



New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
William Floyd School District	Kevin Coster

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

- 1 **The district will continue to prioritize the Science of Reading to strengthen our expertise in literacy.**
- 2 **The district will continue to prioritize data-driven decision making.**
- 3 **The district will continue to prioritize cultural responsiveness to engage our students.**
- 4
- 5

PRIORITY I

Our Priority

What will we prioritize to extend success in 2025-26?

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?

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- 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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?

The district will continue to prioritize professional learning around the Science of Reading to continue building our expertise in literacy

Ongoing embedded professional development will be used to build expertise in literacy.

The district's vision aligns with NYSED's P-3 Literacy initiative which requires all students to be highly literate by the end of 3rd grade so that they can fluently engage in text and engage in the comprehension skills they will need in later grades. This aligns with this priority.

- This emerged as a priority through a review of performance on NYS accountability metric and analysis of NWEA Data.
- This priority is essential to shift our instructional foci and ensure we are utilizing evidence based instruction.
- This priority aligns with that of the William Floyd Learning Center's SCEP, and will work concurrently with DCIP commitment 2 (data-driven instruction)
- Our Envision-Analyze-Listen activity illuminated that although improvements are being made, our primary classes continue to need to develop a better understanding of how evidence based instruction in phonological awareness and phonics supports reading development- particularly when working with economically depressed and new to the country students.
- Professional learning is aligned with the SCEP (Commitment 1)

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>Ongoing Job Embedded Professional Development: Strengthen understanding of the pillars of literacy within the Science of Reading for all K-5 Teachers</p>	<p>Professional learning with principals/teachers/teaching assistants that unpacks each pillar and the evidence based instruction that strengthens it.</p>	<ul style="list-style-type: none"> • Secure literacy consultants to create and execute embedded ongoing professional development • Adjustments to schedules • Securing classroom coverage

Priority 1

Establish an Early Warning Intervention and Monitoring System:

Continue to shift instructional practices through the use of targeted data and progress monitoring systems,

Utilize data teams to focus analysis of data on the pillars of literacy as a way to identify where shifts in instructional practice are needed. Progress monitor to assess impact of work and plan.

Ongoing Job Embedded Professional Development:

Continue to build individual teacher competencies.

In 2024/25 all K-3 teachers participated in workshops focused on building a basic understanding of the Science of Reading. In 2025/26, teachers will be provided with learning experiences that unpack each of the pillars of literacy. Part of this work will include coaching and modeled lessons executed by a consultant in classrooms across the district.

- Funding to pay for the consultant
- Space to hold grade level meetings, and identifying experts to work with staff.
- Data leads to work with grade level cohorts as they unpack data and align it to evidence based instruction
- Time for leads who will have to unpack data and create guidance documents.
- It will also require time and scheduling that coordinates classroom teachers and data leads availability.
- Securing a coach who is able to not only deliver content but who can also model lessons and provide targeted feedback to teachers
- funding to pay consultants with expertise execute the work
- alignment of schedules.

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.

The following data will be analyzed to determine progress toward meeting the goals set in this priority.

At the end of the school year the following will occur:

- K-3 students' growth in ELA will grow 10% using MAP Growth Assessment Measures.

Priority 1

- K-3 students' progress monitoring achievement data on NWEA MAP Fluency grows by more than 50%.
- There will be a 10% increase in students entering 4th grade at or above a RIT Score of 192
- There will be a 15% decrease in building referrals to Special Education in grades K-3
- There will be a 15% reduction in the number of students receiving K-3 pullout literacy services

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?	What we ended up seeing (complete after the date listed in the preceding column)
Provide professional learning that focuses on each pillar of literacy. (85 % of K-3 Teachers, Elementary Administrators and and Support Staff will participate in professional learning aligned with the Science of Reading)	September through November	
Teacher Observations by administration (formal and checklists): All K-2 teachers will incorporate shifts that align with phonemic awareness and phonics small group instruction. (90% of K-3 ELA Observations will identify alignment with the Pillars of Literacy)	November through May	
Principal Assessment of shifting instructional practices occurring during classroom formal and informal observations. (Principal focus group conversations about observed shifts in practice)	September through June	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?

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?*

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- *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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*

The district will continue to prioritize data-driven decision making through the use of ongoing , job embedded professional development.

This priority fits into the District’s visions because data driven instruction will provide the foundation for a learner- centered environment.

This emerged as a priority after K-2 and 3-5 pilots were completed in the 2024/25 school year.

Kindergarten - Grade 2

In 2024/25, Reading Interventionists and Lead Teachers piloted ESSA Tier 1&2 evidence based tools to collect targeted data around phonemic awareness and phonics and then connect this data to targeted evidence based instruction. In May/June of 2025, all K-2 teachers administered NWEA MAP Fluency to students. These assessments have provided new data points to use when identifying student needs and interventions. The pilot provided data that indicated that this is the right priority to pursue.

