



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Phelps-Clifton Springs Central School District	Nicholas Ganster

2024-25 Summary of Priorities

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

1	The district will prioritize the development and implementation of a Guaranteed Viable Curriculum through the creation and use of curriculum maps and quarterly benchmarks.
2	The district will prioritize student seat time during tier one instructional opportunities by addressing student absenteeism and student discipline that results in time out of class.
3	The district will prioritize known Midlakes core values to acknowledge positive student behavior and explore opportunities for restorative practices when our core values are unmet.
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>The district will prioritize the development and implementation of a Guaranteed Viable Curriculum through the creation and use of curriculum maps and quarterly benchmarks.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This priority was chosen because developing and implementing a Guaranteed Viable Curriculum ensures that students in a grade/content area have access to the same quality instruction and expectations around achieving the NYS standards regardless of teacher or classroom. Providing a clear and consistent Tier 1 curriculum also provides a foundation for differentiation for students to access additional tiers of support and allows for teaches of students with disabilities to specially design instruction leveraging Individualized Education Plans to helps students achieve tier 1 expectations. This priority aligns with the District’s values and aspirations centered on a strong empowered staff and academic excellence. This priority builds off the district working with teachers to adopt district/school-wide published programs in key content areas of ELA, Math, and Science. The DCIP planning team identified the absence of curricular/instructional focused grade and department meetings and the absence of Benchmarks aligned with accountability measures. This priority aligns directly with commitments embedded in our Middle/high School’s SCEP and Elementary School’s Plan for Excellence. Both of those plans commit to implementation of consistent curriculums and measuring student growth using assessments that are NYS aligned.</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>Implement Instructional Councils by District and Buildings to build teacher leaders and distribute instructional leadership</p>	<ul style="list-style-type: none"> • The district and buildings are forming Instructional councils who have developed building plans, will oversee implementation of plans, align professional development with plans, and lead their grades/departments in creating and using curriculum maps and quarterly benchmarks. 	<ul style="list-style-type: none"> • Scheduled quarterly council meetings in a space that is large enough for the group to meet and collaborate during a time that balances the contractual day for secondary and elementary staff.

Priority 1

	<ul style="list-style-type: none"> • District Instructional Council meet quarterly to analyze progress toward district goals and support district initiatives. • Building Instructional Councils meet month to analyze progress toward building goals, support SCEP/building plan implementation and co-plan faculty and grade/department agendas focused in Guaranteed Viable Curriculum • Grade/department leaders lead their teams during bi-monthly meetings with developing, implementing, and analyzing student results of their common curriculum and quarterly benchmarks 	<ul style="list-style-type: none"> • Money to pay for stipends and professional learning in instructional leadership for grade and department leaders. • District council will use district-wide templates for maps, quarterly benchmarks, results, agendas, improvement plans, and professional learning needs. • Superintendent and Director of Curriculum and Instruction will co-plan and facilitate instructional council meetings.
<p>Consistent Tier 1 instruction via use of common Curriculum Maps (Implement a Guaranteed Curriculum)</p>	<ul style="list-style-type: none"> • Grade and department teams will use a district-wide mapping template to map out their current Tier 1 curriculum aligned with NYS standards and district adopted instructional programs in Math, ELA, Science, and Regents courses. • Grade and department teams will meet at least monthly to co-plan upcoming units using the maps and reflect on successes or future needs with maps. • At the end of the 24-25 school year, teams will revise maps based on the notes kept during the school year. • Maps will identify priority standards and concepts students need to know and skills they need to acquire based on the NYS standards • Sharing and feedback on the developed maps will occur during instructional council meetings 	<ul style="list-style-type: none"> • Scheduled monthly grade/department meetings in a space that is large enough for the group to meet and collaborate during the contractual day • Money to pay for development of curriculum maps and quarterly benchmarks during the summer and outside the contractual day during the school year. Money will be used to support a central location for maps to be stored and accessed. • Grades/departments will use district-wide mapping template, improvement plans, and instructional council developed common agendas during grade/department meetings • Instructional council will co-plan agendas focused on map development and implementation. Grade/department leaders will facilitate meetings and keep revision notes.
<p>Measure and respond to student acquisition of NYS Standards through state aligned benchmarks</p>	<ul style="list-style-type: none"> • Grade and department teams will develop quarterly assessments that align with the course's summative assessment for the course. Ie...a quarterly benchmarks for a Regents class will align the assessment with 	<ul style="list-style-type: none"> • Scheduled quarterly grade/department meetings in a space that is large enough for the group to meet and

