

LEA Name:	Hempstead Union Free School District
BEDS Code:	2802013000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)

Contact Name	Dr. Fadhilika Atiba-Weza	Title	Interim Superintendent of Schools
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Website for Published Plan			

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Fadhilika Atiba-Weza	
President, B.O.E. / Chancellor or Chancellor's Designee		Maribel Toure	

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 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 plans before they are approved.

- 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

- 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. 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.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 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.

District Information Sheet

District Information Sheet											
District Grade Configuration	P - 12	Total Student Enrollment	100	% Title I Population	100	% Attendance Rate	90				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.25	% Black or African American	27.3	% Hispanic or Latino	70.8	% Asian, Native Hawaiian/Other Pacific Islander	.52	% White	.48	% Multi-Racial	

Overall State Accountability Status											
Number of Focus Schools	3	Number of Priority Schools	4	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	0	Number of Title I SIG 1003(a) Recipient Schools	0	Number of Title I SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		X
X	Hispanic or Latino		
	White		
X	Students with Disabilities		
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		X
X	Hispanic or Latino		
	White		
X	Students with Disabilities		
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		
X	Hispanic or Latino		
	White		
	Students with Disabilities		
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
X	Limited English Proficient

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").

- | | |
|---|--|
| X | Tenet 1: District Leadership and Capacity |
| X | Tenet 2: School Leader Practices and Decisions |
| X | Tenet 3: Curriculum Development and Support |
| X | Tenet 4: Teacher Practices and Decisions |
| | Tenet 5: Student Social and Emotional Developmental Health |
| X | Tenet 6: Family and Community Engagement |

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

- | | |
|---|--|
| | Tenet 1: District Leadership and Capacity |
| X | Tenet 2: School Leader Practices and Decisions |
| X | Tenet 3: Curriculum Development and Support |
| | Tenet 4: Teacher Practices and Decisions |
| | Tenet 5: Student Social and Emotional Developmental Health |
| X | Tenet 6: Family and Community Engagement |

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

During the 2015-2016 school year, district Administrators worked closely with all Focus and Priority Schools to address and provide Professional Development ie. Data analysis, classroom rigor, questioning techniques, CCLS alignment etc. for all staff. Teachers were able to attend workshops and conferences both in district and out of district based on their instructional needs. All teachers received training in Common Core Learning Standards in Math and ELA. In conducting conducting school reviews, observers noticed that teachers are making progress in aligning CCLS with the objective and activity. NWEA results at the elementary level demonstrated an increase in the number of students meeting their yearly target.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

In response to the review of data, the district made an intentional decision to ensure the High School data system only reflected currently enrolled students. This required the Student Information System to be perched of all students who attendance was in violation of district's attendance policy. Additionally, the district needed to address the needs of the influx of the ENL population. At Hempstead High School, as a part of the Tiger Academy, an AIS program was implemented to provide all interested ESL students with extended learning time. Two-hour courses were offered on Tuesdays and Thursdays in ESL and NLA to accelerate students ability to read, write, speak in English and Spanish. A Saturday AIS program provided more time on task in content areas courses. The district also continued the AIS program at the Middle School to make certain students' in need of extra help received it in a small group setting.

In developing the CURRENT YEAR'S plan:

- List the highlights of the improvement initiatives described in the current DCIP.

1. Intentional Professional Development and training programs for teachers and administrators delineated cultural, pedagogical understanding to support learning for students. 2. Maintaining existing partnerships, who will work with the district in our focus and priority schools; 3. Demonstrate growth in ensuring improvement in student achievement for all. 4. Build a professional learning community of accountable and responsible students; 5. Assess and monitor the learning outcomes of students in ELA and Math for all subgroups; and 6. Alignment of district's vision and mission with instructional goals, expectations and practices toward measurable outcomes.

- List the identified needs in the district that will be targeted for improvement in this plan.

- To increase the percent of student at proficiency in Math and ELA by 5 percentage points (total students and sub-groups)
- Increase the high school graduation rate by at least 5 percentage points

- State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The mission of the district is to ensure all students have equitable access to a curriculum that is rigorous and relevant to meet the individual needs. We believe, all children can and will learn, given the right tools, teachers, and administrators. The district must improve its efforts to ensure students are literate; having the ability to read and write across all content areas. The district also understands some of our students require additional time on task to make the necessary academic gains; therefore, all qualified students are provided with academic intervention services and extended learning time. These services are built into or added to the regular school day. The district also believes in early intervention. To guarantee more students are fluent by grade 3, the district provides extra supports, such as reading and AIS teachers at the kindergarten center, and are attempting to expand these services in the lower grades at all elementary schools.

