



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Auburn Enlarged City School District	Mr. Jeffrey Pirozzolo

## 2024-25 Summary of Priorities

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

1	<b>We prioritize the social emotional well-being of students, staff, and families by providing support and opportunities to learn and develop lifelong skills.</b>
2	<b>We prioritize the development and implementation of strategies that increase the active engagement of all district stakeholders; students, staff, families, and community; using data to monitor the level of engagement at school and district-wide events.</b>
3	<b>We prioritize a written, structured Multi-Tiered System of Support (MTSS) process that is consistently communicated and implemented across the district with common expectations and accountability.</b>

## PRIORITY 1

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>We prioritize the social-emotional well-being of students, staff, and families by providing support and opportunities to learn and develop lifelong skills.</b></p>
<p><b>Why is this a Priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District’s vision, values, and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI support?</li> </ul>	<p>Only 35.2% of junior high/high school students agree or strongly agree that “our schools deal effectively with bullying”.</p> <p>Only 68.7% of families agree or strongly agree that “school staff works to support student social emotional well-being”.</p> <p>Only 69.5% of families agree or strongly agree that “our school provides a safe environment for staff and students”.</p> <p>District-wide attendance data reveals that the attendance rate of economically disadvantaged students (87.6%) is 6% lower than their non-economically disadvantaged peers (93.9%).</p> <p>District-wide daily attendance rate is 90.0%.</p> <p>This aligns with the district strategic plan: “Create safe, challenging, and engaging classroom environments that foster citizenship and wellness for all students.”</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><u>Students</u>                      Utilize district data sources to monitor students in need of support. (Panorama, Gaggles, Anecdotal notes from student services team)</p>	<p>School staff will use student data to provide information to support the transition from elementary to junior high and junior high to high school regarding academics, SEL and/or attendance.</p> <p>Monitor at-risk students utilizing Panorama and create an intervention plan for them to connect</p>	<ul style="list-style-type: none"> <li>• District digital resources: Panorama Gaggles data</li> <li>• District staff resources: counselors, social workers, school psychologists, graduation coaches, club advisors, athletic coaches, and teachers</li> </ul>

Priority 1

	<p>and monitor progress, collaborate with community organizations.</p> <p>Use MTSS meeting time to monitor and support identified at-risk students.</p> <p>Secondary: Utilize Gaggle Data in 5-week intervals to analyze data and student needs to plan, track, and support at-risk students.</p>	<ul style="list-style-type: none"> <li>● Outside partner agency resources: Liberty Partnership, Cayuga Co. Mental Health, FAST, CHAD, On Point</li> <li>● Time: MTSS meetings and process Student services team meetings</li> </ul>
<p><u>Students</u> Expand the Implementation of Panorama to be incorporated into identifying and monitoring student social emotional health and needs</p>	<p>Support staff will be trained on the Panorama database.</p> <p>MTSS Teams will set a goal for individual students or SMART groups in Panorama for attendance, behavior, and social-emotional needs. This data will follow the students as they age through the three school levels. Vertical and horizontal collaboration between all buildings to determine parameters for SMART groups in Panorama for consistency.</p> <p><i>Note: SMART groups will share the (exact) same parameters enabling the groups to be combined as the students age through all school levels.</i></p> <p>Information including interventions from Panorama will be discussed during MTSS meetings with support staff. The support staff will monitor and adjust interventions in Panorama during the meetings.</p> <p>Including tiered intervention or support for SEL in the Panorama platform that includes referrals to outside agencies.</p>	<ul style="list-style-type: none"> <li>● Staff: Student Services Staff District &amp; Building Administrators</li> <li>● Time: Allocation of time to be trained in the new database.  Allocation of time for student support staff to establish processes, procedures, and time to collaborate.</li> <li>● Materials: Access to Panorama resources</li> </ul> <p><i>Note: Collaboration and communication are essential to ensure parameters are identical for SMART intervention groups on Panorama.</i></p>
<p><u>Students &amp; Staff</u> Continue and Enhance PBIS system district-wide</p>	<p>PBIS Coaches will review the meaning of PBIS and its purpose in each building during a faculty meeting and teach the lessons to students in the first two weeks of the school year</p> <p>Elementary: Committees will partake in monthly meetings with data-driven activities that enhance the system embedded within each school</p>	<ul style="list-style-type: none"> <li>● Staff: PBIS coaches and committees Teachers Support Staff</li> <li>● Time: Scheduled monthly meeting times</li> </ul>

