



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hermon-DeKalb Central School	Mark White

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Implement a Multi-Tiered Support System for grades K-12 to improve student outcomes.
2	Prioritizing the Next Generation Learning Standards for PreK-12 th grade for ELA, Math and Science. As well as the new framework for Social Studies and The Arts.
3	Implementing a new teacher-coaching program to address our district's Priority Instructional Practices.
4	Improve family involvement through partnership activities and parent education.
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Implement a Multi-Tiered Support System (MTSS) for grades K-12 to improve student outcomes.</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>We are seeing more and more students with behavioral, social/emotional, academic and basic life skill needs everyday. These needs have become more frequent and the needs are greater since the COVID-19 shut down. Currently, our system is not set up to handle the large number of students who need more help. By developing and implementing a MTSS model, it will allow our school to use data to drive the programs and services provided to students. This system will prevent students from falling through the cracks, and also prevent students from receiving services they may no longer need. The development of this system puts a core team in charge of the development of the system and to train all teachers in how the system works and how it benefits students.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Development of a HDCS MTSS handbook for all teachers.	Developing procedures for identification, procedures for referral, data collection, time lines, forms, evaluations criteria,	Student data will be collected and analyzed by the MTSS group. Monthly meetings will be held to discuss data with classroom teachers and support providers.	Stipends for non-contractual work hours
Development of student identification and referral forms	Development of forms to be used for identification and referral of students. These forms will contain data collected prior to identification to reflect interventions used.	Forms will be completed by teachers and service providers to identify students.	Stipends for non-contractual work hours
Training of teachers in the MTSS model	Training from the core group on the MTSS process, procedures, data collection and implementation.	Training will be held in March 2022 to being implementation immediately.	Stipends for non-contractual work hours
Development of Individualized Support Plan for each student identified from March to June of 2022.	Individualized Support Plans will be created for each student with measurable goals and timelines for evaluation.	90% of goals on Individualized Support Plans will be met by June 2022.	Stipends for non-contractual work hours

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 2021-22 school year.

In June 2022, we will have a reduction of 10% of students in the critical (red) zone in academics, behavior and social/emotional learning based on baseline data collected in September 2021.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Prioritizing the Next Generation Learning Standards for PreK-12th grade for ELA, Math and Science. As well as the new framework for Social Studies and The Arts.</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>With the shift to the new standards, we must prioritize standards at each grade level as well as align them vertically across all grade levels to ensure all students are being taught all content in a sequential order and no gaps are being created due to our lack of instruction. With the learning loss from school closures and remote learning during COVID-19, there are many learning gaps that have been created due to lack of exposure and face-to-face instructional time. By prioritizing grade standards, teachers will be able to focus on closing gaps and ensuring content is taught to prevent further learning gaps. By aligning the standards vertically and developing our own district’s priority standards, it will allow our district to adjust curriculum and avoid further learning gaps. It will also allow us time to focus on areas of need with our students based on our assessment data.</p> <p>The district’s long term plan is to have 80% of students at or above meeting requirements to be academically successful on assessments (3-8 ELA and Math, 5 & 8 Science, Regents exams) and be college and career ready.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
School leaders will provide each grade level with updated standards.	Printing and organizing grade level standards for each grade.	Teachers will use the Next Generation Learning Standards during lessons. Documentation will be found in lesson plans during formal and informal observations.	Printed standards—ink, binders
School leaders will teach the prioritization process and allow teachers to work together on grade level prioritization	School leaders will choose one standard and walk the teachers through the activity of how to prioritize standards.	Teachers will work in grade/subject level teams to develop their grade level/subject priority standards. A grade level prioritized standards list will be completed by January 2022.	Standards for each person Large chart paper Markers Sticky notes
Grade level/subject will have a prioritized list of standards	Each grade level/subject will meet to prioritize their standards using the same process as above.	<ol style="list-style-type: none"> 1. Increase in the percentage of students testing on grade-level on the iReady Benchmark Assessments for ELA and Math. 2. A decrease in the number of students needing AIS services in ELA and Math in grades K-8. 	Stipends for work out of contractual hours. Materials-- Chart paper Markers Sticky notes
Vertical alignment of prioritized standards	Each grade level will have their own prioritized standards and we will align it vertically to set priority standards for our district for each grade level to work on.	<ol style="list-style-type: none"> 1. Increase in the percentage of students testing on grade-level on the iReady Benchmark Assessments for ELA and Math. 	Stipends for work out of contractual hours. Materials-- Chart Paper Markers

