



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Longwood Central School District	Lance Lohman Ed.D

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Longwood Central School District commits providing a school community that is responsive to the needs of its students.
2	Longwood Central School District commits to providing an inclusive student-centered curriculum
3	Longwood Central School district commits to creating a district culture that fosters positive relationships with students.
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# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Longwood Central School District commits providing a school community that is responsive to the needs of its students.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● This commitment aligns with the vision and values of the district in that it enables the vision to meet the needs of each individual. By being responsive to the unique needs of individuals it allows for “Community Unity” as stated in the vision. Additionally, it closely aligns with the stated values of being reflective, resilient and accepting.</li> <li>● This emerged as a priority based on students feedback of not feeling reflected or that their interests were not taken into account.</li> <li>● Due to learning loss related to COVID the need for responsive education is even more paramount.</li> <li>● 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.</li> </ul>

## 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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Strategic Planning Cycle</p>	<ul style="list-style-type: none"> <li>● District Administration and Building Administration will develop an ongoing strategic planning system based in part on the <a href="#">Transformational Leadership Framework</a> (TLF) This will include a District level plan with separate building level plans. Each plan will include an element addressing school culture.</li> <li>● Professional development of TLF to administrative team.</li> <li>● District and Building Administration will identify priority levers utilizing disaggregated data to focus interventions.</li> <li>● Superintendent and Assistant Superintendents will develop a calendar of</li> </ul>	<p>All district leaders will have basic knowledge of the TLF and be provided with resources to develop a better understanding as it applies to their job function. (August)</p> <p>District and each building will have clearly written goals identifying stages of progress, action steps and responsibilities assigned by roles with a calendar for progress monitoring. (October)</p> <p>Documentation that all leadership meeting agendas will reference the related portion of the strategic building or district plan. (ongoing)</p> <p>Documentation that Building Administration and Department Administration will meet with district administration at least quarterly to report out on progress on building planning that (Sept, Nov, Feb, May, August)</p> <p>District Administration will meet at least quarterly with the Superintendent</p>	<p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Assistant Superintendents</li> <li>● Building Principals</li> <li>● Directors</li> <li>● Board of Education</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Professional development</li> <li>● Release time</li> <li>● Books for each admin.</li> </ul>

Priority 1

	ongoing review of and progress monitoring to ensure fidelity to the plans	to communicate progress (Sept, Nov, Feb, May, August)  Superintendent will meet with the Board of Education at the discretion of the Board to report progress on the District Strategic Plan	
Developing a culturally responsive sustaining educational school environment	<ul style="list-style-type: none"> <li>District and building administration will work with the Board of Education (BOE) and the community to develop a committee to identify district level responses to <a href="#">NYS Board of Regents framework on DEI in NYS Schools</a></li> <li>All teaching and administrative staff will receive some professional development on the <a href="#">Culturally Responsive-Sustaining Framework</a> (CR-S framework) across the district.</li> </ul>	<p>BOE Committee will report out and make recommendations to the Longwood Board of Education and District Administration.</p> <p>All administration will read CR-S framework and identify high leverage practices documented into the district and building strategic plan (October)</p> <p>Building Administration will review CR-S within common planning to create awareness of policy and practices associate with it (ongoing)</p> <p>Pre and Post Teacher survey to assess teachers implementation of strategies within the CRS framework. Target goal of 30% increase in reported use of strategies pre and post. (October - June)</p>	<p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>BOE</li> <li>Committee Members</li> <li>District Administration</li> <li>Building Administration</li> <li>Teachers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Teacher Survey</li> <li>Stipend for planning</li> </ul>
Summer Transition Program - identified Transitioning Program-	<ul style="list-style-type: none"> <li>Summer transition program <ul style="list-style-type: none"> <li>At risk students transitioning into</li> </ul> </li> </ul>	Student survey pre and post response related program efficacy. (July-October)	<p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Assistant Superintendent</li> <li>Director</li> <li>Facilitator</li> </ul>

Priority 1

<p>Middle School, Jr High School or High School</p>	<p>new buildings will have summer enrichment with emphasis on SEL and learning loss.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Funding for program (facilitator, teachers, clerical, supplies)</li> <li>● student survey</li> </ul>
<p>Learning Recovery, Credit Recovery, Programs</p>	<ul style="list-style-type: none"> <li>● Secondary building: use of Edmentum platform to aid in real time credit recovery and approved accrual.</li> <li>● Elementary admin and Directors:             <ul style="list-style-type: none"> <li>○ Identify tech resources to facilitate centers for learning loss in real time.</li> <li>○ Learning Specialist to support classroom teachers through a push-in process.</li> </ul> </li> <li>● Pilot Mastery Based Learning with Learning specialist to use individual student data to identify targeted response to intervention.</li> </ul>	<p>Increase in credit acquisition of students enrolled in the program. 5% reduction of course failure (year over year)</p> <p>Lower enrollment in secondary repeater courses (ongoing)</p> <p>Student Performance Indicators.</p> <p>65% of students referred to the MTSS process will demonstrate improved performance on 50% of the identified at-risk performance indicators within a quarter of entering the MTSS process. (ongoing)</p> <p>Special Education Referrals</p> <p>5% decrease in special education referrals from 2020-21 school year to 2021-22 school year across all subgroups.</p>	<p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>● District Administration</li> <li>● Building Administration</li> <li>● Director of Technology</li> <li>● Director of Special Programs and Data Reporting</li> <li>● Learning Specialist</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Teachers</li> <li>● Learning Specialist</li> <li>● Software</li> </ul>

