



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan

2026-27

District	Superintendent
East Ramapo Central School District	Leslie Torres-Rodriguez Superintendent of Schools

Section 1: 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>	<i>In every classroom, instruction is standards-aligned and student-centered, built around clear learning targets and success criteria. Teachers maintain high cognitive demand through purposeful questioning, discussion, and tasks that require students to think critically, explain their reasoning, justify their responses, revise their thinking based on feedback, and set goals for their own learning. Teachers use evidence of learning to adjust instruction in real time and accelerate student growth. Students actively collaborate, use academic language, and demonstrate understanding through discussion, writing, problem-solving, and authentic application connected to meaningful, real-world contexts.</i> <i>The Superintendent’s Cabinet serves as the district’s executive leadership team, responsible for ensuring coherence, building organizational capacity, and continuously improving district support for schools. Consistent with research on central office transformation, Cabinet members operate as instructional leaders who partner with principals and schools to strengthen teaching and learning, rather than primarily monitoring compliance. The Cabinet uses implementation evidence, learning walk trends, student outcomes, and school feedback to identify barriers, coordinate cross-departmental supports, allocate resources, and refine district strategies through continuous improvement.</i>
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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*](#)

[*District Actions to Support Rigorous, Standards-Aligned Instruction*](#)

[*District Actions to Ensure Every Student Thrives*](#)

[*District Actions to Support Attendance*](#)

Section 2: District Actions to Support Structures

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?

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?
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,	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS	Goal One (1): Support instructional coaches from the district level to ensure alignment and the building of teacher capacity. Data for Goal One (1): - Calendar of monthly (total of 10) trainings for instructional

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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?
data analysis, and reflection.	4. Assistant Directors of C&I, MLE, and PPS District leaders will establish a coherent instructional leadership system to ensure consistent implementation of high-quality Tier I instruction across all schools. Principals will participate in structured monthly Instructional Leadership Meetings focused on instructional leadership, continuous improvement, and implementation of the school plans. The district will provide a common Lesson Planning Framework that establishes expectations for standards-aligned planning, instructional rigor, learning targets, success criteria, and formative assessment. Instructional coaches will facilitate PLCs using this framework to ensure collaborative planning is aligned to curriculum, standards, district and state assessment data, and the district assessment calendar. District instructional leadership teams will conduct quarterly learning walks and instructional rounds to monitor implementation, identify trends, and inform professional learning. Principal Supervisors will provide ongoing feedback and coaching to principals, grounded in the Danielson Framework and focused on strengthening instructional leadership and improving student outcomes. Training for instructional coordinators/CfEs will be determined in collaboration with the C&I, MLE, and PPS team. All training will be anchored in the district's instructional vision and key strategy. This will be included in the district's annual professional learning plan. Support will be provided to instructional coordinators during recurring monthly	coordinators/CfEs will be completed and shared prior to the beginning of the school year. - Agendas of all 10 scheduled training sessions for instructional coordinators/CfEs are completed. - The Google sheet used by all coaches to log their time within their role, inclusive of all responsibilities. - Communication by district to building level leaders regarding the instructional coordinator/CfEs role. Improvements based on goal one (1): - Coaches meeting district expectations of coaching cycles: - 2-4 week mini-coaching cycles - 3-4 teachers per mini-coaching cycle - District-wide system fidelity of PLC Structures and Coaching Cycles by all buildings - Beginning, Mid, and End of Year Support Cycle Visits for

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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?
	meetings. This information will be shared with building level administrators (Principals and Assistant Principals) during their recurring monthly meetings. Fall Institute for coaches with a learning agenda around: • ERCSD's Vision of High-Quality Tier I Instruction • Adult learning theory • Improvement science • Coaching frameworks • Cognitive coaching • Change management • Facilitation skills	Instructional Coaches by District-Level Administrators focused on meeting system fidelity - 100% of schools implement the district Lesson Planning Framework. - PLCs consistently demonstrate alignment to standards, curriculum, and assessment data. - Quarterly learning walks demonstrate increased implementation of district instructional expectations. - Principal coaching reflects growth in instructional leadership practices as measured through the Danielson Framework. - Student learning will reflect key elements of