Priority 1

<p>(Implement a Viable Curriculum)</p>	<p>the Regents, a Quarterly benchmark in a visual arts class may develop a project-based benchmark assessment using a demonstrated skill/concept learned in that quarter or spiraled through the year.</p> <ul style="list-style-type: none"> • Grade and department teams use common scoring criteria and meet to review results to identify trends across the grade/course and identify small group needs. • Grade and department teams will use collaborative grade/department meeting time to address the trends identified from the benchmarks • Individual teachers will analyze their class results and use the analysis for tier 1 instruction if a majority of the class struggled or provided targeted support on concepts/skills that individuals or small groups may need. • Sharing and feedback on the implementation of the benchmarks will occur during instructional council meetings 	<p>collaborate during the contractual day</p> <ul style="list-style-type: none"> • Money to pay for development of benchmarks during the summer and outside the contractual day during the school year. Money to pay for release time for teachers to score and analyze results collaboratively. Money will be used to support a central location for maps to be stored and accessed including programs that mimic computer-based state assessments. • Grades/departments will use district-wide analysis of student work template and data collection template • Grade/department leaders will facilitate scoring and analysis of student work
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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.

- Initial draft of curriculum maps will be developed in all ELA and Math courses K-8 and Regents Courses 9-12.
- Quarterly Benchmarks will be developed and implemented in all ELA and Math courses 3-8, Science 5 & 8, and Regents courses 9-12.
- All grades and departments will meet at least monthly with an instructional focus at each meeting.
- Our Core Subject Index on NYS assessments will increase as follows:

ELA

Grade	2022-23 Core Subject Index			2024-25 Core Subject Index GOAL		
	All	SWD	ED	All	SWD	ED
3	58.4	26.9	45.9	69.8*	34.6	52.5
4	79.5	32.1	73.7	84.3	39.3	78.9
5	80.9	36.4	61.9	85.8	45.5	68.3
6	61.2	22.2	49.1	71.8*	33.3	56.4
7	88.8	13.3	64.3	93.3	20	71.4
8	116	22.2	75	120	44.4	80.9
All	76.6	27.1	60.4	84.3	36.4	66.8

Decrease in % of Level 1's by 10% results in this index Goal

* Decrease in % of Level 1's by 20% results in this index Goal

Math

Grade	2022-23 Core Subject Index			2024-25 Core Subject Index GOAL		
	All	SWD	ED	All	SWD	ED
3	114.5	39.1	101.7	116.9	47.8	105.7
4	86	18.5	72.3	90.8	29.6	77.7
5	82.8	23.8	60.9	87.7	33.3	67.2
6	80.7	36.8	56.3	85.9	47.4	62.5
7	99.5	18.4	63.3	102.7	34.2	70
8	54.6	33.3	56.5	69.5*	44.4	62.9
All	89.6	27.5	66.7	94.7	38.6	72.4

Decrease in % of Level 1's by 10% results in this index Goal

* Decrease in % of Level 1's by 20% results in this index Goal

Priority 1

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>
Student Performance on NYS Aligned Quarterly Benchmarks in 3-8 ELA & Math and Regents classes	Each quarter, Demonstrated student growth each quarter	
9-12 Course Pass Rates	Course pass rates 5-10% above 2025 Regents Goals	
All grades and departments will meet at least monthly with an instructional focus at each meeting.	Monthly-Meeting Minutes/Agenda	
Initial draft of curriculum maps will be developed in all ELA and Math courses K-8 and Regents Courses 9-12.	75% of Maps are completed in 75% of focused Courses	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>The district will prioritize student seat time during tier one instructional opportunities by addressing student absenteeism and student discipline that results in time out of class.</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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? 	<p>This priority was chosen because students being present for instruction ensures that they have access to learning aligned to NYS standards. By prioritizing instructional time, the school ensures that students have the necessary opportunities to engage with a Guaranteed Viable Curriculum (GVC). This priority aligns with the District’s values and aspirations centered on student life and academic excellence by supporting their academic growth, removing barriers to accessing learning and overall development. This priority aligns with the work of developing and implementing a GVC because students need to be in their instructional setting to access the GVC. The SCEP and DCIP planning teams identified interruptions and distractions from instruction and time management as areas needing improvement. This priority aligns with commitments embedded in our Middle/high School’s SCEP and Elementary School’s Plan for Excellence as both are committed to increasing student attendance and time away from instruction.</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>Collection and analysis of data-specifically time out of learning.</p>	<ul style="list-style-type: none"> • Each School will establish a system to track the number of minutes of class time missed due to discipline and student passes. • Each school will have a team that meets monthly to review attendance data and determine 1-2 school-based interventions to be implemented to support improved daily attendance, early dismissals, tardies. • Share attendance and time away from learning data with school staff as well as actions being implemented to respond 	<ul style="list-style-type: none"> • Schedule of team meetings to review data. • Process developed for what data will be reviewed, when the data will be reviewed, action plan, roles and responsibilities of members, and follow-up to see if implemented actions are impactful. • Money for programs like E-Hall pass, Schoooltool, Power BI to house and track data