- List the student academic achievement targets for the identified subgroups in the current plan.

There is a need in the district to increase academic achievement for all subgroups. The district's aim is to:

- To increase the percent of student at proficiency in Math and ELA by 8 percentage points (total students and sub-groups)
- Increase the high school graduation rate by at least 8 percentage points

- Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

The district recognizes the need to create systems to ensure the focus remains student driven. We will implement the supports to make certain we are able to adhere to our mission: Create a professional development plan that will build teacher and administrator capacity for all content areas; establish a RTI System for Behavior and Academic; work collaboratively with building principals, directors, staff developers, and instructional coaches to ensure vertical alignment and horizontal consistency of curriculum; monitor and evaluate the implementation of mission/guiding principles by an independent evaluator to gauge district's progress toward reaching set goals; and all school will be required to utilize the district's goals and objectives in the planning of curriculum and data-driven decision making.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

The district believes the barriers which impeded the ability to accomplish our mission are attached to time, talent, and resources. Some of the barriers include, but are not limited to: the number of qualified staff to service the needs of ESL and SWD students; staff's limited understanding of the importance of using technology to provide 21st Century learning experiences for students and how to use data to address the instructional needs of students; and the lack of professional development hours dedicated to ensure teachers are equipped to roll out CCLS in ELA and Math in a manner in which students will receive high quality rigorous instruction.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Professional development will be based on the needs of the teachers as indicated by the students' results. In order for teachers to plan properly for rigorous and relevant instruction, they must increase their understanding of: how to unpack CCLS in ELA and Math; how to incorporate literacy for across all disciplines; the importance of cultural sensitivity and utilizing students' background to make right choices; creation of lesson plans using Understanding by Design model; and how to develop and ask questions that will tap into students' critical thinking skills.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

The district is committed to increasing communication with administrative and instructional staff and stakeholders through: 1. email; 2. Superintendent's bi-weekly memorandum to staff; 3. Twenty-four hour period message response 4. Posting of important information on district's website; 5. Survey Monkeys 6. school message system 7. Quarterly newsletter; 8. Monthly Parent Universities; 9. Superintendent's State of the District Address; and 10. Reports from Community Engagement Team. In addition, district leaders will make themselves available to attend PTO/PTA/SEPTA meetings; Superintendent will conduct bi-weekly PTA/O Council meetings; District leaders will provide monthly updates during board of education meetings; superintendent of schools and other key district leaders will meet monthly with building principals to address their needs

- List all the ways in which the current plan will be made widely available to the public.

District's Website; Hardcopies available in the district's office and all district's schools

For Districts with Priority Schools: Whole School Reform Model

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).

The Hempstead Union Free School District (HUFSD) is identified as a Focus School District. HUFSD is committed to the implementation of New York State's Regent Reform Agenda as a means to bring about school improvement at all HUFSD schools to help all students prepare for post-secondary success. The District is in the process of aligning all of its resources with the elements of the Regents Reform Agenda: the implementation of the New York State P-12 Common Core Learning Standards (CCLS); Teacher and Leader Effectiveness (TLE) through the implementation of a comprehensive Annual Professional Performance Review system; Data-Driven Instruction (DDI) to design teaching and learning around the needs of staff and students; Professional Development for school leaders and the teaching staff; and Parental Portal to increase engagement and community among parents, guardians, teachers, and school leaders designed to build parents'/guardians' comprehension of the reform initiatives and to track and support their child's academic needs and progress.

HUFSD's overall vision for preparing students for college and career is aligned with President Obama's goals under The Race to the Top Initiative. It is the District's responsibility to ensure that every school has an effective leader and that every classroom has an effective teacher, making it possible for every student to learn and achieve to his/her full potential. This effort begins with an intense Professional Development Plan (PDP) built upon data collected for student performance and teacher practice. In order to reach our District-wide goals of preparing every student for college and career, HUFSD is:

- Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students to occur through core program implementation; intervention courses and strategies (including the use of time); and acceleration prospects for all students;
- Implementing a strong ENL/Bilingual program that will articulate rigorous grade level expectations in the areas of speaking, listening, reading, and writing, as well as reading and writing across the content areas;
- Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curricula with a focus on differentiating instructions and higher-order thinking questions/task to meet the individual needs of students;
- Increasing the instructional expertise and effective coaching strategies of all Central Office and school leaders; and
- Holding everyone accountable for specific student and school outcomes by using the Diagnostic Tool for School and District Effectiveness (DTSDE) at a higher frequency for assessment.

