



District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Longwood Central School District	Dr. Lance Lohman

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
Evidence-Based Instructional Methods	Longwood Junior High School, Coram Elementary, Longwood Middle School
Instructional Coaching	Longwood Junior High School, Coram Elementary, Longwood Middle School
Professional Learning Communities	Longwood Junior High School, Coram Elementary, Longwood Middle School
Establish an Early Warning Intervention and Monitoring System	Longwood Junior High School, Coram Elementary, Longwood Middle School
High-Quality Instructional Materials	Coram Elementary, Longwood Middle School
Multi-Tiered System of Supports – Integrated (MTSS-I)	Longwood Junior High School, Coram Elementary, Longwood Middle School
Non-Instructional Key Strategies	Schools
Incoming Student Induction Programs and Summer Bridge Programs	Coram Elementary, Longwood Junior High School
Restorative Practices	Coram Elementary, Longwood Middle School, Longwood Junior High School

District Support

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

Action	Person Responsible	When
Continue strengthening the capacity of instructional coaches through targeted professional development, enhanced coaching practices, and a sustained focus on improving instructional effectiveness and student outcomes.	Director of ENL & World Languages, Director of Curriculum for Literacy and Intervention Services	Ongoing
Provide differentiated restorative practice training for administrators based on experience and need, including onboarding for new hires as well as refresher, intermediate, and advanced-level professional learning opportunities.	Executive Director of Special Education & Mental Health Services	September 2026 and ongoing
Continue to provide vocabulary training through differentiated training in vocabulary instruction based on instructional needs, including onboarding for new hires as well as refresher, intermediate, and advanced-level professional learning opportunities.	Assistant Superintendent for Instruction and learning	September 2026 and ongoing
Ongoing District Debriefing on goals	Assistant Superintendent for Instruction and learning and Assistant Superintendent for Pupil Personnel and Community Services	Sept. 2026, Nov. 2026, Feb 2027, May 2027

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 continue strengthening instructional coaches through targeted professional	Then, we will provide professional development for faculty on best practices such as vocabulary instruction, language

DCIP: District-Level Systems

<p>development, enhanced coaching practices, and a focus on student outcomes,</p>	<p>objectives, and differentiated instruction. Success will be measured by 82% of faculty implementing these instructional practices, as evidenced through administrative walk-throughs, and a 3% increase in i-Ready diagnostic scores for the ELL subgroup. These outcomes will demonstrate progress toward our goal.</p>
<p>If we maintain 100% of building administrators trained in restorative practices and provide differentiated professional learning based on experience and building needs,</p>	<p>Then, administrators will strengthen and sustain implementation of restorative practices across the district.</p> <p>By Q3, each building will implement a comprehensive restorative practices plan aligned to building-specific discipline data and student needs. As evidenced through administrative reviews, walkthroughs, and implementation monitoring tools.</p> <p>As a result of these actions, the district will achieve a continued reduction in disciplinary referrals, including a minimum 1% year-over-year decrease in referrals at both the district and building levels. These outcomes will demonstrate progress toward creating more restorative, supportive, and inclusive school environments.</p>
<p>If we maintain training in targeted vocabulary strategies for all K–12 teachers and provide differentiated professional learning based on instructional needs (onboarding, refresher sessions, and advanced learning opportunities),</p>	<p>Then, teachers will strengthen and sustain the implementation of effective vocabulary practices across all grade levels and content areas.</p> <p>By Q3, 82% of faculty will consistently demonstrate the use of implicit and explicit vocabulary instruction strategies, including a focus on Tier 2 vocabulary, as evidenced through classroom observations and instructional walkthroughs.</p> <p>As a result of these actions, students will demonstrate continued growth in vocabulary development, including a minimum 3% increase in student achievement on the vocabulary domain of the i-Ready assessment. These outcomes will demonstrate progress toward improving student language comprehension and overall academic achievement.</p>
<p>If we continue strengthening systems for analyzing student academic and behavioral progress through the following:</p> <ul style="list-style-type: none"> ● District-level data debriefings ● Individual building meetings three times per year ● Data chats ● Grade-level data meetings ● Targeted instructional planning 	<p>Then, schools will be better equipped to respond to student needs through timely interventions and data-informed decision making.</p> <p>We will continue to support staff in using data analysis protocols, including root cause analysis, data disaggregation by grade level and subgroup (ELLs, SWDs, economically disadvantaged students, etc.), and reviews of instructional and behavioral practices such as intervention fidelity, classroom management strategies, attendance trends, staffing assignments, and student support services through MTSS processes.</p>

	<p>By Q3, all buildings will demonstrate consistent implementation of data-driven instructional practices, including teacher-to-student, administrator-to-teacher, and teacher-to-parent data conversations, as evidenced through meeting documentation, intervention planning, and walkthrough observations.</p> <p>As a result of these actions, the district will see continued improvement in year-over-year student outcomes, including a minimum 3% increase in the percentage of students performing on or above grade level in i-Ready ELA and Math, as measured by the End-of-Year diagnostic. In addition, the district will achieve a 1% increase in students meeting stretch growth targets and closing achievement gaps in ELA and Math, while also demonstrating improvements in common assessment performance, disciplinary referrals, and chronic absenteeism. These outcomes will demonstrate progress toward improving overall student achievement and support systems across the district.</p>
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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 district wide vision for instruction?