For 2025/26, plans are being made to extend this practice to support all grade K-2 teachers in implementing this instructional practice. Full implementation for all K-2 classes will begin in the Fall. In the Fall of 2025, professional learning focused on analyzing MAP Fluency Data will be provided to all K-2 educators. Data Team Leaders and consultants will then support teachers in creating small group instruction/interventions that will target students’ needs.

Grade 3- Grade 5

In April of 2025, a small group of 3-5 teachers attended workshops focused on writing constructed responses to texts read. Attendees indicated that the strategies they learned about, and the opportunity they were given to review the NYSED Assessment Rubric was beneficial and caused them to reflect upon the instruction provided to students leading up to the NYS 3-5 exams. Preliminary State Assessment response data from students whose teachers attended these workshops indicate that this work is something to prioritize. In October of 2025, the district will secure the consultant who executed the pilot workshops and provide professional learning to all 3-5 teachers. Workshops, instructional coaching, and modeled lessons will be provided to educators.

- This work aligns with the District’s vision which aims to maximize the potential of all students. Providing target

Priority 2

support in areas of need will ensure that students are building a strong foundation for the new learning.

- This emerged as priority after analyzing local and state assessment scores, listening to the feedback of stakeholders, and observing current instructional practice.
- Previous DCIPs have focused on data, each year building upon the year before. Last year, the step was made to identify assessments that would provide more targeted information. Based on the success of last year's pilots, expanding the work to all educators is the right thing to do at this time.
- This Priority fits into the long term plan of performing at the top when compared with similar schools.
- The work done at WFLC (CSI) has included feedback from teachers and parents through the Envision-Analyze-Learn Activities. Information gathered indicates that the work in this building focusing on Data Driven, Evidence Based Instruction is making an impact, not only in students' academic performance, but also their self confidence when given a learning task.
- WFLC will also be focused on deepening the ability to gather and use student performance data in their SCEP. By providing them with opportunities to better understand the data available to them and how to use it instructionally, the District Plan supports the SCEP of this school.

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>Principal Leadership Development: Ed Gros will unpack State Accountability Measures with Building Leaders, providing them with information they will need to lead data driven conversations in their buildings.</p>	<ul style="list-style-type: none"> ● Building Leaders will engage in professional learning focused on State accountability measures and how to use data to improve local performance. ● Building Leaders will form a Learning Community, meeting during the school year to discuss data and ways to close gaps with subgroups of students. ● Principal Leaders will use learned information with their building teams. 	<ul style="list-style-type: none"> ● Funding to pay a consultant ● Consultant with expertise in NYS Accountability Measures ● Time for building leaders to come together and engage in professional learning. ● Time for Learning Community to Meet

Priority 2

Multi Tiered Systems of

Support Integrated: Teachers will be utilized as leads to support colleagues as they unpack student data to identify building, class and student specific trends. This information will be used to develop strategies to efficiently and effectively meet the needs of all learners.

Establish an Early Warning and Monitoring System: Once trends are determined, strategies and progress monitoring tools will be identified to support implementation of program supports.

Student data from the following assessments will be reviewed:

- NWEA MAP Growth (K-5)
- NWEA MAP Fluency (K-2)
- Datamate Extended Response Scores (3-5)

Data that indicated more than 20% of students require support will lead to program changes of Tier 1 Instruction (school/class).

Data that indicates individual student need will be used to identified needed student intervention (may take place in our out of the classroom based on MTSS-I plan)

- Platforms to compile data
- Data Leads
- Time to meet

- Data Leads
- Time to meet
- Evidenced Based Interventions

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.

The following data will be analyzed to determine progress toward meeting the goals set in this priority.

At the end of the school year the following will occur:

- K-3 students' growth in ELA will grow 10% using MAP Growth Assessment Measures.
- K-3 students' progress monitoring achievement data on NWEA MAP Fluency grows by more than 50%.
- There will be a 10% increase in students entering 4th grade at or above a RIT Score of 192
- There will be a 15% increase in students being identified as proficient on the NYS 3-5 ELA Assessments.
- The LEA will increase its ranking when compared to similar schools on the NYS 3-5 ELA Assessment.

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

Priority 2

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?	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)
School Leadership teams will unpack Fall data with stakeholders to identify trends. Each Building will identify grade, class, and student level trends based on NWEA MAP Growth/Fluency and DataMate.	November 2025	
Buildings will identify the percentage of students being placed in each Tier of support (1, 2 or 3) naming any services being given outside of the classroom and identifying why the pullout service is required.	November 2025	
Progress Monitoring Data for Tier 2 and 3 students will be analyzed to identify the percentage of students meeting their learning target and moving into a less restrictive Tier of support.	December 2025, March 2026, and June 2026	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?

