New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Tupper Lake CSD	Jaycee Welsh

2024-25 Summary of Priorities

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

1	Collaboratively develop a shared vision for curriculum and instruction.
2	Create a framework to support social-emotional learning for all students.
3	Establish systems and structures to communicate with the community.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2024-25?	Collaboratively develop a shared vision for curriculum and instruction.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	A shared vision for curriculum and instruction creates consistency in teaching and learning across both schools and all classrooms in the district. When practices are aligned and educators understand expectations for student learning, it reduces gaps in student learning. and disparities in achievement. By prioritizing the alignment of instruction to the standards, the district can better meet the diverse needs of all students. This collaborative approach helps ensure that students have equal opportunities to succeed with necessary support in places to address challenges. The key strategies from the SCEP that are connected to Data Driven Instruction also influence this priority. A well-aligned curriculum empowers teachers and students. The involvement of teacher leaders in this process fosters a sense of ownership and investment in teaching. Teachers can share with their colleagues and collectively refine their skills and strategies, which supports ongoing professional development.

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?
Curriculum coordinators districtwide will meet three times per year.	● Schedule three meetings throughout the 2024-25 school year. ● Create a shared district vision for curriculum and instruction.	Substitute teacher coverage for 3 half-days for 12 coordinators
Curriculum coordinators and school leaders audit current instructional practices and resources.	● Identify strengths and gaps in current instructional practices and resources at the direction of the Superintendent or their designee using a peer reviewed book or other guidance document.	Purchase of approximately 15 books *The ABCs of Curriculum Evaluation* ($40/book) (for curriculum coordinators and administrators

Curriculum coordinators prioritize actions based on shared vision and audit of instructional practices and resources.	• Develop a timeline of actions to inform planning for the next school year with consideration of strengths and best practices for instruction.	Substitute teacher coverage for 3 half-days for 12 Coordinators.
Curriculum coordinators and other school staff identify appropriate professional development based on gaps.	• Present options for 2024-25 training • Report to professional development committee with needs for 2025-26 school year	Hourly rate for internal staff who are identified to provide Professional Development Funding for staff to attend workshops or conferences identified by the team outside the school day

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.

There will be an increase from 65.5% from 70% stating that respondents agree or strongly agree with the statement: *We work together across grade levels and content areas in order to provide an integrated approach to student learning.*

The district strives to build collaboration across the district with a focus on the mission, vision and core beliefs. Our curriculum coordinators, with the support of school and district leaders, will make certain we have relevant, targeted professional development. The information from this collaboration will align with professional development initiatives for all staff.

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 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)*
Increase in positive responses on the school performance scan:	June 2025	

We work together across grade levels and content areas in order to provide an integrated approach to student learning (65.5%)		
Attendance by curriculum coordinator to meetings held throughout the school year.	Three times per year	
Development of timeline of planning actions	January 2025	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	Create a framework to support social-emotional learning for all students.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Social-emotional learning focuses on developing skills like self-awareness, emotional regulation, empathy, and relationship building. These are fundamental for student growth. Our goal is to equip students with social-emotional skills necessary to navigate life's challenges. Research shows that students who are provided instruction in SEL can manage their emotions, make responsible decisions, and are more likely to be focused and engaged in learning. An increase in student engagement helps schools to become safer and more supportive. An increase in mental health issues among our students calls for an increased facilitation of strategies to build resilience, cope with stress, and seek help when needed. Involving families ensures that students have a consistent response at home and at school. The creation of an SEL team, as described in the SCEP, can help with the prioritization of SEL throughout both school buildings. This would move the district to aptly provide a foundation for emotionally proficient and socially responsible students.

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?
Assessment of current SEL initiatives, including coordination of grant funding and related contracts	● Organize internal and external programming and funding, especially at the middle-high school level. ● Facilitate SEL programming	SEL coordinator stipend for organization and facilitation
Educate district staff on five core competencies and standards related to SEL	● Create opportunities for in-person and asynchronous professional learning	Funding for staff to attend workshops or conferences identified by the team outside the school day

		Substitute teacher coverage for staff Hourly rate for internal staff who are identified to provide Professional Development
Therapeutic Crisis Intervention for Schools	• Retain at least two in-district trainers who provide annual training and refresher courses • Continue to train staff annually, including the initial and refresher trainings	Travel, meals, lodging for 1 staff to attend initial "Train the Trainer" workshop. Travel, meals, lodging for 2 staff to attend refresher training for trainers. Hourly rate for 20 staff members; 32 hours each for initial TCIS training and certification 30 hours (10 hours per trainer) for planning, preparation and follow up for TCIS training and ICSP development

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.

There will be an increase from 61.3% to 65% stating that respondents agree or strongly agree with the statement, "We have an effective system for developing and building student social-emotional health."

There will be an increase from 50.5% to 53% stating that respondents agree or strongly agree with the statement, "We have a positive classroom environment that supports learning."

Therapeutic Crisis Intervention for Schools will continue to provide a framework for implementing crisis prevention and management systems that reduces the need to rely on high-risk interventions, addresses crisis events and social-emotional needs, and helps provide a more realistic view of how addressing SEL impacts learning outcomes.

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)*
School Performance Scan: *We have an effective system for developing and building student social-emotional health.* An increase from 61.3% to 65% agree or strongly agree	June 2025	
Maintenance of current trained TCIS staff and an increase in trained staff district wide	June 2025	
Attendance at in-person and asynchronous trainings	June 2025	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	Establish systems and structures to communicate with the community.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Effective communication is essential for building trust, ensuring transparency, and fostering a strong partnership between the districts and its stakeholders. Clear, consistent, and reciprocal communication leads to well-informed community members who may feel more connected and invested in the success of our district. Utilizing an established tool for communications shows the district's commitment to accountability as well as its willingness to accept feedback on decisions and policies that impact students. Additionally, efficiency is important so that information reaches the public quickly while making the best use of the district's budget and technological infrastructure. This priority fits the district's long-term plans for being responsive to the community's needs. This includes addressing issues promptly and adapting to the ever-evolving needs of students and families. Communication platforms also provide a way to display student success through activity engagement with each individual educational journey. This can be observed through increased attendance at school events or participation in shared-decision making teams. Some situations require quick dissemination of information to the community, which is key in maintaining safety, reducing confusion and making everyone aware of actions or updates.

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?
Establish systematic communication with staff and families through Parent Square.	● Provide training to staff for Parent Square	Staff Release Time for Parent Square Training

Utilize Parent Square to securely deliver documents to parents electronically.	● Deliver letters, notices and student information via Parent Square. This includes but is not limited to: ○ Bussing and emergency contact forms ○ NYS 3-8 State Assessment Scores ○ CSE meeting notice ○ Permission slips for field trips, participation in after-school activities, etc.	Hourly rate for internal clerical staff who are identified to digitize paper forms and publications
Ensure district website is up-to-date	Review areas of the website (including, but not limited to): ● Code of Conduct ● Family resources ● Forms	**Edlio subscription**
Coordinate with community organizations to share district events and initiatives	Community liaison	Substitute teacher coverage for a staff member to attend community partners meetings during the school day Hourly rate for staff members to attend events with community partners and share district resources with them outside the school day

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.

There will be an increase from 46.9% to 50% for families stating that they agree or strongly agree with the statement: "As a parent/family member, I feel connected to our school."

There will be an increase in participation in the completion of the Family Engagement Survey from a baseline of 66 respondents in the spring of 2024.

There will be increased parent attendance at annual review meetings of the Committee on Special Education from 2023-24 baseline.

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 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)*
Family Engagement Survey: *As a parent/family member, I feel connected to our school.* An increase from 46.9% to 50% agree or strongly agree.	June 2025	
Increased participation in Family Engagement Survey. There were 66 respondents to the spring 2024 survey.	June 2025	
Increased parent attendance at CSE meetings from the average parent attendance for annual review meetings during the 2023-24 school year.	June 2025	

Priority 4

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)
Jaycee Welsh	Superintendent	District
Elizabeth Littlefield	Building Principal	LP Quinn
Chris Savage	Building Principal	MHS
Trish Wickwire	Director of Special Programs	District
Juli Dukett	Teacher	LP Quinn
Shannon Tremblay	Teacher	LP Quinn
Melissa Savage	Teacher	MHS
Carly Simpson-Hamelin	School Social-Worker	LP Quinn

Meeting Dates

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

Meeting Date	Location
August 20, 2024	District Conference Room
August 23, 2024	LP Quinn Library

August 26, 2024	LP Quinn Library
August 27, 2024	Remote
August 28, 2024	District Conference Room

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 have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers feedback led to the incorporation of the principles of universal curricular design by way of the inclusion of adaptable materials so that instruction is accessible to all students. Teachers have shared their experiences with the unique challenges faced by students with disabilities, which supports the needs for specialized training for staff as well as resources that bolster social-emotional growth within the school environment. Teachers have also communicated that using a consistent communication structure for families, in addition to in-person meetings, keeps parents engaged in their students' learning.
Parents with children from each identified subgroup	We engaged parents through surveys and participation in SCEP and DCIP planning. Parent input provided insight into the need for the prioritization of inclusivity and ability via universal instructional strategies. Families also emphasized the importance of fostering an environment to accommodate students' diverse needs, where students can be socially and emotionally supported and parents can receive personalized, frequent updates about student progress.
Secondary Schools: Students from each identified subgroup	Students provided feedback through districtwide surveys. They were asked to provide input on a number of different areas, including their learning experiences and the school environment. Across three years of data, students at the middle-high level identified following school rules, communication with parents, and a responsive curriculum to be areas that need improvement.

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 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).