



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Longwood Central School District	Lance Lohman, 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	Strong Curriculum, Instruction and Assessment Practices: Implement an efficient and effective system to analyze student academic progress and respond to student needs.
2	Empowering the School Community: Implement an efficient and effective system to analyze school culture and respond to student needs.
3	Efficient and Effective Operations: Develop Onboarding system for new staff
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Enhance our system to analyze student academic progress and respond to student needs.</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>A systemic approach that allows teachers and educational leaders to make real time improvements using a data inquiry model emerged as a priority for teachers and educational leaders to make educational decisions. This will allow teachers and educational leaders to review aggregate, disaggregated and individual progress to make educational decisions.</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>Quarterly building Administration report out on student academic performance and progress data</p>	<p>Building identifies and reports on data points to measure success, growth, at-risk students, trends and responses in their student academic areas.</p>	<p>Building Continuous Growth Plan Report Out Calendar</p>
<p>Quarterly Director Report Out:</p>	<p>Directors to align curriculum maps to adjust to data review</p>	<p>Curriculum Maps</p>

Priority 1

<p>K-12 problems of practice in supervisory area(s)</p> <ul style="list-style-type: none"> • Modifications in instructional strategies • Systemic Interventions/Strategies • Curricular Modifications • Professional Development plan/progress 	<p>Directors to ID PD needs based on data review.</p>	<p>Vertical Articulation Report Out Schedule</p> <p>Directors Data Analysis</p>
<p>Learning and Innovation Team (LIT)</p>	<p>Leadership Team (admin, coaches, Dept chairs and Lead Teachers)</p> <p>Meet 4-6 times yearly to discuss PD needs and Instructional Strategies</p>	<p>Instructional Playbook</p> <p>LIT Meeting Plan</p> <p>Professional Development Plan</p>
<p>Instructional Coaching</p>	<p>Instructional Coaches and Chairperson to utilize individual teacher data and department data to coach, design and implement professional development for teachers to enhance student performance</p>	<p>instructional Coaches</p> <p>training for coaches</p> <p>Student data</p>
<p>Develop and make connection of college and career readiness skills</p>	<p>Naviance to track and provide college and career readiness skills. Making learning more meaningful.</p>	<p>Naviance Software for student to track academic and college and career readiness skills</p>

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.

All buildings will be able to identify problems of practice by each core department and/or grade level based on the disaggregated metrics identified and intervention progress.

Buildings to share out progress of systems created or amplified to achieve in each goal area

Building will identify and report out on MTSS trends

Teachers will implement and monitor best practices supported by coached and chairperson to enhance student assessment performance.

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>
All buildings will be able to identify a learner centered problem by each core department and/or grade level based on the disaggregated metrics identified.	End of Q1	
All buildings will be able to identify a problem of practice by each core department and/or grade level based on the disaggregated metrics identified	End Q2	
The district will develop and reflect upon an instructional plans, professional development plan shared strategies to meet the needs identified by all students	End Q3	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Implement an efficient and effective system to analyze school culture and respond to student needs.</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>A systemic approach that allows teachers and educational leaders to reflect and make real time improvements on district and building culture using a data inquiry model emerged as a priority for teachers and educational leaders to make behavioral and attendance based decisions. This will allow teachers and educational leaders to review aggregate and individual progress. This would align with a similar academic system. This year's focus will be on student attendance data.</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>Quarterly building Administration report out on student attendance and behavior data</p>	<p>Building teams to develop systems to regularly and frequently monitor attendance and discipline data</p> <p>Buildings to report out on attendance and discipline data</p>	<p>Powerschool Data</p> <p>School Continuous Growth Template</p> <p>Report Out Calendar</p>

Priority 2

<p>School Empowerment Team (SET)</p> <ul style="list-style-type: none"> ● PBIS and RP progress K-12 ● Attendance/Behavior Review ● Staff and Student Recognition ● District Branding 	<p>Leadership Team to meet and review school culture data and develop structures for feedback and support for school-wide response and improvement.</p> <p>Leadership Team to report out quarterly on PBIS and RP progress K-12</p> <p>District Branding Committee</p>	<p>Building Continuous Growth Plan</p> <p>Tiered Fidelity Inventory (TFI) Action Planning Form</p> <p>Restorative Practices in a Tiered Fidelity Inventory Framework (RP-TFI): Evaluation Tool</p> <p>TFI for PBIS and RP (October, May)</p> <p>TFI PBIS and RP results 23-24</p> <p>SWIS Data Review</p> <p>Token Economy</p> <p>School Perceptions Survey results</p>
<p>Community and Culture Committee</p>	<p>Buildings have standing community and culture committees that share members with the district buildings. The committees will work to celebrate and educate on topics related to culture</p>	<p>Community and Culture Committee</p> <p>Community and Culture Newsletter</p> <p>Community and Culture Training</p>
<p>Extracurricular Activities and parent engagement nights</p>	<p>Engagement nights and extracurricular activities to engage students and families in the school culture.</p>	<p>Staffing for teacher engagement nights</p>

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.

Directors to report out on SET schedule and district wide focus in the areas of:

- Professional Development
- Behavioral Strategies
- PBIS/RP

Priority 2

- Multi-year Plan
- Community Celebrations

Buildings to share out progress of systems created or amplified to achieve in each goal area. Building will identify and report on MTSS trends and interventions and success of interventions related to the problems of 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>
All buildings will be able to identify a learner centered problem by each core department and/or grade level based on the disaggregated metrics identified.	End of Q1	
All buildings will be able to identify a problem of practice by each core department and/or grade level based on the disaggregated metrics identified	End Q2	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Efficient and Effective Operations: Develop Onboarding system for new staff</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>New staff must be welcomed into our community and adequately prepared to meet the needs of our students</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>Staff On-Boarding</p>	<p>Untenured Teacher ongoing mentoring</p> <p>Untenured Assistant Principal and Coordinators</p> <p>Aspiring Administrators Academy</p>	<p>Teacher Mentor Calendar</p> <p>Untenured AP and Coordinator Calendar and agendas</p> <p>Aspiring Leadership Calendar</p> <p>Staff Survey</p>

Priority 3

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.

Staff Survey identifying perceived increase in efficacy in target areas.

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>
Survey identifying increased efficacy from pre-survey in identified areas.	Q2	
Survey identifying increased efficacy from pre-survey in identified areas.	Q4	

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>
Daniel McKeon	Principal	
Martine Francois	Asst. Principal	
Yvette Bhola	Asst. Principal	
Matthew Tomasi	Asst. Principal	
Melanie Holroyd	Coach	
Amy Kelly	Coach	
Allison Level	Counselor	
Morgan Costantino	Math Learning Specialist	
Bridget deLutio	Parent	
Kinberly Stepnowski	Parent	
James Crenshaw	Asst. Superintendent	

Meeting Dates

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

Meeting Date	Location
4/4, 4/8, 4/12,4/16,4/19, 5/3, 5/16, 5/31, 6/4, 6/5,7/1	

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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

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

1. 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).