New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Lansingburgh Central School District	Dr. Antonio Abitabile, Ed.D.

2024-25 Summary of Priorities

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

1	Social Emotional Learning and Trauma Sensitive Practices
2	Chronic Absenteeism
3	Parent and Family Engagement
4	Data Collection and Implementation to Drive Instruction

PRIORITY 1

Our Priority - Social Emotional Learning and Trauma Sensitive Practices

What will we prioritize to extend success in 2024-25?	Social Emotional Learning and Trauma Sensitive Practices
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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 support?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The Lansingburgh Central School District prioritizes social-emotional learning and embedded trauma-sensitive practices to create a safe and nurturing environment for all students. Lansingburgh Central School District Mission Statement: Our mission at the Lansingburgh Central School District is to create, for all students, a productive, challenging, and safe educational environment. Our students will acquire civic values, and learning skills and strategies through a dynamic partnership between the schools and the community. These experiences will inspire a lifetime of learning and self-sufficiency. This priority is closely aligned with other commitments, including the SCEP commitments. When students feel safe and connected in their school community, in turn, it will have a positive impact on teaching and learning, which will increase students' academic engagement and academic success. SEL equips students with the emotional resilience and social skills needed to tackle challenging academic work. It encourages perseverance, motivation, and a growth mindset, all of which are essential for meeting high academic standards and rigor. This priority is closely aligned with other commitments, including the SCEP commitments. SEL helps students develop self-awareness, self-regulation, and interpersonal skills, which are crucial for creating a positive and inclusive school climate. By addressing students' emotional needs, SEL contributes to a safer, more supportive environment where students feel valued and understood. In addition, another way to support this priority is for educators and staff to model positive SEL behaviors, demonstrating how to handle emotions, resolve conflicts, and interact respectfully with others through Second Step and the M-Power Program.

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?
School counselors will continue to implement Social Emotional Learning Programs as well as small group counseling district-wide	-Second Step-PK-8: School Counselors will continue to push into each grade level once a month and conduct lessons. Counselors and Social Workers will continue pushing into Special Education classes this year. The M-Power Program will be utilized in grades 9-12 for Social-emotional Learning Programming.	-School Counselors/Social Workers will run these programs. -Funding for the Second Step Program and M-Power Program will be provided by the district
District and Building Level Trauma-Sensitive Schools Teams/Committees	The Trauma-Sensitive Schools District Leadership Team will continue to meet two times a year. They will develop annual goals, action plans, utilize surveys, and provide resources, and professional development to building-level teams. Building committees will align the work of the district committee and develop and monitor an action plan for the building. Through this work calming corners, turnaround rooms, and restorative practices will continue to evolve.	These committees will increase the TSS checklist score for the items they prioritize. The TSS checklist is a fidelity self-assessment for Trauma-Sensitive practices for schools. There must be time for committees to meet. Space is needed for a turn-around room and calming corners in classrooms. Funding for PD on Social and Emotional practices and growth, such as mindfulness practices and implementation. Trauma-Sensitive Schools Checklist
Review of the Holistic Student Assessment Data	Surveys are administered to students in grades 4-12	The TSS District Leadership team will need time and space to meet 3x during the school year to go over the data from the HSA and utilize the data to discuss next steps for supporting our students.

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.
Second Step Program success will be evaluated by pre and post-tests for each unit, given by the School Counselors and Social Workers. Student achievement will increase by 5% from the pre-test to the post-test. The District TSS committee will see an increase in the results of the TSS Checklist. These results will move one point in the goal area of each building from the 2023 -2024 score.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Review of the TSS Committee's Trauma Sensitive School Checklist	Mid- Year Success: These results will move .5 point increase in the goal area of each building from the 2023 -2024 score.	
Data Collection and Review of the SEL Curriculum	Mid- Year Success: In units assessed throughout the year, student achievement will increase by 5% from the pre-test to the post-test,	