The guiding principles for the HUFSD improvements in curriculum and instruction are grounded in the belief that college preparedness dramatically increases life outcomes for all students. A coherent reform strategy will connect everything to improving teaching and learning. HUFSD will be deliberate in instruction, defining the curriculum, standards of performance, and accountability standards for all students. Accountability systems will connect student outcomes with teacher/staff outcomes. Central Office staff is committed to working collaboratively with all schools to support the changes needed to transform its schools as outlined in the School Comprehensive Plans. It is our strong desire to provide the systems and structures necessary for our students to be able to compete with their neighboring peers and acquire the necessary skills to become productive members of a global society.

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

The District's Comprehensive Plan guides its work to improve student achievement and to prepare students to be successful in the global economy. The plan outlines goals and strategies for improving schools and increasing student achievement, inclusive of measurable targets for graduation rate, academic performance, and school tone. The plan was developed from the belief that every student can succeed. It is aligned with NYS's Regents Reform Agenda and is based upon three core values: **Achievement:** Student achievement will improve with a total focus on teaching and learning with an emphasis on results and rigor and "vigor" of instruction; **Accountability:** Data will be used to ensure that we hold teachers/staff accountable for the success of all students and extensive monitoring will occur; To achieve the goals of the Strategic Plan, HUFSD aligns its resources to ensure they are used where they are needed most, that is, in the classroom. Ongoing monitoring of plan implementation provides regular opportunities for the District to learn, reflect, and take quick and informed actions to make and sustain progress. HUFSD uses data to recognize, intervene, and adjust curriculum, instruction, and programs that directly correlate to enhanced student achievement and strives to model the culture of learning expected in the schools and classrooms throughout the District. HUFSD's core instructional program anchors academic standards in the real world and requires all students to participate in a quality college and workplace ready curriculum. Academic high school standards are aligned with the knowledge required for college and workplace success and back-mapped to create coherent, focused, grade-by-grade progression from prekindergarten through college. A course catalog has been designed to provide a detailed description of all courses offered at the high school and NYS requirements for high school graduation. Electives, academic interventions, and accelerated courses are outlined to support the academic needs of students in all subgroups. The required curricular content will be individualized while keeping the NYS standards and tests constant. All disciplines reinforce college and workplace readiness expectations. A battery of assessments, including large-scale tests, performance-based tasks, and teacher-developed assessments, measures and monitors student academic progress and growth. Quality interim assessments evaluate mastery and are used to adjust instruction beginning in kindergarten.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

non-applicable

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.

Hempstead School District will continue to use outside partners, International Center for Leadership in Education (ICLE) and Center for Secondary School Reform (CSSR) to conduct quarterly reviews of school achievement, in conjunction with the District's DTSDE Review Team's assessment. This year, each school will receive a pre and post reviews. The pre-review will take place in the month of October focusing on Tenets 3, 4, and 5. The schools will receive immediate feedback as to strategies to be implemented to guarantee they meet their end of year targets. During the month of Septemeber, Central Office Team (COT) to meet with building CEP Teams to review SCEP and recommendations from the 2015 -2016 School Review. COT will provide other suggestions, strategies and timelines to guarantee more effective implementation of goals/strategies outlined in their individual SCEP. COT in conjunction with OEE will conduct a one-day pre-review of each focus/priority school. Within 5 days of the individual schools district review {schools of the review}, Focus and Priority schools will receive feedback aligned to 2016-17 SCEP and recommedations from 2015 - 2016 SY. A growth analysis will be conducted in the Fall and Summer to determine the areas in which schools are having the most difficulty. District 's review team will also evaluate prior to the 2016-17SY, the school reviews conducted in 2015 -2016, to identify the ratings for each tenet by school in an effort to provide resources and tools to the individual schools based on their level of need, as determined by Stage 2 or lower.

