



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Homer	Thomas Turck

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 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 providing high-quality math instruction at all tiers.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p><i>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</i></p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Curriculum work should never end. We believe as a school that our students need to share common, relevant curricular experiences to prepare them for success in our schools and beyond. While the articulation of essential learning began in 2021-22, it will expand and continue to be refined in 2022-23.</p> <p>This commitment, and the strategies and methods we will employ towards meeting the commitment-fits squarely within the Homer CSD’s vision of <i>“PRIDE- Partnerships, Respect, Integrity, Diversity and Excellence- is the foundation for the Homer Central School District.”</i> “Partnerships” can be seen in the collaborative nature by which a guaranteed set of essential learning is being articulated; while “Respect, Integrity, Diversity, and Excellence” are all criteria that can be associated with how Homer CSD plans to operationalize this essential learning.</p> <p>When completing the Equity Self-Reflection, the team found that teachers recognized the needs to:</p> <ul style="list-style-type: none"> ● prioritize curriculum, texts, content, and assignments that activate connections to student experiences and identities; and ● provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum. <p>This priority is the right one to pursue for 2022-23 in that it builds upon excellent work that was begun in the 2021-22 school year, while adjusting strategies and/or methods that did not yield the outcomes desired and moving to the next phase of implementation in the case of strategies/methods whose goals were achieved. Moreover, the 2022-23 work associated with this commitment is directly aligned with the 2022-23 Homer Intermediate School SCEP, as well as the Homer CSD’s long-term Strategic Plan.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Structured collaboration that emphasizes common strategies and appropriate routines (PLC)</p>	<p>Teachers will align curriculum during scheduled collaboration times throughout the year.</p> <p>Curriculum area lead teachers/ grade chairs will define the schedule or rotation for the curricular conversations that occur during collaboration</p> <p>Instructional coaches, curriculum area lead teachers, grade chairs, and/or other school/district leaders will provide support directed toward each grade level as well as individual teachers to promote the use of effective instructional practices for each teacher's students.</p> <p>Learning Walks:</p> <ul style="list-style-type: none"> • K-5 buildings will guarantee 10 rounds of learning walks. 	<p>Teams will find that they have adequate time, procedures, protocols that help to ensure enough time and attention are given to both ELA and Math.</p> <p>Following every administration of a CFA, teams will identify: (SCEP only)</p> <ul style="list-style-type: none"> • Which students need intervention in order to achieve mastery by the end of the year • Which essential standards will require reteaching or intervention for all students or groups of students. <p>Learning Walks:</p> <ul style="list-style-type: none"> • After each round of Learning Walks, effective strategies will be shared and replicated in other rooms. • We expect increased levels of trust as a result • It is a way of modeling that learning is something adults and students both do in this community 	<p>Curriculum area lead teachers/ grade chairs will need to meet to develop the schedule and structure for grade-level meetings. SIG funds could be used to pay for summer work day.</p> <p>SIG funds will be allocated to paying substitutes for coverage of Learning Walks</p>

Priority 1

	<ul style="list-style-type: none"> Secondary buildings are encouraged to make opportunities available. 		
2. Systematize a process for using PK-5 Common Formative Assessments to drive instruction (ELA and Math)	<p>Make the objective for each collaboration explicit and grounded in the current phase of the instruction-assessment cycle, and utilize a corresponding protocol. Ex:</p> <ul style="list-style-type: none"> Grade-level: Beginning of unit-identifying essentials and assessments Grade-level: Pre-assessment identification of assessment items that measure essentials, agreement on which essentials will require small group instructional responses TEAM: Post assessment work with data- using CFA data to match students with appropriate instructional responses 	<p>During team time or another common intervention time in the schedule, small group instructional responses will be in place to address the needs that are identified with the analysis of the CFA data.</p>	<p>Time</p> <p>Structured meetings (collaboration and data collection)</p> <p>Standard materials for Common Formative Assessments collection for students</p>
3. Build capacity around development of essential standards.	<p>Provide professional development in the use and development of proficiency scales.</p>	<p>Results from the 2022-23 PLC Data Triangle Survey will demonstrate increased understanding of learning expectations by students, staff, and families</p>	<p>Use SIG funds to</p> <ul style="list-style-type: none"> contract with Solution Tree for professional development contract with PLC Associates for Data Triangle Survey administration

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.

1. Following every administration of a CFA, teams will identify: (K-5)
 - Which students need intervention in order to achieve mastery by the end of the year
 - Which essential standards will require reteaching or intervention for all students or groups of students.

2. By Spring of 2023, Data Triangle survey results will reveal increases in the Strongly Agree/Agree responses to the following statements:
 - We receive specific feedback from our teachers on the tests/assessments we take. (students) *(64% in 2021-22)*
 - As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress. (staff) *(47% in 2021-22)*
 - I receive specific test/assessment information about my child(ren)'s progress. (families) *(64% in 2021-22)*

