



# District Comprehensive Improvement Plan (DCIP)

## *District-Level Priorities*

District	Superintendent
Liberty Central School District	Dr. Patrick Sullivan

## 2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 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 academics, 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 2025-26?</b></p>	<p>We will prioritize the ongoing development of a culturally responsive, engaging, and relevant PK-12 curriculum that is thoughtfully aligned both vertically and horizontally, strengthening connections with our students and community. This will be accomplished through the strengthening of our implementation of research-based strategies, including Explicit Direct Instruction (EDI), Specially Designed Instruction (SDI), the Science of Reading (HMH), station teaching, technology-driven and other engagement techniques, and a focus on planning, all aimed at addressing the diverse needs of every student.</p>
<p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<ul style="list-style-type: none"> <li>• The Liberty Central School District's vision is to cultivate trust and courage to be innovative and persevere, empowering students to contribute and thrive in a diverse community. This priority directly aligns with the district's vision. By prioritizing a culturally responsive, engaging, and relevant PK-12 curriculum, we are not only meeting the diverse needs of our students but also fostering a deeper connection between the school community and the broader community we serve.</li> <li>• This priority emerged from the recognition that, to achieve the district's goals of excellence, we must ensure that every student's learning experience is meaningful, accessible, and rooted in research-backed strategies. The curriculum must be adaptable, offering a clear, cohesive progression of learning that prepares students for success at every grade level. Additionally, this approach supports the district's value of student-centered learning by integrating small group instruction, student choice, voice, and engagement, which are key to cultivating critical thinking, creativity, and agency among learners.</li> <li>• Our New York State Assessment data and Regents scores reveal a significant achievement gap, with a disproportionate number of students from Special Education, low socioeconomic backgrounds, Hispanic communities, and English as a New Language (ENL) programs not meeting proficiency standards, which makes this the right priority to continue pursuing. 🟡 LCS Test Data for DCIP Our graduation rate hovers at about 68%.</li> <li>• Additionally, our culture and climate survey data consistently reveals that student engagement levels fall short of our expectations. Only 36% of high school students reported on the 2025 Triangle Survey that their classes keep their interest. Only 50% indicated they work in groups. 56% are not comfortable asking questions in class and 50% report that there</li> </ul>

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is no meaningful homework provided. For the Middle School, the results are better regarding engagement, however only 47% find classes to be interesting. In Middle School slightly more, 55%, said they work in groups often, Close to 60% are comfortable asking questions in class and 64% said that meaningful homework was provided.

- Walkthrough data across all buildings further highlights the need for a stronger focus on student-centered learning, emphasizing active engagement over mere compliance. In addition, pursuing this priority is the right course of action because it addresses both immediate and long-term needs. By leveraging the Science of Reading, EDI, SDI, and technology, we are ensuring that our instructional practices are grounded in best practices and research, which is crucial for student achievement. Moreover, this priority enhances our district's ability to adapt to evolving educational needs and prepares our students to thrive in a rapidly changing world.
- This work fits seamlessly into other district priorities, as it enhances existing efforts around equity, innovation, and community engagement. The focus on culturally responsive and relevant teaching practices aligns with our goals to close achievement gaps and create inclusive learning environments. Furthermore, it supports the district's long-term plans by establishing a robust and sustainable curriculum framework that will continue to evolve and serve students effectively for years to come.
- Our Middle School has been identified as a Targeted Support and Improvement (TSI) school. This priority aligns directly with the findings from the Middle School's Needs Assessment process. The same student subgroups continue to perform significantly below expectations on assessments, and there is a noticeable lack of student engagement. Additionally, areas of instructional improvement needs have been identified, (engagement, learning targets and closure) all of which will be addressed through this priority. This priority aligns directly with the Middle School's School Comprehensive Education Plan (SCEP) strategies, which focus on addressing the specific needs of our students and fostering an environment of academic growth and engagement. The SCEP emphasizes targeted interventions for underperforming subgroups, enhancing student engagement, and improving instructional practices. By aligning this priority with the SCEP, we ensure a cohesive, data-driven approach that directly supports the school's goals for closing achievement gaps, improving student outcomes, and creating a more inclusive and supportive learning environment. This synergy between the priority and the SCEP will help drive meaningful progress and ensure that

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the strategies implemented are in direct response to the needs identified within the school.

