New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Beacon City School District	Dr. Matthew Landahl

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 prioritize implementing a culturally responsive, data-driven Tier 2 academic math intervention that meets our elementary students' diverse needs. We will use screening data and teacher observations to identify students who need targeted support, ensuring interventions are tailored to specific areas of need. Instructional strategies will incorporate culturally relevant examples and materials that resonate with students' backgrounds to promote engagement and understanding. This will help us return to a good standing rating at the state level.
2	**We are committed to providing teachers and staff with professional learning opportunities that support SEL, the Science of Reading, and Tier 1 evidence-based strategies in math problem-solving.**
3	We are committed to engaging with caregivers as learning partners.
4	We are committed to fostering and promoting a welcoming and affirming school culture for all our diverse families and learners.
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2024-25?	We prioritize implementing a culturally responsive, data-driven Tier 2 academic math intervention that meets our elementary students' diverse needs. We will use screening data and teacher observations to identify students who need targeted support, ensuring interventions are tailored to specific areas of need. Instructional strategies will incorporate culturally relevant examples and materials that resonate with students' backgrounds to promote engagement and understanding.
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?*	The rationale for prioritizing a culturally responsive and targeted Tier 2 academic intervention for math is grounded in the need to address the diverse learning needs of students in a way that fosters equity and academic growth. Research consistently shows that early and targeted intervention is critical for preventing long-term academic struggles, particularly in foundational subjects like math. A data-driven approach ensures that interventions are precise, addressing individual student gaps. This fits into Beacon's vision of inclusivity, academic rigor, and the provision of access and opportunity for all our students. The school's data team identified this as a priority during their analyses of benchmark assessments(i-Ready. DIBELS, Acadience Math Benchmark, and NYS 3-8 test). The school has worked diligently to increase student participation in the NYS 3-8 assessment, providing another viable data point of analysis. It was through these various data points that the team discovered the following: 1. Students' conceptual knowledge of problem-solving was higher when they were presented with a question in multiple choice format. 2. Students could only partially answer the same concept when presented in a word problem format. 3. Many students needed help to receive full credit on constructed responses in both ELA and Math NYS assessments. The addition of this Math AIS provides the school with an opportunity to meet their overall priority of returning to good standing.

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?
The hiring of a short-term full-time AIS Math teacher.	The staff member will provide intervention sessions for small groups of at most five students. The frequency and duration of the services will be 3- 5 times a week for 40 minutes. The students eligible for the services will range in grades K-5. Students participating in this program will be selected using the district's AIS Qualification Matrix. See link below: 📗 FINAL QUALIFICATION MATRIX Students serviced through this program will include SWD, General education, and ENL students.	The resources needed to support this will be funds for salary and benefits.

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.

We evaluate the success of the 1-year position in the following ways:

Quantitative data will be collected through various universal screeners in the fall. We will use the MAZE portion of the DIBELS screener to analyze comprehension data that target problem-solving in Reading. We will also use a math screener, which uncovers areas of support for logical thinking and problem-solving. Lastly, students will be administered the i-Ready benchmark assessment, focusing on analyzing the problem-solving component in math. These screeners and benchmarks will be administered three times a year. We strive to demonstrate at least one year's growth in the targeted areas by spring 2025.

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 benchmarks and milestones will the district 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)*
We will use the Acadience Math Screener	September 30, January 6, May 12	We will monitor if students are making consistent growth in the areas of logic and problem-solving. They should be hitting their individualized target goals.
i-Ready Benchmark Assessment	October 15, January 10, May 15	We will monitor to see consistent growth within all four math domains when questions are presented in a word-problem.
Classroom Test/Quizzes and End of Unit Asssesment	On-going throughout school year weekly	We will monitor to see consistent growth within all four math domains when questions are presented in a word problem.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	**We are committed to providing teachers and staff with professional learning opportunities that support SEL, the Science of Reading, and Tier 1 evidence-based strategies in math problem-solving.**
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?*	One of the key components of the school district's vision and values is our culture of care and our third Pillar of high-quality education. We prioritize this by providing learning opportunities that foster evidence-based teaching strategies that support students within Tier I. Along with a high-quality curriculum is the district's vision of providing a culture of care that recognizes the strength of the district's diversity, the importance of Social-Emotional learning, and the celebration of all students and families. Through its equity survey, Sargent Elementary School recognized teachers' need for continued professional development in inclusive practices so that students with disabilities can be supported in the least restrictive environment. There was also a need for professional development in research/evidence instruction that supports diverse and multilingual learners within the general education classroom. A greater understanding of how to support students in small, strategy-based groups, particularly in grades 3-5, was uncovered as a great need.

