



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
William Floyd School District	Kevin Coster

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	The district will prioritize social-emotional learning and cultural responsiveness to engage our students.
2	The district will prioritize data-driven decision making.
3	The district will prioritize professional learning to continue to grow our expertise in literacy and mathematics.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The district will prioritize social-emotional learning and cultural responsiveness to engage our students and families.</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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<ul style="list-style-type: none"> ✓ Our district demographics are rapidly changing, which provides the opportunity to be enriched through our diversification. <i>This is our community</i>, and we have a responsibility to ensure that all students are included in our mission statement. ✓ Prioritized due to high referrals to Special Education, some disproportionality with respect to suspensions as well as differences in how subgroups are performing on state assessments in ELA and mathematics. These all reflect on school report cards and measures of district accountability. ✓ Through the Envision-Analyze-Listen activities, we found that we had “historical activities” aligned in this area, but they were no longer meeting the needs of our community. ✓ Providing strength-based opportunities for students and further seeking engagement opportunities with parents is aligned with the SCEP (Commitment 2).

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Cultural Responsiveness- understanding the culture of a growing community group</p>	<p>Developing knowledge of specific cultures to understand how our practices can negatively affect our students (Focus on Muslim culture 23-24)</p> <p>Creation of focus groups that allow community members, students, teachers and administration to discuss student experiences.</p>	<p>*Creation of a schedule that enables students, staff and community to be present * Skillful facilitation to ensure a respectful environment * Development of professional learning to share findings with 1,600 staff members</p>

Priority 1

Cultural Responsiveness- created an inclusive environment	Develop “Welcome Ambassadors” where new entrants and their families can come to the school and feel welcome. District practices and resources will be shared, and a personalized in-person opportunity for the families to meet with the principal, mental health staff and teaching teams. This will also be an opportunity for the families to share accommodations necessary that would enable inclusivity.	*Creation of a schedule *Development of a curriculum to create a common experience *Interpreters *Individuals familiar with district’s learning tools to show parents how to access materials at home (ie, Keyboarding without Tears, etc.)

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

At the end of the school year, the following will occur:

- All staff members will have an understanding of the Muslim culture.
- The administrative and instructional staff will be mindful of the effects of fasting during Ramadan, the challenges of missing instruction when students are not in session on Eid(s) and how students feel isolated when materials and instruction is geared specifically to other belief systems (materials, art projects, holiday songs, etc.)
- The district will develop an inclusive calendar that values all cultures’ holidays

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
10 - Student focus groups will be held	1 per month—so we can capture their experiences as they change throughout the year (Sept- June)	
5- Meetings with community groups will be held	By April 10 th , 2024	
2 Professional Learnings will be developed that highlight effective CRE school practices	1 Fall 2023(cover CR materials and instruction)	

Priority 1

	1 March 2024 (covers Ramadan/Eid)	
District calendar will be developed to recognize the holidays represented in our community.	February, 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	The district will prioritize data-driven decision making.
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<ul style="list-style-type: none"> ✓ The district must now look at granular levels of student data to ensure that we maximize the potential of <i>all</i> students. In doing so, we now must shift to creating an action plan aligned with the data and continue a PDSA cycle. ✓ This emerged as a continued priority based on the NYS accountability measures ✓ By creating interventions based on data-driven PDSA cycles, the interventions can be adjusted in real time to ensure student success. ✓ This also aligns with the district AIS and RTI plan. ✓ In the Envision-Analyze-Listen activities we found that staff have become much more skilled in using macro data, better at comparing subgroup data, but still require support in creating an action plan using the data. ✓ Data-driven decision making to inform intervention is aligned with the SCEP (Commitment 1).

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Identifying highest leverage data points to inform decision making	Creation of template to prioritize the multitude of data at the district, building and teacher level	NWEA consultant
Progress Monitoring	Identifying a warehouse to monitor progress and track interventions	RTI Direct
RTI/AIS Plan revisions	Reviewing best practices for intervention implementation and identifying progress monitoring assessments	Finding progress monitoring probes that align with the highest-leverage data points.