Priority 1

	<p>Continue with Check-In Check-Out for Tier 2 intervention in order to establish &amp; strengthen relationships with students that struggle with attendance and behavior.</p> <p>Junior High: Committee will partake in monthly meetings with data-driven activities that enhance the system embedded within each school.</p> <p>Survey students to determine which staff they perceive to have a connection with.</p> <p>Utilize lunch groups for identified at-risk students to meet weekly with support staff / connected staff members.</p> <p>High School: Survey 10th and 11th grade students in September to determine which staff they perceive to have a connection with. Google form with list with all adults (drop down list) also include blank for students to fill in another name that may not have been listed due to not working in the school, i.e.: coach, club advisor, etc.)</p> <p>Use the student responses to share with teachers to provide them with the students' perceptions on connections with adults and to identify students with none or few connections for a plan of action where staff will engage the students assigned to their courses to develop connections.</p>	<p>Opportunity to meet with students</p> <p>Faculty Meeting</p> <ul style="list-style-type: none"> <li>● Materials: PBIS Information</li> </ul> <p>Check-In/ Check-Out procedure</p> <ul style="list-style-type: none"> <li>● Staff: Teachers and student services team</li> <li>● Time: Fall 2024</li> </ul> <p>Faculty meeting (staff)</p> <p>During lunch groups (AJHS)</p> <ul style="list-style-type: none"> <li>● Materials: Survey with student list Survey with staff list</li> <li>● Faculty meeting</li> </ul>
<p><u>Staff</u> Professional Development</p>	<p>TCIS-prioritized lessons will be reviewed at all elementary faculty meetings by TCIS trainers or designated staff.</p> <p>Recruit TCIS trainers from the secondary level.</p>	<ul style="list-style-type: none"> <li>● Staff: Access to TCIS Train the Trainer multi-day training</li> </ul> <p>District &amp; Building Administrators</p>

Priority 1

	<p>TCIS training for teacher aides, food service, bus drivers and bus aides on the two staff development days (November 1 and March 14)</p> <p>Summer professional development opportunities: TCIS Training for Teachers, Administrators, and Support Staff</p>	<p>TCIS trainers</p> <ul style="list-style-type: none"> <li>● Time: Allocation of time for professional development</li> <li>● Materials: Lessons &amp; resources</li> </ul>
<p><u>Students, Staff &amp; Families</u> Communicate to all stakeholders on social emotional supports and learning procedures</p>	<p>Assistant Superintendent of Personnel will remind staff that they have access to EAP services and how to utilize their services.</p> <p>Continue to share Kelly’s Choice trainings about establishing and maintaining a healthy lifestyle.</p> <p>Continue to support staff with wellness opportunities (ex: discounted memberships at local agencies, vendors available on professional development days, etc.).</p> <p>All five elementary schools will continue to provide tier 1 bullying education and prevention through second step and SAVAR education classes. Social workers and two APD SRO’s reviewed and developed tier 2 bullying resources and prevention.</p> <p>Public Information Specialist will share SEL activities that take place throughout the district, information with regards to strategies in managing conflict resolution and building resiliency.</p> <p>Roles &amp; Responsibilities Document of student support staff (school counselors, school psychologist, and social workers) will be shared with staff at the August faculty meeting and to families throughout the year. It is also shared on the district’s website.</p>	<ul style="list-style-type: none"> <li>● Staff: Assistant Superintendent of Personnel Building Administrators Public Information Specialist</li> <li>● Time: Allocation of time during opening day district-wide meeting and building level, grade level, departmental, and faculty meetings.  Allocation of time for student service staff for training and collaboration</li> <li>● Materials: SEL resources for families  Social Media platform</li> </ul>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

PBIS plan in place at all elementary buildings and the junior high school, which includes Tier I for all students and Implementation of Tier 2 and 3 interventions for behavior and social emotional support

Second Step lessons delivered as per the school master schedule

Character Strong program being implemented at Herman Avenue Elementary and Auburn Junior High School on weekly basis

Further training and calibration for Panorama use with student services team members (counselors, school psychologists and social workers)

Faculty and staff made aware of the students who have identified them as a trusted adult at the junior high and high schools

Transition data from elementary to the junior high school and junior high school to the high school to be completed in June 2025

40% of junior high/high school students agree or strongly agree that “our schools deal effectively with bullying” (previously 35.2%).

