















Priority 2

<p><b>Providing a school environment where students and families feel welcomed and supported.</b></p>	<p>School staff will welcome students and families to come into the school prior to the beginning of the school year.</p> <p>School staff will maintain contact with families and students through phone calls, home visits, the Ally program, etc.</p> <p>Witson's Food Service will provide breakfast to students who arrive late to school..</p>	<p>The district will know if the strategy is making a difference by having the attendance committee regularly analyze school attendance data reports to identify progress or lack thereof.</p> <p>The attendance committee will recognize trends and make adjustments to the incentive program based on data analysis.</p>	<p>School staff will need time and money for planning and participating in orientation and open house.</p> <p>School counselors, school psychologist, school social worker, principal &amp; assistant principal will help support this process.</p>
<p><b>Buildings will provide before and after school opportunities for students to be engaged.</b></p>	<p>Buildings will provide activities for students before and after school to increase positive attendance during the day.</p>	<p>The district will know if the strategy is making a difference by having the attendance committee regularly analyze school attendance data reports to identify progress or lack thereof based on participation in the before school and afterschool program.</p> <p>The attendance committee will recognize trends and make adjustments to the before and after school program based on the data.</p>	<p>School staff will need time to develop, highly engaging enrichment activities for before and after school programs.</p> <p>School staff will need money to be allocated for their time in facilitating the before and after school programs.</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.

GOAL: By the end of the 2021-22 school year, the chronic absenteeism rate will be at or below our State MIP:

LANSINGBURGH CENTRAL SCHOOL DISTRICT	Elementary Chronic Absenteeism	27.7
LANSINGBURGH CENTRAL SCHOOL DISTRICT	High School Chronic Absenteeism	38.9
KNICKERBACKER MIDDLE SCHOOL	ALL STUDENTS	29.4
LANSINGBURGH SENIOR HIGH SCHOOL	ALL STUDENTS	39.1
TURNPIKE ELEMENTARY SCHOOL	ALL STUDENTS	27.6
RENSSELAER PARK ELEMENTARY SCHOOL	ALL STUDENTS	25.8

On a weekly basis, attendance will be reported to Level 2 and SIRS attendance reports will be run to monitor Chronic Absenteeism. School Tool reports on School Attendance will be run to show building level attendance percentages. Using the SIRS-107 Report, we will breakdown Chronic Absenteeism rates by subgroup to determine if we are meeting our State provided MIPS.

Each building will have regularly scheduled Student Support Staff Meetings where data will be reviewed and action steps will be put in place to address individual students. Buildings can schedule parent meetings, home visits or other interventions as needed.

## PRIORITY 3

### Our Priority

What will we prioritize to extend success in 2021-22?	Parent and Family Engagement
<p style="text-align: center;"><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 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>The Lansingburgh Central School District prioritizes parent and family engagement as a way to strengthen our school community. As a district, parent and family engagement is crucial for the success of our students and building(s). Parent and family engagement is the umbrella where, with high engagement, all of the other priorities can also advance.</p> <p>After more than a year of remote/hybrid instruction, students and families need the support of the district in order to return to full-time, in-person instruction. In order to aid with this return and to understand the inequities present in the Lansingburgh community, the district needs to provide a safe and nurturing environment where students and families feel comfortable reaching out for support. Additionally, LCSD staff need to be aware of inequities in order to be culturally responsive in the classroom. This will be addressed through district-wide events where students and faculty come together as a community.</p> <p>This priority supports the SCEP commitments through engaging families in their child’s education. When families and communities are active members in their student’s education, attendance rates increase, engagement in academics increases, and there is a positive social emotional learning environment.</p> <p>During interviews with student focus groups, it was found that students want opportunities to spend time with friends without academic expectations. Students need in-person opportunities to positively socialize on platforms not involving social media.</p> <p>This has emerged as a need based on the 2020-2021, K-12 Insight survey, where 38% of students strongly disagree with the statement, “My family attends school events,” (such as games, plays, fundraisers).</p>

