



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
William Floyd School District	Kevin Coster

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 professional learning around the Science of Reading to continue our expertise in literacy.
2	The district will prioritize data-driven decision making.
3	The district will prioritize cultural responsiveness to engage our students.
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>The district will prioritize professional learning around the Science of Reading to continue our expertise in literacy.</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>The district’s vision requires our students to be highly literate by the end of 2nd grade so that they can fluently engage in comprehension in later grades.</p> <ul style="list-style-type: none"> ✓ This emerged as a priority through NYS accountability measures. ✓ This priority is essential to shift our instructional focuses and ensure we’re providing instruction that is evidenced based. ✓ This priority aligns with that of the William Floyd Learning Center’s SCEP, and will work concurrently with DCIP Commitment 2 (data-driven instruction.) ✓ Our Envision- Analyze-Listen activity illuminated that our primary classes do not have enough understanding of how phonological awareness supports reading development- particularly in economically depressed students. ✓ Professional Learning is aligned with the SCEP (Commitment 1).

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 Understanding of the pillars within the Science of Reading.</p>	<p>Professional Learning with principals/ teaching/Teaching Assistant (kick off and best strategies for each area)</p>	<p>Allocate our literacy consultant to create a learning experience.</p>
<p>Shifting instructional practices</p>	<p>Comparing Science of Reading practices with current practices of balanced literacy/guided reading</p>	<p>Using instructional ambassadors to cross walk My View materials and guided reading practices with the evidenced based small group instructional practices.</p>

Priority 1

Build individual teacher competencies	Identify in-service, graduate and professional resources for educators to extend their own learning based on specific populations	<ul style="list-style-type: none"> - William Floyd Teacher Center collaboration - Identify additional courses that support the work - Find professional books/videos
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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.
<p>At the end of the school year the following will occur:</p> <ul style="list-style-type: none"> - K-2 Student <i>growth</i> in ELA will grow 10% using MAP Reading Assessment assessments - There will be a 10% increase in student entering 3rd grade at 186.2 RIT score (grade level target) - There will be 15% decrease in referrals to Special Education in grades K-2 - There will be a 15% reduction in K-2 pullout literacy services

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>
Build Understanding of the pillars within the Science of Reading.	October-November	
Teacher Observations by administration (formal and checklists): All K-2 teachers will incorporate shifts that align with phonemic awareness and phonics small group instruction.	November through May	
Principal Assessment of shifting instructional practices	On-going at monthly administrative meetings	

Priority 1

Teacher Survey assessing efficacy	June	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>The district will prioritize data-driven decision making.</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>The district must now look at data that aligns with phonemic awareness and phonics rather than the larger standards-based data available through NWEA MAP reading.</p> <ul style="list-style-type: none"> - This emerged as a continued priority based on the NYS accountability measures. Based on our experiences last year, our current assessments do not drill down sufficiently to align with phonemic processes and phonics in a uniform manner. - This makes it the right Priority as we cannot assign appropriate intervention without having enough diagnostic information to assign prescriptive intervention. - This priority aligns with that of the William Floyd Learning Center’s SCEP, and will work concurrently with DCIP Commitment 1 (professional learning). - 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
<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>Identifying highest leverage reading data points in K-2 to inform instruction</p>	<ul style="list-style-type: none"> - Identifying a progress monitoring tool that aligns with the Science of Reading practices in grades K-2 	<ul style="list-style-type: none"> - Consultant
<p>Progress Monitoring (diagnose and prescribe intervention strategies that align with specific areas of need)</p>	<ul style="list-style-type: none"> - Training in the selected progress monitoring tool - Obtaining feedback on implementation with student usage 	<ul style="list-style-type: none"> - Purchase of a progress monitoring tool (possibly MAP Fluency and/or Acadience)

Priority 2

	- Use of building level data teams to review data and identify instructional gaps.	- Creating district and building structures to discuss individual student progress and drive intervention (This would require payment beyond school hours.)

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.

