



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Homer Central School District	Thomas Turck

2023-24 Summary of Priorities

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

1	We commit to strengthening our ability to provide a cohesive, relevant curriculum
2	We commit to providing an inclusive, nurturing environment.
3	We commit to create a common language and common protocols around MTSS (academic interventions and behavior interventions).

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <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> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Curriculum development and improvement is an ongoing cycle that does not have a definitive end date. We believe as a district that our students need to share common, relevant curricular experiences to prepare them for success in our schools and beyond. In addition, we believe that the curriculum should be what focuses our work at grade levels (curriculum coordination) and connects our work between grade levels (curriculum articulation). While the coordination and articulation of essential learnings began in 2021-22, continued in 2022-2023, it will continue to expand and be the focus of our work in 2023-2024. This work is a major priority embedded in our district’s strategic plan.</p> <p>The DCIP team made the decision to continue with this priority for the following reasons:</p> <ol style="list-style-type: none"> 1.) A guaranteed and viable curriculum is the number one school related factor that impacts student learning and achievement (Berliner, 1984; Marzano, 2003; Schmidt, 2008). 2.) Curriculum, which includes instructional strategies and common formative/summative assessments, is what focuses our work in our grade level teams and content area departments as we implement the <i>PLC @ Work</i> model and work to develop and improve our curriculum. It is the focus of the first and second critical questions of “what do we want students to know and be able to do?” and “how will we know they learned it?” We have seen increases in student learning as we have better tightened our curriculum alignment through collaborative teaming practices. <p>This commitment fits our vision of having a guaranteed and viable curriculum across the school district as a whole. The district has an emphasis on developing and improving our curriculum based on a common unit template based on the NYS Learning Standards and the use of Essential Questions and Guiding Questions to frame our teaching practices. This will</p>

Priority 1

	assist in creating “cultures of inquiry” in every classroom where students will learn through investigation and collaboration enhancing their agency and independence.
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PLC @ Work model/structured collaboration	This strategy entails developing team collaborative norms and having all team members committing to the big three ideas of PLCs and the four critical questions of a high functioning PLC. All meetings will focus on one of the four critical questions. Rolling agendas will be used to track the meeting focus areas.	Schedule, time, space, money
Develop/improving upon common rubrics for CFAs PK-8 in math and ELA	Grade level teachers will meet collaboratively on a weekly basis for 45 minutes to continue to refine their use of Common Formative Assessments for ELA and math. Data will be collated and reviewed by teacher and grade level to determine instructional groups and next steps for teaching and learning (ex. teach, re-teach, extension).	Schedule, time, space, money
4-Year Curriculum Review Cycle PK-12	Every PK-12 curricular area will have an opportunity to develop and improve their unit templates once every four years.	Time, space, money

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.

Evidence/documentation of CFA and related rubrics, collaboration agendas/rolling agendas for grade levels and departments, unit templates organized by grade level and curriculum area in a centralized location for all staff to access in the new curriculum shared Google Drive. We are hiring new staff each year and having a centralized location for our curriculum will be essential to their success as teachers.

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>
Teachers will share and review their unit templates at elementary grade level meetings and secondary department meetings throughout the year	All unit templates will be shared by December 2023 as evidenced by agendas for collaboration meetings	
Lead evaluators will see evidence of the use of essential questions and guiding questions as the center of instruction and main focus areas for student learning	This will take place throughout the school year as lead evaluators work through the required APPR process by June 2024	
Review and planning of grade level meeting agendas	This will start in September at the PK-5 level and will be a work in progress at the 6-8 level as the rolling agenda idea is relatively new. We want to achieve this by June 2024.	

PRIORITY 2

Our Priority

	<p>We commit to providing an inclusive, nurturing environment.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the <i>Envision-Analyze-Listen</i> activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Our goal as a district is to ensure that each child feels a sense of affirmation, belonging, and safety. If students do feel like they do not belong, are not wanted, and do not feel safe they will not be academically, socially, or emotionally successful.</p> <p>In reviewing student survey data and student interview data we have learned the following:</p> <ol style="list-style-type: none"> 1.) We need to encourage and support our students on a more frequent/regular basis as some students do not feel like they are cared about. We have to be intentional with our relationships with students. 2.) We have to be mindful of the workload we are placing on students, especially at the secondary level. <p>Part of the district's strategic plan is to work towards creating a safe learning environment for all students, increase student involvement in extracurricular activities, use active learning strategies, and promote positive classroom environments. This will only happen if we are intentional with our work in planning and implementing this type of environment.</p> <p>The <i>Envision-Analyze-Listen</i> activities made clear that we want to keep this commitment for the 2023-2024 school year as we know that the culture and climate students experience at Homer Intermediate School is fundamental to their physical, emotional, academic, and social growth. Our goal is to create a positive, friendly, and warm culture for all students. This priority matches Commitment 2 of the SCEP at our Intermediate School.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 2

