

# District Comprehensive Improvement Plan



## DCIP Planning Document for 2021-22 DCIP

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**District**

Livingston Manor Central School District

## A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2021-22 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2020-21 DCIP
- Understanding local data
- Reviewing the District’s vision, values, and aspirations

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2021-22 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the District. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

## Contents

Section 1: Considering What was Learned in 2020-21 .....	3
Evaluating the Impact of COVID-19 .....	3
Evaluating the Success of the 2020-21 DCIP.....	4
Considering the Effectiveness of Previous Resource Decisions.....	6
Understanding Local Data.....	8
Listening to Students .....	9
Examining Equity.....	9
Section 2: District’s Vision, Values, and Aspirations .....	10
Section 3: Putting it all together .....	12
Priority 1:.....	12
Priority 2:.....	12
Priority 3:.....	12
Priority 4 (if applicable).....	13
Priority 5 (if applicable):.....	13
NEXT STEPS .....	13

## Section 1: Considering What was Learned in 2020-21

### Evaluating the Impact of COVID-19

What needs emerged as a result the COVID-19 pandemic?
<p>In evaluating the impact of COVID 19 the following needs emerged as a result in regards to the district:</p> <ul style="list-style-type: none"> <li>adequate technology and internet access to properly participate in remote learning</li> <li>student/community/staff mental health awareness</li> </ul>
To what extent is the identified subgroup(s) disproportionately impacted by the issues identified in the previous response?
<p>The identified subgroup of SWD disproportionately were impacted by the issues identified in the previous response by</p> <ul style="list-style-type: none"> <li>inability to maintain a routine/schedule while participating in remote instruction</li> <li>adequate technology to properly participate in remote learning</li> </ul>
What has the District learned through its efforts to address these needs?
<p>In an effort to address these needs the district learned the following:</p> <ul style="list-style-type: none"> <li>All members of the school and community will continuously need to support students at all grade, and ability levels to navigate through, and after the pandemic both socially/emotionally as well as other varying factors.</li> <li>In supporting the social/emotional needs of students it will also help properly support and address students' academic needs.</li> </ul>
How will these lessons learned be incorporated in the 2021-22 DCIP?
<p>The lessons learned will be incorporated in the 2021-2022 DCIP by prioritizing the following:</p> <ul style="list-style-type: none"> <li>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.</li> <li>To continue improve graduation rates, college/career readiness for all students in order to implement goals for future success. (This will allow the district to support and address student's academic needs which could include maintaining routines, adjusting to various types of technology through learning).</li> <li>To continue improve the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing. (This will allow the district to support and address student's academic needs which could include maintaining routines, adjusting to various types of technology through learning).</li> </ul>

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

Evaluating the Success of the 2020-21 DCIP

Refer to the 2020-21 DCIP to complete the information below.

<b>Priority 1 in 2020-21 DCIP:</b> To improve parent engagement and support by parent responsiveness to surveys/social media, and participation in programs by 25%.
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes, parents participated in various surveys throughout the school year that were sent through email, social media etc.
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
Not Applicable

<b>Priority 2 in 2020-21 DCIP:</b> 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.
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes, students participated in surveys, and workshops relating to social emotional wellness and culturally responsive education. Staff participated in workshops, conferences, and trainings as well as book studies relating to trauma informed instruction, social and emotional wellness and culturally responsive education
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
Not Applicable

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

<p><b>Priority 3 in 2020-21 DCIP:</b> To improve the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing.</p>
<p>Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No</p>
<p>If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.</p>
<p>Factors</p>
<p>Schools are not expected to bring students into the building to participate in the tests if the students are receiving entirely remote instruction during the testing windows. However, to assist in scheduling, NYSED suggests that schools consider contacting parents of students receiving entirely remote instruction to advise them of the testing schedule and ascertain the parent’s interest in having their child come to school to participate in the test. Schools that are entirely remote during the entire testing window are not expected to re-open for the sole purpose of administering the tests.</p>

<p><b>Priority 4 in 2020-21 DCIP:</b> To improve graduation rates, college/career readiness for all students in order to implement goals for future success.</p>
<p>Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Yes/NO</p>
<p>If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.</p>
<p>Factors</p>
<p>Student data increased, and decreased due to graduation cohort, regents designation, diploma type etc.</p>

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

<b>Priority 5 in 2020-21 DCIP:</b> To improve student attendance by 10% for the 20-21 school year.
Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
<b>Factors</b>
Attendance/Absenteeism rate increased during the 20-21 school year due to COVID 19, remote learning, hybrid learning, and other various factors.

