



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Green Island	Dr. Daniel Kalbfliesh

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	Teacher Clarity: (Curriculum Mapping to implement in the classroom) Learning Progressions, Learning Intentions (content & disposition), Relevance, Success Criteria (why we do this work)
2	PLC+: Implementing a model of collaboration (what we do)
3	The Most Desirable Place to Work & Learn: Professionalism, Trust, Communication, Feedback (how we work)
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Teacher Clarity</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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district began a journey of curriculum mapping in the implementation of the 2023-2024 SCEP. We have taken great strides in accomplishing this. There is more work to be done with mapping, as well as this is the year we begin implementing this work in our instruction, promoting a focus on our instructional practices. Ultimately having and implementing:</p> <ul style="list-style-type: none"> • A clarity of organization • A clarity of explanation • A clarity of examples & guided practice • A clarity of assessment • A clarity of scoring <p>Our data from the 23-24 school year indicated that from walk-throughs that were conducted:</p> <ul style="list-style-type: none"> • 60% of students knew what they were learning in the lesson, but when pressed for answers they did not connect it to their next steps in their learning • We noticed that over 75% of our students were well aware of the 4 dispositions. There was a disconnect with how they are applied and developed through the work <p>As evidenced by the School Capability Assessment results conducted by Dave Nagel, Corwin Press in May 2024:</p> <ul style="list-style-type: none"> • Students interviewed described compliant behaviors when describing a good learner. Students described what they were doing, as opposed to what they were learning

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Curriculum Mapping</p>	<p>Small group training - up to 5 days of time for 22 teaching faculty</p>	<p>BOCES Instructional Coach conducting sessions July 8-July 12</p>

Priority 1

	Individual work during regular school year	On an individual as needed basis, faculty will be supported by the BOCES Instructional Coach
<p>Learning Progressions</p> <ul style="list-style-type: none"> ● Chunking units of instruction 	<p>Module Session during Teacher Clarity Training</p> <p>Practice Implementing this with feedback from Peers and TOSA's</p> <p>Teachers will be organizing units of instruction that are planned out in advance that include:</p> <ul style="list-style-type: none"> ● A clarity of organization ● A clarity of explanation ● A clarity of examples & guided practice ● A clarity of assessment ● A clarity of scoring 	<p>Training in grade band teams provided by the Interim Director of Innovation summer of 2024</p> <p>Will be scheduled for review at intermittent PLC team meetings and discussed as part of the new APPR process</p>
<p>Learning Intentions</p> <ul style="list-style-type: none"> ● Academic Content ● Learner Dispositions: Self-Regulation, Self-Motivation, Resilience, Teamwork 	<p>Module Session during Teacher Clarity Training</p> <p>Practice Implementing this with feedback from Peers and TOSA's</p>	<p>Training in grade band teams provided by the Interim Director of Innovation summer of 2024</p> <p>Will be scheduled for review at intermittent PLC team meetings and discussed as part of the new APPR process</p>
<p>Relevance</p> <ul style="list-style-type: none"> ● Personal Association ● Personal Usefulness ● Personal Identification 	<p>Module Session during Teacher Clarity Training</p> <p>Practice Implementing this with feedback from Peers and TOSA's</p>	<p>Training in grade band teams provided by the Interim Director of Innovation summer of 2024</p> <p>Will be scheduled for review at intermittent PLC team meetings and discussed as part of the new APPR process</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> ● I can statements ● Rubrics ● Assessments ● Scoring/Grading 	<p>Module Session during Teacher Clarity Training</p> <p>Practice Implementing this with feedback from Peers and TOSA's</p>	<p>Training in grade band teams provided by the Interim Director of Innovation summer of 2024</p> <p>Will be scheduled for review at intermittent PLC team meetings and discussed as part of the new APPR process</p>
<ul style="list-style-type: none"> ● Progress monitoring 	<p>Conduct walk-throughs</p> <ul style="list-style-type: none"> ● In the daily lesson we will see a clearly identified academic content intention ● In the daily lessons we will see that identification of a learner disposition as a specific intention ● In the daily lessons we will see that relevancy listed as the "why" of the lesson 	<p>Consistently throughout the year TOSA's, Activators, and Administrators will gather evidence on our implementation of these practices to determine the impact of our effort</p>

Priority 1

	<ul style="list-style-type: none"> In the daily lessons we will see that identification of a success criteria that is directly tied to the intention 	
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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 2024-25 school year.

Our students will be able to clearly articulate what they are learning, why they are learning it, and how they know they will know when they have learned it or can do it. This will be evidenced by feedback during walk-throughs. By June 75% of all students interviewed will be able to identify with a positive response to each walk-through question.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	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>
Walk-through data Conduct a minimum of 2 walk-throughs of each teacher per month.	Monitor student responses on a monthly basis at Ed Council We will see an escalated increase in positive student responses each quarter: End of First - 45% End of Semester - 55% End of Third - 65% End of Year - 75%	

Priority 1

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>PLC+</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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>We are in the process of implementing a flattened leadership model where decisions are made through a tight, loose, tight framework.</p> <p>The first tight is the district goals, the loose is the teachers working collaboratively to implement strategies to attain the identified district goals. The second tight, is the desired metric outcomes to be achieved to know that we were successful in achieving our goal.</p> <p>We have structurally impacted our ability to do this work by building 5 hours of collaborative time to conduct this critical work.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>PLC+ Training</p>	<p>Beginning of the year Superintendent Conference Day (9/4) provide all PLC participants with PLC+ Foundation Day training</p>	<p>Contract Corwin Press for author service. Dave Nagel will facilitate our faculty in learning the 5 PLC+ Questions, the 4 Cross Cutting Values of a PLC+, as well as identify the components of Collaborative Maturity so that the team knows</p>

