



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Liberty Central School District	Dr. Patrick Sullivan

## 2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community.
2	Provide a MTSS (multi-tiered system of supports) for behavior and attendance that cultivates wellness and safety for students, staff and families.
3	Create a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-2025?</b></p>	<p>Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community.</p> <p>We will do this through research-based strategies, including EDI, SDI, and the Science of Reading. These strategies will address the needs of all students</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> <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p><b>We value:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that instruction is relevant to student lives</li> <li>• Ensuring instruction is vertically aligned PK-12</li> <li>• Including student voice and student culture in our instruction</li> <li>• Research-based practices to meet the needs of all students</li> </ul> <p><b>What makes this the right Priority to pursue?</b></p> <ul style="list-style-type: none"> <li>• According to student surveys and focus groups, 63% of students in grades 5-12 are not engaged nor excited about how they are learning.</li> <li>• A significant percentage of students are not reaching a level of proficiency based on local and state assessments, as indicated by our 4-year graduation rate of 68.4%.</li> </ul> <p><b>How does this fit into other Priorities and the District’s long-term plans?</b></p> <ul style="list-style-type: none"> <li>• By providing an engaging and relevant curriculum, behavior and attendance issues will decrease.</li> <li>• A culturally diverse and relevant curriculum will help students feel more welcome.</li> <li>• Vertical alignment of curriculum is part of the coherence Priority of the district.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Increasing student voice, student choice, and student collaboration will stimulate engagement.</li> <li>• Professional Development will support teachers in applying the Science of Reading in order to strengthen the PK-12 aligned curriculum.</li> <li>• ICT training will be provided to all co-teachers</li> <li>• SDI professional development will be provided to administration and teachers of students in special education.</li> <li>• Using PLC time and quarterly facilitator and curriculum committee meetings to continue vertical alignment progress</li> </ul>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p> <p>Develop a comprehensive professional development plan for the 24-25 school year.</p>	<p>What does this strategy entail? What will implementation look like in our district?</p> <ul style="list-style-type: none"> <li>● Assistant Superintendent and relevant stakeholders planning over the summer and at the administrative retreat for professional development to cover all conference days for the coming school year                             <ul style="list-style-type: none"> <li>○ Professional Development priorities include Science of Reading, EDI, SDI, and coteaching (ICT and ELL).</li> </ul> </li> <li>● Plan will be implemented and adjusted throughout the year.</li> </ul>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <ul style="list-style-type: none"> <li>● Over summer break, the Assistant Superintendent will create the plan with stakeholders and will share with district and building administrators. Assistant Superintendent will locate and coordinate with consultants and professional learning providers as needed.</li> <li>● Possible funding for coordinating with consultants/providers</li> <li>● Time over the summer to create the plan; time to periodically revise the plan as necessary</li> </ul>
<p>Implement Research-based instructional practices (EDI, SDI, Science of Reading)</p>	<ul style="list-style-type: none"> <li>● Professional development to develop an understanding of best practices of these research-based practices</li> <li>● Using administrative walkthroughs to ensure fidelity of district initiatives</li> <li>● Encourage teacher-teacher classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development provided for teachers on these strategies</li> <li>● Time</li> <li>● Funding</li> </ul>
<p>Providing meeting time for vertical alignment for core content areas, including success measures</p>	<ul style="list-style-type: none"> <li>● Utilizing district curriculum committees to continue working toward vertical alignment.</li> <li>● Utilizing quarterly facilitator-Assistant Superintendent meetings to continue vertical alignment.</li> <li>● Assistant Superintendent will prioritize next steps in vertical alignment and plan out the timeline and progression of the year and the goals for using those meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Specific time to meet across grade levels and across buildings</li> <li>● Assistant Superintendent will coordinate with related agencies to determine next steps and create action plans.</li> </ul>

## 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 2024-25 school year.

#### Quantitative: LAG Measure (Actual goal and data that supports the goal).

1. The Triangle Survey questions (Question 18, 21, 23) will show a 5% positive increase for student engagement on the Middle/High School survey.

##### 2023-2024 Baseline

**Questions 18 - In class, we often work with partners, or in groups: 48.8%**

**Question 21- Classes are interesting and keep my attention: 37.1%**

**Questions 23 - I am comfortable asking questions in class: 46.5%**

2. Renaissance STAR data for ELA will demonstrate a 7% increase in student proficiency at each grade level for all subgroups using the state proficiency rate from the BOY 2024 to EOY 2025 results. (median score, work with Stacy to ID baseline from Renaissance).
3. Renaissance STAR data for Math will demonstrate a 7% increase in student proficiency at each grade level using the state proficiency rate from the BOY 2024 to EOY 2025 results. (median score, work with Stacy to ID baseline from Renaissance).