<p>After reviewing your success in achieving the 2020-21 DCIP Priorities, what will you do differently in <b>implementing</b> your 2021-22 DCIP as a result of lessons learned? As a result of the 20-21 results in implementing the DCIP the district determined the priority of student attendance can be increased with student participation, parent involvement, and interest in their education. At this time it is undetermined if student attendance was effected due to the COVID-19 pandemic, and remote learning. In order to continue to develop and increase student attendance the district will monitor the information for the upcoming school year.</p> <p>As a result of the 20-21 results in implementing the DCIP the district determined the priority of increasing the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing will need to continue for the 20-21 school year as schools were not expected to bring students into the building to participate in the tests if the students are receiving entirely remote instruction during the testing windows, or if entirely remote during the entire testing window are not expected to re-open for the sole purpose of administering the tests.</p>
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Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2020-21 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Implementation of Activities.
What was your goal in directing funds in this manner?

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

The Livingston Manor CSD (Title I Target District) will use the School Improvement Grant-Basic Planning funding to be used to develop a district comprehensive improvement plan to meet the progress goals targeted to improve student performance, and to support the planning of school improvement activities as required by ESEA. The allocation of the grant funding will be used in the following: · Needs Assessment-members of a team will review various data, practices, and resources to develop a plan to meet goals, and improve student data. · District Comprehensive Improvement Plan-members of a team will meet various times to review data, update materials, and discuss needs, practices, and resources. The implementation of the District Comprehensive Improvement Plan will be monitored and facilitated through the process of scheduled meetings to review progress towards goals. The district will provide the necessary coverage for meetings Livingston Manor School District will use these funds to pay for various trainings in bullying prevention and youth mental health. The district will also use funds to continue to implement our current OLWEUS program by offering professional learning opportunities in the form of refresher courses to previously trained staff and new trainings for recently hired staff. The district will utilize funds to purchase culturally responsive learning materials and literature to help foster a climate of cultural responsiveness.

Have you met this goal? How do you know? Yes. Members of a team meet to review various data, practices, and resources to develop a plan to meet goals, and improve student data. The plan was monitored and facilitated through the process of scheduled meetings to review progress towards goals. The district offered various professional learning opportunities in the form of refresher courses to previously trained staff and new trainings for recently hired staff.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Students and staff have developed an understanding of social emotional wellness, and cultural responsiveness. Staff have used district data and information to gear lessons, activities, and goals for student improvement.

#2 Recipient/Use of District Improvement Funds: Planning and Development of Improvement Plans

What was your goal in directing funds in this manner? The Livingston Manor CSD (Title I Target District) will use funds to continue analyzing data to develop and plan our DCIP for the 2021-2022 school year. We will develop our plan to continue to reach our goals and priorities as needed

Have you met this goal? How do you know? Yes. The LINKS team met various times throughout the year with state education representatives, and the RPC to review goals, data, and implement various professional development opportunities.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Staff have used district data and information to gear lessons, activities, and goals for student improvement. Students have met with teachers to review their own performance and data to set goals for their education.

#3 Recipient/Use of District Improvement Funds: NA

What was your goal in directing funds in this manner? NA

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

Have you met this goal? How do you know? NA

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? NA

After considering the effectiveness of previous resource allocation decisions, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned? The effectiveness of previous resource allocation proved to be beneficial for the 20-21 school year. At this time, we will continue to enhance our program and data collection to continue with the needs of the students and the district.

### Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2020-21 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data
District Data-Performance Data on Local, State, and Norm based tests (NWEA).
Attendance Data for various age, race, and grade levels.
Teacher Survey- relating to academics, social emotional wellness, curriculum, programs, equity, environment, health and safety.
Parent Survey- relating to academics, social emotional wellness, curriculum, programs, equity, environment, health and safety.
Student Survey-relating to academics, social emotional wellness, curriculum, programs, equity, environment, health and safety.

### Listening to Students

Identified schools are interviewing students in advance of writing their annual plans, and Districts with identified schools are being asked to reflect on the feedback provided by students as part of their DCIP. Districts without identified schools are welcome to pursue Student Interviews as well, and may find the resource below helpful:

<http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-developing-scep.pdf>.

If your District conducted Student Interviews, what themes emerged from this process? If no interviews were conducted, the District may leave this section blank.

