New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	**Improving performance of students at risk.**
2	**Improving passing rates for students in Regents Level courses.**
3	**Improve the attendance rates of students.**
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	**Improving performance for students at risk**
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?* ● *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?*	Improving performance for students at risk is a top priority due to its alignment with our district's overarching vision, values, and aspirations. Our district is committed to providing every student with an equitable and high-quality education that prepares them for success in both their academic and personal lives. We believe that all students deserve the opportunity to thrive, regardless of their background or circumstances. This priority emerged as a focus because we recognize the significant impact it has on not only individual students but also the larger community. When students are at risk of underperforming or disengaging, there is a real risk of perpetuating cycles of disadvantage and limiting their future prospects. By addressing this issue head-on, we are embodying our commitment to inclusivity, social justice, and the belief that education is a powerful tool for positive change. Improving attendance and student engagement are key facets of this priority. Regular attendance is foundational to learning, and engaged students are more likely to develop critical thinking skills, a love for learning, and a sense of belonging. By bolstering attendance and engagement, we are laying the groundwork for improved academic outcomes, enhanced personal growth, and greater community involvement. This priority is the right one to pursue because it reflects our district's core values and has a profound ripple effect. When students at risk receive the support they need to succeed, we not only uplift them but also foster a more inclusive and vibrant learning environment for all students. Moreover, this priority aligns with our long-term plans to elevate student achievement, close achievement gaps, and cultivate a culture of continuous improvement. In the context of our broader priorities, improving performance for students at risk complements our focus on academic excellence, equity, and holistic student development. It intersects with initiatives aimed at fostering a safe and supportive school environment, enhancing teacher professional development, and strengthening community partnerships. By addressing the needs of our most vulnerable students, we contribute to a more comprehensive and effective educational system that ultimately benefits everyone involved. In conclusion, improving performance for students at risk is not only a strategic priority but a moral imperative. It embodies our district's values, aligns with our vision, and has the potential to create lasting positive change in the lives of students and the community as a whole. By concentrating on attendance and student engagement, we take a significant step toward realizing our educational goals while honoring our commitment to educational equity and social progress.

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?
Advisory	Daily intervention program at the start of each school day. Students have access to their teachers and are provided with additional instructional support as needed.	One period each day in the schedule.
After School Program	With support of an online-curricular program, students attend extra help and support after school with the supervision and guidance of staff members.	Edgenuity online learning platform
Science Kits	ESBOCES Science kits will be purchased to supplement the Elementary in order to give elementary students a strong foundation in Science skills prior to attending High School.	Science Kits purchased through ESBOCES
Implement IXL Learning	IXL Learning is an online program where students can gain fluency and confidence with essential math and language arts skills through fun and interactive questions and built-in support. The purpose of the program will be to give elementary students a strong foundation in ELA and Math skills prior to attending High School.	Castle Learning 1-year subscription purchased through ESBOCES

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 2023-24 school year.

Quarterly Report Cards - Increased course passing rates as compared to data from the previous year.

Regents Assessments - Increased assessment passing rates as compared to data from the previous year.

EOY Student Survey - 75% of students report "Teachers at this school are interested in my ideas."

EOY Teacher Survey - 80% of teachers report "The school makes sure all students can experience success."