Priority 2

		<ul style="list-style-type: none"> • Coordinator of MTSS and Community Schools, Building Admin & Pupil Support Staff will facilitate
<p>Collaborate with families and outside agencies for students that are chronically absent</p>	<ul style="list-style-type: none"> • Revise parent attendance letters that get sent to families regarding student attendance providing clarity on attendance expectations and rates based on number of instructional days. • For students who are at-risk and chronically absent, the schools will engage families in conversations about what barriers exist to school attendance and work to remove those barriers. • The school will leverage existing partnerships with community agencies to provide supports to families/students that the school may not have. 	<ul style="list-style-type: none"> • Schedule meetings with families and community agencies • Process/agenda developed for parent meetings and engaging community organizations • Money for transportation to assist families with getting to schools or agencies for support and/or staff transportation to visit homes and agencies • Coordinator of MTSS and Community Schools, Building Admin & Pupil Support Staff will facilitate
<p>Engage students in conversations about attendance and their time in instruction</p>	<ul style="list-style-type: none"> • The elementary school will develop PBIS lessons to provide to classrooms around student attendance • MS/HS students who demonstrate a pattern of avoiding learning time will meet with staff to review learning minutes missed, possible causes, action steps and goals to improve. • Meet with students to listen to the classes/types of learning they don't want to miss. Share this learning with staff. 	<ul style="list-style-type: none"> • Schedule student meetings and timeline for when learning will be shared with staff • Process for MTSS teams to determine and share attendance lessons with elementary staff and student goal sheets that will be used for MS/HS students • Money for programs like E-Hall pass, Schooltool, Power BI to house and track data • Superintendent, Director of Curriculum and Instruction, Coordinator of MTSS and Community Schools, Building Admin & Pupil Support Staff will facilitate
<p>Engage teachers in learning/conversations around Teacher Efficacy and the impact on student learning</p>	<ul style="list-style-type: none"> • Create a common understanding with staff about what teacher efficacy is and it's impact on student learning. • Share learning from listening sessions with students about what classes/types of learning opportunities they don't want to miss with staff. 	<ul style="list-style-type: none"> • Schedule faculty meetings to focus on teacher efficacy and timeline for when learning from student listening sessions will be shared with staff • Superintendent, Director of Curriculum and Instruction, Coordinator of MTSS and Community Schools, Building Admin

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.

- A baseline for minutes out of learning due to discipline and passes has been established by mid-year and missed “minutes” have improved by 10% from the baseline by the end of the 24-25 academic year.
- Elementary Chronic absenteeism will improve by 10% and MS/HS by 5%
- Daily attendance rate of 94% or better
- Process developed for reviewed of data, actions steps, roles and responsibilities of those involved, and follow-up to see if implemented actions are impactful.
- Notes from listening sessions have been shared with staff
- PBIS lessons centered on attendance have been developed and there is evidence of implementation in at least 50% of classrooms
- Student goal sheets for MS/HS students has been developed and there are examples of them in practice.

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>
Process developed for what school attendance data will be reviewed, when the data will be reviewed, action plan, roles and responsibilities of members, and follow-up to see if implemented actions are impactful.	October 2024	
Process/agenda developed for parent meetings and engaging community organizations in conversations about removing barriers to consistent attendance	December 2024	
Elementary Lessons developed	Initial by October, ongoing through year	
Elementary lessons implemented in 50% of classrooms	December 2024	
Listening sessions held and information shared at a staff meeting in both buildings	1 per semester	

