



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Lackawanna CSD	Nadia Nashir

2024-25 Summary of Priorities

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

1	Supporting Schools
2	Close the Literacy Gap
3	Reduce Chronic Absenteeism
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Supporting Schools</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The District has had a significant amount of turnover in leadership over the last few years. This has resulted in many shifts in processes, procedures, and expectations. Leaders have also acknowledged that these shifts have taken away from the focus on instruction.</p> <p>The District is identified as a Target District and the Middle School has CSI status. The District has also identified that 56% of secondary students are 3 or more grade levels behind in reading. This gap will require strong instructional practices in order to close the achievement gap.</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>Leadership Development and Support</p>	<p>Monthly administrative meetings planned with the Administrative Union to support the needs of School and District Leaders.</p> <p>Collaboration and Coaching with Joe Kelly from Jimmy Casas and Associates focused on the core principals of Culturize (Champion for Students, Except Excellence, Carry the Banner, Be a Merchant of Hope)</p> <p>Providing opportunities for Leaders to collaborate with each other</p>	<p>Prioritize time for monthly meetings</p> <p>Contract with Jimmy Casas and Associates</p> <p>Providing opportunities for collaboration</p>

Priority 1

Professional Development	Providing professional development opportunities for School and District Leaders focused on supporting instruction, school turnaround and providing feedback.	Funds to cover costs associated with trainings. Funds for stipends for work outside of contractual hours.
School Support Visits	Monthly visits from the Assistant Superintendent for School Improvement and Assistant Superintendent of Instructional Services focused on providing targeted support to School Leaders based on the specific needs of their buildings	Allocating time for these visits and collaborative conversations.

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.

- Increase students reading on or above grade level in grades K-5 by 15-30%, from 305 students for the 2023-24 school year to between 351 and 397 students for the 2024-25 school year.
- Increase the overall course passing rate in grades 6-12 by 2-3%, from 89% for the 2023-24 school year to between 91% and 92% for the 2024-25 school year.
- Increase the on-time (4 years from beginning 9th grade) June graduation rate by 2%, from 84.4% for the 2023-24 (2020 cohort) school year to 86.4% for the 2024-25 school year (2021 cohort).

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 to do we hope to see when reviewing that data?)	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>
i-Ready Benchmark Scores (MOY and EOY)	We should see the gap closing in January as we work to meet our end goal.	
Course Passing Rates (Review Quarterly)	Review data at the end of each quarter to see if we are on track towards meeting our EOY goal.	

Priority 1

Student Credit Review (MOY)	Review student progress at the End of January/Early February to see who is on track towards earning credits at the EOY.	
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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Closing the Literacy Gap</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The District is identified as a Target District and the Middle School has CSI status. The District has also identified that 56% of secondary students are 3 or more grade levels behind in reading. This gap will require strong instructional practices in order to close the achievement gap.</p> <p>The percent of students whose reading level is at least 2 grades behind:</p> <ul style="list-style-type: none"> • Truman Elementary (PreK-1): 8% • Martin Road (Grades 2-5): 40% • Middle School (Grades 6-8): 66% • High School (Grades 9-12): 67%

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>Science of Reading (LETRS) Professional Development</p>	<p>Training of elementary teachers and administrators on the science of reading and instructional practices to support student literacy development.</p>	<p>Costs associated to participate in training</p>
<p>Instructional Coaching</p>	<p>Working with teachers to implement research-based practices to support student literacy development.</p>	<p>Time for collaboration</p>
<p>Student Interventions</p>	<p>Refine MTSS processes to ensure that intervention data is being reviewed regularly to monitor student progress.</p>	<p>Time for meeting and collaboration</p>

Priority 2

	Continue to build capacity through quarterly MTSS meetings focused on refining practices. District teachers will provide targeted support in ELA as part of our after-school program.	Time to provide professional development Funds for work outside of contractual hours
Enhancing Tier 1 Instruction	Providing targeted support to teachers through professional development and job-embedded coaching to enhance Tier 1 Instruction.	Time to provide professional development and job-embedded coaching

Measuring Success

END OF THE 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 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 to do we hope to see when reviewing that data?)	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>
i-Ready Benchmark Scores (MOY and EOY)	We should see the gap closing in January as we work to meet our end goal.	
Course Passing Rates (Review Quarterly)	Review data at the end of each quarter to see if we are on track towards meeting our EOY goal.	
Class Visit Data: Review class visit data to monitor implementation of key initiatives and to identify additional areas in need of support.	Discuss data quarterly	

Priority 2

Feedback from Teachers and School Leaders: Ongoing conversations with staff to gather feedback and needs.	Ongoing discussions	
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PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Reduce Chronic Absenteeism</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The Chronic Absenteeism rate increased approximately 8% between 2022-23 and the 2023-24 school year. During the 2023-24 school year 55% of our students were chronically absent. This is resulting in students missing a significant amount of instructional time.</p> <p>We have identified that much of the focus has been on daily attendance and that there hasn’t been enough attention focused on our chronic absenteeism rate.</p> <p>With a large achievement gap and a growing number of students with a high absenteeism rate, it is imperative that we find ways to support students with being in school so that we can provide them with the instructional support that they need to close the achievement gap.</p> <p>The District hired two new attendance teachers during the 2023-24 school year that need to be leveraged to reduce chronic absenteeism</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>Clarifying Roles and Expectations</p>	<p>Creation, sharing, and implementation of a District Attendance policy which will identify the roles for all school and District stakeholders in targeting and supporting student attendance issues.</p>	<p>Collaboration time to create an Attendance plan.</p> <p>Time to share the plan with relevant stakeholders.</p>
<p>Proactive Supports</p>	<p>Identifying students with a history of being chronically absent and providing them with interventions before their attendance becomes an issue again.</p>	<p>Time to identify and meet with students.</p>

Priority 3

Attendance Meetings	Meeting to discuss student attendance data and identifying targeted interventions to implement based on the specific needs of students.	Time to review data and meet to discuss specific needs that have been identified based on the data.
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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.

- Decrease chronic absenteeism from 1273 K-12 students during the 2023-24 school year to between 955 and 1082 (a 15-25% reduction) students for the 2024-25 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	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>
Monthly review of attendance data: Monitoring data monthly to determine who is on track to be chronically absent	Monthly improvements in data	
Review of intervention data: On-going monitoring of interventions to measure success and make adjustments as needed	Success rate of interventions will be reviewed monthly	

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>
Tim Paluch	Assistant Superintendent	
Elizabeth Giangreco	Assistant Superintendent	
Jennifer English	Principal	
Melinda Cebulski	Principal	
Angela McCaffrey	Principal	
Amanda Kulinski	Teacher	
Jill Dougherty	Teacher	
Seham Juron	Parent	

Meeting Dates

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

Meeting Date	Location
July 25, 2024	McKinley
August 19, 2024	McKinley

Stakeholder Participation

October 7, 2024	McKinley
October 21, 2024	McKinley
October 29, 2024	McKinley
November 7, 2024	McKinley

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 made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, 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).