

PROFESSIONAL LEARNING PLAN

2026–2029

Watertown City School District

1351 Washington Street, Watertown, NY 13601

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District Mission, Vision, and Introduction

District Mission

The Watertown City School District is committed to building a caring culture that fosters lifelong learners and responsible citizens.

Vision

Professional learning is recognized as an integral element of the overall instructional program. The purpose of the professional learning program is to enhance the knowledge and skills of the staff to enable each student to reach their full potential as a contributing member of our society. This vision is grounded in the district's strategic plan, Pathway to Excellence: Nurturing Our Children, Shaping Our Future, and in the belief — codified in the District Comprehensive Improvement Plan (DCIP) — that every student, regardless of background, identity, or circumstance, can learn at high levels when supported by evidence-based, high-quality Tier 1 instruction.

Introduction

The Watertown City School District Professional Learning Plan (PLP) reflects the diversity of the teachers, administrators, and parents of the district and is designed to be reviewed and updated annually consistent with Commissioner's Regulation 100.2(dd). This 2026–2029 plan represents a deliberate shift toward sustained, evidence-based professional learning: rather than rotating among disconnected initiatives, the district is narrowing its focus to a small number of research-informed instructional priorities — the Cyclone Six, Structured Literacy, structured writing, and evidence-based mathematics instruction — and sustaining investment in them over multiple years so that professional learning, coaching, and curriculum reinforce one another rather than compete for teachers' attention.

This plan is intentionally coherent with, and should be read alongside, the district's DCIP (2026–27), which identifies Knickerbocker Elementary (ATSI) and Ohio Street Elementary (CSI) as schools requiring accelerated improvement, and the March 2026 districtwide Professional Development Needs Assessment Survey, whose findings are summarized in the Needs Assessment section below.

District Vision for High-Quality, Tier 1 Instruction

Because a professional learning plan is only as coherent as the instructional vision it serves, this PLP adopts — word for word — the definition of high-quality, equitable, and adaptive Tier 1 instruction established in the district's DCIP. This is the shared instructional target that every professional learning activity, coaching cycle, and curriculum decision in this plan is designed to advance:

From the DCIP: What High-Quality, Tier 1 Instruction Looks Like in WCSD

High-quality instruction in the Watertown City School District is purposeful, evidence-based, and rooted in the belief that every student — regardless of background, identity, or circumstance — can learn at high levels. That belief is not a slogan; it is a standard made visible every day in every classroom.

The Cyclone Six — six shared instructional practices — give that belief its operational shape, ensuring every classroom reflects the practices that build climate, engagement, and the coherent arc of learning every student deserves: Classroom Climate, Learning Objectives, Strong Start and Close, Opportunities to Respond, Retrieval Practice, and Gradual Release.

1. Classroom Climate — Ensure students feel respected, physically and emotionally safe, and valued. Every Watertown classroom begins the same way: a teacher at the door, greeting students by name. All who serve our students are warm demanders: holding students to high academic and behavioral expectations while building the trust and safety that makes intellectual risk-taking possible.

2. Learning Objectives — Plan according to what students need to know and be able to do. Teachers design around clear, student-facing learning objectives and work backward to align every activity, question, and task to that target.

3. Strong Start and Close — Enable students to reinforce essential concepts and skills. Every lesson opens with purpose and closes with meaning, giving teachers real-time insight into what was understood and what needs revisiting.

4. Opportunities to Respond — Provide opportunities to respond to increase engagement and achievement. Teachers provide varied and frequent opportunities to respond — verbal, written, gestural, and collaborative — for every student, consistently, with feedback.

5. Retrieval Practice — Assist students in accessing and applying skills and concepts stored in long-term memory. This deliberate recall, paired with feedback, strengthens retention and deepens understanding over time.

6. Gradual Release — Move students toward independence by providing appropriate instruction. The teacher models, then guides, then creates space for students to collaborate, before asking them to work independently. No student is asked to perform what they have not yet been supported to understand.

Consistency is equity. The Cyclone Six is our common language — from the classroom to the building to the district — ensuring that high-quality, equitable instruction is not left to chance. It is our standard.

