



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cohoes City School District	Peggy O'Shea

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Providing an environment that cultivates social emotional wellness and a sense of belonging for students, staff and family
2	Strengthening our ability to provide cohesive, relevant, rigorous standards driven curriculum and instruction to meet the needs of all students
3	Enhancing opportunities to engage parents and families to strengthen our school community.
4	
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## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>We are committed to providing an environment that cultivates social emotional wellness and a sense of belonging for students, staff and family</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 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> <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>As a school community we believe in a positive school climate and culture. One of our district commitments is that all students, staff and families will be engaged in an environment that promotes caring relationships, open communication, cooperation, wellness and safety. It is important that every student feels safe, respected, supported and has a true sense of belonging.</p> <p>Our students are still struggling with the impact of the pandemic and as a district we realize that the behavioral and mental health needs of our students remain a priority.</p> <p>This priority will support the SCEP of Abram Lansing Elementary School and is aligned with their commitment to ensuring that every child feels they belong and has intentional opportunities to practice and build social emotional skills and strategies.</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>Professional development for trauma sensitive practices in schools</p>	<p>Opening day presentation on Trauma and Resiliency; followed by discussions led by Teacher Leaders in department meetings.</p> <p>Beginning in October a monthly series of afterschool sessions with topics ranging from classroom behavior intervention strategies to enhancing students’ self-regulation and communication skills.</p>	<p>Presenter from LaSalle for opening day</p> <p>Director of MTSS to lead sessions; Funding for staff who participate in after school training; Time for Teacher Leaders to meet with staff.</p>

Priority 1

	Director of Multi –Tiered Systems of Support to meet with middle and high school Teacher Leaders on trauma sensitive practices. Teacher Leaders to in turn meet with department members	
Transition from Crisis Prevention Institute (CPI) to Therapeutic Crisis Intervention for Schools (TCIS)	Two staff members will receive turnkey training during the 23-24 school year, enabling them to provide training during the summer of 2024 and beyond. A plan will be developed for future turnkey trainers (one per building)	Funding for staff to receive turn-key training. Release time for five day training.
Begin to align Multi-Tiered Systems of Supports throughout all schools in the district	<p>Director of MTSS to meet with social workers and staff to map out currently used behavioral and social emotional supports and interventions</p> <p>Implement DESSA Screener (Aperture) as a pilot to students in grades 5 and 6</p> <p>Meet with teams to determine interventions based on DASA</p>	<p>Staff time, curriculum writing funds</p> <p>Funding for DESSA Screener, time for teachers to score</p> <p>Staff Time, substitutes</p>
Ensure rigor and fidelity of Second Step Implementation	<p>Elementary principals to provide morning announcements aligned with Second Step units</p> <p>Second Step discussions at faculty meeting</p> <p>Training for new elementary and middle school staff in Second Step</p>	Second Step programming Staff time
Provide prosocial programs and activities to secondary students (i.e. anti- bullying )	Research and implement programs	Funding for program, Time

## 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 2023-24 school year.

Priority 1

5 % decrease in student suspensions from the 2022-23 school year  
 A 10 % increase in positive student responses to the following questions on the School Climate Survey-  
 Students respect one another –currently 38%  
 Students at this school get along well with each other- currently 42%  
 I feel like I belong – currently 58%