Priority 2

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

At the end of the school year the following will occur:

- Student growth in ELA/Math will be actualized using NWEA MAP assessments
- There will be an increase in students in *high growth/high achievement* and *high growth/low achievement* quadrants
- NYS Assessment Gap Analysis will show a decrease in student performance amongst reportable sub-groups
- The district will be able to measure the effectiveness of our math/ELA interventions

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Secure RTI Direct as a product	September	
Creation of template that assists with growth/achievement in ELA/Math by district, building and teacher	December	
Revise RTI-AIS plan	February	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The district will prioritize professional learning to continue to grow our expertise in literacy and mathematics <i>interventions</i>.</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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<ul style="list-style-type: none"> ✓ The district’s vision requires reading and mathematical literacy. ✓ This emerged as a priority through NYS accountability measures. ✓ This priority is essential to now be able to <i>effectively</i> intervene as soon as we’ve identified a student who is experiencing skill deficits. ✓ This priority supports the CRE- Social Emotional Priority, as well as the data-driven instruction priority. ✓ Currently our staff has been able to see student subgroup data differences; however, we need to extend our actions to being able to apply an intervention and measure its effectiveness. ✓ Our Envision- Analyze-Listen activity illuminated that the district has made improvements around looking at data and drilling down to subgroups. However, the district is lacking in being able to measure how the interventions shape student learning trajectories. ✓ Professional Learning is aligned with the SCEP (Commitments 1 & 2).

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Build Common Understanding of Intervention/RTI</p>	<p>Professional Learning with principals/ teaching/Teaching Assistant (kick off and best strategies for each area)</p>	<p>Identify & secure contract for outside consultant</p>

Priority 3

Measuring the effectiveness of interventions that happen inside and outside of the classroom	Progress Monitoring in all facets of ELA and mathematics	Identification of progress monitoring tools that can assess at tiers 2 and 3 (weekly, monthly) intervals.
Determining if intervention materials would benefit our students, including subgroups	Pilot Successmaker	Money to purchase Successmaker; Train pilot teachers, process: identify data that would show measurable growth for tier 2 & 3 progress monitoring

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

At the end of the school year the following will occur:

- There will be a decrease in the number of students being serviced outside of the classroom.
- Student growth in ELA/Math will be actualized using NWEA MAP assessments
- There will be an increase in students in *high growth/high achievement* and *high growth/low achievement* quadrants
- NYS Assessment Gap Analysis will show a decrease in student performance amongst reportable sub-groups
- The district will be able to measure the effectiveness of our math/ELA interventions

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Build Common Understanding of Intervention/RTI	October-November	
Measuring the effectiveness of interventions that happen inside and outside of the classroom	February	
Determining if intervention materials would benefit our students, including subgroups	June (end of pilot)	

Priority 4

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>
Stacey Scalise, Ed.D.	Assistant Superintendent	District
Mary Siano	Director of Elementary Curriculum & Assessment	District
Deborah Gurney	Director of Student Services	District
Malasia Walker, Ed.D.	Director of Special Education	District
Gary Bretton	Principal	William Floyd Learning Center
Keith Fasciana	Principal	William Floyd Elementary
Deirdre Redding	Principal	Moriches Elementary
Dr. Richard Kimmerling	Psychologist	William Floyd Learning Center
Kristie Guerriero	Teacher	William Floyd Learning Center
Zachary Fisher	Teacher	William Floyd Learning Center
Kelly Lotterhos	Parent	William Floyd Learning Center

Our Team's Process

Jodiann Pantry	Parent	William Floyd Learning Center
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Meeting Dates

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

Meeting Date	Location
May 25, 2023	WFSD- virtual
May 30, 2023	WFSD- virtual
May 31st, 2023	WFSD- virtual
June 7 & 8, 2023	WFSD- virtual
July 31, 2023	WFSD- virtual

Districts with Schools Identified for TSI/ATSI Supports Only

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

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

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, 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).