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement <i>Second Step</i> SEL curriculum at the PK-8 levels	All classroom teachers will begin teaching SEL through the use of <i>Second Step</i> . Students will learn strategies around goal setting, emotional regulation, empathy, kindness, problem-solving, bullying/harassment, and managing relationships.	Time, space, and money
Implement the BiMAS-2 SEL screener to identify students who may need SEL support from support staff	All students in the district will take the BiMAS-2 SEL screener twice during the 2023-2024 school year to assist school staff in supporting students with their social-emotional needs.	Time, space
TCIS training for staff across the district	All staff will eventually be trained in Therapeutic Crisis Intervention for Schools (TCIS). Training will take place at multiple points during the school year.	Time, space, money

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.

Success will be gauged on the full implementation of *Second Step* by all PK-8th grade teachers. Our goal is to see an increase in prosocial behaviors by students and at least a 10% reduction in discipline referrals. Success will also be gauged on fully implementing the BiMAS-2 SEL screener during the school year and providing the requisite support for students.

Priority 2

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>
Teach each Second Step unit and lesson at the PK-8 grade levels	This will be achieved by June 2024	
Implement the BiMAS-2 screener two times during the school year.	The first administration will be completed by December 2023 and the second will be completed by March 2024	
Create a final list by building of all staff who have successfully completed TCIS certification	This will be completed by June 2024.	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p> <p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Priority fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right Priority to pursue?</i> ● <i>How does this fit into other Priorities and the District’s long-term plans?</i> ● <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> ● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Create common language and common protocols around MTSS (academic interventions and behavior interventions).</p> <p>The district currently has no common language and common protocols across our four schools for our MTSS process. We have functional teams, but there is a lack of continuity. Our goal is to support each student’s unique physical, emotional, academic, and social needs as they progress through our school system. We cannot accomplish this at high levels without continuity within our MTSS procedures.</p> <p>This is the right priority to pursue because we want to strive to be a “school system” as opposed to a “system of schools”. Our MTSS umbrella is all encompassing and includes supporting all students. If your schools fail to connect, especially at the transition years (3rd grade, 6th grade, and 9th grade), students will continue to slip through the cracks and our support may come too late in the process to best support each student.</p> <p>The Envision-Analyze-Listen activities showed that we have different languages in each school building when it comes to MTSS. We cannot continue to operate in this manner as we do not want to lose students based on our failure to understand protocols and procedures. This supports the SCEP commitments in that we want to ensure we are creating an inclusive nurturing environment that is geared toward the success of each student.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Grade Level/Building-Wide MTSS professional learning opportunities	District personnel will collaborate to provide professional learning for key stakeholders in each building around effective MTSS protocols and procedures	Time, space, money

School leaders will identify a MTSS team at EL, IN, JHS, and HS	Each building will create or use a current building wide committee to serve as the MTSS team. This team will across the district to determine protocols and procedures for academic and behavior interventions.	Time, space
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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.

District personnel will create survey questions focusing on MTSS process and procedures implementation in each building. Each building team will develop a document listing common strategies/interventions that teachers can use across the district for supporting students.

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>
Collaborative teams will be provided professional learning in effective MTSS processes and protocols	Multiple opportunities by June 2024	
Each building will identify a MTSS team (possibly within an existing team)	By October 2024	
Each building level MTSS team will identify and share with other building MTSS teams protocols and procedures	By December 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>
Jeffrey Evener	Assistant Superintendent	District
Savanna Webb	Library Media Specialist	High School
Stephany Reif	Social Studies Teacher	High School
Jim McGory	Vice Principal	High School
Kristin Allen	Instructional Coach	Junior High School
Jacquelyn Lingurovski	4th Grade Teacher	Intermediate School
Kara Schneider	Principal	Junior High School
Christina Hartnett	Instructional Coach	Elementary School
Stephanie Falls	Principal	Intermediate School
Jennie Guy	Instructional Coach	Intermediate School
Jackie Mack	2nd Grade Teacher	Elementary School
Kate Pitcher	Special Education Teacher/4th Grade Teacher	Intermediate School
Doug Pasquerella	Principal	Elementary School
Mary Ellen Ensign	Parent Representative	N/A

Meeting Dates

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

Meeting Date	Location
July 5, 2023	Virtual/Electronic
July 19, 2023	HTEC
August 14, 2023	Virtual/Electronic

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 have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers and administrators were able to participate in staff surveys and participate on the SCEP and DCIP teams
Parents with children from each identified subgroup	Parent representatives were able to participate in parent surveys and participate on the SCEP and DCIP teams
Secondary Schools: Students from each identified subgroup	N/A

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 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).