



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Middle Country Central School District	Roberta Gerold 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	Increase student achievement in ELA
2	Increase student achievement in mathematics
3	Create/Maintain opportunities for student voice and choice within buildings

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Increase student achievement in ELA</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>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?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>This priority aligns with our district mission statement, “Each student will continually identify personal goals, and develop and implement plans for achieving those goals” inspiring students to take ownership of their learning and performance.</p> <p>This priority aligns with the SCEP commitment for our TSI building, “improve student performance in ELA.”</p> <p>We only partially met our goal from last year, missing by one percentage point. This indicates that a continued focus on ELA achievement is warranted. We continue to aim for the targets in our RtI plan: 80% tier 1, 15% tier 2, and 5% tier 3.</p>

### 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>Collect diagnostic performance data 3 times a year and adjust small group instruction accordingly to provide tier 1 intervention</p>	<p>Complete the i-Ready diagnostic fall, winter, and spring. Review student placements and adjust student groupings.</p>	<p>Funding to continue use of i-Ready diagnostic, instruction, and teacher toolkit</p>
<p>Increase capacity to provide tier 1 and 2 push-in interventions in ELA</p>	<p>Provide professional development to teachers in strategies for small group interventions</p>	<p>Funding for professional developers/trainers, schedule of meetings to provide trainings</p>

Priority 1

Increase capacity for teachers to address the needs of struggling readers	Provide professional development to teacher volunteers in LETRS	Funding for LETRS training and associated staffing costs, schedule of meetings
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## 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.

End of year i-Ready reading diagnostic in Spring 2025 will show a 20 percentage point increase from fall of 2024 in students performing at or above grade level

### 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 to do we hope to see when reviewing that data?)	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>
Winter 2025 diagnostic i-Ready reading score will exceed the fall of 2024 by 10 points	February 2025	
Complete one cycle of coaching for HMH to provide enhanced tier 1 and 2 instruction	December 2024	
30% of elementary students will improve their reading level by one or more levels as measured by the Rigby assessment	March 2025	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Increase student achievement in math</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>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>This priority aligns with our district mission statement, "Each student will continually identify personal goals, and develop and implement plans for achieving those goals" inspiring students to take ownership of their learning and performance.</p> <p>This priority aligns with the SCEP commitment for our TSI building, "improve student performance in mathematics."</p> <p>Even though we have seen strong growth in student math performance in terms of the percentage of students on or above grade level and a commensurate reduction in students most at risk, we are still short of the 80% tier 1, 15% tier 2, and 5% tier 3 targets in our district RtI plan.</p>

### 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>Collect diagnostic performance data 3 times a year and adjust small group instruction accordingly to provide tier 1 intervention</p>	<p>Complete the i-Ready diagnostic fall, winter, and spring. Review student placements and adjust student groupings.</p>	<p>Funding to continue use of i-Ready diagnostic, instruction, and teacher toolkit</p>
<p>Strategically deploy math instructional specialists to work with teaching assistants to plan</p>	<p>Instructional specialists will work with teaching assistants to plan and implement</p>	<p>Funding for instructional specialists, time for planning</p>

Priority 2

and implement tier 1, 2, and 3 interventions	interventions based on data, allowing them to focus on targeted 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.

End of year i-Ready reading diagnostic in Spring 2025 will show a 30 percentage point increase from fall of 2024 in students performing at or above grade level

### 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 to do we hope to see when reviewing that data?)	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>
Winter 2025 diagnostic i-Ready math score will exceed the fall of 2024 by 15 points	February 2025	
Students tagged as receiving AIS services in PowerSchool will achieve 50% growth on their second i-Ready diagnostic	February 2025	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Create/Maintain opportunities for student voice and choice within buildings</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>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>Our mission statement refers to students’ identifying personal goals, and developing and implementing plans for achieving those goals.</p> <p>Student interviews from the SCEP development process for our TSI school identified opportunities for student choice are limited and students desire more input into assigned learning tasks.</p> <p>On the spring 2024 school climate survey student responses to the question “During my classes teachers present the material in a variety of ways” resulted in 65% positive responses suggesting an opportunity for growth.</p>

### 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>Create / maintain avenues for student feedback</p>	<p>Use of student groups, including student government, leadership clubs, and “pizza with the board” opportunities to solicit student feedback and respond to concerns</p>	<p>Club advisor stipends, scheduled meeting times</p>
<p>Conduct a comprehensive school climate survey to provide opportunity for anonymous student feedback</p>	<p>Students will be provided an opportunity to take the survey during a designated time</p>	<p>School climate survey, time for students to take the survey</p>

Priority 3

on a range of DTSDE aligned topics.		
Use of school climate survey in action planning meetings	Administrators will identify areas for growth at the building and district level and develop an action plan to address the area	School climate survey, action planning document

## 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.

On the spring 2025 school climate survey student responses to the question “During my classes teachers present the material in a variety of ways” will receive 70% positive responses (representing a 5 point increase over positive responses to this question on the spring 2024 school climate survey).

### 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 to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Each building will identify at least 1 survey question to engage in detailed action planning	November 2024	
Each core subject administrative coordinator will design and implement at least one professional development session on student choice	January 2025	



## Stakeholder Participation

### 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>
Jonathan Singer	District Liaison	District Office
Keli Perkins	AIS Teacher	New Lane
Tara Graham	ENL Teacher	New Lane
Francesca Molinelli	Classroom Teacher	New Lane
Edward Weber	Classroom Teacher	New Lane
Robin Newberg	Principal	New Lane
Ryan Milano	District Liason	District Office
Lynn McMillin	Parent	New Lane
Lynn Lopez	School Social Worker	New Lane
Chrisitna Klinger	Parent	New Lane

## Meeting Dates

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

Meeting Date	Location
6/14/2024	New Lane Elementary - LGI

## 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 the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Our DCIP team includes a primary teacher, an intermediate teacher, an ENL teacher, AIS teacher, and a social worker. Each of these professionals works with students in the identified subgroup.
Parents with children from each identified subgroup	Parents of students in each identified subgroup participated in the school climate survey providing feedback and perspectives for incorporation into the DCIP. Parent representatives from the PTA also participated directly on our DCIP team.
Secondary Schools: Students from each identified subgroup	No secondary schools were identified

## 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](mailto: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).