



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cortland Enlarged City School District	Robert Edwards

## 2024-25 Summary of Priorities

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

1	Literacy Instruction and Literacy Learning
2	Student self advocacy
3	Professional development for explicit direct instruction to improve basic skills and extend access to grade level curriculum
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Literacy Instruction and Literacy Learning</p>
<p><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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>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?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Literacy is one of the cornerstones to student continued success. We commit to all students reading on grade level by the end of second grade. Currently, 60% of our students are not showing proficiency on the Oral Reading Fluency assessment or on our ELA assessment data from the state. This priority supports Randall Middle School’s commitment that all learners reach proficiency on all grade level ELA essential standards.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>ELA teachers will engage in professional development on literacy strategies</p>	<p>Continual professional development for all staff from our instructional coaches and interventionists. Interventionists becoming experts in reading strategy instruction and training staff. Staff attending science of reading training and others attending literacy conference to expand teacher knowledge.</p>	<p>This DCIP grant will definitely support these efforts to engage our teachers in literacy learning. We are considering a collaboration with SUNY Cortland for the literacy conference.</p>

Priority 1

During collaborative meetings, research based literacy strategies will be discussed	Meeting agendas will have an instructional strategy discussion.	Teachers have built in time for collaborative meetings. Instructional coaches will be available to support strategy instruction.

## 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.

At the end of the year, our data points will reflect growth in both the oral reading fluency scores as well as on state assessments. Currently our success rate is 40% proficiency. By the end of the year, we would look to improve this data to 60%. Throughout the year, we will utilize universal screeners to monitor if we are making the desired progress towards this goal and adjust as needed. Another way to progress monitor is to follow our teachers who will be engaging in a literacy class. These teachers will be learning and implementing strategies into their tier 1 instruction. Monitoring student data associated with proficiency on essential standards in these classrooms will support this goal as well.

### 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 <i>(complete after the date listed in the preceding column)</i>
Aims Web ORF scores	60% of students with >50% proficiency	
ELA assessment data	60% of students proficient	
Universal screening data	60% of students proficient	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Student self advocacy</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>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>Self-advocacy support commitment number 1 made by Randall Middle School. This priority embodies the vision for all students to learn at high levels. Students need to know what they need to learn, in what areas they are successful and in what areas they may struggle. Explicit direct instruction will help support our teachers in helping students identify specifically where they struggle and how they can implement strategies to support.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Explicit direct instruction professional development</p>	<p>Our 3-6 staff will engage in learning about explicit direct instruction. Consultants will also be available to do classroom walkthroughs and offer specific feedback. Leadership team members may accompany the consultants to build capacity within the district.</p>	<p>Teachers will be in the classroom for the walk throughs. The DCIP and SCEP will be used to support the cost of the presentations. Professional development day may be used so substitute teachers are not needed.</p>

Priority 2

	<p>Explicit direct instruction supports student advocacy by clearly outlining learning objectives and expectations, which empowers students to understand and take control of their own educational journey. This teaching method involves step-by-step explanations and guided practice, helping students develop the skills needed to identify their own learning needs and seek the appropriate resources or assistance. By making learning goals transparent and providing structured support, explicit direct instruction equips students with the confidence and tools to advocate for themselves effectively in their educational environment.</p>	
<p>Student creation of personal learning goals</p>	<p>Randall Middle School Staff will engage in goal setting with their students. The students will keep a data binder of their “Evidence of Learning”.</p> <p>A teacher can help a student understand their own data by using visual aids to interpret trends and setting personal learning goals based on the data. Regular feedback and reflection, along with creating actionable plans, empower students to take ownership of their learning and make informed decisions for improvement.</p>	<p>Binders, card stock and tab dividers are needed to ensure safe keeping of student work showing evidence of learning and progress towards goals.</p>

## Measuring Success

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Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Student goals will be monitored and on Evidence of Learning day at Randall Middle School data will be shared. Students with special needs will also be made aware of their IEP goals and progress monitoring data will be

Priority 3

used as a success measure. 80% of students with disabilities will be achieving their IEP goals. In addition, 80% of all students will meet their personal learning goals by the end of 24-25.

**THROUGHOUT THE YEAR**

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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 <i>(complete after the date listed in the preceding column)</i>
Progress monitoring data for IEP goals  (Checking in at each progress note time will allow us to track our data more effectively)	June 2025	
Maintenance of an evidence of learning portfolio	June 2025	
Implementation of a template for a student led conference - attendance at conference data from Randall Middle School (90% attendance rate)	December 2024	

**PRIORITY 3**

**Our Priority**

<b>What will we prioritize to extend success in 2024-25?</b>	Professional development for explicit direct instruction to improve basic skills and extend access to grade level curriculum
<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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul>	Explicit direct instruction (EDI) allows student to access grade level curriculum by incorporating research based instructional practices throughout your lesson. Studies comparing explicit direct instruction with inquiry have shown that learning is retained longer with EDI. EDI is noted to significantly improve achievement for all learners, especially those with special needs. At Cortland All means All and all students are learning at high levels and held to high standards. Students with disabilities can achieve and must be given additional explicit instruction to support their learning needs.

Priority 3

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

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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?
Dataworks Professional Development	<p>Hiring the company with a focus for our 3-6 staff. Consultants will provide specific feedback as well as generalized instruction to staff members.</p> <p>The "Data Works" professional development program focuses on equipping educators with skills to effectively use data to enhance teaching and learning. It typically covers strategies for collecting and analyzing student performance data, interpreting data to inform instructional decisions, and implementing data-driven interventions to support student success. The program emphasizes practical approaches for integrating data analysis into everyday teaching practices, fostering a culture of continuous improvement and targeted support for students.</p>	The DCIP and SCEP grant together are needed to support this learning.
EDI walk throughs	Principals and District administration creating an EDI evidence checklist and walking through buildings	Support from Dataworks on specific look fors

## Measuring Success

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Walk through data will show the implementation of more explicit direct instruction in the classrooms. Data works will support the baseline data when they are scheduled and the administrative team will follow up with additional walk throughs.

### THROUGHOUT THE YEAR

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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 <i>(complete after the date listed in the preceding column)</i>
Continuous walk throughs	Nov 2024 - June 2025	
Additional training on EDI for other grade levels	March 2025	
Student success rate on grade level essential standards from data trackers	June 2025	



## 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>
Katie Swanson	Director of Curriculum and Instruction	
Juli Quinn	Principal	Randall Middle School
Mary Kate Ticknor	Instructional Coach	
Kristen Ailport	Special Education Teacher	Randall Middle School
Judie Knapp	Parent	High School Level
Karen Matteson	Instructional Coach	
Shannon Bush	Teacher	Barry Primary

## Meeting Dates

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

Meeting Date	Location
May 8, 2024	Kaufman Center
July 9, 2024	HS Adult Learning Center
July 23, 2024	HS Adult Learning Center

## 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	Coaches and teachers on the committee were extremely concerned with the literacy data. Their insight to want support in this area was incorporated with conferences and professional development.
Parents with children from each identified subgroup	Parent representative spoke about student progress monitoring on IEP goals and student self advocacy. Students should know strengths and weaknesses. This is incorporated in our priorities.
Secondary Schools: Students from each identified subgroup	Secondary staff are concerned with students who arrive and are not efficient readers. Discussion centered around literacy strategies in the secondary classroom and supporting struggling readers.

## 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](mailto: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).