##### 2023-2024 STAR Baseline Proficiency for Reading:

**Total: 39.4%**

Grade 1: 61.7%

Grade 2: 30.5%

Grade 3: 44.2%

Grade 4: 49.6%

Grade 5: 32.0%

Grade 6: 37.7%

Grade 7: 31.7%

Grade 8: 27.7%

##### 2023-2024 STAR Baseline Proficiency for Math:

**Total: 28.4%**

Grade 1: 42.7%

Grade 2: 31.7%

Grade 3: 39.2%

Grade 4: 27.6%

Grade 5: 27.8%

Grade 6: 26.1%

Grade 7: 17.7%

Grade 8: 15.0%

Priority 1

- Increase the number of students passing high school and middle school core courses by 10%.

**End of Year Passing Rate for Core Classes 23-24:**

[High School Core Classes Passing Rates 23-24 for 24-25 Baseline DCIP](#)

[Middle School Core Classes Passing Rates 23-24 for 24-25 Baseline DCIP](#)

- Increase the student passing rate in the Regents exam by 10%. (including the safety net and appeals)

**Regents Passing Rate 23-24:**

[LIBERTY HIGH SCHOOL | NYSED Data Site](#)

**Qualitative: (What I am seeing in the environment based on the Lead Measures that are occurring).**

- Elementary and Middle School administration will use the classroom visitation tool to measure the number of teachers implementing all elements of the HMH program.
- Administration will use the classroom visitation tool to measure the percentage of teachers using the following building wide EDI elements.
  - Learning Targets - well written, assessed, referred to during lessons
  - Engagement - Choice, group work, open ended questions
  - Closure - exit tickets, summarizing,
- Administration will use local and state data to measure the success of instructional expectations and initiatives.

**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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Instruction includes group work during walkthroughs- 80% or greater by the end of the school year.	First quarter: 65% Second quarter: 70% Third quarter: 75% Fourth quarter: 80%	
Students are engaged during walkthroughs - 80% or greater by the end of the school year : See examples of evidence: <a href="#">Sheninger - Liberty HS - Empowering Learners with the</a>	First quarter: 65% Second quarter: 70% Third quarter: 75%	

Priority 1

<a href="#">Compliance vs. Engagement PD - Feb. 2024.pdf</a>	<p>Fourth quarter: 80%</p>	
<p>Students are asking questions during walkthroughs - 80% or greater by the end of the school year.</p>	<p>First quarter: 65%</p> <p>Second quarter: 70%</p> <p>Third quarter: 75%</p> <p>Fourth quarter: 80%</p>	
<p>Star Proficiency in ELA and Math</p>	<p>Mid-Year - 4.5% increase Winter Benchmark</p> <p>End of Year - 7% increase EOY Benchmark</p>	
<p>Passing Rate for Core Classes - 10% (baseline data to be added when available)</p>	<p>Quarterly progress monitoring</p> <p>Q4 for final assessment</p>	
<p>Passing Rate for Regents Exams - 10% (baseline data to be added when available)</p>	<p>June 2025 Regents</p>	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Provide a MTSS (multi-tiered system of supports) for behavior and attendance that cultivates wellness and safety for students, staff and families.</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>• 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> <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p><b>We value:</b></p> <ul style="list-style-type: none"> <li>• Educating the whole child with the full scope of their developmental needs and social emotional learning</li> <li>• Educational equity for every child to reach their personal potential</li> <li>• The safety and wellbeing of all stakeholders</li> </ul> <p><b>What makes this the right Priority to pursue?</b>          According to the PLC Student Voice Survey given in MS &amp; HS</p> <ul style="list-style-type: none"> <li>• 59.4% of students do feel safe</li> <li>• 39% of students feel that student behavior interferes with academic instruction (This is a 12.5% increase from last year.)</li> <li>• 45.0% of students feel the school does not effectively deal with bullying</li> <li>• 60.6% feel teachers are supportive and encouraging</li> <li>• 62.1% of students feel their teachers care about them</li> </ul> <p>According to New York State Department Student Information Repository System (SIRS) as of April 2024</p> <ul style="list-style-type: none"> <li>• Absenteeism - 36% of students enrolled in LCS are chronically absent</li> <li>• 30% are at risk of being chronically absent (chronic absenteeism is missing 10% or more school days)</li> </ul> <p>As a result, our DCIP will continue to focus on strategies to support the social emotional well-being of our students.</p> <p><b>How does this fit into other Priorities and the District’s long-term plans?</b>          In the 2023 - 2024 DCIP, the following three frameworks were addressed. We will continue to refine and implement these frameworks to manage social emotional learning in the Liberty Central School District:</p> <ul style="list-style-type: none"> <li>• <b>MTSS</b></li> <li>• <b>Leader in Me</b></li> <li>• <b>Restorative Practices</b></li> </ul> <p><b>How?</b></p>