**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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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>
90% of staff will receive training in trauma sensitive practices	Fall 2024 and at various sessions throughout the year	
Two district trainers will receive certification as turnkey TCIS trainers	March 2024	
100% of fifth and sixth grade teachers will be trained in DESSA Implementation  DESSA will be administered at least twice per year  Students will receive interventions based on DESSA data	Fall 2023  Fall2023/Spring 2024  Following programming and ongoing as needed	
A document containing current behavioral interventions will be curated.	Spring 2023	
100% of new elementary and middle school teachers will receive Second Step Training	November 2023	
Prosocial student programming will be researched with a listing of at least 4 programs to choose from with at least two prosocial programs implemented by the end of the year	January 2024/ June2024	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>Strengthening our ability to provide cohesive, relevant, rigorous standards driven curriculum and instruction to meet the needs of all students</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> <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>The achievement and growth of our students is a continuous priority in the Cohoes City School District. This priority will assist in achieving the mission of the Cohoes City School District which is to prepare students for success in tomorrow’s world. It is aligned with the Districts commitment of “All students will be prepared for success and supported through personal growth, academic achievement and comprehensive career education with clearly defined education plans.”</p> <p>This priority supports the Abram Lansing Elementary School SCEP priority of committing to “strengthening the ability to provide cohesive, relevant, standards driven instruction to meet the needs of all students, with a specific focus on Black and Hispanic students.”</p> <p>During the Envision- Analyze-Listen activities at Abram Lansing it was shared that although progress has been made, there is still work to be done in using i-Ready data to support rigorous instruction and student ownership to meet stretch growth,</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>Continue the work of vertically and horizontally aligning our K-12</p>	<p>Assistant Superintendent to meet quarterly with secondary principals and Teacher Leaders. Teacher Leaders to meet with secondary teachers during department time, staff development days and during summer and after school curriculum writing times</p>	<p>Funds for curriculum writing Teacher Leaders and principals to work with secondary, BOCES Instructional Coach and principals to work with elementary</p>

Priority 2

	<p>Assistant Superintendent to meet quarterly with elementary principals and Instructional Coach. Instructional Coach to meet with elementary teachers during PLC's, staff development days, and during summer and after school curriculum writing time. (The coach is also embedded during the school day)</p> <p>Data mate to be used by teachers leaders to assist in determining student areas of need</p>	
Continued use of i-Ready as benchmark assessment and to provide targeted instruction to meet student needs in grades K-8	<p>I-Ready benchmark assessment administered three times per year</p> <p>Data used to inform individual and whole class instruction</p>	<p>i-Ready program</p> <p>Time for data review</p> <p>Cap Region BOCES support</p>
Support teachers in the Science of Reading through professional development and coaching.	<p>Teachers new to Foundations will receive training</p> <p>Instructional coach will meet with teachers to discuss classroom use</p> <p>Science of Reading Professional Development will be offered to teachers in grades k-5</p> <p>Foundations will be used consistently across the district in K-2 classrooms</p>	<p>Foundations</p> <p>Instructional Coach</p> <p>Science of Reading and Foundations</p> <p>PD Training/time</p>

## 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 2023-24 school year.

I-ready data in grades K-8 will show a 5% increase in typical student growth in English Language Arts and Mathematics

NYS Regents data in English Language Arts will show a 10% increase from June 2023

NYS Regents data in Algebra will show a 5% increase from June 2023

A minimum of 20 elementary teachers will have completed Science of Reading training.

Core curriculum will be 50% mapped to the NYS Next Generation Standards

Priority 2

**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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
<p>Secondary teacher leaders will review Regents data with their department members to identify standards to target for instruction</p> <p>Secondary teachers will continue to refine curriculum for vertical and horizontal alignment with the Next Generation Learning Standards</p>	<p>Fall 2023</p> <p>Summer 2023, Staff development</p> <p>September/November 2023, March 2024</p> <p>Department meetings</p>	
<p>100% of K-2 teachers who need Foundations training will receive it</p> <p>Elementary principals and a minimum of 20 elementary teachers will participate in Science of Reading training offered through SUNY New Paltz</p>	<p>November 2023 and ongoing</p> <p>Continuous sign up with each session starting the first of the month</p>	
<p>I-Ready assessments will be given three times per year and data will be analyzed to determine lessons to meet the individual needs of students</p>	<p>Fall 2024, Winter 2023, Spring 2023</p>	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>Enhancing opportunities to increase parent and family engagement to strengthen our school community.</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> <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>Our district mission states that we are a “partnership of schools, parents and the community” working “to prepare our students for success in tomorrow’s world” One of our district commitments is that all students, staff and families will be engaged in an environment that promotes caring relationships, open communication, cooperation, wellness and safety. By enhancing opportunities to engage families we can tap into the collective knowledge, resources and experiences to strengthen our school community.</p> <p>During the pandemic due to social distancing requirements we were not able to open our buildings to families and definitely felt this loss. As we returned we resumed our traditional activities, but need to explore new ways to enhance our partnerships.</p> <p>This priority is aligned with the key strategies of Abram Lansing Elementary School SCEP. As part of their commitment to ensuring that every child feels that they belong a number of family engagement opportunities are being implemented</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>Seek feedback from parents and other community groups on ways to enhance connections with the schools and with the district</p>	<p>The Superintendent and district representatives will conduct formal and informal focus groups with heads of parent teacher organizations and other school and community group to better understand their experiences with the district’s schools. Common themes and barriers to engagement will be identified. These will inform action planning for the 2024-25 school year.</p>	<p>Time Funding for refreshments</p>
<p>Increase the number and types of building level events that invite parents into their child’s</p>	<p>Principals and Building Leadership Teams will outline current parental involvement events</p>	<p>Funding for materials and supplies and food for events</p>