Priority 2

Average Daily attendance rate of 94% or higher	monthly	
Elementary Chronic absenteeism will improve by 10% and MS/HS by 5%	monthly	
A baseline for minutes out of learning due to discipline and passes has been established by mid-year and missed "minutes"	January 2025	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>The district will prioritize known Midlakes core values to acknowledge positive student behavior and explore opportunities for restorative practices when our core values are unmet.</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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? 	<p>This priority was chosen because students with strong social emotional learning (SEL) competencies, preparing them to be well-rounded individuals in their future endeavors. By emphasizing kindness, responsibility, respect, and independence, the school ensures that these core values are integrated into the daily experiences of students and staff. When students stumble to uphold these values, we restore relationships and connections to the community while holding students accountable. This priority aligns with the work of developing and implementing a GVC and increased seat time because we know when students primary needs of feeling safe, secure and that they belong they are more likely to be present in learning and focused on academic excellence. The SCEP and DCIP planning teams identified the importance of fostering a positive school culture where every member feels valued and supported. Factors such as increasing awareness of mental health issues, the need for social-emotional learning, and the desire to create an inclusive environment influenced this decision. By committing to these principles, the school addresses the fundamental needs of its community, ensuring that all learners can thrive. This priority aligns with commitments embedded in our Middle/high School’s SCEP and Elementary School’s Plan for Excellence as both are committed to improved SEL outcomes and supports.</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>Establish and Clarify Expectations</p>	<ul style="list-style-type: none"> • The MS/HS will revise their current cell phone use and share with students and families • Establish a culture of belonging starting with small wins of staff greeting students at their door during transition and passing times. 	<ul style="list-style-type: none"> • Schedule meetings with stakeholder team to review and revise current cell phone expectations. Identify process for rolling out changes to staff and families. • Leverage School-wide staff meetings to share expectations

Priority 3

		of greeting students at doors and why this is important.
Build Capacity of staff around	<ul style="list-style-type: none"> • Restorative Coach will be hired to support an implementation plan for restorative practices • An initial group of administrators, pupil services professionals and teachers will receive professional learning in restorative practices • Staff will receive professional learning on establishing a culture of belonging starting with small wins of greeting students at their door during transition and passing times. • Revisit with teachers the Code of Conduct defining areas most represented in discipline reports • Continue to support teachers with the processes of School tool. -Specifically focusing on clear and concise description of student actions for a discipline report 	<ul style="list-style-type: none"> • Money to pay for restorative coach and for professional learning of the initial group. Money for subs so professional can be released for training. • Schedule professional learning around culture of belonging starting with small wins of greeting students at their door during transition and passing times. • Plan for and schedule staff meetings to focus on defining most represented in discipline reports and using clear and concise description of student actions for a discipline report
Acknowledging positive student behavior	<ul style="list-style-type: none"> • Implement a variety of acknowledgments (authentic options- phone calls home, post cards, public acknowledgements, staff modeling with each other, etc) • Dedicated time during student and staff department meetings to complete positive acknowledgments (including staff to staff, kids to staff, staff to kids) • Grade level/classroom assemblies/Lessons that focus on core values • MTSS data communicated school-wide & by grade level about behavioral offenses, eagle ticket data, number of students in Eagle Connections, etc. 	<ul style="list-style-type: none"> • Money for post cards, public acknowledgments and tokens • Schedule time during staff/department meetings for acknowledgement completion. • Schedule grade/department assemblies and lessons that focus on Midlakes Core Values • Process for communicating school-wide data.
Identify Baseline understandings to make informed decisions	<ul style="list-style-type: none"> • During staff meetings (Fall) discuss and get feedback about what causes student removal from class. Specific information. Utilize this information to drive PD. (possibly restorative meetings) • Utilize eagle acknowledgment tickets and schooltool behavior data to provide focused lessons/gatherings of grade levels or specific classrooms. • Investigate the capacity for “countdown clocks” • Investigate hallway monitor supervision 	<ul style="list-style-type: none"> • Schedule listening session on what causes student removal from class • Develop a process/plan for addressing information gained from listening sessions • Process for investigating the need for “countdown clocks” and increased hallway monitor supervision and implementation plan if the recommendation is made to use clocks and increase monitors.

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.

- MS/HS-During the 24-25 school year, the school will increase the # of Eagle Acknowledgements by 10% from the 2024 school year.
- MS/HS-During the 24-25 school year, the school will reduce behavioral referrals by 5% from 23-24 school year.
- MES-During the 2024-2025 school year, we will decrease the number of behavioral offenses that require student removal from the classroom by 15% to maximize student time in the classroom.

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>
Increase in the # of Eagle Acknowledgements and Eagle Tickets by 10%	Monthly	
Decrease in Office Behavioral referrals by 5% from 23-24 school year (MS/HS)	Monthly	
Decrease in Office Behavioral referrals offenses that require student removal from the classroom by 15% (MES)	Monthly	
Recommendations for updated cell phone expectations reflected in cell phone document	Fall 2024	
Cell phone expectations shared with staff, students and families	Winter 2024/25	
Restorative Coach will be hired to support an implementation plan for restorative practices	Summer 2024	
An initial group of administrators, pupil services professionals and teachers will receive professional learning in restorative practices	Summer 2024, Fall 2024 and Spring 2025	
Staff will receive professional learning on establishing a culture of belonging starting	Fall 2024	