Priority 2

		2. A decrease in the number of students needing AIS services in ELA and Math in grades K-8.	Sticky Notes

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 2021-22 school year.

- In the 2021-2022 school year 43% of students in grades K-8 will score on grade-level on the iReady diagnostic assessment in June 2022 for ELA and Math. Currently only 28% of students are scoring on grade-level on the ELA and 32% for the Math diagnostic assessment at the end of the 2021 school year.
- The number of students receiving AIS T2 and T3 services in ELA and Math in September 2021 will decrease by 10% by June 2022.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Implementing a new teacher-coaching program to address our District's Priority Instructional Practices.</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>Coaching for new teachers is a vital way to ensure sound, researched-based instruction is happening in classrooms. New teachers not only need coaching for classroom management, but also in the area of instructional strategies and curriculum development. Peers are some of the best coaches as they are doing the same work and have the knowledge to help other newer teachers. A major part of coaching is building a trusting relationship. Current teachers working to build this type of relationship with new teachers also assists in retention of highly qualified staff members and builds a climate of collaboration amongst staff.</p> <p>Currently with the teaching shortage the turnover of teachers is high in our area. Hiring and retaining highly qualified staff is a priority of the district to ensure the best instruction for our students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Coach Observation of Lesson	The coach will observe the new teacher a minimum of two times throughout the year to provide feedback around the district's Priority Instructional Strategies.	Coaching checklist completed by coach and reviewed in a meeting after the observation.	Substitute coverage
New Teacher Observation of Veteran Teacher	First and second year teachers will observe a veteran teacher(s) for a minimum of three lessons throughout the year.	Reflection tool will be completed by the new teacher after each observation.	Substitute coverage
Monthly meetings	Each month will focus on a strategy for new teachers to implement in their lesson. These strategies will be based on the District's Priority Instructional Strategies.	Implementation of strategies during observations of new teacher's lessons.	Sticky notes Chart Paper Markers
Summer Orientation Retreat	Two days of new teacher introductions of the district. Focus on District's Priority Instructional Strategies and the Direct Explicit Instructional Model.	Lesson plans which follow the Direct Explicit teaching model and have all of the District's Priority Instructional Strategies integrated into the lesson.	Rental of space for retreat Food for lunch and snacks Supplies Stipends for attending summer work
Mentor Coaching	Our district will work with a Leadership Coach from PLC Associates	New teacher coaches will build a toolbox of skills and strategies to help new teachers when coaching. Focus will be on glows and grows. Coaches	5 days of work with the Leadership Coach Stipends for Coaches to complete work

Priority 3

		will meet with administration to discuss glows and grows of new teachers to drive the monthly meetings noted above.	
PLC Book Studies	PLC book studies led by administration and lead teachers that focus on the District's Priority Instructional Strategies.	Implementation of strategies in lessons during formal and informal walk through observations by administration and coaches.	Professional books for PLCs.

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 2021-22 school year.