Priority 2

	<ul style="list-style-type: none"> <li>• We will provide the intervention or enrichment to cultivate a student’s personal success, self-worth, and belonging in the school community resulting in an improvement in attendance and academic achievement.</li> <li>• We will provide a comprehensive model that builds leadership and establishes the fundamental behaviors that are critical in laying the foundation for academic achievement using 7 Habits of Highly Effective People.</li> <li>• We will provide students with alternative measures to resolve conflicts and reduce the negative effects of punitive discipline policies that magnify inequity. Restorative practices will address each student's individual needs, underlying reason for hurtful behavior, and nurture their intrinsic desire to treat others with care and respect.</li> </ul>
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## 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?
Continue onboarding and ongoing training processes to support universal understanding of MTSS practices (which include Behavior, attendance, academics) among all administration and staff.	<p>All administration and staff will be able to identify and address the purpose and intention of MTSS.</p> <p>Reevaluate and Refine Student Support Team (SST) meeting processes for each building</p> <p>Screeners will be given to identify social, emotional, behavioral, at-risk students using DESSA &amp; MRA data - Staff at each building will identify at-risk students</p> <p>Explore a suitable data warehouse in order to analyze data from multiple sources</p> <p>Reevaluate and Refine Post Benchmark Data Analysis Protocol and Implementation</p> <p>Progressive Re-Entry Procedures will be used with fidelity for all students PreK-12 returning to school from an OSS.</p>	<ul style="list-style-type: none"> <li>• <a href="#">MTSS Action Plan</a></li> <li>• <a href="#">Steps for Managing Trauma Informed Classrooms</a></li> <li>• <a href="#">Brittingham Resources</a></li> <li>• <a href="#">PBIS World Interventions</a></li> <li>• <a href="#">Top 10 Escalation Tips</a></li> <li>• <a href="#">De-escalation Procedure</a></li> <li>• <a href="#">De-escalation and EDI</a></li> <li>• <a href="#">ADVISE De-escalation</a></li> </ul> <p>Committee for data warehouse</p> <p><a href="#">FBA/BIP Procedures</a></p> <p>Pacing Calendar</p> <p><a href="#">Reentry Form</a></p> <p><a href="#">BSP Template</a></p> <p>Accountability process</p>



Priority 2

	<p>District offers Professional Development on Behavior Support Plans, FBAs and BIPs</p>	
<p>Utilize results from the DESSA to assist cohorts, small groups and individual students to target students' needs based on SEL data.</p>	<p>Current DESSA data, Chronic Absenteeism data and Tiers 2 &amp; 3 data to identify students by Tiers to then apply MTSS interventions to promote wellness and reduce chronic absenteeism and discipline incidents. At risk students will be provided with an array of supports including:</p> <ul style="list-style-type: none"> <li>● Counseling – Individual and/or Group</li> <li>● Home Visits</li> <li>● Parent Meetings</li> <li>● Increased meetings with Guidance Department</li> <li>● Aperture Lessons</li> <li>● Behavior Plans</li> </ul>	<ul style="list-style-type: none"> <li>● DESSA Data</li> <li>● SchoolTool (absenteeism)</li> </ul>
<p>Build on core components of LiM framework to promote social emotional wellness and improve student behavior</p>	<p>Each building will continue to offer opportunities for student led jobs and responsibilities</p> <p>Continue Developing Student Leadership Portfolios: Resources are provided on our LiM platform.</p> <ul style="list-style-type: none"> <li>● <a href="#">How are you Using Leadership Portfolios?</a></li> <li>● <a href="#">Leadership Portfolio Bundle</a></li> <li>● <a href="#">Going Digital with Leadership Portfolios</a></li> </ul> <p>Continue using LiM language throughout daily practice</p> <p>Classroom management plans implemented that include effective Tier 1 interventions.</p>	<ul style="list-style-type: none"> <li>● Leader in Me Coordinators</li> <li>● Lighthouse teams</li> <li>● LiM Coach</li> <li>● <a href="#">Leader in Me</a></li> </ul> <ul style="list-style-type: none"> <li>● Potential RPC Support</li> <li>● Behaviorists</li> </ul>
<p>Restorative Practice</p>	<p>Professional Development on Restorative Practices to increase knowledge and capacity building of these practices</p> <p>MaryAnn Brittingham Strategies</p> <ul style="list-style-type: none"> <li>● <a href="#">Restorative Strategies Object Lessons</a></li> <li>● <a href="#">Your mindset matters.pdf</a></li> <li>● <a href="#">Keynote session handouts.pdf</a></li> <li>● <a href="#">Elem Handout224.pdf</a></li> <li>● <a href="#">MS HANDOUT 224.pdf</a></li> <li>● <a href="#">HS handout (1).pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Student Services</li> <li>● Administration</li> <li>● Behavior Specialist</li> <li>● The Growth Mindset Coach by Annie Brock and Heather Hundley (Teachers month by month handbook for empowering students to achieve)</li> </ul>

