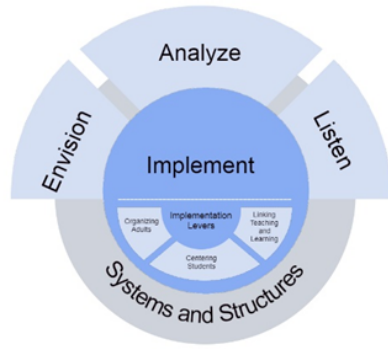




New York State  
**EDUCATION DEPARTMENT**  
 Knowledge > Skill > Opportunity



District Comprehensive Improvement Plan (DCIP)

*District-Level Priorities*

District	Superintendent
Seneca Falls CSD	Dr. Michelle Reed

## 2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	<b>Provide consistent communication to families regarding attendance data (generalized and individualized).</b>
2	<b>Provide specially designed instruction and accommodations to increase academic success for Students with Disabilities.</b>
3	<b>Provide literacy training for PreK-5 teachers to increase knowledge and skill set in literacy instruction and delivery, ultimately increasing achievement for students with disabilities and American Indian students.</b>

# PRIORITY 1

## Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></p>	<p><b>Provide consistent communication to families regarding attendance data and importance.</b></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>· 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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>Students do not learn if they are not in school. Increasing attendance rates allows students access to the curriculum. Academic success starts with attending and engaging in school. Having all students graduate with competencies is a goal of the district's and this fits into the long term goal of all students graduating. Being in school allows students access to intervention services and support if needed. Supporting all students in a short and long term goal of the district.</p> <p>Our data indicates a need for further support to our American Indian subgroup. As of June 3, 83% at Frank Knight, 66% at Cady Stanton, 60% at Seneca Falls Middle School, and 80% at Mynderse Academy were in level 1 or 2.</p> <p>Our data show that as of June 3, Students with Disabilities level 1 &amp; 2 indicators were as following:</p> <p>Frank Knight 33%          Cady Stanton 12%          Seneca Falls Middle School 27%          Mynderse Academy 50%</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>Include attendance messaging in monthly newsletters from Building Principals</p>	<p>Building Principals will include information in monthly newsletters showing data on the importance of attending school in relation to achievement.</p>	<p>Principals and monthly</p>

Send attendance letters sent home.	Families and students will be informed of their attendance levels at quarter and trimester marks to increase parental and students understanding of student attendance level.	Principals, secretaries, 6-12 quarter marks, PreK-5 trimester marks
Communicate with families of students who qualify for attendance interventions through MTSS.	Families will be notified via phone call or letter that their child is eligible for an intervention.	MTSS coaches, teachers, and when necessary
Provide attendance interventions through MTSS	Identifying intervention, provider of intervention, progress monitoring intervention	Counselors, social workers, as needed
Investigate a person dedicated to working with families on attendance; including identifying cultural days when American Indian students will miss school.	Brainstorm available individuals with ability to connect with families of students who have attendance issue trends. Determine funding stream to support this.	District or Grant funding, people (w/ driving certification) and training once/if identified
Discuss attendance as a tenant of the present level of performance CSE discussion and add this information to the IEP.	CSE chair and teacher will ensure attendance reflections are included in meetings with families and students.	CSE chair, Dir. of Special programs, at CSE meetings

## 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 2025-26 school year.

Attendance rates for all students will be above 85% for all student subgroups.

### 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 do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
Attendance data- monitor data to ensure 85% of students are in attendance; identifying students who are not for attendance intervention consideration.	Each quarter or trimester mark	
Academic success data to determine if students failing have attendance issues as well. Consider interventions through monitoring.	Each quarter or trimester mark	

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2025-26?</b>	<b>Provide specially designed instruction and accommodations to increase academic success for Students with Disabilities.</b>
<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> </ul>	<p>Academic success and 100% graduate rate is the goal of the district. Providing support and intervention when needed is a priority. Establishing needs based support groups to increase academic success will help students achieve their greatest potential which aligns to the District Strategic Plan.</p> <p>Our NYS ELA Assessment results indicate lower than 15% proficiency from this subgroup over the past three years. Level 1 &amp; 2 attendance rates are higher for this subgroup in three of four buildings.</p>

In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?

## 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?
Develop IEP goals that are relevant and data focused	Director of Special Programs works with special education staff in the summer for one day to provide professional development	Teachers, annually
Review data collection tools	The Special Education team will review ways to identify student growth in tracking IEP goal progress,	Teachers, annually
Include grade level expectations on IEP showing gaps	Teachers will be trained on where to provide this information in the summer on IEPs.	Professional development and time
Investigating Kindergarten Reading Teacher Support	Reviewing schedules and data to determine the need for Kindergarten reading intervention. Review literacy coach/reading teacher schedule.	Data, schedules, time, Principal and Dir. of Curriculum
Teacher training on curriculum tools to scaffold so that students can access the material and gain new skills	Curriculum days with Literacy Coach and teams to break content down and design differentiated materials for students in need of Specially Designed Instruction.	Professional development, materials, teachers, 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 2025-26 school year.

