



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Central Valley CSD	Jeremy Rich

## 2024-25 Summary of Priorities

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

1	We are committed to academic success on NYS ELA assessments, with a specific focus on students with disabilities.
2	We are committed to academic success on NYS mathematics assessments, with a specific focus on students with disabilities.
3	We are committed to student engagement through increased attendance and decreased behaviors.

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2024-25?</b>	We are committed to academic success on NYS ELA assessments, with a specific focus on students with disabilities.
<b>Why is this a Priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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> <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i> <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	We envision a school district with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in reading and writing. A focus on ELA is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to read and write in class. In analyzing SIRS data, SWDs had a core performance score for ELA of 33.18 in 22-23.

### 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?
Enhanced Cross-Curricular Instructional Practices	<ul style="list-style-type: none"> <li>Develop Curriculum/Vertical Alignment Work for Targeted Block Instruction</li> <li>PD Related to Instructional Strategies and Interventions</li> <li>Implement Targeted Block Instruction</li> <li>Progress Monitor Students in Pilot Group</li> <li>Collect Feedback and Reflect on Success of the Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay

## Priority 1

MTSS-I Framework	<ul style="list-style-type: none"> <li>Form MTSS-I Committee</li> <li>Create Meeting Calendar</li> <li>Attend Professional Learning Opportunities Related to MTSS-I (MTSS-I Team)</li> <li>Continue Developing an MTSS-I Plan</li> <li>Collect Feedback and Reflect on Success of Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay
Data-Driven Practices	<ul style="list-style-type: none"> <li>Professional Development-Analysis of of Historical Data</li> <li>Establish Data Team Protocols</li> <li>Data Analysis during the School Year by Grade Levels/Content Areas</li> <li>Utilization of Enhanced Data Views</li> <li>Collect Feedback and Reflect on Success of Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay, Data Visualization

## 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.

SIRS 106: Greater proficiency on NYS Assessments in comparison to the previous 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>
STAR Data	Trending towards proficiency (Fall/Winter/Spring)	19% of students are showing to be on track to meet the annual goal of proficiency according to STAR for ELA.

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2024-25?</b>	We are committed to academic success on NYS mathematics assessments, with a specific focus on students with disabilities.
<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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	We envision a school district with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in mathematical computation and problem solving. A focus on mathematics is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to sit through math class. In analyzing SIRS data, SWDs had a core performance score for math of 33.18 in 22-23.

### 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?
Enhanced Cross-Curricular Instructional Practices	<ul style="list-style-type: none"> <li>• Develop Curriculum/Vertical Alignment Work for Targeted Block Instruction</li> <li>• PD Related to Instructional Strategies and Interventions</li> <li>• Implement Targeted Block Instruction</li> <li>• Progress Monitor Students in Pilot Group</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay

## Priority 2

	<ul style="list-style-type: none"> <li>Collect Feedback and Reflect on Success of the Key Strategy</li> </ul>	
MTSS-I Framework	<ul style="list-style-type: none"> <li>Form MTSS-I Committee</li> <li>Create Meeting Calendar</li> <li>Attend Professional Learning Opportunities Related to MTSS-I (MTSS-I Team)</li> <li>Continue Developing an MTSS-I Plan</li> <li>Collect Feedback and Reflect on Success of Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay
Data-Driven Practices	<ul style="list-style-type: none"> <li>Professional Development-Analysis of of Historical Data</li> <li>Establish Data Team Protocols</li> <li>Data Analysis during the School Year by Grade Levels/Content Areas</li> <li>Utilization of Enhanced Data Views</li> <li>Collect Feedback and Reflect on Success of Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay, Data Visualization

## 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.

SIRS 106: Greater proficiency on NYS Assessments in comparison to the previous 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 (complete after the date listed in the preceding column)
STAR Data	Trending towards proficiency (Fall/Winter/Spring)	19% of students are showing to be on track to meet the annual goal of proficiency according to STAR for Math.