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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?
		the instructional vision, such as peer collaboration, discussion, use of academic language, problem-solving, etc. measured by district walkthrough tool(s). - Increase in common assessment performance

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Align master scheduling guidance and staffing allocations to create teacher collaborative planning time.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS For grades 7-12, building leaders/master schedulers will work with the Director of Secondary Operations to create teacher collaborative planning time within the teacher's contractual day. For grades K-6, building leaders/master schedulers will follow district guidance in creating teacher collaborative planning time within the teacher's contractual day. The master schedules will be communicated with all necessary staff members, specifically those leading structured teacher collaborative time (PLCs), such as Assistant Principals, Instructional Coordinators, and Content Directors. Collaborative time will be protected from competing operational demands and reserved exclusively for standards-based lesson planning, analysis of student learning, instructional problem-solving, and continuous improvement aligned to district instructional priorities.	Goal One (1): Schedule and protect teacher collaborative learning time within the contractual day. Data for Goal One (1): - By August 2026, all building's master schedules show weekly PLC time for teachers. - Beginning, mid, and end year review of the amount of teachers scheduled for PLC time versus how many were unable to attend due to additional classes, coverages, or other duties. - Beginning, mid, and end year review of the amount of PLC sessions that were scheduled, and how many were not held/canceled with reasons. - 100% of PLCs meet according to the district calendar. - 100% utilize the district PLC protocol and agenda. - 100% include administrators in scheduled instructional PLCs at defined intervals. - Classroom observations demonstrate strong alignment between PLC planning, lesson implementation, and district instructional expectations. - Teachers consistently implement common learning targets, success criteria, and
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		agreed-upon instructional practices. Improvements based on goal one (1): - Teacher collaborative time will directly relate to 1) tier-one instructional practices within the classroom and 2) horizontal alignment through content areas and 3) consistent practices for PLC content teams.
		Goal Two (2): All building leaders will communicate to their staff the district's expectations with the changes of the master schedule during the Superintendent Conference's Days on September 1 and 2, 2026. Data for Goal Two (2): - Evidence of communication such as updated memos, meeting agendas, newsletters, emails, videos, etc. - Teacher weekly attendance to PLC sessions, collected by facilitator. Improvements based on Goal Two (2): - Staff follow with fidelity daily schedules, including PLCs and duties. - Teacher attendance and active participation in PLC meetings increases. - Common formative assessment results

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		improve following PLC instructional cycles. - Schools reduce instructional variability across classrooms and performance on district benchmarks and State assessments improves over time. - Lesson plans aligned to standards - Lesson internalization evidence - Alignment to HQIM - Common formative assessments developed during PLCs - Alignment to district assessment calendar
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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?
Provide shared district tools, protocols, and learning resources that anchor teacher learning in daily instructional work rather than stand-alone trainings.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS All instructional coaches, inclusive of but not limited to: 1. Content Directors 2. Assistant Directors 3. Instructional Coordinators 4. Coaches for Excellence will follow the same protocols when facilitating PLCs, and Coaching Cycles. Develop an ERCSD Instructional Playbook: -Learning walk protocols (non-evaluative) -Develop student work protocols -Create PLC protocols -Develop success criteria exemplars -Develop HQIM implementation guides/expectations -Curate model lessons - Provide districtwide professional learning Additional resources to be used during PLCs and Coaching Cycles include 1. PLC Menu: options of PLC types to ensure a cycle of inquiry rather than one/stand-alone sessions that are not aligned 2. Coaching Practices Menu: options of various coaching practices to meet the varying needs of those being coached.	Goal One (1): The protocols for PLC and Coaching cycles are being followed with fidelity The provided tools, protocols, and resources, are being used with fidelity across the district. Data for Goal One (1): - The PLC Tracker will be populated to a 100% completion each week. - The Coaching Cycle Tracker will be populated at a 100% completion by the end of the 2 to 4 week coaching cycle. Improvement based on Goal One (1): - All building level PLC team meetings will be held at a minimum of once per week during the contractual school day. - At least 75% of full time teachers will take part in a coaching cycle during the 2026-27 School Year. - Student learning will reflect key elements of the instructional vision, such as peer collaboration, discussion, use of academic language, problem-solving, etc. as

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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?
		a result of PLC and Coaching Cycles. Goal Two (2): Within PLCs, all teachers will engage with the provided learning resource, “The Illustrated Guide to Visible Learning”, to anchor teacher learning. Data for Goal Two (2): - All teachers receipt of “The Illustrated Guide to Visible Learning” - Use of anchor text (book segment and/or chapter) during monthly PLC meetings, indicated within the PLC agendas. Improvement based on Goal Two (2): - Student learning and academic Improvement as a result of stronger tier 1 instruction from teachers. - Classroom practice by both teachers and students will reflect key elements of the instructional vision, such as peer collaboration, discussion, use of academic language, problem-solving, etc.

