New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Whitesboro CSD	Brian K. Bellair, Ph.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	Increased performance rates on NYS 3-8 ELA and Math Assessments, with a specific focus on students in the African American/Black subgroup
2	Increased participation rates on NYS 3-8 ELA and Math Assessments, with a specific focus on students in the African American/Black subgroup
3	Increased attendance rates, with a specific focus on students in the African American/Black subgroup

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2024-25?	Increased performance rates on NYS 3-8 ELA and Math Assessments, with a specific focus on students in the African American/Black subgroup
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 supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Whitesboro CSD is a school district with: ● The District has four modern elementary schools, a recently renovated middle school campus and a modern high school. ● Approximately 3,000 students are enrolled in grades K-12. The high school enrollment is approximately 940 students. ● A seven-member Board of Education responds to District needs and emphasizes quality education. ● We have a staff of more than 500 people, including approximately 290 teaching and instructional support positions and approximately 220 part and full time positions. ● We have an outstanding extracurricular program, with 37 varsity and junior varsity sports teams, 30 music organizations performing more than 100 concerts a year and dozens of clubs/student organizations. ● Seven school libraries maintain 68,335 volumes and circulate 89,000 books annually. ● The 70 District-owned school buses transport students 750,000 miles a year. ● Approximately 87% of our students pursue post-secondary education. In the spring of 2016, we finalized our new mission statement, "To inspire, cultivate, and empower all learners to maximize their potential." Subsequently, we carefully crafted a vision statement describing our ideal organizational state, "Together with our community, the Whitesboro Central School District provides a dynamic, comprehensive program committed to relevant, engaging, individualized experiences, while fostering a culture of personal and professional growth in a safe, diverse and positive learning environment." As such, ensuring all students no matter their demographic subgroup find success on the NYS ELA and Math Assessments is a priority.

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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?
Afterschool Tutoring	- Reviewing data to identify students in need of additional support and contacting families - Staffing the program - Implement the program - Collect feedback and reflect on success of the strategy	Salaries/hourly rate, busing, data support, time, food, curricular materials

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 identified students will have actively participated in the after school tutoring program and in turn assessment scores will increase due to the additional academic support.

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)*
Increased Afterschool Attendance Rates for Targeted Subgroup	During the School Year, before State Assessments	
Increased NYS ELA and Math Performance Scores	Spring 2025	

Positive Growth Rates on NYS ELA and Math Assessments	Spring 2025	

Positive Growth Rates on NYS ELA and Math Assessments	Spring 2025

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	Increased participation rates on NYS 3-8 ELA and Math Assessments, with a specific focus on students in the African American/Black subgroup
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 supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Key highlights about Whitesboro CSD include: ● An extensive K-12 curriculum development process involving a Curriculum Council, provides for an annual curriculum review. Approved revisions are implemented and field-tested to keep pace with new requirements and educational trends. ● Excellent class sizes at all levels allow individualized instructional approaches. ● Psychological, social work, speech therapy and medical services are provided. ● The District has implemented a comprehensive K-12 instructional computer program. ● Art, music, and physical education are an integral part of our K-12 educational program. ● Quality programs are offered for gifted and talented students and students with disabilities. ● Foreign languages (American Sign Language, French and Spanish) are offered in grades 7-12 and Chinese beginning in 6th grade. ● The District supports and funds a Professional Development Plan that trains all instructional staff in research based programs, learner-focused schools and dimensions of learning. ● An in-school suspension program provides students an opportunity to continue their education while still restricting their activities. ● The current budget is $84 million. ● All schools maintain close communication with parents, guardians and community members through the use of newsletters, back-to-school nights, academic progress reports, parent conferences, media and web pages. ● District PTO's are highly involved and responsive. ● A positive teacher/administrative relationship exists with constant, open communication and an excellent labor relations record.

	- The faculty is stable, averaging 12 or more years of teaching experience, with a majority holding a master's degree. - The District has a Teacher Center, supervised by a full-time teacher director. The Center offers both in-services and graduate courses for staff. - A Peer Mediation Program is offered in grades 7-12. - Boro Buddies Program at the high school promotes diversity and tolerance. As such, having data to continue to highlight the successes in the school district and learn where challenges exist is vital; therefore, increasing participation rates on the NYS 3-8 ELA and Math Assessments is a priority.

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?
Grow stakeholder understanding about the purpose of state assessments and how the data is utilized	- Identification of key stakeholder groups - Increased communication (in person/electronic/printed) - Collect feedback and reflect on success of the strategy	Salaries, PD, online/digital/electronic resources, printing, postage, time, meeting space, food, child care

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.
Increased assessment participation to meet the federally required 95% threshold.

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)*
Increased communication about state testing	During the school year, before state assessments	
Increased participation rates	Spring 2025	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	Increased attendance rates, with a specific focus on students in the African American/Black subgroup
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 supports?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Whitesboro Central School District aspires to inspire, cultivate, and empower students; however, this goal is only achievable when students are present. In analyzing student attendance data, we found the chronic absenteeism rates for the all student subgroup, Grades 1-8 were: 21.8% (21-22) 15.0% (22-23) 18.0% (23-24) Comparatively here are the rates of chronic absenteeism for the African American/Black student subgroup for the last three years: 40.6% (21-22) 52.5% (22-23) 44.4% (23-24) A focus on student attendance is a priority in Whitesboro Central School District.

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?
Review of data management and verification practices	- Review current data practices and protocols - Provide training as needed - Collect feedback and reflect on success of the strategy	Salaries, PD, trainings
SRO/IRT to support students attendance and engagement	Continued utilization and refinement of student support through the partnership between the SRO/IRT and Principals/APs.	Salaries

	● Collect feedback and reflect on success of the strategy	

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.

Success at the end of the school year will look like decreased chronic absenteeism rates for the 24-25 school year.

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)*
SIRS 361: Decreased student counts	Monthly	
SIRS 107: Decreased chronic absenteeism rates	EOY	

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)
Chris O'Neil	District Administrator	
David Russo	District Administrator	
Tina Pawloski	District Administrator	
Karen Miller	Administrator	Westmoreland Rd. Elementary
Kelli McGowan	Principal	Deerfield Elementary
Eric Rothdiener	Principal	Marcy Elementary/ Westmoreland Rd. Elementary
John Egresits	Principal	MS
Sandra Davis	Asst. Principal	MS
Michael Spost	Asst. Principal	MS
Joshua Nitti	Teacher/Administrative Intern	Deerfield Elementary
Angela Meiss	Teacher	Marcy Elementary
Stephanie Carlson	Teacher	Westmoreland Rd. Elementary
Carla Ryan	Parent	Parkway
Joanna Charlebois	Parent	Hart's Hill
Meghan Dote	Parent	MS

Amy Konz	Regional Data Leader (MORIC)	

Meeting Dates

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

Meeting Date	Location
7-18-24	District Office
7-23-24	District Office
7-30-24	District Office

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).