Priority 2

	Clinical Team and Administration interact in the school environment on a daily basis	<ul style="list-style-type: none"><li>● Mindsets in the Classroom by Mary Cay Ricci (building a culture of success and students' achievement in schools)</li><li>● Walkthrough Data</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 2024-25 school year.

#### Quantitative: LAG Measure (Actual goal and data that supports the goal).

Quantitative:

1. 10% reduction in students receiving out of school suspensions district-wide.
2. 5% decrease in Chronic Absenteeism from the 2023 to the 2024 school year.
3. 5% decrease in at-risk students based on the DESSA results by June 2024.
4. 5% increase in students feeling safe

#### 2023 - 2024 Baseline

1. # of students receiving OSS District wide: 2024-2025: 132 on 6/12/24
2. According to New York State Department Student Information Repository System (SIRS) as of April 2024
  - Absenteeism - 36% of students enrolled in LCS are chronically absent
  - 30% are at risk of being chronically absent (chronic absenteeism is missing 10% or more school days)
3. # of at risk students DESSA
  - a. Teacher Reporting:
    - i. 22-23 school year end - 39 students at risk or 12%
    - ii. 23-24 school year end - 26 students at risk or 6%
  - b. 23 -24 - 100 students or 29% of students identified themselves at risk
4. According to the PLC Student Voice Survey given in MS & HS 59.4% of students do feel safe

#### Qualitative: (What I am seeing in the environment based on the Lead Measures that are occurring).

1. Leader in Me verbiage is threaded throughout lessons
2. WIGs in the classroom and Leadership Portfolios
3. Students are taking on leadership roles throughout the buildings
4. Students are self-regulating
5. DESSA Data is being discussed in PLCs and Student Support Meetings
6. Classroom Management Plans being implemented

Priority 2

**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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
Instruction includes LiM verbiage in all lessons - 80% or greater	Quarterly review of classroom and walkthrough data	
Decrease in Out of School Suspensions	Quarterly review of referral data – 10 % decrease from the previous year on the same date.	
Check on re-entry plans with fidelity	Quarterly review of Reentry Data and chronic offenders	
Decrease in Chronic Absenteeism	Quarterly review of chronic absenteeism attendance data – no more than 31% of students missing 10% or more of school at the end of each quarter which is:  First Quarter: 4-5 absences Second Quarter: 9 absences Third Quarter: 13-14 absences Fourth Quarter: 18 absences	
DESSA data is being used when meeting with at-risk students	Quarterly review with MTSS teams, guidance and administration	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Create a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.</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> <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>This commitment fits into the district’s Strategic Plan through the culture task force.</p> <p>This emerged as a priority based on results from our triangle survey, student testimony and stakeholder feedback.</p> <p>This is a priority because research shows that community buy in and cultural representation are necessary foundations for a healthy school environment.</p> <p>This fits into other priorities and district plans because it aligns with the Strategic Plan, MTSS, and carries the thread of the need for more student voice and choice.</p> <p>Within our discussions and DCIP planning, we identified subgroups who felt minimally supported in the educational and social emotional settings, as well as analyzing family feedback. Within our research, it was determined that families feel disconnected from their child’s education, and their home school.</p> <p>In our district’s commitment to strive for a positive school environment that embraces a multicultural student population, it is important that every student feels supported, valued, safe and challenged within their learning setting.</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><b>Student Led Conferences - various types</b></p>	<p>Teachers, staff and students will be presented with information and resources for implementing the use of student portfolios in a conference setting.</p>	<p>PD (and LIM Coaching Days) for teachers will be provided in the 1st Quarter of the 24-25 school year, for full implementation of SLC for the 2025 Spring Parent Teacher Conference Days.</p>