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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?
		- PLC observations improve. - Danielson instructional leadership evidence increases. - 80% of coached teachers implementing target strategy - Growth from first observation to final observation
Build districtwide learning communities for instructional coaches, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.	District level actions and support will be provided by: 5. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 6. Executive Directors of C&I, MLE, and PPS 7. Directors of C&I, MLE, and PPS 8. Assistant Directors of C&I, MLE, and PPS District leaders will establish a coherent instructional leadership system to ensure consistent implementation of high-quality Tier I instruction across all schools. Principals will participate in structured monthly Instructional Leadership Meetings focused on instructional leadership, continuous improvement, and implementation of the school plans. The district will provide a common Lesson Planning Framework that establishes expectations for standards-aligned planning, instructional rigor, learning targets, success criteria, and formative assessment. Instructional coaches will facilitate PLCs using this framework to ensure collaborative planning is aligned to curriculum, standards, district and state	Goal: Support instructional coaches and Coaches for Excellence from the district level to ensure alignment and the building of teacher capacity. Data for Goal: - Calendar of monthly (total of 10) trainings for instructional coordinators/CfEs will be completed and shared prior to the beginning of the school year. - Agendas of all 10 scheduled training sessions for instructional coordinators/CfEs are completed. - The Google sheet used by all coaches to log their time within their role, inclusive of all responsibilities. - Communication by district to building level

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	assessment data, and the district assessment calendar. District instructional leadership teams will conduct quarterly learning walks and instructional rounds to monitor implementation, identify trends, and inform professional learning. Principal Supervisors will provide ongoing feedback and coaching to principals, grounded in the Danielson Framework and focused on strengthening instructional leadership and improving student outcomes. Training for instructional coordinators/CfEs will be determined in collaboration with the C&I, MLE, and PPS team. All training will be anchored in the district's instructional vision and key strategy. This will be included in the district's annual professional learning plan. Support will be provided to instructional coaches during recurring monthly meetings. This information will be shared with building level administrators (Principals and Assistant Principals) during their recurring monthly meetings. Fall Institute for coaches with a learning agenda around: ERCSD's Vision of High-Quality Tier I Instruction Adult learning theory Improvement science Coaching frameworks Cognitive coaching Change management Facilitation skills	leaders regarding the instructional coordinator/CfEs role. Improvements based on goal one (1): - Coaches meeting district expectations of coaching cycles: - 2-4 week mini-coaching cycles - 3-4 teachers per mini-coaching cycle - District-wide system fidelity of PLC Structures and Coaching Cycles by all buildings - Beginning, Mid, and End of Year Support Cycle Visits for Instructional Coaches by District-Level Administrators focused on meeting system fidelity - 100% of schools implement the district Lesson Planning Framework. - PLCs consistently demonstrate alignment to standards,

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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?
		curriculum, and assessment data. - Quarterly learning walks demonstrate increased implementation of district instructional expectations. - Principal coaching reflects growth in instructional leadership practices as measured through the Danielson Framework. - Student learning will reflect key elements of the instructional vision, such as peer collaboration, discussion, use of academic language, problem-solving, etc. measured by district walkthrough tool(s). - Increase in common assessment performance

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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?

