



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Livingston Manor CSD	John Evans

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	To continue to develop, implement, and improve the practice of research based strategies for trauma informed instruction, social and emotional wellness and culturally responsive education to staff and students.
2	To continue improve the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing.
3	To continue improve graduation rates, college/career readiness for all students in order to implement goals for future success.

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>To continue to develop, implement, and improve the practice of research based strategies for trauma informed instruction, social and emotional wellness and culturally responsive education to staff and students.</b></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 commitment 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 commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p><i>Why did this emerge as something to prioritize?</i>          Livingston Manor continues to realize the importance of social emotional learning and knows that it is necessary to understand students in order for them to be successful in all aspects.</p> <p><i>How does this commitment fit into the District’s vision, values and aspirations?</i>          Developing, implementing and improving the practice of research based strategies for trauma informed instruction, social and emotional wellness and culturally responsive education will create an environment that is safe, and nurturing that will foster learning.</p> <p><i>What makes this the right commitment to pursue?</i>          The practice of research based strategies for trauma informed instruction, social and emotional wellness and culturally responsive education will demonstrate an understanding of the policies and procedures for identifying at risk behaviors and supportive and appropriate interventions.</p> <p><i>How does this fit into other commitments and the district’s long-term plans?</i>          By will demonstrating an understanding of the policies and procedures for identifying at risk behaviors and supportive and appropriate interventions this will allow the district to continue the current school wide SEL curriculum, and improve upon current practices and strategies related to trauma informed instruction that will be shared with staff. The PBIS tier system for behavior supports will help to identify and track students of concern whose needs to be addressed during the school year.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The development, implementation, and improve the practice of research based strategies for trauma informed instruction, social and emotional wellness and culturally responsive education to staff and students.</p>	<p>School staff including members of the PBIS team, school psychologist and child study team will conduct book studies, and participate in professional development for SEL curriculum. Students will attend meeting provided by school staff that incorporates SEL into curriculum.</p>	<p>Staff and students are actively participating in meetings, and attending conferences relating to SEL, and trauma informed schools.</p>	<p>Professional Development SEL Curriculum Funding for Book Studies Child Study Team Meetings PBIS Team Meetings Class/Student Meetings</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

The district strives to have a school wide SEL curriculum based on staff and student feedback of previous curriculum, and survey information. The district strives to have less referrals than the previous school year, and to increase the PBIS tier system throughout the school building.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>To continue improve the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing.</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 commitment 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 commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p><i>Why did this emerge as something to prioritize?</i>                  Livingston Manor understands the importance of consistency in literacy across grade levels.</p> <p><i>How does this commitment fit into the District’s vision, values and aspirations?</i>                  This commitment develop the foundation of learning for students who can succeed now and at their next level of education. The improvement of performance and progress encourages students and staff to strive for excellence.</p> <p><i>What makes this the right commitment to pursue?</i>                  The consistency of performance, and progress for ELA/Literacy will allow for the increased in student and staff data for testing and improved outcomes of the district.</p> <p><i>How does this fit into other commitments and the district’s long-term plans?</i>                  The increase in performance and progress will allow the district to continue their vision of students being lifelong learners by providing a challenging, well-defined curriculum encourages students and staff to strive for excellence.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>To continue improve the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing.</p>	<p>Develop a team of ELA/AIS teachers to review data of previous assessments.</p>	<p>Number of students referred to Academic Intervention Services in ELA/Literacy</p>	<p>Incorporate Literacy AIS team meetings to review curriculum and standards. Implement common assessments where appropriate amongst grade levels.</p>
	<p>Review curriculum and reading comprehension programs to focus on improving literacy across grade levels.</p>	<p>Incorporate progress monitoring through various assessments and programs.</p>	<p>Mid-Hudson Regional Partnership Literacy Support for grades K-8, and SWD Embedded support provided by the Mid-Hudson Regional Partnership to address literacy outcomes for grades 5-8. Ongoing professional support provided by the Mid-Hudson Regional Partnership related to the 5 pillars of literacy. Teachers will continue to update curriculum maps to correlate with Next Generation Learning Standards for ELA.</p>
	<p>Review data of current assessments to determine improvement of literacy outcomes.</p>	<p>Pre-Assessments will be given at the beginning of the year (Dibbles, MAPS), and results will be reviewed to identify struggling students. Use results of midterm assessments to identify students who need additional support. Use results of end of the year assessment to identify students who need additional supports for the upcoming school year.</p>	<p>Use results of formative and summative assessments to identify students who need additional support in ELA through the RTI process. The Mid-Hudson Regional Partnership will help develop a needs assessment regarding literacy support for state assessments.</p>

Priority 2

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

2020-ELA Assessment Review of students who participated in the exam, and the scores students received.