Priority 3

building (i.e Curriculum Night, student positive recognition assemblies, parent /child breakfasts)	and brainstorm ways to offer a minimum of 1-2 additional events	
Create and distribute a monthly newsletter highlighting positive school events	The Communication Specialist will work with the Superintendent and building principals to provide engaging content highlighting each school and the district.	Time, Funding to work with Communication Specialist

## 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 2023-24 school year.

Each of 5 buildings will provide at least 2 family engagement events, not including Open House and parent conferences

At least 8 districtwide newsletters will be shared by the end of the 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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>
A minimum of three focus groups will occur with parents during the 23-24 school year	Winter 2024; Spring 2024	
Building principals will share a listing of the parent engagement events planned for the 23-24 school year	October 2023	
2-3 District Newsletters will be developed and shared each trimester	Fall 2023, Winter 2024, Spring 2024	

## 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	District
Dan Martinelli	Assistant Superintendent	District
Raychel Marcil	Director of MTSS	District
Cliff Bird	Principal	Abram Lansing (ATSI)
Christina Kellar	Teacher on Special Assignment	Abram Lansing
Bridget Quinlan	Teacher	Abram Lansing
Mark Perry	Principal	Harmony Hill
Marybeth Cepiel	Teacher	Harmony Hill
Jacqueline DeChiaro	Principal	Van Schaick
Carrie Bennett	Teacher	Van Schaick
Kyle McFarland	Principal	Cohoes Middle School
Elaine Flatow	Social Worker	Cohoes Middle School
Laura Tarlo	Principal	Cohoes High School
Chantel Squires	Parent	Cohoes High School

### Meeting Dates

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

## Stakeholder Participation

Meeting Date	Location
June 5 , 2023	Central Office
July 26, 2023	Cohoes Middle School

## Districts with Schools Identified for TSI/ATSI Supports 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 teachers on the Abram Lansing SCEP team met with the principal and the Superintendent to reflect on the progress the school made from the previous year and areas for future improvement. The superintendent was also involved in focus group meetings with teachers who taught identified subgroups. These ideas were shared and incorporated into the district plan. All teachers including those teaching identified subgroups were invited to participate in a districtwide survey. Teachers also had representatives serving on the Building Leadership Teams, who provide input for the District level plan.
Parents with children from each identified subgroup	The principal of Abram Lansing met with parents to discuss the school's growth and areas for improvement. These ideas were shared and incorporated into the district plan. All parents, including those with children from each identified subgroup were invited to participate in a districtwide survey. Parents also had representatives serving on the Building Leadership Teams, who provide input for the District level plan.
Secondary Schools: Students from each identified subgroup	There were no identified student subgroup at the secondary levels. Students in grades 5 through 12 were invited to participate in a building perception survey. The principal of Abram Lansing Elementary School and the Superintendent met with student in focus groups to receive input.

## Submission Assurances

### Directions

Place an "X" in the box next to each item prior to submission.

1.  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.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  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.  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.  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, 2023, 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).