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?
<i>Provide a district-wide data system and tool to examine curriculum use, task quality, student work, and patterns of instruction across classrooms and schools.</i>	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS Launch the district instructional vision and establish common expectations for: High-Quality Tier I Instruction.	Goal One (1): All district and building leaders will maintain a common understanding of the instructional vision through calibrated learning walks, consistent use of classroom look-fors, and ongoing analysis of instructional practice data. Data for Goal One (1): - Presentation of instructional vision via faculty meetings and/or PLC sessions

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	● Develop a Central Office Instructional Leadership Academy to strengthen district leaders' expertise in instructional leadership, continuous improvement, adult learning, and coaching. ● Conduct monthly district learning walks using common look-fors aligned to the instructional vision. ● Facilitate quarterly calibration sessions to strengthen inter-rater reliability and ensure consistent interpretation of instructional practices. ● Analyze learning walk evidence during monthly administrator meetings to identify districtwide trends, determine differentiated supports, and inform professional learning and resource allocation. ● Provide targeted coaching and technical assistance to principals based on implementation evidence.	- Hosting an internal calibration of the definitions and classroom “look fors.” with building leaders, and schedule recalibration sessions as needed - Learning walk data collected across schools via a well communicated system with set protocols - Monthly administrator meeting agendas and data analysis records - Data analysis to identify trends from learning walks and/or observations Improvements based on goal one (1): - Increased consistency in instructional practices across classrooms aligned to the instructional vision - Greater alignment among district, building leaders, and teachers on instructional expectations - More effective use of learning walk data to inform instructional decision-making
<i>Build leadership capacity and coordinate central office roles to understand instructional priorities and reinforce a single instructional vision.</i>	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS	Goal One (1): The district will strengthen instructional leadership by clearly defining the roles of Instructional Coordinators and Content Directors, CfEs and providing ongoing professional learning focused on data analysis, learning walks, coaching, and PLC facilitation. Data for Goal One (1):

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	The role of Instructional Coordinators and Content Directors will be reiterated in relation to instructional practices. Via the Central Office Instructional Academy, the district will provide professional learning opportunities for Instructional Coordinators and Content Directors to analyze instructional data, deepen learning walks, coaching, PLC practices, etc.	- Professional learning participation records - Learning walk and coaching documentation - PLC implementation and meeting records - Instructional data analysis protocols and outcomes - Feedback to district leadership from Instructional Coordinators and Content Directors related directly to this goal Improvements based on goal one (1): - Increased clarity and consistency in instructional leadership roles - Improved use of instructional data to inform decision-making - Aligned coaching and PLC practices across schools - Increased alignment and support for high-quality instruction
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Build and support early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen. Section 2: District Actions to Support Structures

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:

- **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.

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.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS).	Goal One (1): All schools will implement the MTSS-I framework processes, and tools consistently across the district.

Build and support early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen. Section 2: District Actions to Support Structures

	2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS OVERVIEW OF MTSS-I ACTIONS & NEXT STEPS ● The district-level MTSS-I team will meet 3x per year to evaluate and strengthen the district-wide infrastructure needed to implement and sustain MTSS-I effectively. ● Roll-out of MTSS-I to all school leaders by the district-level MTSS-I team ○ School Leaders will turnkey the MTSS-I framework in the buildings ● Support Building leaders (K-12) with the roll-out of the established SOPs for T1-T3 supports per the MTSS-I Framework. ● District Leaders hold building leaders accountable in establishing the following teams, and meeting structures. ○ School Level Team, three times a year. ○ Grade, Content, and/or Department Teams once a month. ○ Individual Student Support or CARE Teams, weekly or biweekly. ● The District CARE (Collaborative, Action-Oriented, Responsive, Educator) Team will meet quarterly to evaluate and strengthen the district-wide infrastructure needed to implement and sustain support systems that consistently deliver high-quality mental health and counseling support across schools.	Data for Goal One (1): ● All buildings will use the EduClimber platform to identify, track, and monitor tiered interventions in the MTSS-I process. Data used will include but are not limited to: ○ Attendance patterns ○ Course performance and grades ○ State and local assessment data ○ Behavior referrals / suspensions ○ Social-emotional indicators ○ Intervention(s) ● Principal reports on the MTSS-I implementation and work of the framework during monthly support visits by district-level leaders. The report will include but not limited to: ○ The types of interventions. ○ Amount of students in tiered supports. Improvements based on goal one (1): ● Targeted data-driven interventions for students at tiers 2 and 3. ● Building level MTSS-I Teams will use the EduClimber platform to
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Build and support early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen. Section 2: District Actions to Support Structures

