



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Highland Central School District	Joel E. Freer

## 2022-2023 Summary of Priorities

In the space below, input the three to five District priorities for 2022-2023 identified in this plan.

1	Improving and maintaining an inclusive learning environment for all students
2	Professional support for instructional growth
3	Stakeholder Engagement

Approved by the HCSD Board of Education on August 8, 2022

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2022-2023?</b>	Improving and maintaining an inclusive learning environment for all students
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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>The Highland Central School District is committed to creating an inclusive environment where all students feel safe, welcome and represented physically and academically.</p> <p>The Diversity, Equity and Inclusivity (DEI) work that we did over the few years through surveys and interviews provided foundational understanding of the state of our district in relation to this topic. This year, we hope to build on this knowledge in four areas: Staff Diversity, School Climate, Curriculum and Instruction and Professional Development. Additionally, as a result of the implementation of building level equity teams, we will build upon the foundational understanding gained in prior years.</p> <p>Students who feel safe and connected to school are more likely to demonstrate academic success.</p> <p>This commitment allows student voice and connection to the governance of the school while also addressing the social emotional learning (SEL) needs of all 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?	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?
Continue the DEI Committees in each school building	<p>Determine meeting dates and structure</p> <p>Facilitate communication between building level committees and district-wide committee</p> <p>Continuous outreach to grow participation in the building level committees</p>	<p>Committee chairs will solicit frequent feedback from members</p> <p>Panorama survey results will be used to monitor student and parent connection to the district/schools</p>	<p>Regular meeting times and spaces for the meeting</p> <p>Planning time for chair of each committee</p> <p>Time to share out to the larger faculty during building meetings</p> <p>Materials as identified by the committees</p>
Refine the philosophy and procedures used in the recently updated hiring process	<p>Expand and diversify sources of recruitment</p> <p>Finalize a short recruitment video showing the positive and diverse work environment in Highland</p> <p>Implement the use of a confidential rubric to focus on skills and reduce the influence of implicit bias</p>	<p>Consistent inclusive practices and attitudes</p> <p>Decrease student discipline</p> <p>Increase student participation and engagement</p>	<p>Creation of a confidential interviewing/hiring rubric</p> <p>Develop a relationship with Putnam/Northern Westchester BOCES to explore additional hiring processes to implement</p>

Priority 1

			Continue relationship with Ulster BOCES to support the creation of the video
Annual review of Code of Conduct	Regular review of the Code of Conduct with multiple stakeholders to ensure policies best support student growth and learning	Use referral data to decrease disproportionality and increase equity  Student and parent input through building and district-wide committees	Release time to provide review by multiple stakeholder groups  Digital copy of document on District website  Physical copies available in Building Main Offices
Further professional development opportunities to expand understanding of DEI	Using guest and internal staff to provide professional development sessions during conference days, faculty meetings, curriculum meetings and grade level meetings	Increased awareness of DEI in faculty, staff, and school community	Time for professional development sessions to take place  Utilize guest speakers and assemblies as well as purchase of materials as identified
Expand K-12 curriculum review	Use established DEI rubrics to examine curriculum scope & sequence and materials to improve equity and representation	Continuous review of course curricula throughout the school year	Utilize faculty, department, grade-level and curriculum meetings to engage in reflection and dialogue  Summer curriculum writing  Purchase of materials to close gaps in representation
Modify elective offerings to promote	Elicit student interest during school counseling sessions	Student enrollment in new electives	School Counselor meetings

Priority 1

student engagement and interest	Write new curriculum and implement in upcoming year	Student feedback of new electives Teacher reflection of new electives	DEI sub-committee input Teacher input/feedback Summer curriculum writing time
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## 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 2022-2023 school year.