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p><i>We commit to providing an inclusive, nurturing environment.</i></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 commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>We believe that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported.</p> <p>Through our discussions around the Equity Self-Reflection, it became apparent that our school needs to put more attention toward affirming the identities of our students. This theme also came out during our interviews with students, where students shared that at times there can be a sense that some students are favored more than others. Our commitment to addressing this perception by working to build a more inclusive and more nurturing environment will support realizing the Homer CSD’s vision of “PRIDE- Partnerships, Respect, Integrity, Diversity and Excellence- is the foundation for the Homer Central School District.”</p> <p>This priority is the right one to pursue for 2022-23 in that it builds upon excellent work that was begun in the 2021-22 school year, while adjusting strategies and/or methods that did not yield the outcomes desired and moving to the next phase of implementation in the case of strategies/methods whose goals were achieved. Moreover, the 2022-23 work associated with this commitment is directly aligned with the 2022-23 Homer Intermediate School SCEP, as well as the Homer CSD’s long-term Strategic Plan.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Establish and implement a process for administering and responding to the results of the BIMAS universal screener for identifying the social-emotional developmental health needs of our students</p>	<p>The SEL Task Force will develop common language and expectations related to the purpose and administration of the BIMAS.</p>	<p>Staff, students, and families will use common language in their descriptions of the BIMAS.</p> <p>SEL Task Force will articulate and communicate examples of responses, protocols, procedures to students identified as at-risk.</p>	<p>SEL Task Force work:</p> <ul style="list-style-type: none"> • Use SIG funds to compensate teachers for summer and after-school work <p>Adequate time for administering the BIMAS in September, January, and May.</p> <p>Adequate time for analyzing BIMAS data and identifying appropriate student and system-level interventions following each BIMAS administration</p>

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.

1. SEL Task Force will articulate and communicate examples of responses, protocols, procedures to students identified as “at-risk” by the BIMAS.
2. By Spring of 2023, Data Triangle survey results from students, staff, and families will reveal increases in the Strongly Agree/Agree responses to the following statements:
 - Our school has created and maintained a positive learning culture.
 - *2021-22 results: 67% (staff); 70% (families); 94% (gr. 3-5 students); 63% (gr. 6-12 students)*

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p><i>We commit to providing high-quality math instruction.</i></p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Homer CSD’s vision is <i>“PRIDE- Partnerships, Respect, Integrity, Diversity and Excellence- is the foundation for the Homer Central School District.”</i> The district’s commitment to realizing its vision of “Excellence” has led the DCIP Team to doubling-down and expanding the scope of work that began in 2021-22 in relation to the articulation of essential learning. Specifically, math curriculum is scheduled for its 4-year review in 22-23, and this year’s priority will be aligning essential learning in mathematics from grades K-12.</p> <p>The “How Learning Happens” document was informative to the DCIP Team in shaping the development of the strategy and methods related to this priority. In particular, the Team cued into the importance of “using consistent messages” when it comes to ensuring that every student is empowered to reach their full potential. Thusly, in order to ensure that those already-articulated essentials are operationalized in the form of a coherent district curriculum, the Team has recognized the importance of developing a vertical curriculum alignment process that prioritizes the use of consistent language from grade to grade.</p> <p>This priority is the right one to pursue for 2022-23 in that it builds upon excellent work that was begun in the 2021-22 school year, while focusing work around the single strategy (vertical curriculum alignment) that is expected to yield the impactful outcomes for all students. The 2022-23 work associated with this priority is intended to compliment the work associated with Commitment 1 of the 2022-23 Homer Intermediate School SCEP and Priority 1 of this DCIP. Finally, the choice of mathematics as the content that will drive development of a vertical alignment process is timely because a) 2022-23 is the year when mathematics is scheduled for review under Homer’s curriculum review process; and b) the work will support necessary capacity building related to the introduction of the Next Generation Learning Standards in Mathematics.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this 'strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Develop a collaborative structure for vertical alignment of essential math standards from PK-12.</p>	<p>The Instructional Leadership Council will take the lead on creating the timeline for vertical work, beginning with the end of Pk-12 alignment by June.</p> <p>Identify and utilize a process for evaluating each grade's essentials for endurance, leverage, etc.</p> <p>Access to essentials will be provided to each grade-level to assist in the vertical alignment process.</p>	<p>By the end of 1st semester 2022-23, vertical alignment of math essentials will reach consensus within grade bands.</p> <p>By June of 2022-23, consensus will be reached on alignment of essential math standards from Pk-12.</p>	<p>Develop a schedule for representatives from grade-levels and bands to work with their colleagues in the grades before and after their own.</p> <ul style="list-style-type: none"> • Use SIG funds to compensate teachers for summer and after-school work

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.

By June of 2022-23, consensus will be reached on alignment of essential math standards from Pk-12.

Priority 5

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>
Stephanie Falls	Principal	Intermediate School
Christina Hartnett	Instructional Coach	Elementary School
Jennie Guy	Instructional Coach	Intermediate School
Kate Pitcher	Special Education Teacher	Intermediate School
Dan Carroll	Consultant	
Doug Pasquerella	Principal	Elementary School
Jeffrey Evener	Assistant Superintendent of Instruction	District
Jacquie Linguvoski	Gr. 4 Classroom Teacher	Intermediate School
Amanda Jackson	Special Education Teacher	Intermediate School

Our Team's Process

Heather Slade	Gr. 5 Classroom Teacher	Intermediate School
Mary Ellen Ensign	Parent	
Sasha Francis	Secretary	Elementary School
Lisa Miner	Secretary	Instruction Office
Jennifer Greenfield	Social Studies Teacher	Junior High
Stephany Reif	Social Studies Teacher	High School
Amy Kida	Board of Education member	District

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 7, 2022	District Office (HTEC)
June 13, 2022	Elementary School
June 19, 2022	Virtual
June 30, 2022 (DCIP - HTEC)	District Office (HTEC)
July 1, 2022	Virtual

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	<p>Instructional Coaches and Teachers were involved in both the SCEP and DCIP work</p> <p>Results from the PLC Associates, Teacher School Performance Scan Survey and Commentary were used to develop the DCIP</p>
Parents with children from each identified subgroup	<p>Results from the PLC Associates, Family Engagement Survey and Commentary were used to develop the DCIP</p> <p>Parent Representative on the DCIP Team</p>

Stakeholder Participation

Secondary Schools: Students from each identified subgroup	N/A
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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).