Priority 3

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2024-25?</b>	We are committed to student engagement through increased attendance and decreased behaviors.
<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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>We envision a school district where students feel welcome and safe. Moreover, we envision a school where students attend regularly and are engaged in learning and are not distracted by disruptions in the learning environment.</p> <p>This commitment is related to what we learned in the listening sessions with students. Students said that they feel welcomed at school because of their friends and the teachers.</p> <p>When reviewing the survey data, we learned the following related to this commitment:</p> <ul style="list-style-type: none"> <li>• <b>Staff Survey:</b> The school environment was another important theme, with participants suggesting that schools need to be more welcoming and supportive environments for students.</li> <li>• <b>Student Survey:</b> Several students cited school-related issues as barriers to attending school. These included early start times, the amount of homework, and negative experiences with teachers or other students. Some students also mentioned the stress and pressure associated with schoolwork and tests.</li> <li>• <b>Parent Survey:</b> A significant number of respondents raised concerns about bullying in the school. They felt that the school was not doing enough to address this issue and that it was having a negative impact on their children's school experience. Some suggested that the school should take more serious action against bullying and provide more support for students who are being bullied.</li> </ul>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
----------	---------	-----------

Priority 3

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?
Restorative Justice (Evidence-based Intervention)	<ul style="list-style-type: none"> <li>● Implementation of Restorative Justice Module in Schooltool</li> <li>● Participate in Learning Opportunities about Restorative Justice Best Practices (Leadership Team)</li> <li>● Build Awareness of Restorative Justice Best Practices for Staff (Faculty Meeting)</li> <li>● Collect Feedback and Reflect on Success of the Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay
MTSS-I Framework	<ul style="list-style-type: none"> <li>● Form MTSS-I Committee</li> <li>● Create Meeting Calendar</li> <li>● Attend Professional Learning Opportunities Related to MTSS-I (MTSS-I Team)</li> <li>● Continue Developing an MTSS-I Plan</li> <li>● Collect Feedback and Reflect on Success of Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay
Data-Driven Practices	<ul style="list-style-type: none"> <li>● Professional Development-Analysis of of Historical Data</li> <li>● Establish Data Team Protocols</li> <li>● Data Analysis during the School Year by Grade Levels/Content Areas</li> <li>● Utilization of Enhanced Data Views</li> <li>● Collect Feedback and Reflect on Success of Key Strategy</li> </ul>	Time, PD, Data Support, Stipends, Sub Pay, Data Visualization



## 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.

SIRS 107/110/111: Success will look like decreased chronic absenteeism rates and decreased suspension rates in comparison to the previous 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>
SIRS 107/110/111	Success will look like decreased chronic absenteeism rates and decreased suspension rates in comparison to the previous school year on a monthly basis.	<p>SIRS 107: 24-25 rate for SWDs is 45.3%. Last year the rate was 39.9%. CA rates increased slightly.</p> <p>SIRS 110/111: 24-25 rate for SWDs was 11.2% for ISS and 8.2% for OSS. Last year the rates were 12.6% and 9.6% respectively. Suspension rates decreased in 24-25.</p>

## 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)
Jessica Bowman	Principal	Fisher Elementary
Luke Manolescu	Principal	Jarvis MS
Genevieve Wares	Asst. Principal	Jarvis MS
Maryjo Pedersen	Teacher	Jarvis MS
Lynsie Wiegand	Teacher	Jarvis MS
Aimee Cotto	Teacher	Jarvis MS
Rachel Ebling	Teacher	Jarvis MS
Elena Dibble	Parent	Jarvis MS
Megan Ladd	Parent	Jarvis MS & CVA
Alaine Canestrari	Asst. Superintendent	
Amy Konz	Regional Data Leader (MORIC)	

### Meeting Dates

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

Meeting Date	Location
3/5/24	Virtual
3/19/24	Virtual
5/13/24	Virtual

## Stakeholder Participation

6/12/24	Jarvis MS
6/25/24	Jarvis MS

## 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' voices have been incorporated into the planning process through the collection and analysis of survey data. Staff spoke to a concern with the students being on grade level for ELA and math. Moreover, teachers who specifically work with SWDs have served on the DCIP committee to provide perspective and insight.
Parents with children from each identified subgroup	Parent and family voices have been incorporated into the planning process through the collection and analysis of survey data. Families provided feedback on both multiple choice and open-ended survey questions. Moreover, families who specifically have children with SWDs have served on the DCIP committee to provide perspective and insight.
Secondary Schools: Students from each identified subgroup	N/A

## Submission Assurances

### Directions

Place an "X" in the box next to each item prior to submission.

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 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).