Every priority in this Professional Learning Plan — Structured Literacy, structured writing, evidence-based mathematics, scaffolding, and readiness for NYSED's NY Inspires — exists to help teachers enact this vision with increasing skill and consistency. Where the DCIP describes what high-quality Tier 1 instruction looks like, this PLP describes how the district builds the staff capacity to deliver it.

Professional Development Committee Membership

Name	Title
Lisa Blank	Director of Instructional Technology
Sandra Cain	Principal, North Elementary
Brianne Durham	Assistant Superintendent for Operations and Finance
Tara Elmer	Technology Integration Specialist
Jillian Folino	Assistant Coordinator of Data, Accountability, and Assessment
Kathleen Frears	Instructional Coach, North Elementary
Lynn Gaffney	Assistant Superintendent for Instruction
Jeri Gosier	Instructional Coach, Case Middle School
Jennifer Knapp	Instructional Coach, Ohio Elementary
Alison MacLean	Reading Teacher, Case Middle School
Rachel Marston	12:1:3:1 Teacher, Watertown High School
Heather Mulford	Instructional Coach, Wiley Intermediate
Jennifer Phelps	Instructional Coach, Knickerbocker Elementary
Rande Richardson	Board Member
Kelsey Schepis	Principal, Ohio Elementary
Kristan Sheppard	Assistant Principal, North Elementary
Jennifer Surette	Instructional Coach, Starbuck Elementary

NYSED Regulations and Requirements

This professional learning plan complies with Commissioner's Regulation 100.2(dd), which requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain Continuing Teacher and Leader Education (CTLE) requirements as defined by the Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education.

Teachers will have opportunities to participate in staff development during the school day, after school, on weekends, and in the summer. It is expected that all staff will participate in a minimum of 20 hours of staff

development each year. Watertown City School District and the Professional Learning Committee remain committed to having teachers plan, deliver, and evaluate professional development activities. My Learning Plan remains the platform for tracking professional development and issuing CTLE certificates.

Philosophy: Evidence-Based Professional Learning

Professional learning at Watertown City School District is a vital component of our commitment to furthering the growth of our staff. Consistent with the DCIP's definition of high-quality Tier 1 instruction, the district is committed to professional learning that is explicitly evidence-based — grounded in the science of learning and in practices with a demonstrated research base — rather than in rotating, unconnected initiatives. Concretely, this means:

- Literacy professional learning is grounded in Structured Literacy, encompassing the explicit, systematic teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and in structured writing, delivered through the thinkSRSD (Self-Regulated Strategy Development) instructional model.
- Mathematics professional learning is grounded in evidence-based mathematics instruction — explicit instruction, concrete-representational-abstract progressions, retrieval practice, and structured problem-solving.
- Instruction, across content areas and grade levels, is anchored in the Cyclone Six: Classroom Climate, Learning Objectives, Strong Start and Close, Opportunities to Respond, Retrieval Practice, and Gradual Release — six research-informed instructional practices expected to be visible in every classroom, pre-K through 12.
- Scaffolding — the temporary, intentional support that allows students to complete tasks they could not yet complete independently, with support gradually released as proficiency develops — is treated as a cross-cutting practice embedded within Gradual Release.
- Professional learning is job-embedded and sustained over multiple years on a small number of priorities, rather than delivered as one-time or rotating stand-alone workshops, consistent with the research on what makes professional development effective in changing teacher practice.

We strive to provide professional learning in alignment with the New York State Professional Development Standards, including that professional development design is based on data, expands content knowledge, is research-based, ensures collaboration, meets diverse learning needs, creates safe and equitable learning environments, engages families and communities, uses disaggregated student data, promotes appropriate technology use, and is evaluated using multiple sources of information.

Needs Assessment

The Professional Learning Plan reflects the mission and needs of the district as identified through multiple sources of quantitative and qualitative data, including the DCIP Equity Analysis, student performance data (DIBELS, STAR and NYS Assessments), and the March 2026 districtwide Professional Development Needs Assessment Survey, which drew responses from staff across every role in the district: classroom teachers, special educators, special area teachers, interventionists, instructional coaches, paraprofessionals, teacher assistants, and support staff. A complete list of data sources appears in the Needs Assessment Sources section at the end of this plan.