		track meetings 100% of the time.
Expand and fund access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS The district will implement a comprehensive High School Transformation Strategy designed to improve student achievement, increase graduation outcomes, and expand postsecondary readiness through coherent instructional leadership, targeted academic supports, and personalized student success systems. Goal- The district will implement a comprehensive High School Transformation Framework that strengthens instructional leadership, ensures every student is known and supported, and improves college, career, and life readiness through a Ninth Grade Success Academy, an Early Warning Indicator System, evidence-based instructional practices, and continuous improvement.	Goal One (1): The district will establish a cross-functional High School Redesign Steering Committee to develop a shared vision for a Portrait of a Graduate and a continuum for post-secondary success. Data for Goal One (1): ● Attendance below 90% ● Two or more course failures ● Credit accumulation ● Behavior referrals ● Suspensions ● Students failing English or Algebra ● Students identified as off-track for graduation ● Students entering and exiting interventions Improvements based on Goal One (1): ● 100% of high schools begin to implement the district High School Transformation Framework. ● All high schools establish Freshman Success Teams and conduct regular Student Success Reviews. ● All high schools implement the district Early Warning Indicator process. ● Develop a districtwide College, Career, and Life Readiness Framework that ensures every student has equitable access to

Build and support early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen. Section 2: District Actions to Support Structures

		advanced coursework, enrichment, arts, athletics, career pathways, and leadership experiences aligned to the Portrait of a Graduate.
Build and support early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS In addition to MTSS-I and CARE Teams, the district will require buildings to establish building level Attendance teams. Early warning systems that will be used district-wide will include, but not limited to: - MTSS-I Framework, inclusive of all Tier 1 to Tier 3 supports - CARE Teams at each building that will focus on Social Emotional Learning (SEL) for all students. - Attendance Manual and Chronic Absenteeism Tiers. - Panorama Education SEL Benchmark Survey The Attendance Committee, as per the Attendance Manual is charged with meeting weekly to identify student attendance concerns and developing remedies for these concerns.	Goal One (1): All schools will consistently implement district wide early warning systems with fidelity. Goal One (1) - Student daily attendance patterns - Chronic absenteeism patterns - Academic, social, or behavioral support patterns Improvements based on goal one (1): - Earlier identification of at-risk students for chronic absenteeism - Increased implementation of targeted interventions - Improved student attendance, academic performance, and student engagement - Reduced behavioral concerns and course failures - Reduced average time students remain in intervention - Increased academic growth for students receiving interventions. - Improved attendance for students receiving interventions.

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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:

- **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.

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

Section 2: District Actions to Support Structures

		to meet this goal? What improvements do we hope to see if we have met this goal?
Establish clear, districtwide expectations for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS The District Attendance Intervention and Support Manual with attendance framework will be shared and regularly reviewed with school leaders and attendance teams by district leaders. Professional development and training to administrators, counselors, social workers, clerical staff, and attendance teams on the District Attendance Intervention and Support Manual with attendance framework will occur at a minimum of three times per school year. The District will conduct monthly district attendance review meetings to monitor implementation fidelity and provide technical assistance.	Goal One (1): All schools will consistently implement the District Attendance Intervention and Support Manual and attendance framework through ongoing training, regular data reviews, and district-level monitoring. Data for Goal One (1): - Professional development participation records - Weekly building level attendance team meeting agendas - Attendance intervention and tracking data within EduClimber - Chronic absenteeism and average daily attendance rates within EduClimber Improvements based on goal one (1): - Increased fidelity of attendance framework implementation across all schools - Improved consistency in attendance interventions and documentation - Reduced chronic absenteeism rates by 10% from the previous year. - Increased average monthly attendance as compared to that same month in the previous school year.