Priority 1

## 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 2021-22 school year.

- The District will have a written strategic plan that will be monitored for fidelity quarterly and updated yearly.
- All teachers will have had professional development on the CR-S framework.
  - Pre and Post teacher survey assessing implementation of CR-S strategies.
- Pre and Post student survey to assess school climate. Target goal is 15% increase in positive responses to questions identified related to school climate across all disaggregated subgroups by end of year. (October - Jan - June)
- Increase in credit acquisition of students enrolled in the program.
- 5% reduction of course failure (year over year)
- Lower enrollment in secondary repeater courses (ongoing)
- Student Performance Indicators.
  - 65% of students referred to the MTSS process will demonstrate improved performance on 50% of the identified at-risk performance indicators within a quarter of entering the MTSS process. (ongoing)
- 5% decrease in special education referrals from 2020-21 school year to 2021-22 school year across all subgroups.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Longwood Central School District commits to providing an inclusive student-centered curriculum</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The commitment aligns with the district's stated vision of fostering inclusiveness, and cultural responsiveness.</li> <li>● According to the 2021 survey, students believe that the depth of culturally responsive teaching is limited to Black History Month, slavery, Native Americans and Dr. Martin Luther King Jr. and limited to Social Studies. Students shared during interviews that they are seeking the opportunity to learn about culturally responsive topics. Providing inclusive curric within our programs would require a look into the curriculum to identify where it naturally supports and enhances it.</li> <li>● Curriculum alignment and embedding supports will facilitate a fostering of the inclusive community in Priority 1 .</li> <li>● The rationale of this curriculum alignment is supported by the concepts of meaningful learning, with intentionality, and connects to the students identity that are supported in the “How Learning Happens” document.</li> <li>● Students expressed a need for opportunities for open dialogue to approach topics of race in a risk-free environment.</li> </ul>



## 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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Curriculum Alignment</p>	<ul style="list-style-type: none"> <li>Identify learning standards in curriculum that need additional resources to support DEI.</li> <li>Incorporate resources into the curriculum maps</li> </ul>	<p>K-12 curriculum maps will have identified resources to enrich the curriculum standards that are reflective, inclusive and diverse (reviewed Jan, Mar, June).</p> <p>Pre and post student survey response with a 10% increase across all subgroups in positive responses to questions regarding inclusive and reflective curriculum. (Oct - Jan - Jun)</p>	<p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>Curriculum Directors</li> <li>Department Chairpersons</li> <li>Lead teachers</li> <li>Building Administration</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Common Planning Time</li> <li>Teacher stipend for additional curriculum writing time.</li> <li>Access to curriculum material</li> <li>Funding for additional curricular resources</li> <li>Student Survey</li> </ul>
<p>MTSS (Multi-Tiered System of Supports) implementation K-12 with fidelity</p>	<ul style="list-style-type: none"> <li>Building level initiatives to identify data points (SWISS, I-ready, benchmark, F&amp;P levels etc.) across grade levels to inform the MTSS process</li> </ul>	<p>MTSS process incorporated into building strategic planning. With review dates and procedures defined. (October)</p> <p>Student Performance Indicators.</p>	<p><b>Responsible Parties</b></p> <ul style="list-style-type: none"> <li>Building Administration</li> <li>Curriculum Directors</li> <li>Director of Special Programs &amp; Data reporting</li> <li>Coordinator of Student Services</li> </ul>

Priority 2

	<ul style="list-style-type: none"> <li>Clearly identified classroom interventions and supports (playbook) identified across grade level and courses created by and shared with all teachers.</li> <li>MTSS process timeline incorporated and delineated into each buildings strategic planning</li> </ul>	<p>65% of students referred to the MTSS process will demonstrate improved performance on 50% of the identified at-risk performance indicators within a quarter of entering the MTSS process. (ongoing)</p> <p>Special Education Referrals</p> <p>5% decrease in special education referrals from 2020-21 school year to 2021-22 school year across all subgroups.</p>	<ul style="list-style-type: none"> <li>Department Chairpersons</li> <li>Teachers</li> </ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>Teacher Professional development on best instructional practices</li> <li>Common Planning time</li> </ul>
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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 2021-22 school year.

MTSS process incorporated into building strategic planning. With review dates and procedures defined. (October)

Student Performance Indicators.