## 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?
All K-12 Teachers will utilize collaborative engagement learning strategies: (stations/centers, skill work, real world problem solving)	<p>This strategy emphasizes student-centered, collaborative learning environments across all grade levels. Teachers will implement learning stations, small group instruction and tasks that focus on relevant, real-world applications and critical skill development. Instruction will be differentiated, rigorous, promote peer interaction, and foster student ownership of learning.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>• Training in ICT for all teachers that team teach, which includes training on stations.</li> <li>• Teachers will be encouraged to visit other classes to see modeled lessons for station/center-based and problem-based learning.</li> <li>• Common planning time is allocated as well as monthly PLC time to design collaborative tasks.</li> <li>• Administrators and consultants will conduct walkthroughs using a shared look-for tool to provide feedback on implementation.</li> <li>• Teachers will reflect on effectiveness during PLCs and adjust strategies based on student engagement and formative assessment data.</li> </ul>	<p>Resources will include:</p> <ul style="list-style-type: none"> <li>• Dedicated time during PLCs for collaborative planning and reflection.</li> <li>• Flexible classroom layouts for stations or group work.</li> <li>• Professional development (external consultants, in-house leaders), instructional materials (hands-on resources, manipulatives, technology tools).</li> <li>• Development of improved PLC procedures, common walkthrough form, classroom visit schedules</li> <li>• Instructional consultants, administrators, teacher leaders, and grade/department teams.</li> </ul>
All grade-level teams/departments will develop and implement at least 2 common formative	Teachers will collaboratively design, administer, and analyze common formative and summative assessments. These assessments will provide data to inform instruction, guide intervention, and	<p>Resources will include:</p> <ul style="list-style-type: none"> <li>• PLC time for assessment creation and data analysis; quarterly data</li> </ul>

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assessment each quarter, for a total of 8 for the year, and 2 common summatives for the year with results analyzed during PLCs to inform instruction and ensure vertical and horizontal alignment (monitored via PLC documentation and assessment review logs).	<p>ensure consistency in expectations across classrooms and grade levels.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>• Grade-level and content-area PLCs will co-create assessments aligned with standards and curriculum maps.</li> <li>• Results will be analyzed during PLCs using protocols focused on item analysis, subgroup performance, and instructional response.</li> <li>• Data discussions will inform reteaching, enrichment, and vertical articulation.</li> <li>• Documentation will be reviewed quarterly by building and district instructional leaders.</li> </ul>	<p>meetings.</p> <ul style="list-style-type: none"> <li>• Access to student data and collaborative tools.</li> <li>• Data Warehouse -Linkit</li> <li>• Training on Data Warehouse</li> <li>• Clear PLC protocols, data analysis protocols, monitoring tools</li> <li>• Individuals: Grade-level/content-area leaders, data coordinator, building administrators, ASI.</li> </ul>
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## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

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

There will be a 5% increase in cohort proficiency for all 3-8 NYS Assessments (3rd grade will be compared to 3rd grade)

There will be a 5% increase in proficiency for all High School Regents

NWEA proficiency for ELA and Math will demonstrate a 7% increase in student proficiency for each **cohort (diagonal)** as measured by the end of the year proficiency rates. (For the first year it will be compared to 2025 STAR data)

NWEA proficiency for ELA and Math will demonstrate a 10% increase in student proficiency for each **grade level (horizontal)** as measured in the Fall and the Spring.

85% of lessons observed (by the end of the year) will incorporate stations/small group instruction/cooperative learning/group work/other engagement strategy.

85% of ICT lessons observed (by the end of the year) will incorporate parallel teaching/small group instruction.

All grade levels and departments will have created a minimum of 8 CFAs and 2 CSAs by the end of the 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 (complete after the date listed in the preceding column)
NYS 3-8 Assessments.	This is a summative measure. We expect to see a 5% increase in cohort proficiency for all 3-8 NYS Assessments	
NWEA Data (Cohort)	We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 3.5 increase from Fall to Winter and a 3.5 increase from Winter to Spring.	
NWEA Data (Grade Level)	We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 5% increase from Fall to Winter and a 5% increase from Winter to Spring.	
Walk Through Data	Fall - 50% of walkthroughs will have exhibited engagement strategies.  Winter 65% of walkthroughs will have exhibited engagement strategies.  Spring 85% of walkthroughs will have	