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.	
B1. Most Recent DTSDE Review Date:	May, 2015	
B2. DTSDE Review Type:	ITT	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Based on data from the 2014 - 15 report card more than 60% of students in grades 3 -8 are achieving at a level 1 in ELA and Math; the overall high school graduation rate was 51% which is the lowest on Long Island. In order to close the achievement gap amongst HUFSD students and other schools in the state, the district recognizes the need to ramp up professional development for teachers to build their capacity to deliver rigorous and relevant instruction to the diverse student population in which we serve. The goal is to help administrators and teachers analyze and use critical data to drive and inform instructional decisions; using the information to plan for small group and individualized instruction as needed. To ensure HUFSD creates a data-driven culture, a Districtwide Data Team (DDT) will be created to review and analyze results from state assessments, regent exams, and student attendance to determine programs needed that will have a positive impact on student results.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	To increase academic results by 5% or more percentage points in the areas of ELA, Math , and the HHS graduation rate for all subgroups, by the end of the 2016 - 2017 schol year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Credit Accruals (HS Students) Student Participation in ELT Opportunities	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	8/31/2016	At the Administrators' Retreat, the Office of Curriculum Instruction will present district's data on: NYS ELA, Math, and Regents exams to all administrators. Schools administrators will exam data and work collectively to identify root causes for low student performance outcomes. Information will be typed up and presented to the newly composed District Data Team (DDT). Administrators will brainstorm best practices the district should implement to address the achievement gap between the district and other schools. Notes from the Retreat will be typed and shared with all administrators to use for planning of professional development for staff, as well as to create Extended Learning Opportunities and AIS services for students.
9/1/2016	10/31/2016	Select members from the teachers' and administrators' bargaining units to work collaboratively with district administration to comprise a Districtwide Data Team (DDT). The DDT will analyze historic results from all state assessments and regents exams over the past three school years to determine trends in students' areas of weaknesses. This information will be shared with building leadership for the purpose of planning for Extended Learning Time (ELT) and AIS needs of students within their schools.
10/1/2016	6/1/2017	DDT will utilize Bambrick-Santoyo Driven by Data and Leverage Leadership as tools to analyze and put consistent structures in in order to best utilize data to make instructional decisions. The DDT will be trained on the four key principles: Assessment, Analysis Action, and Culture with the purpose of constantly focusing on "what students are learning." Each school Data Team {DT} leader will be expected to turn-key information at the school level at within their data and grade/content area meetings.