- First and second year teachers will score applying or innovating on the HD5 prioritized instructional strategies on each of their three formal observations.
- First and second year teachers will score applying or innovating on the HD5 prioritized instructional strategies on each of their two informal observations done by their coach using the Instructional Rubric.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Improve family involvement through partnership activities and parent education.</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>Parent involvement is a key contributing factor for student success. Parents need help understanding curriculum, strategies to help at home, and be a true partner with the school in order for children to be successful. During the closure and remote learning from COVID-19, all of our partnership activities were stopped due to limiting exposure and not being able to have large groups of people together. Our district had been working on our mission to make parents a more active member of their child’s education, which came to an abrupt halt when we could no longer host events. With the shifting of the standards to the Next Generation Learning Standards, our district needs to rebuild these partnerships and again engage parents in the educational process with their child.</p> <p>Previous DCIP plans had parent involvement activities listed as a priority, but this has come to the top of our priority list again as we have lost a lot of ground in the past year with the closure and remote learning. Parents are frustrated with remote learning and often need the support of school to get through these tough periods. Without focusing our attention to rebuilding these relationships, parents will not have the assistance they need to support students at home.</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>Facilitate a One Book, One Town event for our school (Grades K-8)</p>	<p>Facilitating the reading of one book by all students in grades K-8 during the year with weekly activities related to the book. Culminating family event where families come to school to participate in events related to the theme of the book.</p>	<p>We will have 40 families attend our end of the One Book, One Town event. We will have 95% participation in weekly activities by students and families.</p>	<p>Purchase books for each student. Supplies for event crafts and activities Supplies for weekly activities Prizes for drawing for students and families participating</p>
<p>Author Visit</p>	<p>Coordinate Coleen Murtagh Paratore to visit our school. Meet with small groups of students throughout the day and provide a parent training at night about the importance of reading with children.</p>	<p>We will have 40 families attend our evening event for parent training.</p>	<p>Cost of author visit. Purchase books for author to sign for students</p>
<p>Welcome Back Picnic</p>	<p>The district will plan a welcome back picnic for families in the beginning of the school year. The district will invite 18 outside organizations to attend the picnic to facilitate families receiving assistance from these programs.</p>	<p>We will have 60 families attend the picnic. Families will sign up and utilize help from the outside agencies attending the picnic.</p>	<p>Door prizes</p>

Priority 4

Family Literacy Night	Parents will attend an event with their children to learn strategies to help with helping students read at home.	We will have 30 families attend the event. We will look at iReady Benchmark growth of the students who had parents attend to see improvements in their ELA score after the event.	Door prizes Books to give away to families Supplies to make activities to encourage reading at home.
Understanding the Next Generation Learning Standards and HDCS Priority Standards	Organize an evening for parents to learn about the Next Generation Standards as well as strategies to help their child at home.	We will have 30 families attend the event.	Door prizes Handouts

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 2021-22 school year.

- In the 2021-2022 school year 43% of students in grades K-8 will score on grade-level on the iReady diagnostic assessment in June 2022 for ELA and Math. Currently only 28% of students are scoring on grade-level on the ELA and 32% for the Math diagnostic assessment at the end of the 2021 school year.
- The number of students receiving AIS T2 and T3 services in ELA and Math in September 2021 will decrease by 10% by June 2022.

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2021-22?

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)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

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 2021-22 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.

Name	Role	School <i>(if applicable)</i>
Mark White	Superintendent	Hermon-DeKalb Central School
Megan Foster	Principal	Hermon-DeKalb Central School
Elizabeth Holland	Parent	Hermon-DeKalb Central School
Nicole Morenz	Teacher	Hermon-DeKalb Central School
Heather Newcombe	Special Education Teacher	Hermon-DeKalb Central School
Christina Germano-Wilkins	Elementary Counselor	Hermon-DeKalb Central School
Sarah Platt	Art Teacher	Hermon-DeKalb Central School
Mike Jarvis	Teacher	Hermon-DeKalb Central School
Tanis Snell	Special Education Teacher	Hermon-DeKalb Central School
Dylan Klock	Parent	Hermon-DeKalb Central School

Our Team's Process

Ronald Smith	BOE Member	Hermon-DeKalb Central School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
May 18, 2021	Cafeteria
June 3, 2021	Cafeteria
June 22, 2021	Computer Lab
July 9, 2021	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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

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 30, 2021, 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).