Improved results on the Panorama survey from beginning of year to end of year in the areas of student belonging and equity

Increased engagement by students and parents in building level committees or programs

Improved scores on the standardized tests for all students

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Professional support for instructional growth</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>Teachers continue to need support adjusting to the effects of the pandemic on student learning. The Highland Central School District has identified learning gaps as a result of the disrupted school environment over the past few years. Teachers need dedicated time and support to continually assess student learning and modify curriculum accordingly.</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?	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?
STAR assessment report trainings for newly hired faculty/staff	<p>District Data &amp; Assessment Administrator will meet newly hired faculty/staff to inform them of the reports available and how to interpret the data</p> <p>Development of lessons and units will take place to address gaps indicated in the results</p>	Feedback provided through the new teacher mentoring program	<p>Scheduled training sessions for newly hired faculty/staff with District Data &amp; Assessment Administrator</p> <p>Regular mentor/mentee sessions and monthly district-wide mentor meetings</p>
<p>Continued utilization of BOCES content specialists to focus on STAR data results:</p> <p>ES - ELA &amp; Math</p> <p>MS - Math</p>	<p>Collaborate with ELA content specialist to align Teacher's College curriculum with Foundations phonics program</p> <p>Collaborate with Math content specialist to align the new text series at both ES &amp; MS</p> <p>Information will be used when analyzing STAR diagnostic assessment data</p>	Monitor the success of this strategy by seeing growth in targeted standards and/or concepts from one administration of the assessment to the next	Schedule meetings with the content specialist and faculty to provide continuous support



Priority 2

Encourage participation in professional development opportunities in the areas of Math and ELA	Send targeted invitations to teachers about opportunities specific to building and district goals	Monitor teacher participation in the sessions	Approve professional development requests  Time for faculty/staff to attend sessions  Funds to support faculty/staff participation
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## 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.

Increased engagement by faculty/staff in professional development opportunities

Improved scores on the standardized tests for all students

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Stakeholder Engagement</b>
<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>If families trust and engage with the district, they contribute to a safe and supportive environment that allows students to focus on academic achievement.</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?	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?
Conduct the Panorama School Climate survey for parents in 2022-2023.	Invite parents/caregivers to participate in the Panorama online survey at beginning and end of the 2022-2023 school year	Increase the percentage of parents and caregivers who participate in the survey with each opportunity	Extensive PR prior to conducting survey so stakeholders understand the importance of their feedback  Publication of results and actions taken to address areas of concern
Conduct stakeholder focus groups after receiving survey results to better understand perspectives	District Consultant, Dr. Gess LeBlanc, will conduct focus groups to ask deeper questions targeting the areas of concern on the survey  Results will be analyzed to help focus solutions on the identified needs of the community	Improved satisfactory response rate on school survey questions	Funding for consultant services of Dr. Gess LeBlanc  Time to meet and debrief with focus groups  Work with Admin team to address concerns
Allow for stakeholder meetings to be held in person and/or through remote sessions if needed	Conduct parent teacher conferences and CSE meetings via a remote platform or in person	Attendance and participation rates at stakeholder meetings	Clear communication of meeting opportunities for participation  Time to hold meetings

Priority 3

	Other stakeholder meetings will have multiple avenues for participation		
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## 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.

Increased number of stakeholders participating in surveys

Increased attendance and participation in stakeholder meetings











## 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 (if applicable)
William Zimmer	Assistant Superintendent of Curriculum & Instruction	District
Dr. Patrick Boyd	Assistant Superintendent of Pupil Personnel Services & Human Resources	District
Joel Freer	Superintendent	District
Matthew Darling	Principal	Elementary School
Meghan Coburn	Principal	Middle School
Kevin Murphy	Principal	High School
Tulani Samuel	Assistant Principal	Elementary School
Andrew Carnright	Assistant Principal	Middle School

<b>Evan Kirsch</b>	Assistant Principal	High School
<b>Karen Brooks</b>	Director of Data & Assessment	District
<b>Krista Petrosoff</b>	Parent	Elementary & High School
<b>Ashley Carey</b>	Parent	Elementary & High School
<b>Lindsay Eidel</b>	Parent	Elementary & Middle School
<b>Dr. Gess LeBlanc</b>	Consultant	District
<b>Harriett Meyer</b>	Teacher/DEI Liaison	District

## Meeting Dates

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

Meeting Date	Location
May 6, 2022	District Office Conference Room
May 13, 2022	Elementary Library
June 24, 2022	District Office Conference Room
June 28, 2022	SUNY New Paltz Multi-Purpose Room
July 27, 2022	District Office Conference Room

## 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

### 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).