



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# DCIP Planning Document for 2024-25 DCIP

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**District**

Cortland Enlarged City School District

## 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?

We help every student be ready for career, college, and citizenship having reached competency in our essential social emotional and academic learning standards.

### 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?

#### Commitments:

- Hold high expectations for all;
- Build a shared knowledge and commitment to our mission, vision, collective commitments, and interdependent goals through modeling, acknowledging, and celebrating;
  - Instructional
  - Program
  - Policy
  - Fiscal
- Make decisions that are aligned with our mission and vision and that are data-driven
- Involve stakeholders (community, staff & students) in the learning process;
- Create and maintain a positive, safe, and secure learning environment for all;
- Ensure a collaborative culture exists, focused on continuous improvement and learning for everyone;
- Provide collaborative teams with time, direction, feedback, training, and resources to support them in their work.

#### Goals:

- **We commit to a progressive learning environment that promotes the development of every student, staff and board member as a whole person.**
  - All K-8 students will score proficiently on (ELA) AIMSwebPLUS benchmark assessment and/or meet the expected growth by the spring benchmark.
  - All K-8 students will be proficient and/or make the expected amount of growth (Math) by the spring benchmark.
  - Every student will graduate, after four years of high school.
  - Every high school student will be enrolled in 6.5 credits.
  - Every high school student will achieve at least 6.5 credits annually.
  - We will increase the number of secondary students who achieve Advanced Placement or Concurrent Enrollment credit.
- **We will cultivate Pride in the school community through student empowerment, while celebrating success, supporting each other through growth, and honoring every voice.**
  - We will reduce chronic absenteeism.
  - Every 7-12 student will engage in at least one extra- or co-curricular activity.

## SECTION 2: SCHOOL COMMITMENTS

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?

Through the Envision/Analyze/Listen process, Randall Middle School identified that the students and staff need to develop a clear understanding of learning goals for the essential standards. Also, the staff need to consistently use high quality instructional practices with multiple opportunities for students to demonstrate proficiency to ensure all students reach proficiency. In order to achieve this, they must have teacher teams collaborating as a Professional Learning Community to reach a place where all teachers agree what students need to know and be able to do according to the essential standards. Common planning time for grade level teams is built into the schedule to ensure continued progress to our vision of high levels of learning for all. Regularly scheduled teacher team collaboration meetings are scheduled at least twice weekly to analyze data from common formative assessments and to discuss instructional strategies that have been successful for the essential standards.

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?

We believe that all students can learn at high levels and Randall Middle School noticed that many students with special needs were still struggling to meet essential standards. Students with behavioral concerns were also struggling. One of the questions that needs to be addressed is how can we provide each student an individualized academic and social lesson within the school day? The students that need more need to get more.

## Section 2: LISTEN: School Commitments

This section provides the opportunity for districts to consider what schools are indicating through their needs assessment and plan development process. To best position the district for success, NYSED strongly encourages that members of the school-level planning teams assist in developing the DCIP.

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?

**Commitment 1:** Randall Middle School is committed to all students being engaged in understanding and measuring their own learning goals.

**Commitment 2:** Randall Middle School is committed to ensuring all learners reach proficiency or beyond with all grade level ELA essential standards.

Literacy is a common theme throughout the SCEP. Students need to be learning on grade level. Another theme is self advocacy. Students need to be able to talk about their learning, both success and what they need to continue working on.

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

Randall Middle School is prioritizing literacy training and skill enhancement. The district will support these efforts with an instructional coach and additional special education teacher. The district will provide opportunities for staff at multiple buildings to participate in professional development in literacy and Explicit Direct Instruction. Professional development days provide opportunities for turn key training from staff members to other staff members.

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)?

- Professional development in literacy
- Professional development in explicit direct instruction
- Consultant and coaching costs to support the staff in implementation of new learning

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?

With the additional instructional coach, we can advance learning in all areas. We are creating literacy experts through the professional development process. An additional special education teacher at Randall Middle School will allow scheduling of smaller groups for more explicit direct instruction,

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?

Literacy instruction and professional development are the focus for the district. We are planning professional development at both Randall Middle School and Smith Intermediate for explicit direct instruction. Literacy learning is going to be expanded to K-8 interventionists and the conference will be expanded to k-12 staff members. The commitment to understand and discuss student learning will be focused at the 5-6 level and then transitioned to the 7-8 building.

### Section 3: ANALYZE: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

As you review your district-level data, **focus on variation in performance:** *“Understanding the sources of variation in outcomes, and responding effectively to them, lies in the heart of quality improvement.”*<sup>1</sup> Select data that identifies areas where there is **variation in outcomes** (i.e., the performance in one area is not the same as the performance in another area). This could result in looking at variation within **certain subjects** (i.e., students perform better on some standards or skills compared to others), or variation within **certain standards or skills** (i.e., some students perform better on a certain standard than other students), or variation across classrooms, grade levels, or schools, or variation across groups of students. The job of team can then be to **consider WHY those variations** exist.

When possible, consider data from the 2023-24 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
Graduation Rate	50% of SWD graduate the other 50% are noted as drop outs
Aims Web ORF Scores	40% or less of our students are meeting the ORF goal of >50%
Attendance Data	10% of students per building struggle with chronic absenteeism
SEL Discipline data - office disciplinary referrals	October disciplinary referrals are double the number from Sept.
ELA assessment data (22-23)	Less than 40% of students are proficient on the 3-8 assessment

## Section 4: ANALYZE: Considering What was Learned in 2023-24 (Re-Identified Districts Only)

### Evaluating the Success of the 2023-24 DCIP

Refer to the 2023-24 DCIP to complete the information below.

Priority 1 in 2023-24 DCIP:
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 2 in 2023-24 DCIP:
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 3 in 2023-24 DCIP:
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

SECTION 4: ANALYZE: CONSIDERING WHAT WAS LEARNED IN 2023-24


Priority 4 in 2023-24 DCIP (if applicable):
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 5 in 2023-24 DCIP (if applicable):
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

After reviewing your success in achieving the 2023-24 DCIP Priorities, what lessons have you learned that can be incorporated into your 2024-25 DCIP?
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### Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2023-24 Title 1 1003(a) District-level Improvement Funds.

<b>#1 Recipient/Use of District Improvement Funds:</b>
What was your goal in directing funds in this manner?
Have you met this goal? How do you know?
What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure?
<b>#2 Recipient/Use of District Improvement Funds:</b>
What was your goal in directing funds in this manner?
Have you met this goal? How do you know?
What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure?
<b>#3 Recipient/Use of District Improvement Funds:</b>
What was your goal in directing funds in this manner?
Have you met this goal? How do you know?
What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure?

  

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2024-25 DCIP?
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## Section 5: Putting it all Together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2023-24 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

### Priority 1:

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

**Literacy Instruction and Literacy Learning**

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?**

**Student Self Advocacy**

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?**

**Professional development for explicit direct instruction to improve basic skills and extend access to grade level curriculum**

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 4 (if applicable)**

<b>What will the District prioritize to extend success in 2024-25?</b>	
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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 5 (if applicable):**

<b>What will the District prioritize to extend success in 2024-25?</b>	
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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) 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](mailto:dcip@nysed.gov) when you submit your 2024-25 DCIP.**