65% of students referred to the MTSS process will demonstrate improved performance on 50% of the identified at-risk performance indicators within a quarter of entering the MTSS process. (ongoing)

Pre and post student survey response with a 10% increase across all subgroups in positive responses to questions regarding inclusive and reflective curriculum. (Oct - Jan - Jun)

Special Education Referrals

5% decrease in special education referrals from 2020-21 school year to 2021-22 school year across all subgroups.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Longwood Central School district commits to creating a district culture that fosters positive relationships with students.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● This priority fits into the district vision of “Community Unity” and “Be Part of the Pride”. Pride in this context being associated with a sense of belonging as the district mascot is a lion.</li> <li>● This priority is supported by the “How Learning Happens” Document. As it is supported by the concept that ‘learning is relational’.</li> <li>● This priority serves as a connection to the other priorities as building positive relationships facilitates and fosters both a student centered curriculum and a sense of community.</li> </ul>

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Restorative Practices</p>	<ul style="list-style-type: none"> <li>● Training Administrators in Restorative Practices</li> <li>● Identifying high leverage building personnel to be trained in restorative practices</li> <li>● Building level committee to identify how to best align and incorporate restorative practices within the building</li> </ul>	<p>Student Pre and post survey with 10% improvement across all sub-groups in questions related to positive relationships. (October - Jan - June)</p> <p>5% reduction in building disciplinary referrals across all subgroups using SWISS data when compared to year over year data from similar months (Nov - Feb - April)</p>	<p><b>Responsible Parties:</b></p> <ul style="list-style-type: none"> <li>● Director of Mental Health and Student Services</li> <li>● Building Administration</li> <li>● Coordinator of Student Support Services</li> <li>● Restorative Coaches</li> <li>● District Social Workers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p>Mental Health Curriculum</p>	<ul style="list-style-type: none"> <li>● K-6 Mental Health Curriculum to be mapped</li> </ul>	<p>K-6 Curriculum maps inclusive of resources will be developed and written into curriculum mapping</p>	<p><b>Responsible Parties:</b></p>

Priority 3

	<ul style="list-style-type: none"> <li>○ K-12 Mental Health team will identify appropriate resources</li> <li>○ K-12 Mental Health team will identify</li> </ul>	<p>software. (June) With progress monitoring of development (Nov-Feb-April)</p> <p>Student Pre and post survey with 10% improvement across all sub-groups in questions related to positive relationships. (October - Jan - June)</p>	<ul style="list-style-type: none"> <li>● Director of Mental Health and Student Services</li> <li>● Coordinator of Student Support Services</li> <li>● Restorative Coaches</li> <li>● District Social Workers</li> </ul> <p><b>Resources:</b></p> <p>Curriculum resources</p> <p>Curriculum mapping</p>
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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 2021-22 school year.

Student Pre and post survey with 10% improvement across all sub-groups in questions related to positive relationships. (October - Jan - June)

5% reduction in month to month building disciplinary referrals across all subgroups using SWISS data when compared to year over year data from similar months (Nov - Feb - April)

K-6 Curriculum maps inclusive of resources will be developed and written into curriculum mapping software. (June)

## 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>
James Crenshaw	Assistant Superintendent	
Maria Castro	Assistant Superintendent	
Yvette Mercado-Tilley	principal	
Martine Francois-DePass	assistant principal	Longwood Middle School
Amy Garbacz	school counselor	Longwood Middle School
Allison Level	school counselor	Longwood Middle School
Shardae Cunningham	school social worker	Longwood Middle School
Temika Thomas	teacher	Longwood Middle School
Michael Makenzie	teacher	Longwood Middle School
Dana Rollins	teacher	Longwood Middle School
Arthur Rivera	teacher	Longwood Middle School
Morgan Constantino	teacher	Longwood Middle School
Kristopher Yodice	teacher	Longwood Middle School
Bridget Delutio	parent	Longwood Middle School
Krysten DiBenedetto	parent	Longwood Middle School
Tiffany Morozinis	parent	Longwood Middle School
Jennifer Ennis	parent	Longwood Middle School
Jamie Cagna	parent	Longwood Middle School
		Longwood Middle School



## Our Team's Process

		Longwood Middle School
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## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
4/23/21				X		
4/29/21				X		
5/21/21			X	X		
5/26/21		X	X	X		
6/9/21	X					
6/11/21	X					
6/14/21	X					
6/17/21	X					
6/19/21	X					
6/21/21	X			X	X(SCEP)	X
7/1/21					X(SCEP)	
7/14/21					X(DCIP)	
7/27/21					X (DCIP)	

### Districts with TSI Schools Only

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

### Stakeholder Participation

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the DCIP?</b>
Teachers responsible for teaching each identified subgroup	Feedback from teachers on the SCEP committee was incorporated into the plan
Parents with children from each identified subgroup	Feedback from parents on the SCEP committee was incorporated into the plan
Secondary Schools: Students from each identified subgroup	Feedback from student survey from the identified school was incorporated into the plan

## Submission Assurances

### Directions

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

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

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 30, 2021, 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).