



District Comprehensive Improvement Plan

2026-27

District	Superintendent
Middle Country Central School District	Roberta A. Gerold, Ed.D

Section I: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district’s shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: <i>What is the District’s definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	In every classroom, students are synthesizing, discussing, creating, and problem solving. Instruction is planned with student needs in mind, grade-level appropriate, standards-aligned, and student-centered.
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Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instructional coaches**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- **Invest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone trainings.

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

Section 2: District Actions to Support Structures

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Align master scheduling guidance and staffing allocations.	The district will encourage scheduling of ENL students into clustered sections.	By scheduling ENL students in clustered sections, master schedule guidance will allow for more push-in ENL support, ensuring that these students have access to the same high-quality Tier 1 instruction as their peers. We will review student course grades and i-Ready data from ENL cluster sections to determine if our interventions were successful. We expect to see increased achievement for ENL students in these classes if we are successful.
Fund and staff instructional coaching positions.	The district will fund an ENL and TBE instructional coach through the school improvement grant. Schools will be able to access this support if they have bilingual classes or clustered ENL sections.	Our goal is to support consistent scheduling of ENL students into cluster sections across buildings. By providing high-quality instructional coaching support, we hope to ease the transition for buildings engaging in this work for the first time. We will analyze success based on the number of ENL cluster sections. We hope to see greater access to the Tier 1 curriculum for ENL students with this scheduling approach.
Provide training, ongoing support, and role clarity for instructional coaches.	The district will use existing curriculum directors to support the transition of a classroom teacher into the role of ENL and TBE instructional coach. The coach will meet regularly with administration to ensure that feedback.	Our goal is to ensure coherence by using existing structures and resources to support the work of the new ENL and TBE coach. We will review student course grades and i-Ready data from ENL cluster sections to determine if our interventions have been successful. We expect to see increased achievement for ENL students in these classes if we are successful.
Provide substitute coverage or release time.	The district will provide release time for intervisitations facilitated by instructional coaches.	Our goal is to ensure that best practices in ENL cluster sections are identified and shared consistently throughout the district. We will review observation data to determine the prevalence of practices highlighted during these intervisitations. We expect to see consistent, high-quality practices for Tier 1 instruction in our ENL cluster sections as a result of this work.

Section 2: District Actions to Support Structures

District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation supports so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.
- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

Section 2: District Actions to Support Structures

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Adopt and maintain high-quality instructional materials and invest in training, curriculum mapping, and implementation supports so schools are not left to interpret standards independently.	The district will purchase third grade classroom libraries of decodable texts to support Science-of-Reading and Next Generation ELA Standards-aligned structured literacy instructional practices. Teachers will use these decodable texts when meeting with students in skills-based small groups to promote the students' reading growth and engagement. These texts will also be used to assess the third grade students' progress in their foundational literacy skills and knowledge.	Our goal for doing this is to create a consistent educational experience from kindergarten through third grade in reading. By using structured literacy libraries in grade three, all students will be able to begin with Tier 1 texts and instruction, creating coherence. We will review i-Ready reading data to know if this intervention has been effective. We expect to see increased student growth in i-Ready among those students that may still be struggling with foundational literacy skills in third grade.

District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

Section 2: District Actions to Support Structures

- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.
- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.
- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.
- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, supports, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

Section 2: District Actions to Support Structures

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Develop and support a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.	The district will develop an MTSS committee to update our plan with banks of interventions and plan professional learning. The committee will be composed of stakeholders from multiple groups, including general education teachers, special education teachers, ENL teachers, reading and math AIS teachers, psychologists, social workers, guidance counselors, and nurses.	Our goal is to create consistency in MTSS interventions across grade levels and buildings to ensure that students are doing Tier 1 work with appropriate support. We will be reviewing notes from SST and initial referral meetings to identify if our efforts have been successful. We expect to see consistent progress monitoring across multiple interventions with clear evidence, including numerical data, anecdotal data, and work samples.

District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

Section 2: District Actions to Support Structures

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.
- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.
- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.
- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation supports** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.
- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

Section 2: District Actions to Support Structures

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Monitor attendance patterns and outcomes by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.	The district will create attendance teams in each building to monitor attendance patterns and identify supports for chronically absent students. Attendance team membership will vary based on the needs of the building and students. The Director of Guidance and Student Support Services will coordinate the work of the attendance teams and support teams as needed.	Our goal is to reduce the number of students who are chronically absent and to support the re-entry of chronically absent students when they return to school. By using district staff to coordinate building teams, we can ensure a consistent, systemic response. We will collect attendance data for particular students, as well as schoolwide attendance data by subgroups. We expect to see drops in chronic absenteeism and reduced gaps between subgroup attendance data if we meet our goal.

Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (required)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, **MUST** be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps AND the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

We recognize that there is an inequity in the counselor to student ratio at our middle schools , and to mitigate this, we will add an additional counseling staff at one middle school to make the ratios more equitable.

Inequity		
Actions to reduce the Data Gap	Person Responsible	When
Add additional part-time guidance counselor at Selden Middle School	Director of Guidance and Student Support Services	By 9/8/2026
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Review individual counselor caseloads to ensure that students are placed equitably	Director of Guidance and Student Support Services	By 9/8/2026
Provide ongoing mentoring and support to guidance counselors	Director of Guidance and Student Support Services	By 9/8/2026, ongoing

Section 3: Addressing Inequities

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

We recognize that schools on the Selden side of the district have a higher percentage of English Language Learners, and to mitigate this, we will hire an ENL and TBE instructional coach to support teachers and ensure consistent instructional practices.

Inequity		
Actions to reduce the Data Gap	Person Responsible	When
Hire an ENL and TBE instructional coach	Director of World Studies	By 9/8/2026
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Develop a schedule for the coach that prioritizes buildings with higher ENL populations who are strategically scheduling students into cluster sections	Director of World Studies	By 10/1/2026, reviewed quarterly based on need
Provide ongoing mentoring to teachers in ENL cluster sections and new bilingual teachers	Instructional coach	By 9/8/2026, ongoing