



District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Middle Country Central School District	Roberta Gerold Ed.D

School Key Strategies

What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?

Instructional Key Strategies	Schools
Implement a schoolwide focus on academic vocabulary development	Selden Middle School
Develop a common understanding and framework for student data and goal setting through professional learning	Selden Middle School
Provide professional learning and collaboration time for teachers in ENL clusters	New Lane Elementary School
Provide professional learning to support data chats using i-Ready	New Lane Elementary School
Non-Instructional Key Strategies	Schools
Increase community and family engagement	Selden Middle School, New Lane Elementary School

District Support

What actions will the district lead to support improving teaching practices related to these key strategies?

Action	Person Responsible	When
Support training of principals in i-Ready and student goal setting	Ryan Milano	August, February, May/June
Provide translation tools to support communication between school personnel, ENL students, and families	Ryan Milano	November

Measuring Success

What will the district look for as evidence of the success of the actions listed above?

Use the following sentence frame: "If we achieve [*Quantitative Data Target*] [*time reference of when you would want to see that*], then we will know we are making progress through these actions."

Examples:

- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions."*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions."*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions."*

If 85% of staff respond favorably to the survey question 'Teachers at this school have the opportunity to provide feedback and influence decisions' on the end-of-the-year survey, then we know we are making progress through these actions."

Quantitative Data Target	Time Reference of When You Would Want to See That
If we achieve a median percent progress towards typical growth score of 70% on the i-Ready reading winter diagnostic, then we know we are making progress towards these actions	February 2026, following the close of the winter i-Ready diagnostic window
If we achieve a median percent progress towards typical growth score of 101% on the i-Ready reading spring diagnostic, then we know we are making progress towards these actions	June 2026, following the close of the spring i-Ready diagnostic window
If we achieve a 5% increase (from 64% to 69% for elementary students and 51% to 56% for secondary students) in favorable responses to the survey question "My family attends school events" then we know we are making progress through these actions.	April 2026, following the close of the district school climate survey

Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is the district's plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own districtwide vision for instruction?

Each year, the Middle Country Central School district engages in a comprehensive goal setting and action planning process to ensure that all staff are working in alignment with our district's vision. Under the heading of "continuous improvement of student performance," we have identified "support tier one interventions" and "improve the performance of subgroups" as key objectives. The key strategies identified by New Lane Elementary School and Selden Middle School align with these objectives.

As a part of our district professional learning plan, all elementary teachers meet with an ELA instructional coach twice per year in support of implementation of tier one interventions. At New Lane Elementary School, we are extending this practice for teachers in our ENL clusters. These teachers will have additional meetings with an instructional coach. The coach will facilitate common planning and instructional rounds with the ENL cluster teachers and building ENL teachers. These will focus on instructional strategies and interventions that support language development for ELLs. In addition, the SCEP team at New Lane Elementary School identified a need to support students in developing and tracking progress towards their own instructional goals. To address this need, the team developed a plan to provide additional professional learning on the district's universal screener, i-Ready. This professional learning will be focused on data chats and student goal setting, which supports improvement in all identified subgroups and tier one interventions.

At Selden Middle School, professional learning for teachers is traditionally conducted departmentally. The SCEP team determined that in addition to departmental professional learning, a schoolwide professional learning focus on vocabulary development was needed to address areas for growth identified in the needs assessment. They also identified a need for schoolwide professional learning on the district's universal screener, i-Ready. This will extend the district's goal of ensuring that ELA and Math teachers are trained in i-Ready to all teachers, regardless of subject area. Math and ELA teachers will receive additional training on goal setting and data chats. These key strategies support the district's objective of supporting tier one interventions and improving the performance for subgroups.

Equitable Distribution of Resources

What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

The district's Consolidated Grants data team meets three times per year to analyze data and make recommendations based on need and accountability status. The district liaison also meets regularly with SCEP teams throughout the year to assess progress and offer support as schools implement their SCEP plans.

What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

Our hiring teams consist of teams of administrators from multiple school buildings to ensure equity and consistency across the district. Our SCEP plans focus strongly on providing professional learning for impacted staff as a component of key strategies and SCEP team interventions. This professional learning is designed to complement existing district initiatives to support achievement in TSI schools. This ensures that students in TSI schools have as much access to strong teachers as their peers in LSI schools.

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>
Ryan Milano	Director of Mathematics, Accountability, and MTSS	District Liaison
Robin Newberg	Principal	New Lane Elementary School
Andrew Bennett	Principal	Selden Middle School
Melissa Danowski	Assistant Principal	New Lane Elementary School
Skylar Hernandez	Teacher	New Lane Elementary School
Keli Perkins	Teacher	New Lane Elementary School
Karleen Prisco	Teacher	New Lane Elementary School
Amy Pacifico	Director of World Studies	District Office
Lynn Mitchell	Parent	New Lane Elementary School

Meeting Dates

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

Meeting Date	Location
June 17, 2025	New Lane Elementary School

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 assigned to ENL clusters were invited to participate in the DCIP planning process. These teachers have taught ENL students for multiple years, and one is returning from last year's DCIP committee.
Parents with children from each identified subgroup	Our parent members on our DCIP and SCEP teams are active PTA board members with strong ties to the community. They are able to represent the views of all parents, including those in identified subgroups.
Secondary Schools: Students from each identified subgroup	Our student interviews at Selden Middle School included a wide array of students, including those from identified subgroups.

Submission Assurances

Directions

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 posted on the district's website and easily accessible when navigating the website.
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.

Submission Instructions

All Districts: Submit this document to DCIP@nysed.gov by July 1, 2025.

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).