Sustained engagement in quality instruction — anchored in the Cyclone Six and intentional scaffolding — directly supports student attendance, a Priority 2 strategic goal. Research shows that when instruction is engaging, purposeful, and accessible to all learners, students are more likely to attend school consistently. This Professional Learning Plan prioritizes practices that foster belonging, clarity of purpose, and equitable access to high-quality Tier 1 instruction, which together strengthen both attendance and achievement.

What the March 2026 PD Needs Assessment Survey Told Us

The survey asked staff to identify their top topics of interest, their preferred professional development formats, and the times of year and day when professional learning works best for them. Across the district, staff expressed the strongest interest in support for student behavior, meeting the needs of students with disabilities, and writing instruction, with substantial additional interest in the science of learning and effective teaching, math instruction, social-emotional learning, and the science of reading. Among classroom teachers specifically, writing instruction emerged as the clear top priority, followed closely by math instruction and student behavior, with meaningful interest as well in the science of reading, explicit instruction, and scaffolding.

Open-ended responses added texture to these patterns. A number of teachers, without being prompted, specifically named thinkSRSD and asked for continued and expanded training in it, reinforcing that structured writing is not only a district priority but one staff are actively seeking more support to implement well. Teachers also raised the need for stronger, more consistent instruction in mathematics, including supporting instruction for students working at different levels within the same classroom. Staff further indicated a preference for professional learning built around instructional coaching rather than one-time, stand-alone workshops, and expressed interest in learning delivered in smaller, sustained sessions that allow time to try new practices in the classroom and reflect before the next session, rather than single large trainings.

Taken together, these findings confirm the direction of this plan: structured writing (thinkSRSD) and evidence-based mathematics instruction are the two content areas classroom teachers most want to strengthen, reinforcing the district's decision to sustain multi-year investment in both; the strong preference for coaching as a format supports keeping StepLab coaching cycles central to how this plan is delivered; and staff's preference for smaller, sustained learning cycles over one-time trainings shapes the pacing of professional learning described in the Overview of Activities section.

Organizational Professional Development Goals

- Ensure every classroom, pre-K through 12, consistently reflects the Cyclone Six — Classroom Climate, Learning Objectives, Strong Start and Close, Opportunities to Respond, Retrieval Practice, and Gradual Release — as the district's shared, evidence-based definition of high-quality Tier 1 instruction.
- Build teacher expertise in Structured Literacy and structured writing (thinkSRSD), in partnership with and aligned to the standards of The Reading League, so that literacy instruction across the district is explicit, systematic, and research-based.
- Build teacher expertise in evidence-based mathematics instruction across all grade levels, K–12, emphasizing explicit instruction, retrieval practice, and rigorous, appropriately scaffolded tasks, including implementation of the district's newly adopted K–6 mathematics curriculum.

- Strengthen scaffolding practices across content areas, multilingual learner supports, and special education so that all students — including those receiving Tier 2/3 supports — can access grade-level, rigorous instruction.
- Ensure alignment across grade levels and buildings in curriculum and instructional practice — particularly for shared initiatives like thinkSRSD, the Cyclone Six, and evidence-based math — through district-level curriculum work and coaching.
- Strengthen staff capacity to support student behavior and social-emotional needs, identified as the district's top professional learning priority, through PBIS, Positivity Project, and classroom management supports embedded across the district.
- Focus professional learning on meeting the needs of all students in curriculum, instruction, and assessment, including multilingual learners, students with disabilities, and high-performing students.
- Build staff capacity to implement the district's Code of Conduct expectations for AI use — approved tools, age-band guidance, and disclosure practices — consistently across classrooms.
- Prioritize training in the technology tools the district already has, so that staff are aware of and confident using their capabilities. Continue emphasis on digital literacy and digital safety to include AI integration.
- Position the district to smoothly integrate NYSED's forthcoming NY Inspires performance standards, common rubrics, and accountability measures into instructional practice and professional learning once released (see dedicated section).