The district will continue to prioritize cultural responsiveness to engage our students through the use of ongoing job embedded professional development.

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?*

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- *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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*

Meeting the specific needs of learners in their classroom setting requires learning environments that are nurturing, safe and learner centered. These are targets named in the Districts vision statement.

The District has been identified for over classifying learners and as retaining them in special education settings. The District has reviewed data and found that classified students placed in Integrated Co-Teaching (ICT) and self-contained classes remain in this setting, or move to a more restrictive setting by the end of elementary school. Ensuring that students who have the potential to move to less restrictive settings have emerged as a priority for the District.

Observations and reviews of the current self-contained and ICT classroom structures to ensure and have identified a need to create culturally responsive and effective structures in these settings have been completed. At times, cultural, not learning, differences appear to be impacting placement decisions. These visits along with referral and declassification data have made this an area that the District needs to pursue.

Providing professional learning to ICT and special education teachers will allow them to develop the tools they need to provide learning environments that meet the cultural, social-emotional. and academic needs of students. Providing these elements aligns with the District’s long-term plans.

The CSI School in the District serves only students with special needs. The work done in that school has identified the need to build learning environments that are supportive of classified students and their families. The plan for this school has focused on developing instructional environments that meet the social-emotional, cultural and academic needs of learners as a way to create a rigorous learning environment that scaffolds instruction so students can be successful.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 3

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?
<p>Ongoing Job Embedded Professional Development: A consultant will be hired to provide professional learning and coaching to ICT and Special Education Teachers,</p>	<p>A consultant will come into the District and provide professional Learning on site. S/he will also provide coaching and support to teachers.</p>	<ul style="list-style-type: none"> ● Funds for the consultant ● A consultant ● Release time/substitutes so educators can attend learning experiences. ● Scheduling that meets the needs of all stakeholders.
<p>Principal Leadership Development: School/District Leaders will participate in learning experiences so they know what to look for in classes and how to serve as instructional coaches to teachers.</p>	<p>School/District Leaders will participate in Professional Learning with the same consultant that supports teachers.</p>	<ul style="list-style-type: none"> ● Funds for the consultant ● A consultant ● Tools to support leaders in observations (Look fors)

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.

Qualitative data will be collected through observations. An increase in student engagement as noted by participation will be noted.

Quantitatively, a 5% increase in students moving to less restrictive settings and a 15% decrease in building referrals to special education will be noted.

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?	What we ended up seeing (complete after the date listed in the preceding column)
85% of teachers serving students in ICT and/or CSI Schools will participate in professional learning experiences focused on classroom structure and supporting the needs of students.	November	
Teacher Observations by administration (formal and checklists): All ICT and instructional Teams will incorporate the best practices of co-teaching and differentiation into their classroom instruction (90% of Observations with co- teaching models will include best practices of instruction.)	October-May	
Teachers who attended training will work with the consultant in a classroom setting through coaching and modeled teaching experiences.	December-May	
At the end of the Annual Review process, referral and movement to less restrictive setting data will be collected (5% increase	June	

Priority 3

moving to less restrictive, 15% decrease in building referral to special education)		
Leadership Assessment of shifting instructional practices occurring during classroom formal and informal observations. (Focus group conversations about observed shifts in practice)	September through June	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2025-26?

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?*

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- *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*

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?

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.

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?	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2025-26?

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?*

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- *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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*

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?

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.

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?	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)

Our Team’s Process

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>
Stacey Scalise EdD.	Asst. Superintendent	District
Maryann Siano	Director of Elementary Curriculum and Assessment	District
Deborah Gurney	Director of Student Services	District
Ravi Seeram	Asst. Director of Special Education	District
Keith Fasciana	Principal	William Floyd Elementary
Deirdre Redding	Principal	Moriches Elementary
Heather Murillo	Principal	Woodhull Elementary
Gary Bretton	Principal	William Floyd Learning Center
James Westcott	Principal	Hobart Elementary
Dominic Ciliotta	Principal	Tangier Smith Elementary
Kelly Lotterhos & Dr. Jodiann Pantry	Parents	William Floyd Learning Center
Kristie Guerriero, Kathleen Colucci, Richard Kimmerling, & Skandal Delince	Teachers/ Psychologists	William Floyd Learning Center

Meeting Dates

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

Stakeholder Participation

Meeting Date	Location
March 13, 2025	Nathaniel Woodhull Elementary School
April 24, 2025	Nathaniel Woodhull Elementary School
June 10, 2025	William Floyd Learning Center

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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

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 to 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).