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	exhibited engagement strategies.	
CFA Results by Unit	<p>8 CFA minimum at the end of the year</p> <p>1st quarter - 2</p> <p>2nd quarter - 4</p> <p>3rd quarter - 6</p> <p>4th quarter - 8</p> <p>2 CSA minimum at the end of the year - by the end of the first semester, one must be created.</p>	
Regents Data	<p>This is a summative measure so we will compare 2025 Regents Data with 2026 Regents Data</p>	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></p>	<p>Provide a MTSS (multi-tiered system of supports) for academic, behavioral, social, and social/emotional well-being for students, staff and families.</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>	<ul style="list-style-type: none"> <li>• This priority aligns with the District's vision, values and aspirations presented in our SIP in several ways:             <ul style="list-style-type: none"> <li>○ By implementing an MTSS for academics, behavior and attendance, we strive to ensure that every student gets the support they need to thrive in a diverse community. Addressing academic, behavioral and attendance challenges proactively helps students stay engaged and reach their potential.</li> <li>○ When done correctly, MTSS promotes trust by establishing clear expectations and consistent support for students, staff, and families.</li> <li>○ MTSS encourages innovation by using data-driven strategies to meet students' unique needs and perseverance by ensuring students are supported rather than penalized when challenges arise.</li> <li>○ MTSS creates a structured framework for behavioral and attendance interventions, fostering safe and supportive learning environments.</li> <li>○ Effective MTSS requires collaboration between teachers, administrators, families, and external support.</li> <li>○ By proactively addressing academics, attendance and behavior, MTSS helps remove barriers to student success.</li> </ul> </li> <li>• This priority emerged based on data indicating ongoing challenges with student attendance and behavior, which directly impact student engagement and success. The results from the PLC Triangle Survey highlighted concerns regarding the need for a structured, proactive approach to addressing these behavior issues. Additionally, the district's chronic absenteeism rate, while improving, remains high at 33% as of the end of April, demonstrating a continued need for targeted interventions. By prioritizing MTSS for academics, behavior and attendance, the district aims to create a supportive, equitable system that removes barriers to learning, fosters trust among students, staff, and families, and ensures every student receives the necessary support to succeed. Addressing these challenges through a data-driven, collaborative approach aligns with the district's commitment to equity, innovation,</li> </ul>



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	<p>and perseverance, reinforcing a safe and inclusive learning environment for all students.</p> <ul style="list-style-type: none"><li>• This priority—implementing an MTSS for academics, behavior and attendance—aligns seamlessly with the district’s broader goals and long-term plans by reinforcing the conditions necessary for student success.</li></ul> <p>A vertically and horizontally aligned K-12 curriculum is most effective when students are present, engaged, and ready to learn and instruction is differentiated to meet their needs. Addressing academics, attendance and behavior challenges ensures that all students can fully access and benefit from a cohesive, relevant, and engaging curriculum. MTSS supports this by providing early interventions, clear expectations, and targeted support to keep students on track academically.</p> <p>A positive and welcoming student-centered environment thrives when students feel supported, valued, and connected to their school community. MTSS fosters this by ensuring that academic, behavioral and attendance interventions are proactive rather than punitive, emphasizing trust, equity, and a sense of belonging. This directly supports the district’s commitment to celebrating diversity and creating inclusive spaces where all students feel safe and empowered. By integrating MTSS with curriculum development and school culture initiatives, the district is laying a strong foundation for sustainable student success. These priorities collectively support:</p> <ul style="list-style-type: none"><li>• Higher student achievement through increased attendance and engagement</li><li>• A culture of inclusivity by ensuring equitable access to learning and support</li><li>• Improved long-term outcomes by addressing barriers to student success early and consistently</li></ul> <ul style="list-style-type: none"><li>• Data from the middle school’s Triangle Survey and chronic absenteeism rates, although improving, reflect trends consistent with those observed across the district, further reinforcing the need for a targeted, district-wide approach to addressing these challenges.</li><li>• The DCIP strategies align closely with those of the Middle School, emphasizing the enhancement of the MTSS process and the implementation of more targeted, data-driven interventions to better support student needs.</li></ul>
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## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 2

