



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Glens Falls Common School	Brian George

2024-25 Summary of Priorities

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

1	Reflect on the adopted literacy curricula, to identify aspects that need to be revised or supplemented and/or to identify materials that should be repurposed, revised or added to in order meet expectations using the recently released NYSED literacy tool and briefs.
2	Determine the factors of motivation and engagement that need to be researched and understood to address the identified concerns regarding motivation and engagement for students and staff.
3	Engage in a process to develop an MTSSI plan.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? 	<p>Conducting a literacy audit Glens Falls Common School where 80% of students receive free or reduced lunch and a 30% special education identification rate, involves several key priorities to ensure that students' needs are at the center of the process.</p> <p>The District recognizes that students’ foundations of educational success are rooted in the ability to read. The Districts 22-23 NYS 3-8 data demonstrate an average ELA proficiency of 28%. The range of proficiency was 22% to 35%. Average proficiency was TBD in 23-24</p> <p>Student proficiency in reading leads to higher level thinking skills (Shanahan, 2014), increased self-confidence, motivation and engagement (Guthrie & Wigfield, 2000), and contributes to building habits of lifelong learning (Cunningham & Stanovich, 1998).</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p> <ul style="list-style-type: none"> • Curriculum Audit 	<p>What does this strategy entail? What will implementation look like in our district?</p> <ul style="list-style-type: none"> • Identify a district wide team • Establish goals of the curricular review • Establish process to review the curriculum • Adopt a protocol; recommended the K-3 Literacy Toolkit • Create and adopt a timeline for completion • Summarize findings • Communicate Findings • Develop implementation plan for findings 	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <ul style="list-style-type: none"> • Time • Secure facilitator • Protocol • Timeline • Setting audit expectations

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 will be defined by the completion of the curriculum audit. Characteristics of a successful audit and audit process will include:

Comprehensive Data Collection and Data Analysis

- **Detailed Baseline Assessment:** Collection of comprehensive data on current literacy levels across K-6 students, including but not limited to reading proficiency, comprehension, fluency, and writing skills.
- **Identification of Gaps and Strengths:** Clear identification of strengths and weaknesses in the current literacy program, including specific areas where students are excelling or struggling.
- **Special Education and Economically Disadvantaged Student Focus:** Detailed insights into how well the literacy needs of students are being met, identifying any additional supports or adjustments needed.

Engaged and Informed Stakeholders

- **Stakeholder Involvement:** Active participation from teachers, administrators, parents, and students in the audit process, ensuring that their insights and experiences are considered.
- **Transparent Communication:** Clear and regular communication of the audit process, findings, and next steps to all stakeholders, fostering a sense of community involvement and ownership.

The audit will collect and analyze data, provide targeted recommendations with an action plan.

Targeted Recommendations and Action Plans

- **Evidence-Based Recommendations:** Development of specific, evidence-based recommendations for improving literacy instruction and support, tailored to the unique needs of the district's student population.
- **Actionable Plan:** Creation of a detailed action plan with short-term and long-term goals, clear timelines, and assigned responsibilities for implementation.

After successful completion of the audit, in year 2 the District would continue to collect data regarding the implementation of the recommendations. The data would demonstrate success when there are:

Improved Instructional Practices

- **Professional Development:** Implementation of targeted professional development for teachers to address identified gaps and to promote best practices in literacy instruction.
- **Resource Allocation:** Strategic allocation of resources, including instructional materials, technology, and support staff, to areas where they are most needed.

Enhanced Student Outcomes

Priority 1

- **Increased Literacy Proficiency:** Measurable improvement in literacy proficiency levels among K-6 students, with particular progress noted among those from low-income backgrounds and those receiving special education services.
- **Closing the Gap:** Reduction in the achievement gap between general education students and those receiving special education services.

Upon full implementation of the recommendations in Year 3, the District will continue to monitor and evaluate the recommendations of the audit through:

- **Continuous Assessment:** Establishment of ongoing monitoring and assessment processes to track the effectiveness of implemented strategies and adjust as needed.
- **Feedback Loops:** Regular feedback loops involving all stakeholders to ensure continuous improvement and responsiveness to emerging needs.