The themes that have emerged through student interviews that let the district know that progress toward the vision, values and aspirations of the district include:

- Health
- Safety
- Social Emotional
- Curriculum
- Programs/Resources
- Nurturing Environment

### Examining Equity

Identified schools are completing an Equity Self-Reflection in advance of writing their annual plans, and Districts with identified schools are being asked to consider the discussions that occurred within their identified schools when developing their DCIP. Districts without identified schools are welcome to incorporate the Equity Self-Reflection into their DCIP as well, and may find the resource below helpful:

<http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-identified-schools.docx>.

If schools within your District completed the Equity Self-Reflection, what themes emerged from this process? If schools did not complete this document, the District may leave this section blank.

The equity self-reflection was not completed as the district is a Targeted District.

## Section 2: District's Vision, Values, and Aspirations

## 1. What is the District's vision?

**Elementary:** The mission of the Livingston Manor Elementary School is to be the foundation of learning for students who can succeed now and at their next level of education. We believe our children can reach their greatest potential and become healthy, well-adjusted life-long learners. In cooperation with the parents and community, we will provide a curriculum that meets the needs of all students, taught by a supportive staff, in a creative environment, that is safe, nurturing and conducive to learning.

**Middle School:** The Livingston Manor Middle School is dedicated to the healthful development of each child -- intellectual, physical, social, and emotional -- in a supportive atmosphere which stimulates discovery, nurtures a success, recognizes effort, involves parents and community in the learning experience and encourages students and staff to strive for excellence.

**High School:** Our mission is to be the best school possible for all students by ensuring competent graduates who have a healthy, positive self-image and the desire for lifelong learning. This will be done by providing a challenging, well-defined curriculum taught by a competent, caring and professional staff who stay current with the latest research. This will take place in a safe and nurturing environment that fosters success.

## 2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

The district also values equity, equality, respect, and cultural responsiveness.

## 3. Review your responses to Section 1. What themes emerge that let you know that you have made progress toward the vision, values, and aspirations of the District?

The following themes that have emerged that let the district know that progress toward the vision, values and aspirations of the district include:

- Health
- Safety
- Social Emotional
- Curriculum
- Programs/Resources
- Nurturing Environment

## 4. Review your responses to Section 1. What themes emerge that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

The following themes that have emerged that let the district know that work still needs to be done toward the vision, values and aspirations of the district include:

- Curriculum (Programs for students)

## 5. If Student Interviews were conducted, what themes emerged through the Student Interviews that let you know that you have made progress toward the vision, values, and aspirations of the District? What themes

SECTION 1: CONSIDERING WHAT WAS LEARNED IN 2020-21

emerged that let you know that you still have work to be done toward the vision, values, and aspirations of the District? Districts that did not conduct Student Interviews may leave this section blank.

The themes that have emerged through student interviews that let the district know that progress toward the vision, values and aspirations of the district include:

- Health
- Safety
- Social Emotional
- Curriculum
- Programs/Resources
- Nurturing Environment

6. If the Equity Self-Reflection for Identified Schools was completed within your District, what themes emerged that let you know that you have made progress toward the vision, values, and aspirations of the District? What themes emerged that let you know that you still have work to be done toward the vision, values, and aspirations of the District? Districts that did not complete the Equity Self-Reflection for Identified Schools may leave this section blank.

The equity self-reflection was not completed as the district is a Targeted District.

## Section 3: Putting it all together

**Review your responses to sections 1 and 2** to identify 3 to 5 priorities for the 2021-22 DCIP. Identify the priorities below and indicate how those priorities support the themes that emerged in the previous sections.

### Priority 1:

<b>What will the District prioritize to extend success in 2021-22?</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.
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

### Priority 2:

<b>What will the District prioritize to extend success in 2021-22?</b>	To continue improve the outcomes of performance and progress for ELA/Literacy growth, and performance scores for 3-8 testing.
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

### Priority 3:

<b>What will the District prioritize to extend success in 2021-22?</b>	To continue improve graduation rates, college/career readiness for all students in order to implement goals for future success.
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

## Priority 4 (if applicable)

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>NA</b>
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

## Priority 5 (if applicable):

<b>What will the District prioritize to extend success in 2021-22?</b>	<b>NA</b>
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This Priority helps support (indicate all that apply)

- Impact of COVID-19 (Section 1 – Evaluating the Impact of COVID-19)
- Recent Data (Section 1 – Understanding Local Data)
- The District’s Vision (Section 2, Question 1)
- The District’s Values and Aspirations not captured through Vision (Section 2, Question 2)
- Themes from Student Interviews (Section 2, Question 5)
- Themes from the Equity Self-Reflection (Section 2, Question 6)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2021-22 DCIP, please take into consideration your reflection on the District’s vision, values, and aspirations and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2021-22 DCIP.**