



# District Comprehensive Improvement Plan (DCIP)

## *District-Level Priorities*

District	Superintendent
Frankfort-Schuyler CSD	Joseph Palmer

## 2025-26 Summary of Priorities

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

## 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 our multiracial student subgroup population.</p>
<p><b>Why is this a Priority?</b>  <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. 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 45 and a weighted achievement score of 45 in 23-24, evidence of improved participation rates from the prior school year. Additionally, this priority is 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>Professional Development for Educators</p>	<p>Learning opportunities for educators related to reading and writing.</p>	<p>Time for educators, sub pay, professional development, curriculum, materials, data and analytics</p>
<p>Instructional Coaching/Instructional Rounds</p>	<p>Learning opportunities for educators related to instruction supported by peers and professionals.</p>	<p>Time for educators, sub pay, professional development, curriculum, materials</p>

## 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.

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

### 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>
Increased proficiency on STAR/Fastbridge Assessments	Fall/Winter/Spring	

## 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 our multiracial student subgroup population.</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 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 75 and a weighted achievement score of 75 in 23-24, evidence of increased participation and performance scores from 22-23. Additionally, this priority is 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>Professional Development for Educators</p>	<p>Learning opportunities for educators related to mathematics.</p>	<p>Time for educators, sub pay, professional development, curriculum, materials, data and analytics</p>
<p>Instructional Coaching/Instructional Rounds</p>	<p>Learning opportunities for educators related to instruction supported by peers and professionals.</p>	<p>Time for educators, sub pay, professional development, curriculum, materials</p>

## 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.

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

### 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 **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>
Increased proficiency of STAR Assessments	Fall/Winter/Spring	

## 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 our multiracial student subgroup population.</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 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 of 100 and a weighted achievement score of 80 in 23-24. Additionally, this priority is 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>Professional Development for Educators</p>	<p>Learning opportunities for educators related to science/reading/writing.</p>	<p>Time for educators, sub pay, professional development, curriculum, materials, data and analytics</p>
<p>Instructional Coaching/Instructional Rounds</p>	<p>Learning opportunities for educators related to instruction supported by peers and professionals.</p>	<p>Time for educators, sub pay, professional development, curriculum, materials</p>

## 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.

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

### 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>
Pre/Post Science Assessments	Fall/Spring	

## 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>
Dominica Helmer	Parent	
Meaghan Sears	Parent	
Dawn Harvey	Director of Special Programs	
Lindsay Owens	Principal	Elementary
Julie Tangorra	Director of Student Achievement	
Nicole Castronovo	Director of Data and Grants	
Aubrey Trievel	Teacher	Elementary
Kristina Newtown	Teacher	Secondary
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
April 14, 2025	F-S CSD
May 5, 2025	F-S CSD
May 15, 2025	Virtual
June 4, 2025	F-S CSD

Stakeholder Participation

## Submission Assurances

# 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).