



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Horseheads Central School District	Dr. Thomas Douglas

## 2022-23 Summary of Priorities

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

1	ELA Curriculum
2	Mathematics Curriculum
3	Multi Tiered System of Supports (MTSS)
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Continued curriculum writing in the area of ELA (K-12) using the Understanding by Design (UbD) process.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engaging in meaningful curriculum work utilizing the backwards design process. This work will allow all students access to curriculum that is aligned to NYS standards in all settings and is vertically and horizontally aligned across the district in the area of ELA.</p> <p>This curriculum work contains scientifically research-based teaching practices that are effective in meeting the needs of all students. This includes specially designing instruction to meet the needs of our special education students to increase access to a well-designed, cohesive, and differentiated curriculum that is in line with the current standards as well as the Next Gen standards set by NYS in the area of ELA.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district’s long-term commitments towards curriculum that meets the needs of all learners. This also fits into the larger picture of the initiative we have of implementing an MTSS approach across all grade levels and learners.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development on UbD</p>	<ul style="list-style-type: none"> <li>- Professional learning on UbD and Differentiation</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and differentiation for our students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract for outside learning to implement curriculum and special education interventions to support work</li> </ul>
<p>Continued curriculum work time provided to teachers in the area of ELA, specifically differentiation and written expression</p>	<ul style="list-style-type: none"> <li>- Professional Learning on the Science of Reading through LETRS and the Writing Revolution to address phonics, spelling, writing, vocabulary, and comprehension</li> <li>- Complete a review of intervention tools for phonics,</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract for outside learning to</li> </ul>

Priority 1

	<p>comprehension, phonemic awareness and writing</p> <ul style="list-style-type: none"> <li>- Professional Learning on our new Special Education interventions – Really Great Reading, Step Up to Writing, and Attainment for grades K-6 to support foundational skills</li> <li>- Determine if any other resources are needed to support ELA curriculum grades 7-12. For the purposes of this plan, resources will focus on grades 7-12.</li> </ul>		<p>implement curriculum and special education interventions to support work</p>
<p>The use of Instructional Coaches to support successful implementation</p>	<p>Stipend positions of ISC (Instructional Support Coaches)</p>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for materials, supplies, and technology</li> </ul>

## 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.

- Use of ELA curriculum units in classrooms as evidenced by analysis of curriculum work by completion of the UbD checklist and observations of instruction within the classroom
- Use of special education interventions in the area of ELA to support identified student needs as evidenced by observation of classroom lessons and student performance on formative and summative assessments

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Continued curriculum writing in the area of Mathematics (K-12) using the Understanding by Design (UbD) process.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engaging in meaningful curriculum work utilizing the backwards design process. This work will allow all students access to curriculum that is aligned to NYS standards in all settings and is vertically and horizontally aligned across the district in the area of math.</p> <p>This curriculum work contains scientifically research-based teaching practices that are effective in meeting the needs of all students. This includes specially designing instruction to meet the needs of our special education students to increase access to a well-designed, cohesive, and differentiated curriculum that is in line with the current standards as well as the Next Gen standards set by NYS in the area of math.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district’s long-term commitments towards curriculum that meets the needs of all learners. This also fits into the larger picture of the initiative we have of implementing an MTSS approach across all grade levels and learners.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Development on UbD</p>	<ul style="list-style-type: none"> <li>- Professional learning on UbD and Differentiation</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and differentiation for our students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract for outside learning to implement curriculum and special education interventions to support work</li> </ul>
<p>Continued curriculum work time provided to teachers in the area of Math, specifically writing a cohesive vertically aligned curriculum that has differentiation strategies built in</p>	<ul style="list-style-type: none"> <li>- Professional Learning on math curriculum with Greg Tang</li> <li>- Complete a review of intervention tools for math</li> <li>- Determine if any other resources are needed to support Math curriculum PK-12. For the purposes of this plan, resources will focus on grades 7-12.</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract for outside learning to</li> </ul>

Priority 2

			implement curriculum and special education interventions to support work
The use of Instructional Coaches to support successful implementation	Stipend positions of ISC (Instructional Support Coaches)	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for materials, supplies, and technology</li> </ul>