Evaluation

This is a comprehensive plan for all professional staff that recognizes the diversity of needs among individual teachers based on prior experience and education. Professional Learning Plan activities will be evaluated using classroom and peer observation, coaching cycle (StepLab) data, walkthrough data, lesson plans and units, evaluation forms on My Learning Plan, and reflection logs. Consistent with the DCIP's success criteria, the district will additionally monitor:

- DIBELS progress-monitoring data (K–6 foundational literacy) and STAR benchmark data (Mathematics, grades K–HS; Reading, grades 7–HS).
- Student performance on NYSED Grades 3–8 assessments and Regents Exams.
- Coaching cycle completion rates and walkthrough summaries showing implementation of the Cyclone Six, Structured Literacy, structured writing, and evidence-based math practices.
- Curriculum Alignment Process (CAP) team feedback on curriculum coherence and rigor.
- The next administration of the PD Needs Assessment Survey, tracked against the March 2026 baseline described above.

The plan itself will be evaluated annually by the Professional Learning Committee and revised to remain coherent with the DCIP and any new NYSED guidance, including NY Inspires materials as they are released.

Year 1 (2026–27) Success Indicators & Board Monitoring

The district will track the following early indicators of plan implementation by June 2027:

- 100% of classroom walkthroughs (all buildings, pre-K through 12) document visible implementation of the Cyclone Six instructional practices.
- A minimum of six coaching cycles completed per instructional coach, with fidelity and walkthrough data supporting evidence of classroom practice change.

- 80%+ implementation fidelity on the Structured Literacy curriculum, as measured by CAP team feedback and walkthrough observation notes.
- Measurable growth in DIBELS K–1 and early Grade 2 reading outcomes compared to the 2025–26 baseline, with growth sustained or improved in Grades 3–4 where 2025–26 showed decline.

These metrics will be reported to the Board of Education in June 2027 and annually thereafter to ensure accountability and inform plan adjustments.

Overview of Activities (Internal PD)

Area of Focus	Essential Questions	Supporting Data	Supporting Structures / Resources
Cyclone Six (District Instructional Framework)	How do we ensure the Cyclone Six shows up consistently, visibly, and equitably in every classroom, pre-K–12?	DCIP walkthrough & coaching data; DIBELS; STAR; March 2026 PD Survey (strong staff interest in Explicit Instruction)	StepLab coaching cycles; lesson study & peer observation; learn-practice-perform rehearsal; walkthroughs; Dr. Zach Groshell. Secondary focus: Case Middle School coaching cycles on learning objectives and retrieval practice in math; Watertown High School coaching on scaffolding and Cyclone Six integration in 9th-grade literacy-heavy courses and Regents prep courses. All buildings K–12.
Structured Literacy & structured writing (thinkSRSD)	How do we deliver explicit, systematic literacy instruction so every student develops foundational reading and writing skills?	DIBELS K–6; STAR Reading (grades 7–12; curriculum-embedded literacy assessments; CAP team review; March 2026 PD Survey	Partnership with The Reading League (standards alignment & training); thinkSRSD training and coaching; K–6 Integrated Literacy units; UFLI reading intervention resources; CAP teams
Evidence-Based Mathematics Instruction	How do we implement explicit, evidence-based math instruction across all grade levels, including fidelity to the new 3–6 (then K–2) curriculum?	STAR Math (grades K–12) benchmark data; curriculum-embedded math assessments; walkthrough data; March 2026 PD Survey	Unit unpacking & lesson internalization; math curriculum leads; instructional coaching; CAP teams
Scaffolding Across Settings	How do we scaffold rigorous, grade-level instruction for multilingual learners, students with disabilities, and students below benchmark without lowering expectations?	MTSS/Panorama data; ENL and IEP progress data; March 2026 PD Survey	Walk to Learn intervention blocks; instructional coaching; MTSS team supports; ENL support: special education programming and support