By achieving these outcomes, the district would demonstrate a successful literacy audit that not only identifies areas for improvement but also lays the groundwork for significant and sustainable enhancements in literacy education for all students.

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>
Aimsweb Plus	The collection of this data would occur over the course of the 24-25 SY. Data should be collected three times over the course of the year; Fall/Winter/Spring	
Instructional Assessments	The collection of this data would occur over the course of the 24-25 SY. Data should be collected at least three times over the course of the year late Fall/mid Winter/late Spring	
Process Data	Collection of communications and the content include in the communications	

Priority 1

	Stakeholder perceptions of the audit process etc.	
Audit Summary and Recommendations	Completion of a summary of the audit report demonstrating the process, the stakeholders involved in the process, their findings and recommendations	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• <i>How does this Priority fit into the District's vision, values and aspirations?</i>• <i>Why did this emerge as something to prioritize?</i>• <i>What makes this the right Priority to pursue?</i>• <i>How does this fit into other Priorities and the District's long-term plans?</i>	<p>Understanding motivation and engagement of students is crucial for placing students at the center of educational efforts. Additionally, it is integral to this understanding to further comprehend the impact of adults on student engagement and motivation.</p> <p>Motivation and engagement are closely linked to students' emotional and psychological well-being. When students feel motivated and engaged, they are more likely to experience positive emotions and lower levels of stress, contributing to a healthier school environment. Students who are motivated and engaged are more likely to put in the effort required to succeed academically. When students are motivated and engaged, they are more likely to participate actively in their learning. This leads to higher levels of involvement and enthusiasm, which enhances the overall learning experience.</p> <p>Glens Falls Common School has an 80% FERPL population as well as a 30% special education population. Students from economically disadvantaged backgrounds or those with disabilities often face unique challenges. Understanding their specific motivations and engagement levels helps educators address these individual needs more effectively, ensuring that all students receive the support necessary to succeed. Identifying what motivates and engages these students allows schools to implement strategies that reduce barriers to learning. When schools understand what drives these students, they can implement targeted interventions that improve academic outcomes.</p> <p>Many economically disadvantaged students and those with disabilities face additional emotional and social challenges. Understanding their motivations and engagement helps schools provide the necessary emotional and social support, fostering a sense of belonging and well-being. By focusing on what motivates and engages these students, educators can build stronger, more trusting relationships. This rapport is crucial for creating a supportive learning environment where students feel safe and valued.</p>

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?
Identifying research and best practice to support increasing student motivation and engagement	<ul style="list-style-type: none"> Identifying goals for the district Develop a plan to identify professional learning and resources to assist in understanding the foundations of students' engagement and motivation Identify outcomes and activities to support a focus on increasing student engagement and motivation 	<ul style="list-style-type: none"> Release Time/Compensation Financial Resources
Supporting adult understanding and learning of how adults contribute to student motivation and engagement	<ul style="list-style-type: none"> Identifying goals for the district Develop a plan to identify professional learning and resources to assist in understanding the how adults can contribute to increase student motivation and engagement Develop a plan to consider the strategies adults can implement to ensure they are contributing to positive student engagement and motivation 	<ul style="list-style-type: none"> Release Time/Compensation Financial Resources

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.