District Level Improvement Plan - Building goals are aligned with the District level plan. All building plans are derived from district plans. District debriefs 3 times a year. Literacy goals, ENL goals, MTSS goals are aligned with district goals.

District Professional Learning Plan - Building SCEPs are aligned with district professional learning plan. Literacy/vocabulary training across content areas with emphasis on Spanish cognates is training aligned with building SCEPS and non-identified schools plans.

District Debrief meeting and building follow up - 3 times yearly the district reports out on progress toward goals. Individual buildings will meet with the District Cabinet to report out on progress.

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 will continue utilizing its established systems for budget, staffing, and instructional reviews to align resources with building-level academic needs. Building upon the implementation of the expanded math intervention program in grades 5 through 8, instructional coaches and building leaders will continue to analyze quarterly i-Ready and classroom performance data to monitor student growth, identify emerging gaps, and refine instructional supports.

The 5th/6th-grade Instructional Coach will continue collaborating with teachers to analyze student data, support differentiated instruction, and strengthen the implementation of tiered supports for identified students. Flexible AIS groupings will continue to be adjusted quarterly based on i-Ready diagnostics, classroom assessments, and student performance trends to ensure students receive equitable and responsive support.

In addition, teachers will continue receiving ongoing support and professional learning focused on implementing interventions with fidelity and utilizing program features effectively to support struggling learners.

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?

The district will continue supporting Coram Elementary School and Longwood Junior High School in addressing the identified underachievement of English Language Learners (ELLs) through ongoing instructional coaching and targeted professional support. The ENL Instructional Coach will continue collaborating with classroom teachers through coaching cycles, co-teaching, modeling instructional best practices, and supporting the implementation of strategies designed to improve outcomes for ELL students.

The ENL Instructional Coaches will also continue providing training and support to Instructional Support Coaches and chairpersons, who will deliver professional development aligned to SCEP goals. Topics will include vocabulary instruction, language objectives, language proficiency levels, and differentiated instruction.

To address low mathematics performance in grades 5 and 6, Longwood Middle School will continue utilizing Math Learning Specialists to provide targeted instructional support. In addition, an Instructional Coach from an elementary school within the district that demonstrated strong growth in mathematics achievement will continue collaborating with middle school teachers to provide coaching and professional learning focused on effective mathematics instructional practices.

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 (if applicable)
Kimberly Longo	Assistant Superintendent for Instruction and Learning	District
James Crenshaw	Assistant Superintendent for Student Support Services	District
Jennifer McCarthy	Assistant to the Superintendent for Administration	District
Yvette Tilley	Director of ENL and World Languages	District
Scott Reese	Director of Math and Science	District
Allison Level	Executive Director of Special Education & Mental Health Services	District
Amy Staubitz	Director of ELA, Social Studies, and Intervention Services	District
Anthony Cavalluzzo	Principal	Coram Elementary
Adam Dewitt	Principal	Longwood JrH
Michael Kapfer	Principal	Longwood Middle School
Yvette Bhola	Asst. Principal	Longwood Middle School
Jennifer Schuster	Asst. Principal	Longwood JrH
Tatiana Henry	Asst. Principal	Longwood Middle School
Lawrence Collins	Asst. Principal	Longwood Middle School
Lauren Sherlock	Instructional Coach	Coram Elementary
Stephanie Sinopoli	ENL Instructional Coach	Coram Elementary and Longwood Junior High School
Cary Grimm	Math Dept Chair	Longwood JrH

Our Team's Process

Jessica Savarese	World Language Teacher	Longwood HS
Jolene Zitterman	Math Teacher	Longwood HS
Morgan Costantino	Learning Specialist Math	Longwood MS
Jeanne Knudsen	Social Studies Teacher	Longwood HS

Meeting Dates

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

Meeting Date	Location
July 1, 2026	Central Office
February 2, 2027	Central Office
June 23, 2027	Central Office

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 in subgroups were surveyed and participated in the SCEP process for each building
Parents with children from each identified subgroup	Parents were surveyed and participated in the SCEP process of each building
Secondary Schools: Students from each identified subgroup	Student surveys were central in determining the specific strategies and implementation of SCEP

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, 2026.

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).