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

- The district will be able to measure the effectiveness of our ELA interventions by improved student performance (MAP READING) when coupled with a prescriptive intervention
- There will be a 10% increase in the NWEA reading achievement for students receiving reading services
- There will be a 10% decrease in the number of students receiving pull-out reading services

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 (complete after the date listed in the preceding column)
100% of reading specialist using the MAP FLUENCY/ACADIENCE probes to progress monitor students	October	
100% of elementary buildings establish data team members	October	
100% of Instructional Support Team Meetings for students referred for reading difficulties utilize the assessment information to make informed decision about Tiered interventions	December	

Priority 2

5% reduction in students receiving pull out services	February	
10% reduction in students recommended for pull out services for the 25-26 school year.	June, 2025	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>The district will prioritize cultural responsiveness to elevate our students' potential.</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? 	<ul style="list-style-type: none"> - Our district demographics are rapidly changing, which provides the opportunity to be enriched through our diversification. This is our community, 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 there exists a masked mindset about how teachers equate certain characteristics of poverty, culture and language acquisition with a perceived disability. - The SCEP Commitments 1 & 2 prioritizes the reading skills and SEL needs of students with disabilities. This priority complements the SCEP by supporting all students, and reinforcing those successful methods used with SWD at the WFLC/SCEP school.

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. This year's focus will be on the intersection of ELL's, poverty and socially constructed disability.</p>	<p>Developing knowledge of how students of poverty and those acquiring a new language may appear as disabled. Identifying learning strategies that align with the needs of these subgroups so they can be successful.</p>	<p>Utilizing outside consultants and internal experts to share this information on a large scale. Time and additional Instructional Support Team meetings will need to be held to slow down the process and apply professional learning and progress monitoring findings.</p>

Priority 3

Provide parents with information on how they can best support their child's literacy.	This strategy entails empowering the parents with knowledge, including training them to understand the information presented in progress monitoring to be a part of the decision making for intervention.	Paying staff after hours to work with parents for training and information sessions. Being more inclusive of parents to attend and participate in IST 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.

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

- All elementary staff members (100%) will have an understanding of how poverty and acquiring a new language may impact literacy.
- The administrative and instructional staff will stay true to the data provided in benchmarking and progress monitoring data and use this information in decision making. This will be evident in IST meetings/RTI & MTSS protocols.
- The instructional staff will begin to use this information to drive evidence-based intervention.
- Teachers will have improved beliefs about their efficacy in educating all children in their class, and hold space to accept that growth within their classroom is a desired result.
- There will be a 50% increase in meaningful parent participation in student progress meetings.

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 (complete after the date listed in the preceding column)
Training for all staff	October	
Anecdotal feedback about the increased responsiveness of staff by IST outcomes (reported by principals)	January	
Teacher Survey on efficacy to measure if 50% of teachers feel more confident with their skills in educating our ELLs, SWDs and economically disadvantaged.	May- June	

Priority 3

100% increase in parent attendance at meetings where their student's progress in being discussed.	June	
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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	Asst Sup	WFSD
Mary Siano	Director of Elementary Curriculum and Assessment	District
Deb Gurney	Director of Student Services	District
Ravi Seeram	Asst Director of Special Ed	District
Keith Fasciana	Principal	William Floyd El.
Deirdre Redding	Principal	Moriches El.
Gary Bretton	Principal	William Floyd Learning Center
Heather Murillo	Principal	Woodhull El.
Jim Westcott	Principal	Hobart El.
Dominic Ciliotta	Principal	Tangier Smith El.
Kelly Lotterhos & Dr. Jodiann Pantry	Parents	William Floyd Learning Center
Kristie Guerriero, Richard Kimmerling & Skandal Delince	Teachers/Psychologists	William Floyd Learning Center

Meeting Dates

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

Stakeholder Participation

Meeting Date	Location
8/22/24, 8/21/24, 6/5/24, 5/3/24,	William Floyd School District (alternating elementary buildings)
8/19 & 8/20/2024	Virtual

Submission Assurances

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).