Upon the completion of research and best practices relative to student motivation and engagement and the impacts adults have on motivation and engagement, success for this priority area will be demonstrated by implementing strategies/activities/programs that are specifically tailored to the needs of the Glens Falls Common School students. This might include tutoring programs, mentorship opportunities, or extracurricular activities that align with their interests. The District will identify one large scale initiative and implement across the district by the end of year one. Prior to the implementation of this initiative, the district will collect data from its stakeholders (staff, students and Parents) to demonstrate a baseline line relative to the following areas:

- Student Attendance
- Participation in school related activities

Priority 2

- Performance data
- Surveys and Questionnaires

Success will be demonstrated by completion of the identified Success Criteria

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>
Motivation and Engagement Team (MET) established	September 2024	
Priority reviewed, team goals set and outcomes identified	September 2024	
Pool of research and reading determined	Mid October 2024	
Team members set process and protocol for review of reading and research	End of October 2024	
Review of research and protocols	December 2024	
Data Collection	September – December 2024	
Selection of 1 district wide initiative	Mid-January	
Implementation of initiative	February 2025	
Data collection of implementation	February 2025-May 2025	
Feedback loop, summary of implementation	June 2025	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>										
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? 	<p>Developing a comprehensive Multi-Tiered System of Supports and Interventions (MTSSI) plan places students at the center of the work in schools by creating a structured framework that prioritizes and addresses their diverse needs.</p> <p>The Glens Falls Common School’s performance on the NYS ELA and Math assessments has not demonstrated significant academic achievement. The chart below communicates average proficient in ELA and Math for the past two assessment cycles:</p> <table border="1" data-bbox="690 735 1510 913"> <thead> <tr> <th>Year</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>28%</td> <td>28%</td> </tr> <tr> <td>2023-2024</td> <td>TBD</td> <td>TBD</td> </tr> </tbody> </table> <p>Students math and literacy skills are limiting their success in their future; An emphasis has to be placed on learning to read and then reading to learn in addition to building critical behavior and social emotional skills for students. By centering on the individual needs of students and fostering a supportive, inclusive environment, a comprehensive MTSSI plan ensures that all students have the opportunity to succeed academically, socially, and emotionally.</p>	Year	ELA	Math	2022-2023	28%	28%	2023-2024	TBD	TBD
Year	ELA	Math								
2022-2023	28%	28%								
2023-2024	TBD	TBD								

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>Development of a comprehensive MTSSI plan</p>	<ul style="list-style-type: none"> • Establish a team for constructing a plan • Determine a timeline for work • Engage in professional learning to create a foundation of understand of MTSSI • Identify critical components of plan • Develop a process • Create data collection tools 	<ul style="list-style-type: none"> • Release time • Professional Learning • Financial Resources • Interventions/Resources • Process Facilitator

Priority 3

	<ul style="list-style-type: none">• Formulate a system for tracking referrals and implementation of recommendations• Set parameters for review of student progress, MTSSI Team etc.	
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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.

The success of implementing an MTSSI (Multi-Tiered System of Supports and Interventions) plan in a school will be demonstrated through a variety of measures.

While in the creation stages of the plan the district will collect baseline data (Quantitative) in ELA and Math (diagnostic and progress monitoring) , attendance, behavioral referrals, as well as climate and culture data and qualitative data regarding perceptions student engagement and satisfaction, participation, parent and family involvement, as well as staff perspectives and participation data)professional learning, implementation and tracking data)

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>
ELA Diagnostic	Fall, Winter and Spring	
ELA Progress Monitoring	Every 10 weeks	
Math Diagnostic	Fall, Winter and Spring	
Math Progress Monitoring	Every 10 weeks	
Baseline Perception	Late Spring 2025	
Attendance and Behavior data	December 2024 May 2025	
Culture and Climate	May 2025	
Professional Learning	Quarterly	
Implementation and Tracking Data	Monthly	

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>
Brain George	Principal/Superintendent	Glens Falls Common
Jody Pratt	Teacher – Special Education	Abraham Wing
Emily Whipple	Teacher	Abraham Wing
Amy Horton	Teacher – Special Education	Abraham Wing
Melissa McFarland	CSE Chairperson	Glens Falls Common
Missy Lank	Teacher - RTI	Abraham Wing
Katie Jones	Director – School Improvement	WSWHE BOCES

Meeting Dates

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

Meeting Date	Location
March 4	Virtual
June 10	Glens Falls Common
July 8	Glens Falls Common
July 25	Glens Falls Common
August 2	Virtual

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 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).