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Establish and support districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS The district will continue to provide professional development on the tiered attendance interventions outlined in the District Attendance Intervention and Support Manual to the interdisciplinary attendance teams. Via the district CARE teams, the district will support the implementation of coordinated restorative and relationship-centered attendance practices.	Goal One (1): All schools will consistently implement tiered attendance interventions and CARE (Collaborative, Action-Oriented, Responsive, Educator) Teams as outlined in the District's Attendance Manual to improve student attendance and engagement. Data for Goal One (1): - Chronic absenteeism rates - Average daily attendance rates - Attendance intervention and weekly support meeting agendas - Family participation in attendance conferences and interventions - Attendance documentation and intervention tracking data - CARE Team referrals and attendance support plans - Monthly Attendance Report Form submitted to district by each school Improvements based on goal one (1): - Consistent building level implementation of district attendance procedures - Increased use of universal attendance interventions in all schools, as outlined in the district attendance manual. - Students are supported and welcomed with re-entry practices
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Section 2: District Actions to Support Structures

		- Increased average student daily attendance - Increased family engagement in individual student attendance supports - Improved attendance documentation and intervention tracking by building attendance teams
Coordinate cross-agency partnerships with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.	District level actions and support will be provided by: 1. Assistant Superintendents of Curriculum and Instruction (C&I), Multilingual Education (MLE), and Pupil Personnel Services (PPS). 2. Executive Directors of C&I, MLE, and PPS 3. Directors of C&I, MLE, and PPS 4. Assistant Directors of C&I, MLE, and PPS The district will coordinate and support cross-agency partnerships by leveraging the Family Resource Center (FRC), school counselors, and social workers. The FRC will become the district's coordinating hub, and will be trained in: • Community asset mapping • Trauma-informed family engagement • Attendance interventions • Community schools model • Wraparound services • Family advocacy • Navigating district and community resources • Multilingual family engagement	Goal One (1): Identify viable cross-agency partnerships within the community. Data for Goal One (1): • List of potential community partners with information on provided services, and how to obtain access. • Established agreements between the cross-agency partners and the school district. • 95% of building level CARE Team members will be trained in the referral process. Improvements based on goal one (1): • Increased collaboration between agencies serving the community. • Expanded access to outside resources and support for students. • Greater awareness of available community programs and services. Goal Two (2): Students and families will access cross-agency services through the building level CARE Team. Data for Goal One (2):

Section 2: District Actions to Support Structures

		● Number of outside agency referrals. ● Number of students and families receiving ongoing support from outside agencies ● Student attendance Improvements based on goal one (2): ● Improved collaboration between schools and external agencies supporting scholar well-being and attendance ● Increased active access to community services by families (parents, and students). ● Reduction in attendance barriers related to mental health, housing, transportation, or family instability ● Increased family participation in support services and wraparound planning ● Improved attendance, engagement, and re-engagement outcomes among scholars receiving community-based supports ● Increase the number of staff trained ● Increase the number of agencies engaged Goal Three (3): Create a parent facing document to share with families across all points of contact that lists agencies and services available within the community. Data for Goal One (3):
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Section 2: District Actions to Support Structures

		- Tracking of distribution at all points of contact. Improvements based on goal one (3): - Increased positive responses regarding community resources via Panorama.
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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.

Section 3: Addressing Inequities

Staffing Inequity

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

We recognize teachers are teaching out of their certification area, and to mitigate this, the district will complete the following items below.

We recognize teachers teaching out of certification, and to mitigate this, we will ____.

Staffing Inequity: Teacher Certification		
Actions to reduce the Data Gap	Person Responsible	When
Create a comprehensive standard operating procedure (SOP) for hiring throughout the district. Recruitment efforts will prioritize teacher shortage areas in the district.	The Office of Human Resources	By September 1, 2026
Recruit to hire teachers who are in the process of or have already completed the necessary certification coursework in shortage areas at neighboring and partnered IHEs in the region (St. Thomas Aquinas, Manhattanville, CUNY, etc.) through open houses, job fairs, and partnerships.	Human Resources with support from the offices of Curriculum and Instruction, Multilingual Education, and Pupil Personnel Services	On a Rolling Basis
Offer course cost reimbursement through an established Memorandums of Agreement (MOA) for educators seeking extensions in Bilingual Education, teaching English to Speakers of Other Language (TESOL), and World Languages (Spanish and French only).	The Office of Multilingual Education (MLE)	Through 2026-27 SY
Prior to the beginning of the school year, master schedules and course rosters will be evaluated to decrease low-enrolled course sections.	Executive Director of Secondary School Operations	By September 1, 2026
During the first half of the school year, regularly monitor and adjust course sections to collapse and/or combine as needed. A report will be generated regularly for courses at the secondary level that are below a 15 student enrollment that have a capacity of 25 students.	Executive Director of Secondary School Operations	By January 1, 2027
Ensure that students who are 10 years of age or older and who are newly enrolling in the district, coming from a country that speaks a language other than English, are awarded world language credit(s) upon presentation of appropriate documentation.	Central Registration, and the Counseling Department	Upon student enrollment and student scheduling
The district will provide school counselors training on the accurate placement of students receiving transferable credits, and of incoming 9th grade students based on previously obtained credits.	Executive Director of School Counseling	By September 17, 2026