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>Data will be utilized by PLCs at least quarterly (this is a minimum) to determine, plan and implement tiered interventions and enrichments for all three tiers.</p>	<p>This strategy focuses on the consistent use of academic data (e.g., benchmark assessments, progress monitoring, classroom performance) to drive decisions around interventions and enrichments. The district will use a Multi-Tiered System of Supports (MTSS) framework to ensure that student needs are proactively identified and addressed at Tier 1 (core), Tier 2 (targeted), and Tier 3 (intensive) levels.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>• The District Data Protocol will be used by all PLC teams.</li> <li>• PLC meetings will be held at least twice a month in each building to identify students in need of intervention or enrichment.</li> <li>• Instructional teams (PLCs, grade level, cross curricular, content teacher teams (CTTs), etc.) will use data to group students and match them with appropriate supports (push-in/pull-out, targeted skills groups, acceleration).</li> <li>• Intervention plans will be documented and progress monitored regularly.</li> <li>• Teachers, interventionists, and support staff will collaborate to adjust groupings and strategies based on ongoing data.</li> </ul>	<p>Dedicated time for quarterly data meetings and weekly progress-monitoring check-ins.</p> <p>Flexible learning spaces for small group instruction and intervention.</p> <p>Funding for intervention materials, software programs Read 180, Math 180, IXL), and staffing (AIS teachers, interventionists).</p> <p>District-wide MTSS protocols, intervention tracking forms, and Linkit (our new data dashboard and intervention manager.)</p> <p>Teachers, interventionists, building administrators, case managers, school counselors, data teams.</p>
<p>DESSA data will be used at least quarterly (this is a minimum) by guidance and clinical staff and student support teams for small group SEL interventions to address behavior, attendance and achievement.</p>	<p>This strategy involves leveraging the Devereux Student Strengths Assessment (DESSA) data to identify students with social-emotional needs and implement targeted SEL interventions. These small group supports aim to address root causes of behavioral challenges, chronic absenteeism, and barriers to academic success.</p> <p>Implementation in the district will include:</p>	<p>Time during the school day for SEL groups; regular team meetings to review progress.</p> <p>Consistent spaces for group sessions (counseling rooms, designated SEL spaces).</p> <p>DESSA platform licensing, LIM curriculum resources, professional</p>

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	<ul style="list-style-type: none"> <li>• Clinical teams will review DESSA results after each administration window to identify students in need of support.</li> <li>• Counselors, behavior specialists, social workers, and trained staff will facilitate weekly small group sessions focused on skills such as self-awareness, self-regulation, and social problem-solving.</li> <li>• Attendance and behavior data will be tracked alongside SEL progress to evaluate the impact of interventions.</li> <li>• Parents will be engaged in the process through communication and support resources.</li> </ul>	<p>development.</p> <p>SEL referral protocols, progress monitoring templates, and data-sharing systems.</p> <p>School counselors, behavior specialists, social workers, psychologists, SEL coordinators, classroom teachers.</p>
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## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

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

There will be a 5% increase in cohort proficiency for all 3-8 NYS Assessments. (3rd grade will be compared to 3rd grade)

There will be a 5% increase in proficiency for all High School Regents.

NWEA proficiency for ELA and Math will demonstrate a 7% increase in student proficiency for each **cohort (diagonal)** as measured by the end of the year proficiency rates. (For the first year it will be compared to 2025 STAR data)

NWEA proficiency for ELA and Math will demonstrate a 10% increase in student proficiency for each **grade level (horizontal)** as measured in the Fall and the Spring.

100% of students that screened as at risk will have received small group SEL lessons by the Clinical Team.

100% of PLCs will show evidence of utilizing data to drive instruction.

Yearly suspensions will decrease by 5% in each building.

Yearly chronic absenteeism will decrease by 5% in each building.

## 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>
NYS 3-8 Assessments.	This is a summative measure. We expect to see a 5% increase in cohort proficiency for all 3-8 NYS Assessments	
NWEA Data (Cohort)	We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 3.5 increase from Fall to Winter and a 3.5 increase from Winter to Spring.	
NWEA Data (Grade Level)	We will review NWEA data three times a year (Fall, Winter and Spring) and expect to see a 5% increase from Fall to Winter and a 5% increase from Winter to Spring.	
Regents Data	This is a summative measure so we will compare 2025 Regents Data with 2026 Regents Data	
CFAs will be evaluated 1 x per quarter	Each quarter the building administrators will meet with facilitators to review the CFAs and CSA for content and for student results.	

