaders will model effective 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. Overview of restorative practices/ circles for administrators Create a 2022-2023 plan to expand implementation of restorative practices/ circles in grades 5 and 6 and 9-12.	Less suspensions and office referrals A lesson plan bank will be developed by teachers for restorative circles. TSI school will implement restorative practices/circles. Administrators will have a common understanding of restorative practices/ circles.	Curriculum developed over the summer Social work, psychology, teachers, administrators and school counseling staff continue to support the implementation of monthly circles Training for new teachers in restorative circles
At Huntington High School, there will be exploration regarding the	Creation of an exploratory committee comprised of teachers, administrators, and student leaders	Action plan for implementation steps created	Training for teachers in restorative circles

structure, curriculum and implementation of an advisory period.	Research of potential advisory period curriculum for use in the 2023-24 school year. Restorative circle training for interested teachers will be provided as a possible activity for advisory periods Collaboration with other district high schools/ site visits to view and consider best practices	Curriculum chosen and schedule developed for implementation in 2023-24 Staffing challenges and solutions considered	Purchase a book for each teacher at the secondary level- Circle Forward, Building a Restorative School Community

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.

- 85% of students interviewed in focus groups at Finley Middle School report a greater sense of inclusivity and feel welcome and represented at school
- 75% of teachers will have implemented monthly Restorative Circles by the end of the school year at Finley Middle School, during the advisory period
- 60% of students with multiple behavioral infractions will participate in Restorative Practices as a response to Lunch Detention, After School Detention, or ISS
- 10% of the staff at Huntington High, JA STEM and Woodhull Intermediate Schools will be trained in Restorative Circles
- The advisory exploratory committee will present recommendations for the curriculum and format of the advisory period to be implemented in the 2023-2024 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. Use the table below to identify the dates and locations of DCIP planning meetings.

Team Member	Position	Building
Beth McCoy	Assistant Superintendent for Curriculum and Instruction	District
Judy Goris Moroff	Director of Bilingual Programs and World Languages	District
Donna Moro	Principal Intermediate	JA STEM Intermediate
Brenden Cusack	Principal Secondary	Huntington High School
Traci Roethel	Principal Secondary	Finley Middle School
Diana Rich	Director Special Education	District
Cristina Anderson	Teacher	JA STEM Intermediate
Thomas Van Bell	Teacher	Huntington High School
Lauren Biscardi	Teacher	Finley Middle School
Priya Mondkar	Teacher	Woodhull Intermediate
Joseph Leavy- absent	Chairperson/Parent	Secondary

Betsy Conners	Consultant from PLC Associates Inc.	

Meeting Date	Location
June 9, 2022	Zoom

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	Teacher Survey Results from the TSI School
Parents with children from each identified subgroup	Parent Survey Results from the TSI School

| Secondary Schools: Students from each identified subgroup | Students Survey Results from the TSI School and Student Interviews from the TSI School. |

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).