Nov-16	6/23/2017	District Administrators will monitor on a bi-monthly basis, students' progress toward meeting grade level standards and preparation for regent examinations, elementary schools will be required to conduct bi-monthly running records on students, and use Aimsweb as a tool to progress monitor students. Secondary schools will implement benchmark exams. Each school's Data Team meeting monthly will be responsible for analyzing the results and recommend strategies to improve outcomes. Assessments results from each school will be collected by Chairperson of DDT and presented at bimonthly meetings for discussion and feedback.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	May, 2015
B2. DTSDE Review Type:	ITT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The HUFSD continues to be reviewed yearly, using the Diagnostic Tool for School Excellence. There is minimal degree of evidence to support the various schools which are implementing the recommendations with fidelity as outlined. {only a little degree of evidence to support the schools are implementing the recommendations with fidelity as outlined.} The District will support and work collaboratively with Focus and Priority school leaders {in our focus and prioity schools }to assist them with the implementation of their SCEP/SPSE as outlined, in an effort to develop a stronger academic community that is reponsive to the needs of all stakeholders with the goal of increasing student achievement for all subgroups.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of May 2017, 80% of all focus and priority schools who will receive a DTSDE Review by either NYSED or District-led ratings will reflect a Stage 2 or better for each tenet reviewed.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	9/30/2016	During the month of Septemeber, Central Office Team (COT) to meet with building CEP Teams to review SCEP and recommendations from the 2015 - 2016 School Review. COT will provide other suggestions, strategies and timelines to guarantee more effective implementation of goals/strategies outlined in their individual SCEP.
9/1/2016	6/30/2017	HUFSD will continue its relationship with CSSR as the Outside Educational Expert (OEE) to work closely with all focus and priority schools to monitor the implementation and effectiveness of the SCEP. OEE and COT will create a monitoring protocol to gage progress toward implementation of goals.
Pre: 9/1/2016 to 9/30/16	Post: 6/30/2017	A growth analysis will be conducted in the Fall and Summer to determine the areas in which schools are having the most difficulty. District 's review team will also evaluate prior to the 2016-17SY school reviews to determine the number of ratings for each tenets by school in an effort to provide resources and tools to the individual schools based on their level of need.
10/1/2016	11/15/2016	COT in conjunction with OEE will conduct a one-day pre-review of each focus/priority school. Within 5 days of the individual schools district review {schools of the review}, Focus and Priority schools will receive feedback aligned to 2016-17 SCEP and recommedations from 2015 - 2016 SY.
10/1/2016	10/31/2016	COT will work in collaboration with building leaders to create a structure, timeline and system for monthly monitoring of SCEP progress.
11/1/2016	11/30/2016	Certified DTSDE Reviewer will train members of the District-led Review Team to conduct reviews according to Office of Accountability.
2/1/2017	5/1/2017	District team to conduct reviews of schools not receiving a DTSDE ITT Review; all schools will receive timely feedback and recommendations for improvement.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	May, 2015
B2. DTSDE Review Type:	ITT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	In conducting school reviews, it is apparent that more training is needed to assistant staff with how to properly align CCLS across the content areas. The district will provide all schools with districtwide staff developers in the content areas, as well as secondary content area instructional coaches to review and adapt curriculum that will meet the individual needs of all students. HUFSD will focus on literacy for all students, CCLS in both ELA and Math, by creating a Curriculum Instruction Team, composed of various stakeholders, to ensure the Math and ELA curricular are aligned vertically and horizontally.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2016 - 2017 school year, 100% of the staff developers, instructional coaches, and key administrators for grades K -12 will receive training on how to effectively use Understanding by Design (UbD) as a framework to create high quality curriculum units and assessments that focus on developing students' understanding of important ideas.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students - increase by 5 percentage points; Student Completion of Advanced Coursework -90% of all students will pass course and regents.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	9/30/2016	District administrators will select members to serve on the Curriculum Team (CT) inclusive of teachers and administrators from all content areas. CT will meet monthly to review and revise district's curriculum. The team will be trained on the shifts in CCLS and how to unpack the standards.
10/1/2016	11/30/2016	Members of CT will participate in bi-weekly trainings in: Understanding by Design, review of the shifts in CCLS, and unpacking the standards.
12/1/2016	1/31/2017	CT will meet to review and revise district's content curriculum to align with the UbD concept.
2/1/2017	4/30/2017	CT will be divided into groups to begin training staff at different buildings on how to implement UbD units; teachers will begin to use their weekly PLC time to construct UbD interdisciplinary lesson plans with oversight from a member of the CT.
5/1/2017	6/1/2017	CT will work monthly with volunteer classroom teachers at each building
6/1/2017	6/30/2017	District's Curriuculum Team will develop a vertically aligned and horizontally consistent interdisciplinary ELA and Math to be used starting in the Fall of 2017.
7/1/2017	8/31/2017	All teachers and administrators will continue to be trained during the summmer months by the CT in the implementation of UbD interdisciplinary units that will address the needs of all students.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	May, 2015
B2. DTSDE Review Type:	ITT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	An analysis of teachers' evaluations over the past 2 years, indicated that the majority of teachers throughout the district are experiencing difficulty in the following areas: using data to make instructional decisions; use of formative assessments to adjust instruction to meet the needs of students; use of higher order questioning techniques that will tap into students' critical thinking; and helping students to self-assess. The HUFSD recognizes the need to create a Professional Development Plan to specific tailored to the needs of staff that will improved instructional delivery.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The District will develop a 2016-17 Professional Development Strategic Plan which will address teacher effectiveness and ensure that all teachers utilize the Professional Development practices in the classroom enabling the District to move 50 percent of all teachers from Developing to Effective.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Student Performance on January Regents Exams
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2016	9/30/2016	The Office of Curriculum and Instruction will create a survey to determine the professional development needs of teachers and administrators. The Executive Director of Technology will send all staff an email link to a survey monkey during the month of August; staff will complete survey no later than Septmeber 30, 2016. The data will be populated by the Technology Department and presented to the Professional Development Team (PDT) at its first meeting. PDT will use the results from the staff's survey to develop the districtwide Professional Development Plan (PDP).
9/1/2016	9/30/2016	Office of Curriculum Instruction in conjunction with the Executive Board of the HCTA will meet in the Fall to plan out the eleven (11) Extended Wednesdays for the 2016 - 2017 school year. Extended Wednesday must be used for professional development or Professional Learning Communities (PLCs). the calendar will be composed and mailed out to all members of the HCTA by October 1.
9/1/2016	9/30/2016	Utilized the Professional Development Team (PDT) will meet in the month of September 2016 to evaluate the data from the teaching staff's Survey Monkey. The PDT will rank the professional needs of staff based on number of responses in a given category. This information will be used to determine how much PD is needed in a given area. Thereafter, the PDT will meet monthly to plan for PD sessions, analyze feedback from participants as to the sessions they attended, and use results to make necessary adjustments to future PD sessions.
10/1/2016	10/31/2016	During the first Principals' Meeting in October, the principals and Superintendent's Cabinet will brainstorm to determine experts to deliver professional development to staff. A calendar of PD activities will be generated by November 1st.