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Attendance at SEL Instruction - Group attendance will be shared with administration	Each quarter 100% of students at risk as determined by DESSA will have received at least one SEL lesson by the Clinical Team.	
PLC Notes will be shared with Principals	Each quarter 100% of PLCs will show evidence of using data to drive instruction.	
Suspension Data	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	
Chronic Absenteeism	Quarterly data will be reviewed and compared to the previous year. A quarterly decline of 1.25% is expected each quarter compared to the previous year.	

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2025-26?</b>	Provide a positive, welcoming student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<ul style="list-style-type: none"> <li>• This commitment aligns with the District's Strategic Plan through the Culture Task Force Pillar.</li> <li>• It emerged as a priority based on Triangle Survey results, student and parent testimony, and stakeholder feedback.</li> <li>• This is the right priority as research underscores the importance of community buy-in and cultural representation as essential foundations for a healthy and inclusive school environment. This priority directly supports other district initiatives, including the Strategic Plan and MTSS, while also emphasizing the need for greater student voice and choice.</li> <li>• This fits into our other priorities as a strong school culture that emphasizes community buy-in and cultural representation directly supports the MTSS framework by fostering a sense of belonging, increasing student engagement, and reducing chronic absenteeism. When students feel valued, represented, and connected, they are more likely to attend school consistently and engage positively in their learning environment. A vertically and horizontally aligned K-12 curriculum must be engaging and culturally responsive to meet the diverse needs of all students. Prioritizing student voice and choice ensures that the curriculum reflects students' identities, making learning more meaningful and increasing motivation.</li> <li>• As part of the district's commitment to fostering a positive, inclusive, and culturally responsive school environment, it is essential that every student feels supported, valued, safe, and challenged in their learning journey.</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,

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		Individuals) are necessary to support these strategies?
Teachers will implement student led practices (student led conferences, voice & choice, personalization).	<p>This strategy aims to increase student ownership of learning through practices that empower students to reflect, self-assess, and make choices in their educational journey. Teachers will implement structures such as student-led conferences, flexible project options, and personalized learning pathways to foster autonomy, motivation, and engagement.</p> <p>Implementation in the district will include:</p> <ul style="list-style-type: none"> <li>• Leader in Me will anchor student-led conferences and goal-setting routines.</li> <li>• Teachers will integrate voice and choice through differentiated products, choice boards, and flexible grouping.</li> <li>• One coaching day per year will be provided to facilitators to support implementation of student-led conferences, including model lessons, planning support, and reflection.</li> <li>• Students will prepare leadership binders or digital portfolios to track progress and share with families.</li> <li>• Students will set goals, track progress, and reflect on their growth regularly based on NWEA and classroom data.</li> <li>• Student voice and choice will be embedded into curriculum units through project-based learning, stations, independent work options, and differentiated instruction.</li> </ul>	<p>Common planning time will assist teachers in developing student led practices.</p> <p>Professional development on personalized learning, goal-setting frameworks, and student voice strategies.</p> <p>LIM Templates for student goal-setting, reflection, and conferencing.</p> <p>Teachers, SEL coordinator, Lighthouse Teams, Building Level Teams, building administrators, students, and families.</p>
Parent Square will be used by all teachers weekly to increase communication with families.	<p>This strategy ensures consistent, school-to-home communication through the use of ParentSquare, a unified platform for messaging, event updates, and student information. The goal is to keep families informed, involved, and connected to classroom and school-wide activities.</p>	<p>Schedule: Time embedded in weekly planning for preparing family updates.</p> <p>Space: Digital access to ParentSquare via school devices or teacher mobile apps.</p>

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	<p>Implementation in the district will include:</p> <ul style="list-style-type: none"><li>• All teachers will send weekly classroom communication via ParentSquare.</li><li>• School and district leaders will model effective messaging and monitor usage to ensure consistency through specific reports.</li><li>• Training and refreshers will be offered to staff from Instructional Technology Coach to support clear, accessible communication (including use of translation features).</li><li>• ParentSquare will be used for both one-way and two-way communication.</li></ul>	<p>Money: District subscription to ParentSquare; funding for occasional tech support or professional learning.</p> <p>Processes: District expectations for communication frequency; building-level monitoring and support; shared templates for common messages.</p> <p>Individuals: Teachers, school leaders, instructional tech coach, tech support staff.</p>
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## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

