



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cohoes City School District	Peggy O'Shea

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	<b>Provide a welcoming and trusting environment for all</b>
2	<b>Increase student academic achievement and growth</b>
3	<b>Enhance programming and experiences to increase student success in school and beyond graduation</b>
4	
5	

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Provide a welcoming and trusting environment for all</b></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>• <i>How does this commitment 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 commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>One of the district’s core beliefs is “We believe in a positive school climate and culture”, with the commitment that “All students, staff and families will be engaged in an environment that promotes caring relationships, open communication, cooperation, wellness and safety”. This is crucial to enable the District achieve its mission to prepare its students for success in tomorrow’s world.</p> <p>This priority is also aligned with the priority in Abram Lansing Elementary School’s SCEP. As part of the student interviews, students expressed that they feel a sense of belonging and that it can be improved by “helping students learn how to be kind and be respectful.”</p> <p>The pandemic has had a major impact on many students and families. It remains essential for the District to put plans in place to support students in their classroom environment and throughout the school. This year we have broadened our priority to ensure we are providing a welcome and trusting environment, not only for students, but for staff and families as well.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase fidelity and consistency in use of Social Emotional Learning Programs</p>	<p>K-8 teachers will deliver weekly <i>Second Step</i> instruction following a common lesson progression.</p> <p>Teachers in Grades 9-12 will deliver instruction in the character strengths incorporated in <i>The Positivity Project</i> lessons.</p>	<p>Scope and sequence of instruction</p> <p>Behavior referrals will be tracked via School Tools to provide data to determine needs and interventions</p>	<p>Additional Second Step materials, training for new K-5 teachers and all middle school teachers to implement Second Step, training for high school teachers in the positivity project, time for consistency planning as needed</p>
<p>Strengthen system of Multi-Tiered System of Supports, beginning at the elementary level</p>	<p>Director of MTSS will work with elementary building level teams to determine current Tier 1 interventions.</p> <p>Director of MTSS will work with District level team to develop shared language, broaden knowledge and implementation of Tier 1 supports and</p>	<p>Document listing Tier 1 Social Emotional Supports</p> <p>Building data will show decrease in behavioral needs</p>	<p>Director of MTSS. Building Instructional Support Teams. Funding and time for PD and planning</p>

Priority 1

<p>Increase the emphasis on "customer service"</p>	<p>Articles on Customer Service shared throughout the district</p> <p>Training for Front line staff – secretaries, receptionists,</p>	<p>List of attendees for training</p> <p>Responses from exit survey after training</p> <p>Positive survey responses from parents</p>	<p>Staff Development time; training; online Vector training</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Decrease in School Suspensions

Increase in positive School Climate Survey responses by students, parents and staff

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Increase student academic achievement and growth</b>
<p style="text-align: center;"><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 commitment 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 commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This clearly ties into the Cohoes City School District’s mission of preparing its students’ for success in tomorrow’s world and is aligned with the District’s commitment of “All students will be prepared for success and supported through personal growth, academic achievement and comprehensive career education with clearly defined educational plans.”</p> <p>This priority is also aligned with the priority in Abram Lansing Elementary School’s SCEP of “We commit to strengthening our ability to provide cohesive, relevant, standards driven instruction to meet the needs of all students.”</p> <p>The area of student achievement and growth is a priority that the District continuously focuses on. It is even more crucial to make this a priority area as since the onset of the pandemic we have seen decreases in student achievement on performance data, which is especially pronounced in the area of Math.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Instructional Coaching Support for standards aligned Math instruction using i-Ready Math as a resource</p>	<p>K-6 teachers will implement a new Math resource, i-Ready Math to support standards aligned instruction.</p> <p>K-5 teachers will participate in professional learning coaching cycles with an instructional coach where teachers will use i-Ready data to identify Math instructional needs (Sixth grade teachers will work with Middle School Math Teacher Leader)</p>	<p>Results based coaching tool will archive grade level progress to mapping of i-Ready Math to standards -based instruction.</p> <p>i-Ready data will show individual student growth toward personal learning needs in Math; including remediation and review of essential standards, areas of identified gaps, and progress monitoring.</p>	<p>Funding for Instructional Coach; i-Ready Math as new resource, PD time , substitute time and time after school and during the summer for coach and teacher to meet.</p>
<p>Increase the use of data driven decision making to inform curricular and instructional decision making</p>	<p>Administer i-ready assessments to students in grades K-8 three times per year</p> <p>Enhance K-8 teacher professional learning opportunities in the use of i-Ready</p> <p>Explore use of i-ready in the ninth grade</p>	<p>95% of K-8 students will participate in i-Ready assessments</p> <p>i-Ready data will show increase in students achieving a year's worth of growth</p>	<p>I-ready assessment system, Data Mate, Tableau, Professional Development for teachers, Curriculum writing time. Secondary teacher leaders to work with content area teachers</p>