Our Priority - Chronic Absenteeism

What will we prioritize to extend success in 2024-25?	Chronic Absenteeism
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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 support?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI support?*	The Lansingburgh Central School District is committed to providing all students with a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged. Attendance is directly related to student achievement and social-emotional well-being. Chronic Absenteeism has emerged as a district priority. Currently, the chronic absenteeism rate is greater than 30% in each of the four buildings within the district. Student attendance drives students' academic and social-emotional success. This is also a priority of the TSI building, Rensselaer Park Elementary School. It is a district priority to ensure that all students feel welcome and connected during school. When students are present in school, they can benefit from the various resources and adult/peer support available to them. Rensselaer Park Elementary School, identified as a TSI building, has specifically emphasized the importance of student attendance as a defined through ensuring students and families feel welcome at school. Through the surveys, families indicated that their child enjoys coming to school. It is important to identify those families who have not completed the survey so that staff can identify barriers that others have in attending school. Recognizing that student presence in school is key to their success, the school is dedicated to ensuring that all students feel valued, connected, and engaged during their time at school. Through a holistic and targeted approach informed by the Envision-Analyze-Listen activities, the district is poised to make meaningful strides in addressing chronic absenteeism and fostering a positive and inclusive learning environment for all students. This commitment directly supports our identified school by committing to reduce chronic absenteeism district wide starting with our youngest learners. This commitment also fits into the district's long-term goal of increasing attendance rates and decreasing chronic absenteeism.

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?
Bi-Weekly Student Support Meetings	Attendance data is analyzed and tiered interventions are put in place to support students. An emphasis is placed on students with an absentee rate within 5-9%. Examples of interventions include: phone calls (teacher/admin/other), home visits, letters home, meetings with students/families, etc.	Resources used: SchoolTool Dashboard, Chronic Absenteeism Data State Report, Individuals: Principal, Assistant Principal, school counselors, social workers, psychologists, teachers, behavioral support staff
Ally Program	The school-wide tiered mentoring program would foster a school community of relationships where students feel connected and welcome.	Individuals/Process: Teachers and staff meet with students either daily, weekly, or monthly depending upon their tiered needs.
Community support programs	School counselors/social workers meet with students and families to connect them with outside agencies as appropriate.	Individuals: Family and community engagement specialist, school social worker, school counselor, Lansingburgh Connects, Rensselaer County Mental Health
Attendance Awareness	To emphasize the importance of attendance to our students and families district-wide, our schools will post daily attendance, and use social media to communicate the importance of attendance to students and families.	Resources/Processes: bulletin board to post daily attendance, social media platforms including Parent Square, FAC Meetings, orientations, open houses, etc. Attendance Works website Individuals: district Communication Specialists as well as other building/district staff that lead noted meetings

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

By the end of 2024-2025 school year, all LCSD buildings will show at least an 8% decrease in Chronic Absenteeism data.

	2023-2024 Chronic Absenteeism Rate	2024-2025 Goal Rate
Lansingburgh Central School District	51%	43%

THROUGHOUT THE YEAR

For the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Continue to review Bi-weekly attendance Data, SchoolTool Data Dashboard, NYS Chronic Absenteeism Data to monitor attendance rates	Mid- Year, January 2025 (8% decrease in Chronic Absenteeism)	January 2025:
Continue to review Bi-weekly attendance Data, SchoolTool Data Dashboard, NYS Chronic Absenteeism Data to monitor attendance rates	End-of- Year, June 2025 (8% decrease in Chronic Absenteeism)	June 2025:

PRIORITY 3

Our Priority - Parent and Family Engagement

What will we prioritize to extend success in 2024-25?	Parent and Family Engagement
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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 support?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The Lansingburgh Central School District prioritizes parent and family engagement to strengthen our school community. As a district, parent and family engagement is crucial to the success of our students and building(s). Parent and family engagement is the umbrella where, with high engagement, all of the other priorities can advance. This priority supports the DCIP and SCEP commitments by engaging families in their child's education. When families and communities are active members in their student's education, attendance rates increase, engagement in academics increases, and there is a positive social-emotional learning environment in school. A Lansingburgh Central School District parent survey from 2022-2023 found that 64% of families Agreed or Strongly Agreed with the statement: Staff members work with the community to build support for my child.¨ The priority was influenced by our TSI school's Envision-Analyze-Listen activities, which revealed the parent representatives for the committee would like to see more consistent communication from the school regarding what is happening within the school.