Area of Focus	Essential Questions	Supporting Data	Supporting Structures / Resources
Student Behavior & Social-Emotional Support	How do we build staff capacity to understand and respond to student behavior and social-emotional needs in ways that keep students learning?	March 2026 PD Survey	PBIS; Positivity Project; classroom management training embedded in new-teacher orientation; trauma-informed practice training for staff
AI Literacy & Responsible Use (Staff)	How do we build staff capacity to implement the Code of Conduct's AI expectations — approved tools, age-band guidance, and disclosure practices — consistently across classrooms?	2026–27 Code of Conduct, Section III.D (Artificial Intelligence and Generative AI Tools)	Training on which AI tools are approved for classroom use, sessions covering what's appropriate at the elementary, middle, and high school levels
NY Inspires Readiness	How do we prepare our instructional practices, coaching structures, and PD so we are ready to align to NYSED's forthcoming NY Inspires performance standards and common rubrics?	NYSED NY Inspires initiative (statewide performance standards, common rubrics, quality assurance processes, and accountability measures, forthcoming)	Monitor NYSED releases; embed durable-skill competencies (communication, collaboration, critical thinking) within Opportunities to Respond and Gradual Release; update the PLP annually as new guidance is released
Technology Integration	How do we ensure staff are aware of and confident using the technology tools available to them, with priority given to data analysis, digital literacy, digital safety, and effective, responsible AI integration?	March 2026 PD Survey; 2026–27 Code of Conduct, Section III.D (Artificial Intelligence and Generative AI Tools); walkthrough and coaching data on current tool use	Director of Instructional Technology and Technology Integration Specialist-led trainings on district platforms and their capabilities; digital citizenship and online safety instruction; AI tool orientation and classroom-use guidance embedded within existing PD structures

Preparing for NYSED's NY Inspires

The New York State Education Department has articulated a statewide NY Inspires vision — describing the broader competencies and dispositions, alongside academic content, that all New York students should develop by graduation. NYSED has communicated that the State will provide the materials, direction, and training districts need to implement this vision, and specifically that SED will establish:

- Statewide performance standards
- Common rubrics
- Quality assurance processes
- Accountability measures

Because these state materials have not yet been released, this PLP does not attempt to pre-define district-specific NY Inspires rubrics or performance standards; doing so before NYSED's common rubrics and quality

assurance processes are published would risk creating local structures that are misaligned with the eventual state framework. Instead, the district is taking a readiness posture over the life of this plan:

- Monitoring NYSED communications and Board of Regents guidance for the release of NY Inspires performance standards, rubrics, and accountability measures, and updating this PLP promptly once they are available, consistent with the annual review required by Commissioner's Regulation 100.2(dd).
- Using the Cyclone Six — particularly Opportunities to Respond and Gradual Release — as an existing, evidence-based vehicle for building durable skills (communication, collaboration, critical thinking, and independence) that are likely to be reflected in a statewide graduate profile, so that classrooms are already practicing the underlying skills before formal state rubrics arrive.
- Building district capacity in structured, evidence-based instruction (Structured Literacy, structured writing, evidence-based math) as the academic foundation on which broader NY Inspires competencies depend — students cannot exercise critical thinking or communication at a high level without strong foundational literacy and numeracy skills.
- Designating the Assistant Superintendent for Instruction as the point of contact responsible for reviewing NYSED NY Inspires materials as released and bringing recommended PLP amendments to the Professional Development Committee and Board of Education.
- Planning for training and quality-assurance calibration sessions for staff and leadership once NYSED's common rubrics and quality assurance processes are published, to ensure consistent, reliable application districtwide — mirroring the calibration approach already used for coaching cycles.

This section will be replaced with a fully developed NY Inspires implementation plan — including district-adopted rubrics aligned to NYSED's common rubric, local quality assurance protocols, and accountability measures — in the first annual PLP update following NYSED's release of that guidance.

Provisions for Teachers Certified in Bilingual and English Language Learner (ENL) Education

Teachers possessing a Professional certificate in the certificate title of English to Speakers of Other Languages (all grades), or a holder of a bilingual extension under section 80-4.3 of this Title, must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

With a mandate from NYSED to provide a minimum of 15 hours of professional development in this area (50 hours per five years for ENL-certified teachers), and consistent with the DCIP's commitment that multilingual learner supports be embedded in core instructional planning rather than treated as supplemental, ENL professional learning for 2026–2029 draws on a regulations overview (CR-154), NYSED ENL Topic Briefs, and R-BERN workshops and materials, along with Nassau BOCES ENL Plus online courses purchased annually by the district. ENL staff participate in the same Cyclone Six, Structured Literacy, and structured writing professional learning as general and special education staff — not in a separate track — so that all teachers serving multilingual learners share a common instructional foundation.

Focus Area: DCIP/ATSI/CSI Support

Essential Question: How do we prioritize intensive, targeted coaching in Knickerbocker (ATSI) and Ohio Elementary (CSI) to support accelerated improvement timelines?