10/1/2016	6/30/2017	PDT will establish a monitoring protocol for building leaders to use to collect evidence of instructional practices. Protocol will focus on the shifts in the Common Core Standards and other best practices, such as differentiated instruction, higher order questioning techniques, and self-monitoring. Administrators will receive training by District Staff on how to use the protocol. Completed protocols will be collected monthly by a member of the PDT and information will be shared with the school's PDT for further analysis in an effort to consistently monitor the impact of PD on the teaching and learning environment of each school. A Likert-scale of 1 - 4 will be used to rate the effectiveness of PD sessions; the overall goal is to achieve an average of 3 or better which will indicate the PD is having a positive impact on instruction.
7/1/2017	7/31/2017	In order to determine final impact of Professional Development, district administrators will meet prior to the school year to collect and compare teachers' APPR ratings from the school year ending 2016 to the school year ending in 2017 to determine the increase in the number of teachers rated effective and highly effective, as well determine the areas in which teachers need professional development for the upcoming school year.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	
B1. Most Recent DTSDE Review Date:	May, 2015	
B2. DTSDE Review Type:	ITT	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Although the district is experiencing an overall decrease in suspensions and the number of students placed on long-term suspension, in order to sustain this effort, there is a need to put systems in place to address the whole child. The district will work closely with the Office of Special Education to provide a wide range of professional development opportunities that will effectively address the social emotional developmental health needs of all students. The overall goal of each school is to create a warm welcoming environment for students and their families that will decrease incidents and increase overall student attendance in school and other extended learning time programs.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017, the HUFSD teaching staff would have received professional development facilitated by district clinicians and community mental health organizations in regards to addressing the wide array of student social emotional needs within the school evidenced by a 50% decrease in teacher student referrals and short/long-term suspensions, and increase overall student attendance rate by 5%.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	6/23/2017	School clinicians will receive professional development in October 2016, November 2016, January 2017 and March 2017 facilitated by community mental health organizations focused on how to address the student social and emotional health needs. Topics will include: identifying student social and emotional needs, protocols and Procedures for referring students with social and emotional need; and proactive initiatives for ensuring social and emotional health within the classroom.
9/1/2016	10/31/2016	PPS staff from each school will receive training on how to implement a PBIS program inclusive of rewards and consequences, as well as receive training in Restorative practices as an alternative to suspensions.
9/1/2016	5/31/2017	District Administrators will ensure that all classrooms and buildings will strategically place visual aids posters, and quotes on bulletin boards that support social emotional health, positive affirmations, anti-bullying, and high expectations for teaching and learning.
9/1/2016	6/23/2017	School leaders in conjunction with the Instructional Support Team (IST) will work together to adopt a system for collecting, analyzing, and reviewing strategies utilized to promote positive behaviors of students. Based on data collected, team will make adjustments/modifications to the PBIS program in place in their school as needed.
11/1/2016	3/31/2017	All administrators will engage in culturally responsive training in order to identify best practices that support student development to reduce disproportionality suspension rate for minority students in SWD.
11/1/2016	6/23/2017	District staff will provide quarterly programs for each school, administering incentives and rewards to students ex: attendance, citizenship, sportsmanship. Each school will submit a list of 10 -15 students to be recognized at the assembly.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	
B1. Most Recent DTSDE Review Date:	May, 2015	
B2. DTSDE Review Type:	ITT	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	All district schools have experienced a decrease in parental participation at parent workshops and PTA/O meetings. To support student academic achievement and social/emotional health, the HUFSD recognizes the need to increase parental involvement by venturing into the community in order to host events, apprising parents of the instructional and social activities {happenings} in our schools, their rights and responsibilities, and how to better prepare their children to succeed in the 21st Century. The district is also conscientious of the change in demographics; therefore, we are committed to having translators at all events/programs to ensure equal access of information to all stakeholders.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2016 - 2017 school year, all 10 district schools will increase parental involvement by 50% at events/programs to ensure parents, community members, and partners are working cohesively to ensure the teaching and learning environment is conducive to achieving and maintaining high academic standards for all students.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2016	8/31/2016	Prior to the start of school year, School-based Planning Teams will create a parent survey in Spanish and English to assess the needs of the parents/guardians in their individual schools. Schools will gather and analyze results to plan for parent activities and workshops
9/1/2016	10/15/2016	Superintendent of Schools and other key district leaders will meet with the PTA/PTO District's Executive Board to review the results of the parent survey and solicit their input to create a parent calendar of programs and activities for the school year based on the identified needs of the parent community. These meetings will address the challenge to acquire more participants from English Native Language families, and students with disabilities. Approximately 2 weeks after the meeting, the minutes will be posted on district's website.
9/1/2016	6/23/2017	In keeping with assessing the 50% goal families will sign in at all school and districtwide events
9/1/2016	6/30/2017	To ensure all parents are informed of district/school events, families will receive phone messages, flyers, and/or newsletters regarding the district-wide and school level activities and events throughout the year in English and Spanish.
10/1/2016	10/15/2016	All schools will provide the Superintendent of Schools with a list of school committees and the parents who will serve on them, inclusive of the dates and times in which the committees will meet for the year. School calendars will be posted on the school's websites.