80% of all annual goals will be achieved.

Improve data collection practices through professional development in August. Individual and group needs will be monitored and evaluated throughout the 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 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 do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing (complete after the date listed in the preceding column)
Review student IEP goal progress at designated times (at least 2 times per year) to ensure students are "Progressing satisfactorily or progressing gradually". If this is not occurring, additional support is provided.	At CSE meeting reviews for each students	
Review students' passing rate of 65% or higher for grades 6-12. The expectation is that 80% or more of students will be passing.	Quarter marks	

## PRIORITY 3

### Our Priority

What will we prioritize to extend success in 2025-26?	Provide literacy training for PreK-5 teachers to increase knowledge and skill set in literacy instruction and delivery, ultimately increasing achievement for students with disabilities and American Indian students.
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## Why is this a priority?

Things to potentially take into consideration when crafting this response:

- 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?

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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?

Academic success of all students, including students with disabilities and American Indian students, is a top priority for the Seneca Falls CSD. Increasing literacy proficiency is a focus. Providing all teachers with professional development regarding phonemic awareness, phonics, oral language, comprehension, fluency will help teachers plan, design and deliver literacy instruction more effectively.

Our iReady third diagnostic data shows the following percents at grade level:

Kindergarten: 65%  
 Grade 1: 59%  
 Grade 2: 54%  
 Grade 3: 54%  
 Grade 4: 30%  
 Grade 5: 32%

## 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?
Provide LETRS training to all PreK-5 classroom, special education, reading teachers	June 30, 2025, August 27, 2025, October 10, 2025 and March 13, 2026 will be in-person professional development training. In between those dates teachers will work asynchronously on varying literacy topics and apply when they've learned with students.	Contracting with LEXIA to provide the training. Setting a schedule. Creating a budget. Communication with all stakeholders
Provide LETRS training to PreK-5 ENL and Speech Teacher	June 30, 2025, August 27, 2025, October 10, 2025 and March 13, 2026 will be in-person professional development training. In between those dates teachers will work asynchronously on varying literacy topics and apply when they've learned with students.	Contracting with LEXIA to provide the training. Setting a schedule. Creating a budget. Communication with all stakeholders
Literacy Coach and PreK-5 Assistant Principal Intern provided job embedded coaching	Providing support in Science of Reading resource implementation throughout the school year.	Time, schedules, literacy coach and AP intern

Literacy training will occur for Into Reading high quality instructional materials and resources grades K-5

Creation of a professional development plan to support Into Reading implementation in grades K-5

Time, schedules, funding, literacy coach, AP Intern, Principals, Dir. of Curriculum

## 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 2025-26 school year.

80% of all students achieve grade level proficiency on the last iReady diagnostic grades K-5.

### 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 do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
Increased iReady scores from beginning year administration to winter and end of the year. Looking at the Standard View in iReady, we hope to see at least 60% of students at or above grade level midyear and at least 80% by the end of the year.	Beginning (baseline) Mid year (monitor) End of year	

# 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>
Dr. Michelle Reed	Superintendent	District
Jodie Verkey	Director of Curriculum	District
Janet Clendenen	Principal	Frank Knight
Amy Hibbard	Principal	Elizabeth Cady Stanton
Kevin Rhinehart	Principal	Seneca Falls Middle School
Kevin Korzeniewski	Parent	District
Faith Lewis	Principal	Mynder Academy High School
Carrie Heffron	Assistant Principal	Mynder Academy High School
Karissa Blamble	Director of Special Programs	District
Jamie Oberdorf	Parent	Frank Knight

Leah Ntuala	Parent	Middle School
Denise Lorenzetti	BOE member	District
Barb Robinson	3-5 Special Education Teacher	Elizabeth Cady Stanton
Emily Carpenter	Kindergarten Teacher	Frank Knight
Darla Shumway	PreK teacher	Frank Knight
Melissa Koepke	Parent	Frank Knight
Mary Poretta	Teacher Assistant	Elizabeth Cady Stanton

## Meeting Dates

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

Meeting Date	Location
March 26, 2025	2 Butler Avenue- PD Room
April 9, 2025	2 Butler Avenue- PD Room
May 12, 2025 DCIP Meeting (3:30-4:00)	2 Butler Avenue- PD Room
May 12, 2025 District Steering Committee (5:00-6:00)	2 Butler Avenue- PD Room
May 14, 2025	2 Butler Avenue- PD Room
June 4, 2025	2 Butler Avenue- PD Room
June 5, 2025	2 Butler Avenue- PD Room

# 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 posted on the district's website and easily accessible when navigating the website.
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 1, 2025, 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).