Supporting Data: DCIP implementation fidelity data; ATSI/CSI progress toward state-approved action plans; walkthrough and coaching data in these buildings.

Supporting Structures / Resources: Year 1 coaching allocation prioritizes Knickerbocker and Ohio Elementary; dedicated coaching cycles in scaffolding, MTSS alignment, and Cyclone Six implementation; quarterly progress reviews with building principals aligned to DCIP timelines.

Professional Learning Accountability Structure

For all teachers, teacher assistants, aides, long-term substitutes, and administrators who attend professional development in the district, there is an expectation that an opportunity to formally evaluate professional development will be provided, and that ongoing dialogue relevant to the subject matter will be encouraged. For staff who attend professional development outside the district, an evaluation will be completed on My Learning Plan, and staff will share at least one newly acquired idea or material within a district PD day, department, or grade-level meeting. Additionally, building principals will monitor alignment between professional learning focus and classroom walkthrough observations to ensure coaching insights are translating to practice.

Provisions for Mentoring Program

The Watertown City School District Mentoring Program is defined by Board of Education policy. All new teachers holding an initial certificate must complete a mentored teaching experience within their first year of employment, developed in collaboration with the Watertown Education Association (WEA).

Mentor Expectations

Mentors are expected to introduce new colleagues to others in the building and department, helping them network and build relationships, and to listen to the new teacher's needs and help them develop their own path to success rather than requiring them to teach exactly as the mentor does. Mentors help new teachers navigate deadlines, required elements, and necessary curricular structures, while leaving room for flexibility and creativity where it exists, and give honest, gentle feedback, recognizing that retention is closely tied to the relationships new teachers build with colleagues and administrators. Mentors listen to new teachers' frustrations, share their own where helpful, and maintain a vision of a positive path forward rather than dwelling in complaint. They ask new teachers questions about their practice, not just answer questions posed to them, and frame feedback as inquiry ("do you think that's a good idea?") rather than directive correction. Above all, mentors continue to grow and seek new ideas themselves, creating an equal partnership between two educators invested in student learning.

Mentor Responsibilities

Mentors meet regularly with their mentee(s) outside of the contractual day. They are compensated for up to 10 hours per semester (15 per semester when mentoring more than one person at a time), submitted via a Conference/Workshop request form in My Learning Plan. Mentors visit the mentee's classroom at least once per semester to observe classroom management, instruction, and lesson planning and delivery, and the mentee visits the mentor's classroom at least once per semester for the same kind of observation, followed by a debrief on what was learned. The district provides a substitute for both purposes.

New Teachers Program Meetings

The district holds required quarterly meetings for new teachers throughout the school year. Mentors are invited but not required to attend.

Provisions for School Violence Prevention and Intervention Training

Watertown City School District is committed to hiring teachers who have fulfilled certification requirements, including participation in workshops covering school violence prevention and intervention consisting of at least two clock hours of training. Training includes study of warning signs within a developmental and social context; statutes, regulations, and policies relating to a safe, nonviolent school climate; effective classroom management techniques; integration of social and problem-solving skill development; intervention techniques; and participation in effective school/community referral processes.

Watertown City School District will provide a refresher on school violence prevention and intervention upon request or determination of necessity, and will utilize the interpersonal violence prevention education package provided by the State Education Department as part of health or related curricula for students in Grades K through 12.

Needs Assessment Sources

- March 2026 Districtwide Professional Development Needs Assessment Survey (all staff roles)
- District Comprehensive Improvement Plan (DCIP) 2026–27 and DCIP Equity Analysis
- BEDS Data
- Graduation and drop-out rates
- Longitudinal data
- Parent Teacher Organization (PTO) input
- School Report Card (SRC)
- SIRS Reports (accountability and student test scores)
- State benchmarks for student performance
- Student attendance rates and attendance levels (1–4)
- Student performance on NYSED tests (3–8 and Regents), disaggregated by ethnicity, gender, SES, and other subgroups
- DIBELS progress-monitoring data and STAR benchmark data (Mathematics, grades K–12; Reading, grades 7–12)
- Student/teacher ratios
- Teacher self-assessment
- Teacher turnover rate
- Panorama student engagement survey data