## 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.

- Use of Mathematics curriculum units in classrooms as evidenced by analysis of curriculum work by completion of the UbD checklist and observations of instruction within the classroom
- Identification of math intervention resources and completion of professional learning on new resources
- Differentiated instructional practices as evidenced by observation of classroom lessons and student performance on formative and summative assessments

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Professional learning on Multi Tiered System of Supports.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This is a priority for our district because it aligns with our commitment to our vision and mission of the district, along with current commitments to engage all students in meaningful, outcome-based education while providing access to NYS and district curriculum to students with disabilities in the least restrictive environment.</p> <p>The district is currently engaged in professional learning in the area of MTSS as a whole, with a focus on intervention strategies across the tiers of intervention. The professional learning is focusing on our system as a whole, meaning we are engaging administrators and educational staff in the professional learning on MTSS. The curriculum work specifically focused on identifying access points for our students with disabilities so that all students have access to and success with our curriculum is a major focus of this work as we move towards a district wide MTSS.</p> <p>Due to the above stated reasons, this work emerged to the top as an area to prioritize and fits into our district’s long-term commitments towards MTSS and student engagement in learning in a least restrictive environment across all grades and levels of learners from intervention to acceleration. It is a goal to have our MTSS roadmap completed by the end of the 22-23 school year.</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>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional development on MTSS</p>	<p>Professional Learning on MTSS with staff and administrators</p>	<ul style="list-style-type: none"> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Plan for MTSS professional learning and building of the roadmap in the 22-23 school year, district-wide professional learning in the 23-24 school year and implementation in the 24-25 school year</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid time for professional development for administrators and teacher leaders</li> <li>- Contract for outside learning to support implementation of MTSS</li> </ul>
<p>Professional development on curriculum development</p>	<ul style="list-style-type: none"> <li>- Professional learning on UbD curriculum development</li> <li>- Continue process outlined for vertical alignment following the UbD protocol work with the special education staff on identifying access points of instruction and differentiation for our students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades on new units and lessons on formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for professional development</li> <li>- Monetary support for paid curriculum time for teachers</li> </ul>

Priority 3

			<ul style="list-style-type: none"> <li>- Contract for outside learning to support implementation of MTSS</li> </ul>
Continued curriculum work time provided to teachers to identify access points for SWD on curriculum maps, specifically writing a cohesive vertically aligned curriculum that has strategies built in	<ul style="list-style-type: none"> <li>- Professional Learning on math curriculum with Greg Tang</li> <li>- Complete a review of intervention tools for math</li> <li>- Determine if any other resources are needed to support MTSS in grades PK-12. For the purposes of this plan, resources will focus on grades 7-12.</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and curriculum work</li> <li>- Complete the UbD checklist for maps</li> </ul>	<ul style="list-style-type: none"> <li>- Scheduled time for curriculum work</li> <li>- Monetary support for paid curriculum time for teachers</li> <li>- Contract for outside learning to support implementation of MTSS</li> </ul>
The use of Instructional Coaches to support successful implementation	Stipend positions of ISC (Instructional Support Coaches)	<ul style="list-style-type: none"> <li>- Student performance and classroom grades, including formative and summative assessments</li> <li>- Exit survey assessments of staff following professional development and coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Monetary for stipend payments of ISC and substitutes for the ISC</li> <li>- Monetary support for materials, supplies, and technology to help support differentiation within the classroom</li> </ul>

## 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.

- Plan for MTSS professional learning and building of the roadmap in the 22-23 school year, MTSS roadmap will be complete by the end of the 22-23 school year
- Increased engagement in professional learning on MTSS by our administrators and teacher leaders

## 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>
Dr. Thomas Douglas	Superintendent	
Anthony Gill	Assistant Superintendent	
Kelly Squires	Director of Student Services	
Tiffany Owen	Director of Curriculum	
Shawn McDonough	Chief Information Officer	
Kris Earl	Principal	High School
Ron Holloway	Principal	Middle School
Ryan Collins	Parent	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
5/06/22	Multi-Media Center
5/11/22	Multi-Media Center
6/08/22	Multi-Media Center
7/22/21	Multi-Media Center
7/27/22	Curriculum Center

### 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	NA
Parents with children from each identified subgroup	NA
Secondary Schools: Students from each identified subgroup	NA

## 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](mailto: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).