



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Longwood Central School District	Lance Lohman, Ed.D

2022-23 Summary of Priorities

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

1	Strong Curriculum, Instruction and Assessment Practices
2	Empowering the School Community
3	Communication and Collaborative Partnerships
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Strong Curriculum, Instruction and Assessment Practices</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<ul style="list-style-type: none"> ○ Ensuring that all student’s academic needs are met are central to the role of the school district. ○ As the varying student needs from the pandemic have shown learning loss is a real phenomenon that we have to work deliberately to overcome. ○ This commitment aligns with the concepts in the “How Learning Happens” document in that it will facilitate learning in a multidimensional framework responding to the unique every changing needs of students.

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?
Strategic Planning	The District will develop a strategic plan. Each building in the district will develop a building plan aligned with the district plan. Each plan reviewed at specific intervals for accountability and for adaptation.	Each plan will be reviewed at specific marks to determine fidelity to the plan	District Level administration will set the template for the buildings. Building administrators will work with their faculty through common planning.
District Wide Data Meetings	The district will review all major data points including academic, attendance, and behaviors 4x yearly.	The buildings will conduct building level data meetings with improvement plans that they will report out on at specific times during the school year. Development of departmental common assessments 5-12 to track data on student performance on learning standards.	District Level administration will set the template for the buildings. Building administrators will work with their faculty through common planning.
Vertical Curriculum Mapping Meetings	During regularly scheduled meetings district level directors will coordinate vertical alignment meetings within their department to determine educational gaps based on student data and devise a plan to close curricular gaps.	The curricular areas will document improvement plans within their curricular maps.	District Level administration will set the template for the buildings. Building administrators will work with their faculty through common planning.

Priority 1

<p>Implementation of a District-wide Instructional Playbook</p>	<p>Teachers and administration will begin to incorporate best practices developed by a district committee into common practice, language and use.</p>	<ul style="list-style-type: none"> ○ The language from the instructional playbooks will be used in observations. ○ All staff will be shown the instructional playbook and given a copy. ○ New teachers will have the opportunity to be mentored in the instructional playbook. ○ Administrators will do instructional rounds giving feedback to administration using language from the playbook. 	<ul style="list-style-type: none"> ○ Instructional coaches will assist in updating the playbook ○ Time in conference days will be dedicated to the playbook ○ Administrative R&D project will assist in incorporating the playbook into the mentoring program.

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.

- The district will have written building and district strategic plans that will be monitored and updated regularly.
- All teachers will have professional development in the District Playbook
- 5% reduction in course failures
- 5% increase across all regents exams
- 5% increase in I-ready performance in each grade level K-6.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Empowered School Community</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This commitment fits into the district commitment to support student voice, support diversity and empower all students. Student surveys and interviews demonstrated a lack of student voice in some populations.</p>

Priority 2

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?
Student Recognition	Student and teachers recognized by the Board of Education monthly from each building for embodying district leadership principles.	Building admin will nominate and present a student and teacher publicly.	BOE meetings. Building level communication
Community and Culture Committee	District level committee with representation from each building level committee that address current building and district diversity and cultural challenges. Each committee will have representation from various students and underserved communities.	Regular meeting minutes from each committee with recommendations to the Board of Education, school admin, teachers and the community at large to serve our student populations with equity and dignity.	Meeting time, possible substitute coverage
Restorative Practices	Community circles will be used by building administration to share our feedback from students, teacher and parents during scheduled times	Building administration can use various sources to seek out feedback (survey, parent forums, student forums)	Surveys, parent forum, student community circles.
Tiered Fidelity Inventory for PBIS, SEL and restorative practices.	District team on a scheduled basis will support building Restorative practice, SEL and PBIS practices by using a tiered fidelity inventory	Documented meetings with buildings to give feedback on practices with plans to move forward and extend their practices.	Committee of teachers, mental health staff, Time in the building.

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.

- Reduction in overall detention and suspension
- Reduction in disproportionality of detention and suspension
- Reduction in chronic absenteeism.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Communication and Collaborative Partnerships</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This commitment will allow for our educational organization to be responsive to our community.</p> <p>It will also allow for increased opportunities for our students and integration into the community.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>District Communication Plan</p>	<p>Alignment of the district communication plan to ensure that the entire school community feels connected to the school and so the school feels accessible.</p>	<ul style="list-style-type: none"> ○ Development of a planning team ○ Inventory of existing internal and external communication systems along with gaps therein. ○ Development of written communication with constituent feedback. 	<ul style="list-style-type: none"> ○ Committee planning time ○ Changes to the website and other infrastructure
<p>Multiyear plan to increase career readiness standards and experiences within the curriculum</p>	<p>Inventory and calendaring existing opportunities that provide internship, career exposure, career skills that are available to all students.</p> <p>Auditing existing curriculum for career readiness activities</p> <p>Utilizing Naviance to embed career readiness skills within the curriculum</p> <p>Identifying opportunities for students within the community.</p>	<ul style="list-style-type: none"> ○ A career calendar ○ Increased events within the district that use community partnerships to access opportunities for students ○ Increased CDOS standards embedded within curriculum maps. 	<ul style="list-style-type: none"> ○ Curriculum maps ○ School to business advisory board.

Priority 3

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.

- A documented District communication plan.
- Positive feedback from survey data.
- Increased participation in identified areas that have traditionally had communication gaps.
- A documented multi-year plan for Career Academies and
- Increase in the number of internship and externship opportunities for students
- Increased incorporation of career readiness within curriculum maps.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the District’s vision, values and aspirations?</i>• <i>Why did this emerge as something to prioritize?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the district’s long-term plans?</i>• <i>For Districts with identified schools:</i><ul style="list-style-type: none">○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i>	

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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.

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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?

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.

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>
Lance Lohman	Superintendent	
James Crenshaw	Asst. Superintendent	
Vaughn Denton	Asst. Superintendent	
Robert Hagan	Asst. Superintendent	
Janet Bryan	Asst. Superintendent	
Scott Schuster	Principal	
Adam DeWitt	Principal	
Yvette Mercado-Tilley	Principal	
Brian Foster	Principal	
Kimberly Longo	Principal	
Gretchen Schaentzler	Principal	
Krystina White	Principal	

Our Team's Process

Jennifer McCarthy	Director	
Sam Ahmed	Director	
Amy Staubitz	Director	
Stephanie Columbia	Director	
John Gallagher	Director	
Alicia Smith	Director	
Tracy Poulton	Director	
Pierre Gay	Director	
Chris Foster	Coordinator	
Martine Francois-DePass	Assistant Principal	
Morgan Costantino	Teacher	
Amy Kelly	Teacher	
Bridget De Lutio	Parent	
Jennifer Lyons	Parent	

Meeting Dates

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

Meeting Date	Location
June 6th	Middle School
June 11 th	Middle School
June 28th	High School
July 5th	Central Office
July 11 th	Central Office
Ongoing via remote communication	Google meet

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by 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).