Priority 3

	<p>Instructional and building-wide orientation time to prepare students for the Student Led Conferences.</p> <p>SEL Coordinators will be given time to meet quarterly during the 24-25 school year.</p>	<p>September 3rd/4th Superintendent Conference Days will include PD for Student Led Conferences, as well as Staff Development meetings and PLC meetings at each building.</p> <p>SEL Coordinators will meet in September, December, March and June during the 24-25 school year.</p>
<p><b>Community Outreach Initiatives</b></p>	<p>Ongoing Parent &amp; Family Learning Opportunities and Events (Bullying, Testing, 8 Habits, FAFSA, SchoolTool, ENL, SEL, All Things Liberty, Clubs, Arts, Music, Extracurricular)</p> <p>Planning of mini-community events throughout the school year, where families and parents are able to showcase their culture, and feel more connected to school.</p>	<p>Building administration and Lighthouse Teams will oversee events for the district that are aligned with building activities.</p> <p>Building personnel to organize and facilitate events, scheduling and logistics (ex. transportation, money, chaperones, etc.)</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 2024-2025 school year.

#### Quantitative: LAG Measure (Actual goal and data that supports the goal).

Each building will have a minimum of five student led conferences - demonstration of areas of growth

10% increase in parents attending fall and spring parent teacher conferences - numbers are reported to District Office (baseline)

At least 150 people will attend large community events such as All Things Liberty - ticket stubs will be provided to keep track of the number in attendance.

School-wide event family- wide event participation will increase by 25% from September 2024 - June 2025

#### Qualitative: LEAD Measures (What I am seeing in the environment based on the Lead Measures that are occurring).

Readminister triangle and MRA survey to assess efficacy of action items.

Community Outreach Event follow up with students and families (ex. surveys, Google Forms)

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Implement SLC Coaching Days for district teachers and staff.	End of January 2024	
Staff share out - teachers present results of SLCs in the forum of the building's choice	Mid-May 2025	
Event Coordinators will track and document attendance at each Community Outreach Event in the 24-25 school year	End of June 2025	
Building will identify the number of parents they hope will attend each specific building wide event and compare it to the actual number.	After each event	

## PRIORITY 4 -NA

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

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	N/A
<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> <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	

### 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 2023-24 school year.

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### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)



## PRIORITY 5- NA

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

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>N/A</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>• 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> <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	

### 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>

## 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 2023-24 school year.

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### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

## 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>
Patrick Sullivan	Superintendent	District
Marianne Serratore	Interim Assist. Sup. of Schools	District
Deb Degraw	Director of Support Services	District
Amy Black	Assistant Director of Support Services	District
Bob England	Elementary Administrator	LES
Kate Rusin	Middle School Administrator	LMS
Steve Matuszak	High School Administrator	LHS
Stacy Feasel	Technology representative	District
Stefani Benjamin	K-2 teacher representative	LES
Solomen Conner	3-4 teacher representative	LES
Melissa Murphy	MS 5-6 ELA/SS/ENL teacher representative	LMS
Kim Heinle	MS 5-6 ELA teacher representative	LMS
Meghan Kehrer	MS Music 5-8 teacher representative	LMS

## Our Team's Process

Danielle Cummins	MS SPED teacher representative	LMS
Chris Rash	HS teacher representative	LHS
Kelly O'Donnell	HS teacher representative	LHS
Susana Alvarado	HS ENL	LHS
Sarah Sharrin	Special Education representative	LES
Gina Castelonia	Clinical Team representative	LHS
Jillian Trinidad	Parent	LES
Deysi Panchana	Parent	LES and LMS
Rachel Barry	Parent	LES
Cynthia Leon	Student	LHS
Jackson Bostillo	Student	LHS

## Meeting Dates

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

Meeting Date	Location
April 29, 2024	Liberty Elementary School
April 30, 2024	Liberty Elementary School
May 23, 2024	District Office
June 20, 2024	District Office

## Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
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### Stakeholder Participation

<p>Teachers responsible for teaching each identified subgroup</p>	<p>Incorporation and improvement of research-based strategies, including EDI, SDI, and the Science of Reading. These strategies will address the needs of all students</p>
<p>Parents with children from each identified subgroup</p>	<p>Incorporation and improvement of research-based strategies, including EDI, SDI, and the Science of Reading. These strategies will address the needs of all students and Providing ongoing Parent &amp; Family Learning Opportunities and Events (Bullying, Testing, 8 Habits, FAFSA, SchoolTool, ENL, SEL, All Things Liberty, Clubs, Arts, Music, Extracurricular)</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>Student surveys and focus groups asked for more engaging lessons and opportunities for collaboration. This is being measure with the District Walkthrough Form</p>

## 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 made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
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 31, 2023, 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).