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?
We will increase parent and family awareness of the various community collaborations offered to improve student performance.	We will increase parent awareness of community collaborations by: • Including them in a segment in the monthly parent newsletters. • Reporting out about them at the Family Advisory Committee Meetings. • Presentations on community collaborations at select events during the school year. • Rensselaer County Department of Mental Health representatives will conduct Active Parenting© workshops	Processes to use Parent Square or a newsletter template will be needed Time and individuals will be needed to conduct parent trainings and community collaborations
Ensure continued and expanded virtual access to parent and family events at RPES	• All Family Advisory Committee, Parent Teacher Association, and other committee meetings will be offered virtually in addition to in-person offerings.	Equipment to stream meetings, ie: web camera, speakers, Chromebooks.
Provide additional outlets for parents to speak to school stakeholders	• Staffed parent/family engagement tables will be at the event(s) to distribute pertinent information to parents/families. • The offering of Drop-In Hours at RPES or another preferred location for parents to ask any questions and receive assistance with personal and educational needs. These will be staffed by the Director of School Community Partnerships and representatives from St. Catherine's Center for Children and Rensselaer County Mental Health.	Tables and supplies will be needed, as well as individuals to staff the tables

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.
There will be an increase from 64% to 70% for families stating they Agree or Strongly Agree with the statement: "Staff members work with the community to build support for my child." This question will be asked at the end of the 2024-2025 school year via a Google form or other virtual means.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
There will be an increase from 67% of families will state they Agree or Strongly Agree with the statement: "Staff members work with the community to build support for my child."	January 2025 goal:	
Attendance data from events listed above. When reviewing attendance, we hope to see 50 families at each event.	Ongoing 2024-2025	June 2025:
Attendance at Active Parenting classes offered by Rensselaer County Mental Health. Parents successfully completed the Active Parenting classes.	Fall 2024 & Spring 2025	Fall 2024 Spring 2025:
Distribution of newsletters and provision of presentations.	Ongoing 2024-2025	June 2025:

PRIORITY 4

Our Priority - Data Collection and Implementation to Drive Instruction

What will we prioritize to extend success in 2024-25?	Data Collection and Implementation to Drive Instruction
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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 support?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Lansingburgh Central School District is committed to collecting and analyzing data to create individualized, student-centered, inquiry-based instruction to grow independent learners. This priority emerged due to low proficiency rates on state assessments. ELA Assessment proficiency data is as follows: **Assessment** / **21-22** / **22-23** ELA 3 / 17% / 32% ELA 4 / 22% / 28% ELA 5 / 18% / 14% ELA 6 / 29% / 26% ELA 7 / 21% / 21% ELA 8 / 26% / 39%

Math Assessment proficiency data is as follows:

Assessment	21-22	22-23
Math 3	17%	32%
Math 4	15%	23%
Math 5	16%	19%
Math 6	18%	40%
Math 7	11%	29%
Math 8*	15%	20%

* includes 8th Grade Algebra Regents

This priority complements all other priorities, including chronic absenteeism, trauma-sensitive initiatives, and parent and family engagement, all of which are part of Lansingburgh's long-term goals. The data collected will allow us to provide more individualized instruction, close learning gaps, and allow for student growth as independent learners.