Priority 2

		what a successful PLC team behaves like and doesn't
Support Activators in ongoing training	<p>Periodic trainings on the effective activation of PLC's</p> <ul style="list-style-type: none"> • First session is 8/29 on the PLC+ question focusing on intervention when students aren't learning 	Dave Nagel will conduct both on-site and virtual personalized training for the grade band activators at least quarterly
Weekly PLC+ Schedules	<p>Activators will distribute a schedule to their team no later than Sunday for the upcoming week.</p> <ul style="list-style-type: none"> • At least twice per month there will be a review of student work. 	
Progress Monitoring	<p>Weekly observations Expected to be observed:</p> <ul style="list-style-type: none"> • Discussion of unit plans • Discussion of LI, R, SC • Discussion of appropriate assessments • Analysis of student performance • Diagnosis of student performance to determine challenges • Creation of interventions to support and overcome challenges • Implementation of interventions • Evaluation of interventions 	At least once a week a TOSA or Admin will observe each grade band team working
Feedback	<p>At monthly rounding interviews faculty will be asked about PLC+ implementation We will expect to see growth by positive response rate with the following increases:</p>	Schedule to conduct interviews

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 2024-25 school year.

By June the qualitative data of schedules, training, and support will demonstrate we have met the criteria set forth in our strategy implementation.

By June, 80% of PLC meetings observed will have discussions based on the 5 PLC+ question cycle.

By June our quantitative data will reflect growth and progress for what we do as PLC teams at Heatly.

Priority 2

By June 75% of PLC+ participants will report positively about our implementation of:

- Effective Collaboration

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	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>
Collect all data points related to PLC's <ul style="list-style-type: none"> • Review Weekly Schedules to ensure we are working on all 5 PLC+ questions • Review individual student intervention plans for progress (academic & SEL/Behavioral) 	Review monthly at Ed Council Meetings From September through June there will be gradual progress on the number of students being supported by enhanced Tier 1 instruction and management (15% ↑), and reduced numbers of Tier 2 and 3 students (15%↓).	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Create the Most Desirable Place to Work and Learn</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 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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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>This is a carry over priority from the 2023-2024 SCEP implementation. We have made progress.</p> <p>We have 2 target areas for improvement based on all datasets and anecdotal feedback.</p> <ol style="list-style-type: none"> 1. Timeliness of ALL faculty (at meetings and regular attendance) 2. Feedback to each other, to students, and from students

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>PLC+ Norms & Commitments</p>	<p>Each grade band team will develop a set of commitments as to how they behave and will hold each other accountable Activators will regularly review these commitments at meetings and address areas in need of improvement for the team as a whole and with individual team members as necessary.</p>	<p>At the 9/4 training Dave Nagel will work the team through a module on Collaborative Maturity</p>

Priority 3

Modify the Rounding Questions to promote a deeper understanding of feedback	Impact Coaches will support faculty in their ability to give and receive feedback	We will design training for faculty in the art of Crucial Conversations
Co-Construct Impact Team Success Criteria for the building	Impact Team members will work through a series of activities to draft additional documentation for faculty to work from to finalize what effective feedback looks like at Heatly. There will be monthly Impact Team meetings to discuss and learn more about feedback and the practice of feedback.	Schedule meetings, design activities, and consistently monitor implementation.

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 2024-25 school year.

Our qualitative rounding data will demonstrate growth as we implement a process of continuous improvement.

Our quantitative data will indicate a greater deal of professionalism and an appreciation for working as a member of a team.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	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>
Rounding Interviews	Reviewed and discussed at monthly Ed Council Meetings. By June 75% of PLC+ participants will report positively about our implementation of: <ul style="list-style-type: none"> ● Professionalism ● Trust ● Communication ● Feedback 	

Priority 3

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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 Bouchey	TOSA	Heatly
Nicole Littlejohn	TOSA	Heatly
Sarah Lawlor	1st grade teacher	Heatly
Jenny Starr	GITA President	Heatly
Tara Edick	Speech Teacher	Heatly
Melissa Smith	AIS Teacher	Heatly
Erica Legault	AIS Teacher	Heatly
Caitlin Distasio	ELA Teacher	Heatly
Nicole Ford	3rd grade teacher	Heatly
Sodelys Hilario	4th grade teacher	Heatly
Vivian Rambo	ELA Teacher	Heatly
Jodi Fowler	PE Teacher	Heatly
Jess Jones	School Counselor	Heatly
Shelly Heffern	Teaching Assistant	Heatly
Bruce Potter	Admin	Heatly
James Colon	Behavioral Health Counselor	Heatly

Our Teams Process

Joe Nolet	Parent	
Laura McDaniel	Director of Curriculum & Instructional Data, Cap Region BOCES	

Meeting Dates

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

Meeting Date	Location
May 8, 2024	Heatly Library
May 22, 2024	Heatly Library
June 5, 2024	Heatly Library
June 22, 2024	Heatly Library

Districts with Schools Identified for TSI/ATSI Support 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 by July 31, 2024, 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).

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

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