Section 3: Addressing Inequities

The district will continue to leverage and communicate an internal audit report for students who are misscheduled within bilingual programs (ENL and TBE), thus projecting an increase in the need for FTEs in shortage areas.	Technology and Information Management (TIM) Team and the Multilingual Education Department	Ongoing
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
The District Level Cabinet team will review building level staffing data to outline next steps for regular and recurring building level support.	Instructional ASIs	Monthly
The above action items will be monitored and measured during the monthly instructional school support meetings, facilitated by district office teams. Criteria related to scheduling and teacher certification will be included in these school support meetings for identified schools.	District Level Leaders (ASIs, Exec. Directors, Directors) and Building Principal	Monthly
The identified schools will receive regular and recurring support meetings from both Human Resources and with the Executive Director of Secondary Operations.	Human Resources and Executive Director of Secondary Operations	Every other month
Hiring and placement practices prioritize all new hires for consideration to be placed in CSI schools before staffing non-CSI schools.	Human Resources	Ongoing

Districts with inequities related to the following data points MUST have a plan to mitigate the identified inequity.

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- % of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Feel free to copy and paste the table for each Inequity being addressed.

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 there is an inequity in **student attendance**, and to mitigate this, we will complete the following items below.

Participation Inequity: Attendance		
Actions to reduce the Data Gap	Person Responsible	When
Communicate to all leaders the districtwide attendance manual outlining attendance monitoring systems and procedures.	Assistant Superintendents (Instruction)	August-September, 2026
Guide the establishment of building-based attendance teams that meet regularly to monitor student attendance and coordinate interventions.	Executive Leadership (ASIs, EDs, Directors, Asst. Directors with Building Principals	September 3, 2026
Support monthly (CSI) or every other month (TSI) attendance data reviews with building principals to monitor trends and inform action steps.	Executive Leadership	Monthly / Every Other Month
District level review the building level monthly attendance report, and reported out during cabinet meetings monthly.	District Level Lead	Monthly
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Conduct monthly attendance data reviews with CSI schools to identify barriers, monitor progress, and develop responsive action plans.	District-Level School Support Team Members	Monthly
Provide targeted coaching and technical assistance to school attendance teams to strengthen implementation of district attendance systems and intervention practices.	District-Level Attendance Team	As Need Basis

Feel free to copy and paste the table for each Inequity being address

Section 3: Addressing Inequities

Funding Inequity (optional)

Districts that would like to leverage Title I, 1003 School Improvement Funding to explore how to better equitably distribute resources across the district should complete this section below. This section is optional.

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this action entail?	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?
Create and hire an Attendance Coordinator to monitor attendance improvement initiatives at all school buildings, and to facilitate attendance improvement action steps district-wide.	The district will develop and publicize a job description for the Attendance Coordinator and engage in a comprehensive recruitment. The district will include reports from the Attendance Coordinator in monthly district summary reports.	Goal: Establish and implement a district-wide Attendance Coordinator position to lead, monitor, and support consistent attendance improvement efforts across all schools. Data for Goal One (1): - Attendance Coordinator hired and position filled by September 2026. - Monthly attendance reports documenting school attendance trends, interventions, and progress toward district attendance goals. - School implementation data demonstrating completion of attendance action plans and participation in district attendance meetings. Improvements based on goal one (1): - Increased consistency and fidelity in the implementation of attendance improvement practices across all schools. - Improved district-wide student attendance

Section 3: Addressing Inequities

		rates through coordinated monitoring, intervention, and support. - Enhanced collaboration among schools, resulting in more timely identification of attendance concerns and increased family engagement to improve student attendance.

Feel free to copy and paste the table for each Inequity being addressed.