Rensselaer Park Elementary School (TSI), as well as the other buildings in the district is committing to utilizing grade-level data sheets for common formative and summative assessments to monitor and evaluate student learning. The results are used to monitor progress, identify trends, adjust curricula, and implement interventions and enrichments for individuals and groups of students. Each building in the district will have a process for data collection

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES	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?	
Each building will have a Data Collection process that is consistent.	Each grade level/department will utilize a uniform collection for data analysis.	Teachers will know where/how to implement and use the data collection tool.	Teachers will need time to analyze data from assessments, diagnostics, and benchmarks.
Grade-level PLCs focused on data-driven instruction.	Departments by grade level will select an essential question focused on data to improve/inform/target instruction.	On-going data collection pre/post-test analysis.	Teachers will need time for PLC work. Resources needed will be determined by teachers as they determine the needs for their instruction.
Embedded professional development to enhance instruction in ELA, math and science, and data-driven instruction.	Teachers will participate in professional development that will create more inquiry-based instruction, student choice, and student-centered instruction. This will include making the curriculum relevant to real-world situations. Data analysis specialists, from Questar, will meet with staff members in grades K-12 to analyze data, including NYS 3-8 assessments, and Regents testing.	Benchmarks, pre /post assessments, ongoing data collection, immediate feedback, and coaching within the classroom. Administrators will utilize formal and informal observations to monitor while holding teachers accountable to ensure the PD is implemented with fidelity.	Funding for staff developers and substitutes during embedded PD will be required to complete this work.

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.
In the 2024-2025 school year - 85% of teachers will be involved in a PLC that creates a collection format that uses data to support building/district learning goals. - 85% of teachers will input data into a commonly used data collection system and will use that data warehouse to target specific groups of students to address deficit skills - 90% of District Teachers will consistently collect, input, and analyze data that correlates to their PLC goal. By the end of the year, all students will show an 8% increase in students reaching grade-level proficiency in the iReady Diagnostic assessment in both Math and Reading.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed*
There will be a creation of a standards-based grade-level data sheet with tabs for ELA, Math, Science, and Social Studies	Data sheets will be created by September 2024 and utilized through the 2024-2025 school year	
Teachers will utilize Data Planning time to identify opportunities for enrichment or remediation based on student data	Teachers will meet bi-monthly, alternating meetings with Math and Reading AIS teachers	
iReady Diagnostic	Winter Diagnostic: Students will show a 5% increase in reaching grade-level proficiency in their iReady Diagnostic End-of- Year Diagnostic. Students will show an 8% increasein reaching grade-level proficiency in their iReady Diagnostic	

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 *(if applicable)*
Antonio Abitabile	Superintendent	District
Rebecca McGrouty	Assistant Superintendent of School Improvement	District
Eileen Culliton	Curriculum Specialist	LHS
Lori Filarecki	Curriculum Specialist	TES
Colleen Buff	Curriculum Specialist	KMS
Mary Haydock	Curriculum Specialist	RPES
Kelly Cataldo	Principal	TES
Greg Rashford	Director of Guidance	District
Kelly DeLeon	Assistant Principal	TES
Matt Vandervoort	Principal	LHS
Melissa Santarcangelo	Principal	RPES

Name	Role	School *(if applicable)*
Antonio Abitabile	Superintendent	District
Rebecca McGrouty	Assistant Superintendent of School Improvement	District
Andrew Sheehan	Assistant Principal	LHS
Alexandra Nelson	Assistant Principal	RPES
Joe Otter	Director of School-Community Partnerships	District
Carrie Phelan	Principal	KMS
Erica Davis	Parent	RPES
Tiffany Wysocki	Assistant Principal	KMS
Shaun Paolino	Director of Pupil Personnel	District
Mike Robbins	Athletic Director	District

Meeting Dates

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

Meeting Date	Location
May 21, 2024	via email and Google Docs
July 10, 2024	Lake Placid, NY
July 11, 2024	Lake Placid, NY

Districts with Schools Identified for TSI/ATSI Support Only

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

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers and Teachers on Special Assignment worked on the SCEP and reviewed the DCIP.
Parents with children from each identified subgroup	Parents with children from the identified subgroups were involved in the creation of the SCEP.
Secondary Schools: Students from each identified subgroup	Not Applicable

Submission Assurances

Directions

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

1. x 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. x The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

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

4. x 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. x 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. x Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).