

Priority 1



<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to academic success and student participation on NYS ELA assessments, with a specific focus on our multiracial student subgroup population.</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"> • <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>We envision school buildings in the district with strong academics which are evident to others through increased participation rates and performance scores earned on NYS assessments. We also envision engaged students, excited and interested in reading and writing. A focus on ELA is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to read and write in class. In analyzing SIRS data, the multiracial student subgroup had a core performance score for ELA of 64.29 and a weighted achievement score of 52.94 in 22-23. Additionally, this priority is in alignment with the long-term goals of the school district.</p>



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>Utilization of Formative Assessments</p>	<p>Educators trained in, testing with, and using the data from STAR/Freckle/Fastbridge to drive instruction, personalized learning, and inform lesson planning</p>	<p>Time for educators, assessment platforms, sub pay, professional development, curriculum, materials</p>

Priority 1



E D F H E EA

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 achievement and weighted scores from 22-23 to 23-24 to 24-25 on NYS ELA Assessments. (SIRS 106)

H GH HE EA

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>
Increased proficiency of STAR/Freckle/Fastbridge Assessments	Fall/Winter/Spring	

Priority 2



<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to academic success and student participation on NYS mathematics assessments, with a specific focus on our multiracial student subgroup population.</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"> • 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>We envision school buildings in the district with strong academics which are evident to others through increased participation rates and performance scores earned on NYS assessments. We also envision engaged students, excited and interested in mathematics. A focus on math is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom in math class. In analyzing SIRS data, the multiracial student subgroup had a core performance score for math of 67.86 and a weighted achievement score of 55.88 in 22-23. Additionally, this priority is in alignment with the long-term goals of the school district.</p>



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>Utilization of Formative Assessment</p>	<p>Educators trained in, testing with, and using the data from STAR/iXL to drive instruction, personalized learning, and inform lesson planning</p>	<p>Time for educators, assessment platforms, sub pay, professional development, curriculum, materials</p>

Priority 2



E D F H E A

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 achievement and weighted scores from 22-23 to 23-24 to 24-25 on NYS Math Assessments. (SIRS 106)

H G H H E A

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>
Increased proficiency of STAR/iXL Assessments	Fall/Winter/Spring	



<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to academic success and student participation on NYS science assessments, with a specific focus on our multiracial student subgroup population.</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"> • <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>We envision school buildings in the district with strong academics which are evident to others through increased participation rates and performance scores earned on NYS assessments. We also envision engaged students, excited and interested in science. A focus on science is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to read and write in class, an element of the science classroom. In analyzing SIRS data, the multiracial student subgroup had a core performance score for ELA of 150 and a weighted achievement score of 150 in 22-23. Additionally, this priority is in alignment with the long-term goals of the school district.</p>



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>Develop data-informed, standard aligned lessons and assessments</p>	<p>Educators provide time and support to drive instruction, personalized learning, and inform lesson planning through enhanced standard and assessment alignment for implementing the new Science standards</p>	<p>Time for educators, sub pay, stipends, data analysis support, professional development, curriculum, materials</p>

Priority 3



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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 achievement and weighted scores from 22-23 to 23-24 to 24-25 on NYS Science Assessments. (SIRS 106)

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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>
In-class unit assessment and spiraled questioning during the school year that show success on Science standards that translates to the NYS 5/8 Science assessments	Spring/Summer	

Our Team's Process



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The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.



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>
Aubrey Trievel	Elementary Teacher	Elementary
Dawn Harvey	SPED Administrator	
Dominica Helmer	Parent	MS and Elementary
Kristina Newtown	Secondary Teacher	MS
Meaghan Sears	Parent	MS and Elementary
Melanie Welch	Principal	Elementary
Nicole Castronovo	Elementary Teacher	Elementary
Julie Tangorra	K-12 Achievement Administrator	
Amy Konz	Regional Data Leader (MORIC)	



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

Meeting Date	Location
3/5/23	Virtual
3/15/24	Virtual
3/25/24	MS/HS
6/4/24	MS/HS
6/17/24	Virtual

Submission Assurances



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.



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).