Priority 2

	Provide in-depth training to school administrators and Teacher Leaders on ESSA indicators, Data Mate and use of Tableau	100% will receive training	
Curriculum Writing to continue to align curriculum to the Next Generation Learning Standards	<p>Elementary teachers will continue to align Math curriculum to the next Generation standards in after school sessions and over the summer.</p> <p>Content area teachers will continue to align their curriculum to next generation standards during PD days, after school sessions and over the summer.</p>	<p>Scope and sequence will completed on all curricular maps</p> <p>Grade level and content area maps will be at least 50% complete</p>	<p>After school and summer curriculum writing time/funds; Professional Development days, Instructional coach to work with elementary teachers/Teacher Leaders to work with secondary teachers</p>



## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

100% of K-6 teachers will receive training in i-Ready Math

1005 of K-5 will have participated in learning cycles in Math with the instructional coach.

At least 75% of K-6 students will achieve the target of one year's growth in i-Ready Math

100% of school administrators and Teacher Leaders will receive training in ESSA outcome indicators, Data Mate and Tableau

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Enhance student programming and experiences to increase student success in school and beyond graduation.</b></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>• <i>How does this commitment 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 commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The vision of the Cohoes City School District is that every child graduate with “A Purpose and A Plan”. District commitments that align with this priority include “All students will be prepared for success and supported through personal growth, academic achievement and comprehensive career education with clearly defined educational plans.” As well as “All students will be immersed in learning to become creative thinkers, life-long learners, effective problem solvers, communicators, and collaborators’,</p> <p>The need for this priority is evidenced through examination of student achievement data, attendance data, and post- secondary outcome data</p> <p>This priority is also affirmed through student interviews in our identified school. Students expressed a desire to be engaged and make learning fun. Additionally, they suggested that teachers be aware of what students find interesting.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Enhanced student use of Naviance in Grades 6-12	Career Education Coordinator, in conjunction with school counseling staff will instruct students in Grades 6-12 in select Naviance units	Inclusion of Naviance activities in Comprehensive Career and Counseling Plan  Student use of Naviance	Naviance, Career Education Coordinator, Counselors
Expand Career Awareness and Career Readiness activities for students in Grades K-12	Career awareness/exposure activities for students including high school mini career fairs covering six career pathways; middle school career fair; Businesses to present in classes and during “Pizza with a Professional” activities; Junior Achievement modules at the elementary and middle school level’ and career related field trips	Increase in number of business partners  Student attendance at events  Increase in positive student survey responses	Career Education Coordinator(ARP funded) to oversee activities, Materials and supplies for Career Ed Coordinator, Junior Achievement funding, School spaces for Career Events, Registration fees and Student Transportation Costs for off campus activities
Curriculum review to determine integrated opportunities for career readiness and awareness	Career Education Coordinator to work with elementary teachers  Career Education Coordinator and Teacher Leaders to work with secondary teachers	Revised scope and sequence of career activities and events in Comprehensive School Counseling Plan  Documents that show areas of integration in existing curriculum and opportunities to expand	Curriculum writing time and funding/ Career Education Coordinator, Teacher Leader, Counselors

Priority 3


## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Increased number of career awareness and readiness activities across all five schools, with the greatest increase at the high school.

Updates Comprehensive School Counseling Plan

Increase in percentage of students who favorably respond to the School Climate Survey questions of The things I am learning in school are important to me; My teachers often connect what I am learning in school to life outside of the classroom.

Priority 5

Priority 5

## 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>
Peggy O'Shea	Superintendent	
Dan Martinelli	Assistant Superintendent	
Cliff Bird	Principal	Abram Lansing (TSI)
Karissa Lennox	Parent	Abram Lansing (TSI)
<b>Richard Jackson</b>	Parent/Board Member	Abram Lansing (TSI)/District
Mark Perry	Principal	Harmony Hill
Pam Bertrand	Special Education Teacher	Harmony Hill
Jacqueline DeChiaro	Principal	Van Schaick Grade School
Carrie Bennett	Teacher	Van Schaick Grade School
Jen DeMarco	Principal	Cohoes Middle School
Elaine Flatow	Social Worker /Dean	Cohoes Middle School



### Our Team's Process

Colleen Duff	Math Teacher	Cohoes Middle School
Laura Tarlo	Principal	Cohoes High School
Heather Ball	English Teacher	Cohoes High School
Matt Flannery	Special Education Teacher	Cohoes High School
Rob Santarcangelo	Social Studies Teacher /Dean	Cohoes High School
Sherry Thornton	Teachers Aide/ CSEA President	Cohoes High School
Rebecaa LaForest	Career Education Coordinator	
Erin Hill	Director of Special Programs	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
June 13 , 2022 (Planning Meeting)	Central Office
June 16, 2022	Central Office
July 15, 2022	Central Office
<b>August 23, 2022</b>	Cohoes Middle School Library

### Districts with TSI Schools 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