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?
Any remaining funds used for the AIS Math position will support Tier 1 intervention strategies that support comprehension,	Teachers will be attending professional development trainings in the areas of: The Science of Reading The Science of Teaching Inclusive Practices Math Multi-Sensory Instruction	The resources needed for these professional development opportunities are funds for the training. We would also dedicate funds for paying substitute teachers for coverage when

problem-solving, and interferential thinking.	Effective Progressing Monitoring and Data Analysis	training occurs during the school day. There will be a need on occasion to pay teachers for afterschool professional 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.

Success in this priority would be demonstrated qualitatively through our teacher observations. The Beacon City School District uses the Danielson Framework for Teaching Rubric as its evaluation tool. We would like to see more teachers demonstrate the category of *Distinguish (level 4)* versus *Proficient (level 3)* in the following Domain areas: 3A Cominucation with Studenta and Domain 3C Engaging Students in Learning.

We will use the quantitative measure for Priority number one as our quantitative measures with the same goals and purpose.

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)*
We will use the Acadience Math Screener	September 30, January 6, May 12	We will monitor if students are making consistent growth in the areas of logic and problem-solving. They should be hitting their individualized target goals.

Priority 2

i-Ready Benchmark Assessment	October 15, January 10, May 15	We will monitor to see consistent growth within all four math domains when questions are presented in a word problem.
New York State 3-8 Assessments	ELA April 24-25 Math May 7-8	We will see if students made gains on the constructed responses of each NYS assessment along with one year's worth of growth.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	We are committed to engaging with caregivers as learning partners.

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?*
	Sargent's commitment to supporting and engaging with caregivers supports the district's vision of engaging all stakeholders in the success of our students. Sargent would like caregivers to be active partners in their student's education by providing tools that support students' academic and social-emotional needs.
	
	Sargent would like families to be well-versed in the instruction, school activities, and resources available to all students.
	
	Family focus groups indicated caregivers would like more transparency in the curriculum being taught and would like a clear understanding of academic services and the criteria for eligibility of these services. In addition, there was a strong desire for tips for supporting their children at home.

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?
Parent Resource Night	This strategy entails hosting an evening in addition to the regular Back to School and Report Card conferences. This would be an evening with classrooms setup for mini-workshops on topics suchs as: Supporting Emerging Readers Support Math at Home The Positivity Project SEL curriculum Understanding the Science of Reading	The resources needed for this resource night would be funds to pay teachers 2 hours each, to facilitate the mini-worksjops Funds to pay for extra security and custodians.

Priority 3

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.

Success for this priority would be measured quantatively through attendance at this event.

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)*
Increase of Attendance at resource night from caregivers	We will see the success on the evening of the event in late October.	

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2024-25?	We are committed to fostering and promoting a welcoming and affirming school culture for all our diverse families and learners.
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?*	Sargent Elementary School piloted the CASETL-approved character-building, Social-Emotional curriculum, and Positivity Project with select teachers during the 2023-2024 school year. The school would like to expand the project school-wide since success was demonstrated during the pilot phase. The expansion of this program supports the district's vision of creating a culture of care within all schools and settings. Sargent received positive feedback from students, teachers, and caregivers regarding the lessons, attributes of the month, and readings associated with the program. They have also indicated a reduction of disciplinary referrals as a result of the program.

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-wide Positivity Project Implementation	Teachers who have successfully implemented the Positivity Project and attended this summer's conference will support new participants. Teachers who participated in the summer 24 conference will train at least one other teacher in their grade level.	New participants of the Positivity project will have an opportunity to attend the summer 2025 conference so they can use turnkey information to support the full fidelity of program.

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.

> Success at the end of the year will be reflected in the school's end-of-year disciplinary report. There should be a decrease in referrals, particularly in the category of Intimidation, Harassment, and Menacing Bullying (IHMB).

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)*
As indicated above, the school's disciplinary referrals will be monitored. Periodic reports will be run using the district's SIS system.	We would want to see evidence of success by the end of the school year.	

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2024-25?	
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?*	

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?

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.

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)*

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)
Cathryn Biordi	Principal	Sargent ES
Emily Hare	Parent	Sargent ES
Kaitlin King	Teacher	Sargent ES
Diane Sandison	Teacher	Sargent ES
Danielle Lizewski	Teacher	Sargent ES
Dena Maro	Teacher	Sargent ES
Sagrario Rudecindo-O'Neill	Asst. Sup of Curriculum	District Office
Tracy Gida	AIS math Teaching Assistant	Sargent ES

Meeting Dates

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

Meeting Date	Location
1/26/24	Sargent ES

Stakeholder Participation

3/1/24	Virtual
6/18/24	District Office
7/25/24	Hybrid

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	The plan was developed at both the school and district level to support the BCSD's new Strategic Plan.
Parents with children from each identified subgroup	Parents were a part of the decision, first through a district-wide parent survey asking for feedback regarding district needs. Parent perspectives were incorporated into the district strategic plan. DCIP committee decided to support the goals of the strategic plan by using it as an anchor for DCIP priorities.
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 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).