



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Greenport UFSD	Ryan Case

## 2024-25 Summary of Priorities

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

1	Increase ENL Passing rates on the English Regents by 15%
2	75% of all district ENL Students will advance one proficiency level on the NYSESLAT Assessment
3	Achieve a student attendance rate of 92%.
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Increase ENL Passing rates on the English Regents by 15%</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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Increasing the passing rates for English as a New Language (ENL) students on the English Regents by 15% is a critical priority for our district, reflecting our steadfast commitment to equity and excellence in education. This goal aligns seamlessly with our district's vision of fostering an inclusive environment where every student is given the tools and opportunities to succeed. By prioritizing the academic success of our ENL students, we not only uphold our values of diversity and inclusion but also strengthen our community by ensuring that all students, regardless of their background, have access to high-quality education. This focus is essential as it addresses an urgent need to bridge achievement gaps and empower a significant portion of our student population, enhancing their future educational and career opportunities.</p> <p>This initiative emerged as a priority because it directly impacts the overall effectiveness of our educational system and the integrity of our mission to serve every child. By enhancing support systems for ENL students, we are making a strategic investment in the human potential that drives our community forward. This goal complements other district priorities such as improving literacy across all grades and increasing college and career readiness, forming a holistic approach to educational advancement. Pursuing this priority is both a moral imperative and a practical strategy for long-term success, as it not only prepares our students for immediate academic challenges but also equips them with the linguistic and critical thinking skills essential for lifelong learning and adaptation in a diverse society.</p>

## 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?
ENL Academy	After-school enrichment and targeted instruction	Stipends for teachers
Enrichment Software	Self-paced instructional resources based online	<b>Imagine learning Platform</b>

## 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.

65% of ENL students score a 65 or higher on the NYS Regents Assessment.

### 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	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Benchmark performance assessments	Quarterly	

Priority 1


## PRIORITY 2

### Our Priority

What will we prioritize to extend success in 2024-25?	75% of all district ENL Students will advance one proficiency level on the NYSESLAT Assessment
<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>Setting the goal for 75% of all district English as a New Language (ENL) students to advance one proficiency level on the NYSESLAT Assessment is a strategic priority that reflects our district's commitment to educational excellence and equity. This objective is aligned with our broader vision to equip every student with the necessary skills to succeed academically and socially. Advancing proficiency in English is not only crucial for the immediate academic success of our ENL students but also vital for their long-term integration and participation in society. By focusing on this area, we affirm our values of inclusivity and equal opportunity, ensuring that all students have the support and resources they need to thrive.</p> <p>This priority emerged in response to an observed need for targeted interventions that bolster language acquisition among our ENL population, a group that significantly influences the diversity and dynamism of our school community. Enhancing English language skills is foundational to improving overall academic performance and is intrinsically linked to other district priorities such as increasing graduation rates and college readiness. Pursuing this goal is therefore not only about meeting regulatory benchmarks but also about fostering a supportive learning environment that nurtures the potential of every student. This focus on language proficiency ensures that our educational strategies are holistic and adaptive, preparing our students to meet the challenges of an increasingly globalized world while supporting the district's long-term plans for academic and social excellence.</p>

### 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?

## Priority 2

Professional Development	Providing teachers with up-to-date techniques and practices in supporting students to be successful in language acquisition.	Staff Developer and ENL Coordinator
Castle Learning Software	Providing students with authentic practice and assessment of what they are expected to know and be able to do	<b>Software, ENL staff, English Department</b>

## 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.

Benchmark Assessments aligned to exit outcomes will measure student performance and progress.

### 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	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Student growth in test scores.	Quarterly	

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2024-25?</b>	<b>Achieve a student attendance rate of 92%.</b>
<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>Achieving a district-wide student attendance rate of 92% is a crucial priority that directly supports our educational mission and long-term strategic goals. High attendance rates are a fundamental indicator of student engagement and the overall health of our educational environment. By prioritizing attendance, we affirm our commitment to providing every student with the opportunities and support they need to succeed. This goal not only reflects our values of responsibility and participation but also enhances our ability to deliver consistent, high-quality education. Regular attendance is essential for maintaining continuity in learning, allowing students to fully benefit from the curriculum and the wide array of resources our district offers.</p> <p>This objective emerged as a key focus due to its significant impact on academic performance and student well-being. Research consistently shows that regular attendance is closely linked to higher academic achievement, improved social skills, and increased future opportunities. Thus, by aiming for a 92% attendance rate, we are not only striving to improve educational outcomes but also to cultivate an engaging and supportive school culture that motivates students to attend and participate fully. This goal aligns with other district priorities such as enhancing academic performance, reducing dropout rates, and preparing students for successful careers and college experiences. It acts as a cornerstone for our broader aspirations to foster a thriving, dynamic community where every student is prepared to excel and contribute.</p>

## 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?
School Social Work	Staff charged with direct contact with families and students with students at risk. Using Home visits and conferences alongside the partnership of School Resource Officers to encourage good attendance habits	Staff School Resource officers School Car
Advisory	HS Program is designed to provide students with faculty mentors and an opportunity	
Elem Character Ed		<b>Harmony Software</b>
Porter Pals	The district-wide program partners different-aged students to participate in activities together.	Activity Supplies Crafts



## 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.

Attendance data of 92%

### 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	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Attendance data using the school management system.	5-week periods	

## 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)
Ryan Case	Superintendent	District
Gary Kalish	Principal	HS
Joe Tsaveras	Principal	Elem
Karen McGrann	Special Education Admin	District
Rebecca Lillis	ENL Teacher	Elem
Kevin Sage	Parent	
Kaitlin Charters	English Teacher	HS
Jessica Rodriguez	Attendance Officer	District
Danielle Roger	Parent	
<b>Shatisha Ozwald</b>	ENL Teacher	HS
<b>Christopher Golden</b>	Social Studies Teacher	HS
<b>Nicole Salgado</b>	ENL Teacher	HS

## Meeting Dates

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

Meeting Date	Location
May 28, 2024	District Conference Room
June 11, 2024	District Conference Room
June 18, 2024	District Conference Room
<b>July 9, 2024</b>	District Conference Room
<b>Aug 29, 2024</b>	Google Meet

## 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 advocated for extended instructional time.
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	Small instructional groups

## 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 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).