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
Decrease in the numbers of students at risk for not meeting school course standards as compared to 2022-2023	Q1, Q2, & Q3 Progress Reports	
Decrease in the amount of Advisory & Disciplinary referrals as compared to 2022-2023	End of Q1, Q2, & Q3	
Increase is referral to intervention programs attendance as compared to 2022-2023	End of Q1, Q2, & Q3	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	**Improving passing rates for students in Regents Level courses.**
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?* *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?*	Improving passing rates for students in Regents Level courses is a crucial priority that aligns seamlessly with our district's vision, values, and aspirations. Our district is dedicated to providing a high-quality education that prepares students for success while promoting equity and academic excellence. We firmly believe that each student should have the opportunity to excel, and this priority stems from the recognition that achievement in rigorous courses is a pivotal factor in unlocking their potential. This focus emerged as a priority due to the direct impact it has on students' academic trajectories and future opportunities. Higher passing rates in Regents Level courses signify not only mastery of subject matter but also the development of critical thinking skills, resilience, and a strong work ethic. By prioritizing this, we are actively addressing barriers to success and ensuring that all students have a fair chance to achieve their academic goals. Improving passing rates in Regents Level courses is the right priority to pursue because it empowers students to reach their highest potential and aligns with our commitment to educational excellence. This priority also supports the development of well-rounded individuals who are prepared for both higher education and the challenges of the modern world. This priority is intertwined with our broader goals, fitting into our commitment to academic achievement, equity, and holistic student growth. It reinforces our emphasis on creating a supportive learning environment, fostering teacher professional development, and building strong community partnerships. By focusing on this aspect, we contribute to a more comprehensive and effective education system that benefits all stakeholders. The insights gained from the Envision-Analyze-Listen activities in our schools identified for ATSI supports have highlighted the critical need to enhance passing rates in challenging courses. These activities have shed light on the specific challenges students face and the resources they require. Therefore, prioritizing improved passing rates directly addresses the needs identified through these activities, enhancing our targeted support efforts.

In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?	Furthermore, the pursuit of higher passing rates for students in Regents Level courses aligns with the SCEP (School Comprehensive Education Plan) Commitments of our schools identified for ATSI supports. It directly supports the academic achievement and growth goals outlined in the SCEP, ensuring that all students, regardless of their circumstances, have access to rigorous coursework and the necessary support to succeed. The District will address this priority using SIG funding by hiring a full time ENL teacher in the High School and purchasing supplemental Science kits. The ENL teacher will work directly with students to prepare them for the Regent In conclusion, focusing on improving passing rates for students in Regents Level courses is a strategic imperative that resonates with our district's values and aspirations. By prioritizing this, we contribute to our students' future success and advance our commitment to equity, academic excellence, and comprehensive educational growth. This priority not only complements our broader goals but also directly addresses the findings of Envision-Analyze-Listen activities and supports the SCEP Commitments in our targeted schools.

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?
Castle Learning Benchmark Assessment Tool	Online assessments for students aligned with NYS regents assessments	funds for program and training
Data Review Teams/Content Consultants	Content consultants review and support teachers in analyzing and applying data towards developing their instruction	Funds for consultants
Science Kits	ESBOCES Science kits will be purchased to supplement the Elementary in order to give elementary students a strong foundation in Science skills prior to attending High School.	Science Kits purchased through ESBOCES
Implement IXL Learning	IXL Learning is an online program where students can gain fluency and confidence with essential math and language arts skills through fun and interactive questions and built-in support. The purpose of the program will be to give elementary students a strong foundation in ELA and Math skills prior to attending High School.	Castle Learning 1-year subscription purchased through ESBOCES

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 2023-24 school year.

Regents Exam Performance Data - Increased pass rates from previous years to 80% of students passing these examinations.

EOY Student Survey reports 75% of students agree with the statement: "I feel supported when I struggle to learn something."

EOY Staff Survey reports 80% of teachers agree with the following statement: "I am proficient and confident in my ability to use data to support my instruction."