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

- 100% of elementary and middle school students will engage in a student-led conference.
- There will be a 50% increase in the number of high school students attending parent/teacher conferences from Fall 2025 to Spring 2026.
- 100% of elementary and middle students will set and track personal academic or behavior goals using Leader in Me tools. (WIGS)
- 100% of high school teachers will utilize SMART Goals and evaluate them quarterly.
- 85% of walkthroughs will include student centered instruction
- 85% of teachers consistently send weekly ParentSquare messages at least once a week.
- The Triangle SV Survey questions (Question 18, 21, 23) will show a 5% positive increase for student engagement on the Middle/High School survey.
- The Triangle Elementary SV Survey Question 24 Question and MS/HS Question 42 will show a 5% increase in students feeling safe.
- 15% increase in parent attendance at events, conferences, or meetings (especially in comparison to pre-ParentSquare usage).

### 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> )
In the MS and ES, the number of student led conferences will be reported quarterly.	1st quarter - 25% of students 2nd quarter - 50% of students 3rd quarter - 75% of students 4th quarter - 100% of students	

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In the MS and ES WIGs will be reviewed quarterly for all students. Teachers will document when they have reviewed WIGs.	All students each quarter will have had a WIGs review.	
In the HS Smart Goals will be reviewed quarterly.	Teachers will report out to administration each quarter regarding progress on SMART Goals.	
End of Year Triangle Survey: MS/HS Questions 18, 21, 23 for Engagement Elementary 24 Question for Safety MS/HS Question 42 for Safety	This is an end of the year goal. We will evaluate in 2026.	
Walk Through Data	Fall - 50% of walkthroughs will have exhibited student centered instruction.  Winter 65% of walkthroughs will have exhibited student centered instruction.  Spring 85% of walkthroughs will have exhibited student centered instruction.	
Parent Square Usage - Reports will be run each Friday.	First Quarter - 50% of teachers will be using PS at least once a week.  Second Quarter - 75% of teachers will be using PS at least once a week.  Third Quarter - 85% of teachers will be using PS at least once a week.  Fourth Quarter - 100% of teachers will be using PS at least once a week.	
Parent Conference Attendance Sheets	There will be a 15% increase in parent teacher conference day attendance from 24-25 to 25-26.	

## 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)
Dr. Patrick Sullivan	Superintendent	District
Marianne Serratore	Interim Assistant Superintendent	District
Dr. Derek Adams	Principal	HS
Deb DeGraw	Director of Student Services	District
Lacy Jones	Assistant Principal	HS
Heather Cheh	Principal	MS
Robert England	Principal	ES
Yuridia Romero Ramirez	Parent	MS
Faith-Anne Foster	Teaching Assistant	ES
Jessica Edwards	Special Education Teacher	HS
Shannon Hanson	TESOL Teacher	HS
Celia Golden	Enrichment Teachers	HS
Ed Lare	Teacher	HS
Samantha Abplanalp	Teacher	MS
Solomen Conner	Teacher	ES

## Meeting Dates

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

Meeting Date	Location
May 6, 2025	District Office
May 8, 2025	Focus Groups at All Three Buildings
May 12, 2025	Parent Focus Group - Online
May 15, 2025	District Office
May 20, 2025	Individual Buildings

## 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 were actively engaged through meetings. Their insights on instructional challenges, student needs, and resource gaps were gathered through surveys and focus groups. These contributions directly informed goal-setting, professional development priorities, and specific strategies aimed at closing achievement gaps. Teachers also reviewed draft DCIP components to ensure proposed actions were feasible and aligned with classroom realities.
Parents with children from each identified subgroup	Parents were invited to participate through subgroup-specific forums and parent feedback sessions.. Parent concerns and suggestions regarding academic support, communication, and engagement were carefully reviewed and used to shape family involvement strategies and support structures within the DCIP. Follow-up communications verified whether parent input was reflected in final planning decisions.
Secondary Schools: Students from each identified subgroup	Student voice was prioritized through structured focus groups, student council forums, and anonymous surveys. Students were asked about their learning experiences, sense of belonging, and access to academic and social-emotional support. Feedback from each subgroup was analyzed to identify trends and equity concerns. This input guided the development of student-centered initiatives in the DCIP.

## 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](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).