1/1/2017	6/1/2017	District Office to collect from schools attendance sheets to determine and compare the rate of attendance for each meeting to determine the number of schools who were able to increase parental participation by 50% or better.
1/1/2017	2/1/2017	Executive Board of the PTA/O in collaboration with central administration, will conduct a bi-annual survey via Survey Monkey to generate feedback from parents as to how well the district is addressing their needs. Data will be used to make adjustments to programs/eents offered to the parents and school community.

Focus District Set-Asides

Parent Education Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$2,347,000	1%	\$23,470

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A		#N/A	#N/A
Title II, Part A		#N/A	#N/A
Title III, Part A LEP (allocation listed only if required)		#N/A	#N/A
Total Federal Allocation Subject to Set-Aside	\$0	#N/A	#N/A

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$400,000
Title II, Part A	\$150,000
Title III, Part A LEP	\$120,000
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$350,000
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	\$100,000
Total Funding Reserved for Improvement	\$1,120,000

#N/A

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	Yes	\$10,000	Yes	
Conduct DTSDE reviews, including administration of required annual surveys	Yes	\$5,000	Yes	
Develop high-quality DCIP and SCEP plans	Yes	\$50,000	Yes	
Review the qualifications of Priority and Focus School Leaders	Yes	\$2,000	No	General Funds
Submit quarterly leading indicators report to NYSED	Yes	\$2,000	No	General Funds
Evaluate the fidelity of program implementation	Yes	\$20,000	Yes	
Provide Public School Choice to students in Priority and Focus Schools	Yes	\$500	No	General Funds
Offer 200 hours of Extended Learning Time to students in each Priority School	Yes	\$130,000	Yes	
TOTAL		\$219,500		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Hempstead Union Free School District	Focus District	\$50,000

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Hempstead High School	Receivership	\$230,000
ABGS Middle School	Receivership	\$230,000
Franklin School	Priority	\$175,000
David Paterson School	Focus	\$100,000
Jackson Annex	Priority	\$150,000
Jackson Main	Focus	\$100,000
Front Street	Focus	\$100,000
DISTRICT / BUILDING TOTALS		\$1,135,000

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$1,120,000
 Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? NO

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
Hempstead High School	Persistently Struggling	\$8,000
ABGS Middle School	Struggling	\$6,500
Franklin School	Priority	\$2,500
David Paterson	Focus	\$1,900
Jackson Annex	Priority	\$1,700
Jackson Main	Focus	\$1,500
Front School	Focus	\$1,370
DISTRICT / BUILDING TOTALS		\$23,470

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$23,470
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES