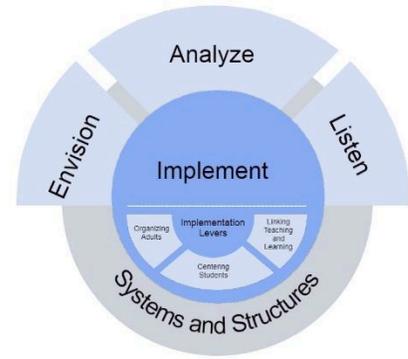




New York State
EDUCATION DEPARTMENT

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DCIP Planning Document for 2024-25 DCIP

District

Holland Patent CSD

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 2024-25 DCIP. This document is the district-level needs assessment that informs the final plan, and similar to the [school-level needs assessment](#), the document is organized around NYSED’s core needs assessment concepts: Envision, Analyze, and Listen.

This document will involve:

- **Envision:** Reflecting on the District’s vision, values, and aspirations
- **Listen:** Reflecting on the 2024-25 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- **Analyze:** Understanding Local Data
- **Analyze:** Considering the effectiveness of the 2023-24 DCIP (Re-identified districts only)

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 2024-25 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.

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Section 1: Envision: District's Vision, Values, and Aspirations

1. What is the District's vision?

The Holland Patent CSD will be a leading educational organization where all students and staff are excited to be engaged and growing to their full academic potential. We will strive to always meet the comprehensive needs of our students. We will embrace and support a culture of positive collaboration and productive cooperation.

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 mission of the Holland Patent CSD is to provide a safe learning environment where students become civic minded, resilient critical thinkers and problem solvers who are prepared for the rigorous demands of college and careers in an ever-changing world.

We believe that we can achieve our vision and accomplish our mission by making a commitment to:

1. Ensure that the well-being of students is our focus.
2. Act with integrity.
3. Demonstrate professionalism and high expectations.
4. Model respect for ourselves and others.
5. Foster teamwork and embrace positive collaboration both internally, as well as within the community.
6. Consider the comprehensive needs of each child.
7. Model responsibility, citizenship and civility.
8. Remain committed to excellence and quality in our work and service.

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

Themes that emerged through the Envision-Analyze-Listen activities that align to our current values include fostering teamwork, embracing positive collaboration, and remaining committed to excellence and quality in our work and service. The feedback provided on the staff survey highlights positive feelings of support by their administration, colleagues, and community. Additionally, parents surveyed spoke to the school expecting quality work from their children.

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Themes that emerged through the Envision-Analyze-Listen activities that align to our current values include modeling respect for ourselves and others. Students shared in both interviews and through surveys that negative environments and people get in the way of or hinder their attendance at school.

Section 2: LISTEN: School Commitments

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2024-25?

The commitments identified during the SCEP meetings aligned to the themes addressed in DCIP meetings. In turn the prioritization of state assessments, both achievement and participation scores, became the focused theme for 24-25.

2. What Key Strategies are the schools prioritizing? How might the district create opportunities for schools to pursue similar strategies to learn from one another?

As with the commitments, there is also synergy between the key strategies of the school and the district. Key strategies include formative assessment, instructional coaching, and piloting PLCs.

3. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

The largest expenses will be: professional development costs, instructional coaching supports, substitute teacher pay, and stipends for teachers.

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

Based on the review of the resources section, the most effective way for the district to use people to advance these commitments comes from the alignment of commitments with regard to cohesive key strategies. Common strategies across curricular areas are being implemented, so different trainings are not needed. All educators, no matter the content area focus, will leverage the same key strategies and in turn result in a more effective development of professional capacity and use of resources in the district.

5. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

Similar to the review addressed in the question above, the most effective way for the district to use resources, like time, money, and space to advance these commitments comes for the alignment of commitments with cohesive, key strategies. Cross-curricular common strategies are being implemented so different trainings are not needed. All educators, no matter the content area, will leverage the same key strategies and in turn result in a more effective use of time, space and money as resources in the district.

Section 3: ANALYZE: Understanding Local Data

District-level Data Reviewed	What We Noticed When Reviewing this Data
SIRS 106: 22-23 ELA 3-8 Achievement Score	For the SWD subgroup the score is 42.42
SIRS 106: 22-23 ELA 3-8 Weighted Score	For the SWD subgroup the score is 33.73
SIRS 106: 22-23 Math 3-8 Achievement Score	For the SWD subgroup the score is 44.62
SIRS 106: 22-23 Math 3-8 Weighted Score	For the SWD subgroup the score is 32.53
SIRS 106: 22-23 Science 8 Achievement Score	For the SWD subgroup the score is 80
SIRS 106: 22-23 Science 8 Weighted Score	For the SWD subgroup the score is 80

N/A

Section 5: Putting it all Together

Priority 1:

What will the District prioritize to extend success in 2024-25?

We are committed to academic success and student participation on NYS ELA assessments, with a specific focus on students with disabilities.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)
- What was learned in 2023-24 (Section 4)

Priority 2:

What will the District prioritize to extend success in 2024-25?

We are committed to academic success and student participation on NYS mathematics assessments, with a specific focus on students with disabilities.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)
- What was learned in 2023-24 (Section 4)

Priority 3:

What will the District prioritize to extend success in 2024-25?

We are committed to academic success and student participation on NYS science assessments, with a specific focus on students with disabilities.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)
- What was learned in 2023-24 (Section 4)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2024-25 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s)

SECTION 5: PUTTING IT ALL TOGETHER

in your district that are identified for TSI/ATSI/CSI support, 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.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2024-25 DCIP.