



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Holland Patent Central School District	Dr. Cheryl J. Venettozzi

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	We are committed to academic success and student participation on NYS ELA assessments, with a specific focus on students with disabilities.
2	We are committed to academic success and student participation on NYS mathematics assessments, with a specific focus on students with disabilities.
3	We are committed to academic success and student participation on NYS science assessments, with a specific focus on students with disabilities.

PRIORITY I

Our Priority

<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 students with disabilities.</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>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. In student interviews, students shared comments about boredom when having to read and write in class. In analyzing SIRS data, SWDs in the MS had a core performance score for ELA of 25.93 and a weighted achievement score of 19.44 in 22-23. Not only does this priority align to the SCEP at the MS, but this is also in alignment with the long-term goals of the school district.</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>Instructional Coaching</p>	<ul style="list-style-type: none"> • Establish and implement Learning Labs for educators through the development of schedules and teacher teams • Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy) through the utilization of common planning templates and structured instructional coach supported 	<p>Professional development, sub pay, planning/training stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support</p>

Priority 1

	<p>work time to teachers (Plan-Observe-Debrief)</p> <ul style="list-style-type: none"> ● Collect feedback and reflect on success of key strategy 	
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> ● Development of PLC meeting calendar for the 24-25 school year ● Scaffolded training for PLCs (Administration-Department Chairs-Teachers) ● Support and accountability for pilot implementation of PLCs with fidelity. Example actions include team meeting agenda collection, partnerships with instructional coaches, and faculty meeting share outs ● Collect feedback and reflect on success of key strategy 	Professional development, sub pay, planning/training stipends, time for meetings, Regional Data Leader support, instructional coach(es)
Formative Assessment	<ul style="list-style-type: none"> ● Enhanced analysis of STAR Assessment Data (Fall, Winter, and Spring) as a formative assessment tool. Activities include report usage training for staff and development of interactive data visualizations. ● Development of common assessments (Unit, Midterm and Final) in tools like Buzz for greater alignment between student assessments and the priority standards of the content area on NYS assessments. ● Collect feedback and reflect on success of key strategy 	Professional development, sub pay, planning/training stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support, instructional coach(es)

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.

More students participate and are proficient on the NYS assessment than one year ago. More students are successful on standard-level data compared to one year ago.

Priority 1

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 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>
Instructional Coaching: Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules (EPM)	
PLCs: Development of PLC meeting calendar for the 24-25 school year	Calendar of meeting dates (EPM)	
Formative Assessment: Enhanced analysis of STAR Assessment Data (Fall, Winter, and Spring) as a formative assessment tool. Activities include report usage training for staff and development of interactive data visualizations.	Agenda/minutes from analysis of fall STAR assessment and draft plan for interactive data visualizations (EPM)	
*STAR Data	More students are on target to be proficient on the NYS assessment in the Spring than one year ago. (MYB)	

PRIORITY 2

Our Priority

<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 students with disabilities.</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 mathematical computation and problem solving. A focus on mathematics is aligned to the voiced feedback from students, families, and staff. In student interviews, students shared comments about boredom when having to sit through math class. In analyzing SIRS data, SWDs in the MS had a core performance score for math of 29.17 and a weighted achievement score of 19.44 in 22-23. Not only does this priority align to the SCEP at the MS, but is also in alignment with the long-term goals of the school district.</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>Instructional Coaching</p>	<ul style="list-style-type: none"> • Establish and implement Learning Labs for educators through the development of schedules and teacher teams • Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy; Five Promises of 	<p>Professional development, sub pay, planning/training stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support</p>

Priority 2

	<p>math) through the utilization of common planning templates and structured, instructional coach supported work time to teachers (Plan-Observe-Debrief)</p> <ul style="list-style-type: none"> ● Collect feedback and reflect on on success of key strategy 	
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> ● Development of PLC meeting calendar for the 24-25 school year ● Scaffolded training for PLCs (Administration-Department Chairs-Teachers) ● Support and accountability for pilot implementation of PLCs with fidelity. Example actions include team meeting agenda collection, partnerships with instructional coaches, and faculty meeting share outs ● Collect feedback and reflect on success of key strategy 	Professional development, sub pay, planning/training stipends, time for meetings, Regional Data Leader support, instructional coach(es)
Formative Assessment	<ul style="list-style-type: none"> ● Enhanced analysis of STAR Assessment Data (Fall, Winter, and Spring) as a formative assessment tool. Activities include report usage training for staff and development of interactive data visualizations. ● Development of common assessments (Unit, Midterm and Final) in tools like Buzz for greater alignment between student assessments and the priority standards of the content area on NYS assessments. ● Collect feedback and reflect on success of key strategy 	Professional development, sub pay, planning/training stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support, instructional coach(es)

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.

Priority 2

More students are proficient and participate on the NYS assessment than one year ago. More students are successful on standard-level data compared to one year ago.

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 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>
Instructional Coaching: Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules (EPM)	
PLCs: Development of PLC meeting calendar for the 24-25 school year	Calendar of meeting dates (EPM)	
Formative Assessment: Enhanced analysis of STAR Assessment Data (Fall, Winter, and Spring) as a formative assessment tool. Activities include report usage training for staff and development of interactive data visualizations.	Agenda/minutes from analysis of fall STAR assessment and draft plan for interactive data visualizations (EPM)	
*STAR Data	More students are on target to be proficient on the NYS assessment in the Spring than one year ago. (MYB)	

PRIORITY 3

Our Priority

<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 students with disabilities.</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 the scientific process. A focus on science, especially with the change in assessment, is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared indifference towards science. In analyzing SIRS data, SWDs in the MS had a core performance score for science of 50.00 and a weighted achievement score of 10.00 in 21-22. Not only does this priority align to the SCEP at the MS, but is also in alignment with the long-term goals of the school district.</p>

Key Strategies and Resources

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Priority 3

	<p>instructional coach supported work time to teachers (Plan-Observe-Debrief)</p> <ul style="list-style-type: none"> ● Collect feedback and reflect on success of key strategy 	
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*Spiraled Questioning	More students are on target to be proficient on the instructional standards tested on the NYS assessment in the Spring than one year ago. (MYB)	

Stakeholder Participation

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>
Jim DeAngelo	PPS Director/CSE Chairperson	
Lisa Gentile	Middle School Principal	Holland Patent MS
Scott Wanner	Teacher	Holland Patent MS
Joshua Blair	Teacher	Holland Patent MS
Alecia Weir	Parent/School Secretary	Holland Patent MS, Holland Patent Elementary, and Holland Patent HS
Rachel Lange	Parent	Holland Patent MS
Jessica Walker	Parent	Holland Patent MS, and General William Floyd Primary
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
3/5/24	Holland Patent Middle School/Virtual
3/28/24	Holland Patent Middle School/Virtual

Stakeholder Participation

4/5/24	Holland Patent Middle School/Virtual
5/10/24	Holland Patent Middle School/Virtual
6/4/24	Holland Patent Middle School/Virtual

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	Teachers' voices have been incorporated into the planning process through the collection and analysis of survey data. Staff spoke to a concern with the students being on grade level for ELA and math. Moreover, teachers who specifically work with SWDs have served on the DCIP committee to provide perspective and insight.
Parents with children from each identified subgroup	Parent and family voices have been incorporated into the planning process through the collection and analysis of survey data. Families provided feedback on both multiple choice and open-ended survey questions. Moreover, families who specifically have children with SWDs have served on the DCIP committee to provide perspective and insight.
Secondary Schools: Students from each identified subgroup	N/A

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).