Priority 3

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><b>Host a district-wide school event where all students and families are strongly encouraged to attend.</b></p>	<p>This event will Include all buildings: LHS, KMS, RPES, TES, and all members of the community.</p> <p>Invitations via social media, flyers, newsletters, PTA meetings, phone calls, etc.</p> <p>Convening a committee with representation throughout the district to coordinate event(s).</p>	<p>Attendance/involvement in said event.</p> <p>Send out surveys after events.</p> <p>Suggestion boxes present for parents/families at events.</p> <p>Involvement of staff members in district-wide events.</p> <p>Social media responses on Facebook pages (PTA, etc).</p>	<p>Time is needed for developing a timeline for executing the event before the school year begins. This event should appear on the district calendar.</p> <p>Use of gymnasiums/spaces within the district (Complete Use of Facilities).</p> <p>Money is needed for event decorations.</p> <p>The District Communications Specialist will share information on the District Website/social media.</p> <p>Lansingburgh Spirit wear will be for sale at events.</p>
<p><b>Develop authentic relationships/partnerships with local businesses and community organizations</b></p>	<p>Include local businesses/clubs (Troy Patriots, Boys and Girls Club, Boy and Girl Scouts, etc.) in-district wide school events.</p> <p>LCSD faculty and staff will support community events by attending events within the community.</p>	<p>Gauging attendance at events with the presence of the local businesses.</p>	<p>The Director of School Community Partnerships, assisted by the Employment and Training Coordinator, will go into the community to work on relationships with business owners.</p> <p>Each building's PTA will form relationships with local businesses (41, Snowman's, Jimmy's, etc.).</p>

Priority 3

<p><b>Develop authentic connections with students and their families.</b></p>	<p>Staff members will personally invite families to the district-wide community event(s).</p> <p>Parent/family engagement tables set-up at event(s) to hand out pertinent information to parents/families.</p> <p>This process must involve the PTA in both the planning process and also in attendance at school event(s).</p>	<p>There will be a high number of family attendees and involvement during event(s).</p> <p>Staff will send surveys to families after events asking for feedback.</p> <p>Suggestion boxes present for parents/families at events.</p> <p>Involvement of staff members in district-wide event(s).</p> <p>Social media responses on Facebook pages (PTA, etc).</p>	<p>The District Communications Specialist will share information on the District's Website/social media.</p> <p>LCSD staff will individually call targeted parents/families to attend events.</p> <p>Time is needed for parent outreach.</p>
<p><b>Offering alternatives to in-person attendance to conferences/PTA meetings, etc.</b></p>	<p>Live-stream PTA and Family Advisory (FAC) committee meetings, so parents who are unable to attend in person can still participate.</p> <p>Offer Google Meet as an alternative to an in-person conference.</p>	<p>More families will attend PTA/FAC meetings.</p> <p>More families will attend parent/teacher conferences.</p>	<p>Equipment to stream meetings, ie: webcam, speakers, Chromebook</p>
<p><b>Future goal: Work with community organizations for school events off of school campuses. (Valley Cats, etc)</b></p>	<p>Lansingburgh Community Night at Homecoming, sporting events, and Senior Night for each sporting season.</p>	<p>Increased attendance at events.</p> <p>Parent/community feedback.</p> <p>Social media responses on Facebook pages (PTA, etc).</p>	<p>School/community liaison to help organize off campus events.</p> <p>The District Communications Specialist will share information on the District Website/social media.</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.

- Plan and execute district-wide community events led by the FAC committee and/or volunteers at each building.
- 45% of families in the community attend at least *one* district-wide event.
- 70% of staff members from each building will attend at least *one* of the district-wide events measured by a sign-up sheet. Based on initial attendance of the first event, there will be a 5% increase in attendance from event to event.
- In the 2021-2022 K-12 insight survey, the percentage of students who strongly disagree with the statement, “My family attends school events,” will decrease from 38% to 30%

## PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>Data Collection and Implementation to Drive Curriculum and Instruction</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>Lansingburgh Central School District is committed to participating and implementing professional development in all content areas that increases rigor and expectations by creating more individualized, student centered, inquiry based instruction by using data to drive instruction to grow independent learners.</p> <p>This priority emerged due to minimal participation during remote learning student learning gaps increased and a greater number of students fell one or two grade levels behind.</p> <p>This ties into chronic absenteeism, trauma sensitive initiatives and parent and family engagement all part of Lansingburgh's longterm goals. The data that is collected will allow us to provide more individualized instruction, close learning gaps created through remote learning and allow for student growth as independent learners.</p> <p>Data Driven Instruction is part of the SCEP for ELA and math for setting high expectations and building rigor into curriculum.</p> <p>In the K-12 insight survey only 18% of parents felt their child's school work was challenging.</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><b>Each building will have a Data Collection process that is consistent.</b></p>	<p>Each grade level/department will utilize a uniform collection for data analysis.</p>	<p>Teachers will know where/how to implement and use the data collection tool.</p> <p>PLC discussions will be focused around the data.</p>	<p>Teachers will need time to analyze data from assessments, diagnostics, and benchmarks.</p>
<p><b>Grade level PLCs focused on data driven instruction.</b></p>	<p>Departments by grade level will select an essential question focused around data in order to improve/inform/target instruction.</p>	<p>On-going data collection pre/post test analysis.</p>	<p>Teachers will need time for PLC work.</p> <p>Resources needed will be determined by teachers as they determine needs for their instruction.</p>
<p><b>Embedded professional development to enhance instruction in ELA, math and science.</b></p>	<p>Teachers will participate in professional development that will create more inquiry based instruction, student choice, and student centered instruction. This will include making the curriculum relevant to real world situations.</p>	<p>Benchmarks, pre/post assessments, on-going data collection, immediate feedback, and coaching within the classroom.</p> <p>Administrators will utilize formal and informal observations to monitor while holding teachers accountable to ensure the PD is implemented with fidelity.</p>	<p>Funding for staff developers, substitutes during embedded PD will be required to complete this work.</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.

In the 2021-2022 school year, we will expect that...

- 75% of teachers will be involved in a PLC that creates a collection format that uses data to support building/district learning goals.
- 75% of teachers will input data into a commonly used data collection system (Google Doc, Google Sheet [SAMPLE](#)) as a way to drive instruction.

KMS/LHS - [Data folder](#) - each department/grade level will determine goals and types of data necessary to meet those goals (i.e. - reading/writing goals with commonly created rubrics) along with monthly PLC minutes.

RPES/TES- [Data folder](#) that includes F&P Benchmarks; Ready Diagnostics, Oral reading fluency.

- 90% of District Teachers will consistently collect, input and analyze data that correlates to their PLC goal.
- 22% of parents on the 2021-2022 K-12 insight survey will agree that their child's work is challenging.

## 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>
Rebecca McGrouty	Assistant Superintendent of School Improvement	District
Eileen Culliton	Curriculum Specialist	LHS
Lori Filarecki	Curriculum Specialist	TES
Colleen Buff	Curriculum Specialist	KMS
Mary Haydock	Curriculum Specialist	RPES
Meredith Rivet	Principal	TES
Greg Rashford	Director of Guidance	District
Jodi Cataldo	Teacher	TES
Karen Porpeggia	Teacher	LHS
Alex Thomson	Social Worker	KMS
Kelly Cataldo	Assistant Principal	TES

Our Team's Process

Matt Vandervoort	Principal	LHS
Melissa Santarcangelo	Assistant Principal	RPES
Michelle Coon	Teacher	KMS
Mackenzie White	Intern	District
Bill Behrle	Assistant Principal	LHS
Katie Stalker	Principal	RPES
Michelle McLaughlin	Counselor	TES
Joe Otter	Director of School Community Partnerships	District
Edda Sacco	School Counselor	RPES
Meg Holdsworth	School Counselor	KMS
Annie Coager	Intern	District
Carrie Phelan	Principal	KMS
Nancy Andress	CASDA Consultant	District
Linda Lynch	Parent	KMS

## Meeting Dates

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

Meeting Date	Location
June 17, 2021	online email thread
July 14, 2021	online email thread
July 19, 2021	in-person

## Submission Assurances

### 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).