



# District Comprehensive Improvement Plan (DCIP)

## *District-Level Priorities*

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

### 2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 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><b>What will we prioritize to extend success in 2025-26?</b></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><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<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. Moreover, in 23-24 the SWDs at the MS had a core performance score of 23.1 and a weighted achievement score of 21.4.</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"> <li>• Establish and implement Learning Labs for educators through the development of schedules and teacher teams</li> <li>• Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy) through the utilization of common planning templates and structured instructional coach supported</li> </ul>	<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"> <li>• Collect feedback and reflect on on success of key strategy</li> </ul>	
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## 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 2025-26 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.

### 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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
<b>Instructional Coaching:</b> Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules (EPM) Monthly Review	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></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><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<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. Moreover, in 23-24 the SWDs at the MS had a core performance score of 32 and a weighted achievement score of 28.6.</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"> <li>• Establish and implement Learning Labs for educators through the development of schedules and teacher teams</li> <li>• Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy) through the</li> </ul>	<p>Professional development, sub pay, planning/training stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support</p>

Priority 2

	utilization of common planning templates and structured instructional coach supported work time to teachers (Plan-Observe-Debrief) <ul style="list-style-type: none"> <li>● Collect feedback and reflect on on success of key strategy</li> </ul>	
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## Measuring Success

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Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 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.

### THROUGHOUT THE YEAR

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Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
<b>Instructional Coaching:</b> Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules (EPM) Monthly Review	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></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><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<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. Moreover, in 23-24 the SWDs at the MS had a core performance score of 60 and a weighted achievement score of 60.</p>

### Key Strategies and Resources

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<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"> <li>• Establish and implement Learning Labs for educators through the development of schedules and teacher teams</li> <li>• Growth of Lesson Planning (Reading, Writing and Talking Student-led Lesson Strategy) through the utilization of common planning templates and structured</li> </ul>	<p>Professional development, sub pay, planning/training stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support</p>

Priority 3

	<p>instructional coach supported work time to teachers (Plan-Observe-Debrief)</p> <ul style="list-style-type: none"><li>● Collect feedback and reflect on on success of key strategy</li></ul>	
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Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
<b>Instructional Coaching:</b> Establish and implement Learning Labs for educators through the development of schedules and teacher teams	List of teams/Learning lab meeting schedules (EPM) Monthly Review	

## 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>
Josh Blair	Teacher	Middle School
Scott Wanner	Teacher	Middle School
Lisa Gentile	Principal	Middle School
Jessica Walker	Parent	Middle School
Crystal Grimshaw	Parent	Middle School
Jim DeAngelo	Assistant Superintendent for Curriculum and Instruction	
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
5-27-25	Holland Patent Middle School
6-3-25	Holland Patent Middle School
6-18-25	Holland Patent Middle 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 Participation

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the DCIP?</b>
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.

## 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 posted on the district's website and easily accessible when navigating the website.
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](mailto:DCIP@nysed.gov) by July 1, 2025, 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).