Priority 3

with small wins of greeting students at their door during transition and passing times.		
Revisit with teachers the Code of Conduct defining areas most represented in discipline reports, Continue to support teachers with the processes of School tool. - Specifically focusing on clear and concise description of student actions for a discipline report	Winter 2025	
MTSS data communicated school-wide & by grade level about behavioral offenses, eagle ticket data, number of students in Eagle Connections, etc.	Monthly	
Notes from staff meetings (Fall) discuss and get feedback about what causes student removal from class. Specific information. Utilize this information to drive PD. (possibly restorative meetings)	Fall 2024 for listening sessions PD recommendations within 1 month of listening session Implement PD within 2 months	
Recommendations and implementation plan (if needed) for “countdown clocks” and increased hallway monitor supervision	Spring 2025	

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>
Michelle Pane (SWD) , Sarah Lincoln (SWD)	Parents	Midlakes Elementary School & Midlakes Middle/High School
Maddie Haers, Gavin Vanderwall, Claire Givens, Ralsei Kline, Riley Potter, Emma Middlebrook, Troy Trzeciak, Torrin Lane, Kaitlyn Frederick, Peter Kettelkamp, Justin Nealey, Alexis Davies, Libby Pane, Matthew Richards, Alyssa Crance, Kiera Stickles, Myranda Galligan, Ariana Hicks, Brayden Trickey, Colin Williamson, Aaron Crouch, Lilly Hargarther, Alexis Kopetchney, Owen Lomis, Annabel Trickey- Students.	Students (Gen Ed., SWD, ED)	Midlakes Middle/High School
Melanie Bowman (T), Erin Everson(T), Denise Kelly(T), Nicole Young (Counselor), Scott Monagle(Sp.Ed.), Angela Simmons(T), Brittany Sullivan(T), Amy Sleeman(T), Greg Mahns (PCSFA President), Tom Mitchel (Restorative Coach), Jennifer Galbraith	Staff (Teachers & Pupil Services)	Midlakes Middle/High School
Christine Sanchez (T), Lisa Gordner(Counselor), Michelle Hicks (T), Sarah Farr (T), Kerry Buckman (T), Christine Corey (T), Maresa Severson (T), Shari Garver (T), Brittany Rheaume (T), Mary Dorgan (Instructional Coach)	Staff (Teachers & Pupil Services)	Midlakes Elementary School
Laura VanLaeken-AP MS/HS, Jim Giancursio-AP MS/HS, Daniel McAlpin- Principal MS/HS, Jessica VanDamme-AP MES, Briana Raes-AP MES, Chris Moyer- Principal MES	Building Admin.	District
Nicholas Ganster-Superintendent, Jeff Hamelinck-Director of Curriculum and Instruction, Andrea Eldridge-Director of Special Programs, Margo Lacure-Coordinator of MTSS & Community Schools, John Lombardi-Director of Physical Education, Health, Athletics and Nursing	District Admin.	District

Meeting Dates

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

Meeting Date	Location
March 10, 17	Middle School/High School
April 17, 24	Middle School/High School
May 8, 22	Middle School/High School
July 1, 15, 22	Midlakes Elementary, Middle School/High School

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	Teachers, Counselors and Coaches that work within our SWD classrooms in both our Secondary and Elementary Schools were a part of the processes including clarifying Priorities and Considering How They Connect to School Values, Reviewing Multiple Sources of Data and Feedback, student interviews and writing the plan. Ideas they shared became focuses of the plan such as having a guaranteed curriculum that they can use to specially design instruction for students with disabilities, have opportunities to collaborate with colleagues about curriculum and student performance, have measurements throughout the year that align with summative assessments to track progress, clear expectations and remove barriers from student learning time due to discipline and attendance.
Parents with children from each identified subgroup	Both parents representatives have students with IEPs and General education students as well as students in both our Secondary and Elementary Schools. They were a part of the processes including clarifying Priorities and Considering How They Connect to School Values, Reviewing Multiple Sources of Data and Feedback, Writing the Plan. Ideas they shared became focuses of the plan such as wanting clearer expectations about cell phone use, helping students and families understand resources to improve attendance, understanding how students are doing throughout the year in connection to end of year assessments.

Stakeholder Participation

<p>Secondary Schools: Students from each identified subgroup</p>	<p>25 Students representing General Education, SWD (Identified TSI Subgroup), Economically Disadvantaged subgroup, and ethnicity representative of our school were all part of the Interviewing Students process that helped clarify priorities and consider how they connect to district values. Ideas they shared became focuses of the plan such as wanting clearer expectations about cell phone use, acknowledgment of positive behavior and time in instructional learning.</p>
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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 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).