Fall/Winter/Spring NWEA (MAPS) Data for 21-22 to determine student eligibility for AIS, and to align curriculum and assessments to student's needs.

Assessments will be given at the beginning of the year (Dibbles, MAPS), mid-year, and end-year to determine and identify struggling students who need additional support for the current school year, and the upcoming school year.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>To continue to improve graduation rates, college/career readiness for all students in order to implement goals for future success.</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 commitment 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 commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p><i>Why did this emerge as something to prioritize?</i>                  Livingston Manor understands the importance of providing information to all students in order to fully discuss plans, and implement goals for future success in analyzing various pathways and transitions for students to engage in college and career readiness to improve graduation rates.</p> <p><i>How does this commitment fit into the District’s vision, values and aspirations?</i>                  This commitment of analyzing and engaging students in college and career readiness to improve graduation rates fits into the districts visions, values and aspiration by providing a challenging, well-defined curriculum that allows for various pathways and transitions for students.</p> <p><i>What makes this the right commitment to pursue?</i>                  The commitment to pursue the continued improvement of graduation rates, and college/career readiness for all students for future success will ensure the districts plans of students becoming successful, and active participants in the community, and continue to be lifelong learners.</p> <p><i>How does this fit into other commitments and the district’s long-term plans?</i>                  Students by ensuring competent graduates who have a healthy, positive self-image and the desire for lifelong learning.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Livingston Manor understands the importance of providing information to all students in order to fully discuss plans, and implement goals for future success in analyzing various pathways and transitions for students to engage in college and career readiness to improve graduation rates.</p>	<p>Improve graduation rates by establishing a comprehensive transition support system that provides students with options to post-secondary success.</p> <p>The MS/HS guidance counselors will discuss with students in the MS/HS various career opportunities, and pathways for graduation.</p> <p>Staff will work with students on potential career inventories to plan students' future through their strengths, preferences, and interests.</p> <p>Staff will begin to develop the transition portion of the IEP using career interest inventories, parent/student surveys.</p> <p>The MS/HS guidance counselors will discuss with students in the MS/HS various career opportunities, and pathways for graduation.</p>	<p>Graduation rates                      Career interest inventories, parent/student surveys                      Graduation Pathways determined in yearly meetings</p>	<p>The Mid-Hudson Regional Partnership will provide professional development on transition planning and services.                      Career interest inventory within various grade level.</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

NYSED Report Card-Graduation Rate for 2020, 2021

NYSED-Diploma Information and Pathways for 2020, 2021

NYS Transition Assessments completed by students

SPP14 Indicator completion for 2021



## Our Team's Process

### Stakeholder Participation

#### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

#### Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Lauren Marrero	Director of Special Education	LMCS
Shirlee Davis	MS/HS Principal	LMCS
Christopher Hubert	ES Principal	LMCS
John Evans	Superintendent	LMCS
Christian Towsley	Guidance Counselor	LMCS
Danielle DalCero	Guidance Counselor	LMCS
Calley Erlwein	Teacher	LMCS
Michelle Hemmer	Teacher	LMCS
Barbara Smith	Teacher/Parent	LMCS
Daniel Smith	Teacher/Parent	LMCS
Joyce Hoag	Teacher	LMCS
Jamie Snow	Teacher/Parent	LMCS

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
August 3 <sup>rd</sup> /4 <sup>th</sup> 2021	LMCS Conference Room
September 29 <sup>th</sup> 2021	LMCS Conference Room
November 30 <sup>th</sup> 2021	LMCS Conference Room
January 26 <sup>th</sup> 2022	LMCS Conference Room
March 23 <sup>rd</sup> 2022	LMCS Conference Room
May 25 <sup>th</sup> 2022	LMCS Conference Room
June 15 <sup>th</sup> 2022	LMCS Conference Room
*Dates are tentative pending weather etc.*	

### Districts with TSI Schools 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	The district does not have any TSI schools.
Parents with children from each identified subgroup	The district does not have any TSI schools.
Secondary Schools: Students from each identified subgroup	The district does not have any TSI schools.

## 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](mailto:DCIP@nysed.gov) by July 30, 2021, 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).