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Unit Benchmark - Assess students at the end of each unit. Teachers analyze the data to inform instruction.	End of each unit	
Mid-year Benchmark - Increased from previous years to 75% of students are passing assessments aligned with mid-year expectations in Regents level courses	End of Q2	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Improve attendance rates for students.
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?* ● *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?*	Greenport High School strives to increase student attendance rates due to the far-reaching positive impact it has on both individual students and the entire school community. Regular attendance is a cornerstone of academic success and personal development, and its significance cannot be overstated. First and foremost, consistent attendance is directly linked to improved academic achievement. When students attend school regularly, they have more opportunities to engage with the curriculum, participate in classroom discussions, and interact with teachers and peers. This active participation enhances their understanding of the material and promotes deeper learning. Moreover, regular attendance allows students to stay on track with assignments and coursework, reducing the likelihood of falling behind academically. Beyond academic outcomes, attending school consistently nurtures essential life skills. It instills a sense of responsibility, time management, and commitment – qualities that are invaluable in both educational and professional settings. Consistent attendance also helps students develop strong work ethics and the resilience needed to overcome challenges. These skills are transferable and contribute to their overall personal growth and future success. A high school's effort to increase student attendance rates also cultivates a positive and supportive school culture. When students attend school regularly, they become more involved in extracurricular activities, clubs, and events. This engagement fosters a sense of belonging and school pride, leading to a more vibrant and connected community. Moreover, higher attendance rates contribute to improved classroom dynamics, as teachers can build stronger relationships with their students and tailor their instruction to meet individual needs. Furthermore, increased attendance positively impacts educational equity. Often, students who struggle with attendance face additional barriers in their lives, such as transportation issues, health concerns, or family responsibilities. By actively addressing attendance

	challenges, Greenport High School demonstrates its commitment to supporting all students and providing equal opportunities for success.
	In conclusion, the effort to increase student attendance rates in a high school is not just about achieving better numbers; it is about setting students up for success and building a strong, inclusive, and supportive learning community. Regular attendance positively impacts academic achievement, fosters essential life skills, nurtures a positive school culture, promotes equity, and contributes to overall school performance. By prioritizing attendance, a high school demonstrates its commitment to the holistic development of its students and their future prospects.

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?
The District will hire a Dean of Students	The Dean of Students will work with the High School Principal and the school Social Workers to address all attendance and truancy issues. Strategies will include counseling and home visits.	The Assistant Superintendent will take on the .5 FTE duties of a Dean of Students.
Daily monitoring and Weekly Analysis of Attendance Data	The school attendance officer will report daily attendance issues to the Principal & Asst Superintendent. The Social Workers, Attendance Officer, Principal, and Asst. Superintendent will meet weekly to analyze the previous week's data dn plan the team's response.	Social Workers Attendance Officer Principal Asst. Superintendent

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 2023-24 school year.

The attendance rate of each student will increase compared to the 2022-2023 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
The average quarterly attendance of all students will increase compared to the 2022-2023 quarterly attendance rates.	End of Q1, Q2, & Q3	
The average weekly attendance rate will be higher than its 2022-2023 weekly equivalent.	Weekly	

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)
Gary Kalish	Principal	Greenport High School
Kaitlin Charters	Teacher	Greenport High School
Danielle Rodger	Office Assistant	Greenport High School
Ryan Case	Administrator	Greenport High School
Diana Moscoso	Parent	Greenport High School
Brian Holt	Teacher	Greenport High School
Christina Mantzopoulos	Parent	Greenport High School

Meeting Dates

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

Meeting Date	Location
4-24-23	Online
5-8-23	Online

5-22-23	Online
6-12-23	Online
7-10-23	Online

Districts with Schools Identified for TSI/ATSI Supports 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	Teacher input has been invaluable in shaping the strategies and interventions outlined in the DCIP. By involving teachers, the plan aligns more closely with the classroom realities and instructional requirements, making it a more effective guide for improving student outcomes.
Parents with children from each identified subgroup	The plan reflects the parents and guardians desire for a safe, inclusive, and academically enriching environment. Incorporating parental perspectives ensures that the DCIP addresses the needs of the students holistically, taking into account the important partnership between home and school.
Secondary Schools: Students from each identified subgroup	Student councils, focus groups, and one-on-one discussions have provided a platform for them to express their views on their learning experiences, challenges, and areas where additional support is needed. By valuing student perspectives, the DCIP becomes more student-centered, enhancing engagement, motivation, and overall satisfaction with the educational journey. Students' input ensures that their needs are addressed, fostering a sense of ownership in their education.

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, 2023, 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).