75% of families agree or strongly agree that “school staff work to support student social emotional well-being” (previously 68.7%).

75% of families agree or strongly agree that “our school provides a safe environment for staff and students” (previously 69.5%).

District-wide daily attendance rate will be at or above 93% (Currently 90%).

The discrepancy between attendance rates of economically disadvantaged students and their non-economically disadvantaged peers will decrease to 4% (currently at 6%).

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Implementation of SEL plans- PBIS, Second Step, Character Strong, and CICO. Criteria can	May 2025	

Priority 1

<p>be frequency of meetings and anecdotal data from plans. As evidenced by meeting minutes, plan documentation, activities that reflect plan implementation in each building.</p>		
<p>District-wide daily attendance rate remains above 91%.</p>	<p>Quarterly: November 2024 January 2025 April 2025 June 2025</p>	
<p>Panorama is updated to reflect student SEL needs. Student SEL data is entered consistently from MTSS and student services team meetings. Also, data entry is aligned within SMART groups. As evidenced by the existence of data in the platform.</p> <p>Gaggle is being accessed and monitored weekly.</p>	<p>November 2024  February 2025  May 2025</p>	
<p>Transition meetings at end of the school year</p> <p>Evidence: Schedule and Notes</p>	<p>June 2025</p>	
<p>Survey for trusted adult administered and report shared with faculty and staff</p> <p>Evidence: Survey and faculty meeting agenda</p>	<p>December 2024</p>	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>We prioritize the development and implementation of strategies that increase the active engagement of all district stakeholders; students, staff, families, and community; using data to monitor the level of engagement at school and district-wide events.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>As stated in the district’s strategic plan, the Auburn Enlarged City School District strives to create safe, challenging, and engaging classroom environments that foster citizenship and wellness for all students. In addition, the district will continue its efforts to engage families and the community as components of our system of support for all students.</p> <p>The average attendance rate for the district is 90%.</p> <p>Elementary schools have higher attendance rates than both the Jr. High and High School.</p> <p>The average attendance rate for Black or African American students is 87.8% compared to White students at 90.6%.</p> <p>The average attendance rate for economically disadvantaged students is 87.6% compared to non economically disadvantaged students at 93.9%.</p> <p>The average attendance rate for students with disabilities is 87.8% compared to students without disabilities at 90.5%.</p> <p><u>Students:</u></p> <p>Based on the data collected during the student voice surveys during the 2023-2024 school year the following benchmarks will be focused on:</p> <p>35.2% of secondary students agree that their school dealt effectively with bullying.</p> <p>34.6% of secondary students agree that they use student-learning targets/goals in their classrooms</p> <p>18.6% of secondary students agree that most students follow the school rules.</p> <p>46.3% of secondary students agree that they felt safe in school.</p>



## Priority 2

64.3% of secondary students agree that they talk to their families about how they are doing in school.

73.1% of elementary students agree that they talk with their family about how they are doing in school.

66.3% of elementary students agree that their family helps them at home with school work.

71% of elementary students agree that they work with partners or groups in class.

87.9% of elementary students agree that they felt safe in school.

### Staff:

Based on data collected during the staff school performance survey conducted during the 2023-2024 school year, the following benchmarks will be focused on:

55.1% of staff members agree that the district provides enrichment opportunities through the arts.

70.8% of staff members agree that their school has created structures which allow students to reflect on their learning and keep track of their own progress.

71.5% of staff agree that their school leaders ensure that they have relevant, targeted professional development.

82.7% of staff members agree that they actively engage families in conversations around students' needs and progress.

### Families and Community:

Based on data collected during the family engagement survey conducted during the 2023-2024 school year the following benchmarks will be focused on:

45.9% of families agree that their child(ren) talks about the student learning targets/goals "I can" given to them by their teachers.

57.8% of families agree that they feel connected to their school.

61.5% of families agree that their school engaged their family in conversations around student needs/progress.

69% of families agree that their school had well planned events for families and children.

61.6% of families agree that they discuss what their child(ren) is learning with teachers.

Priority 2

69.5% of families agree that they feel their school provides a safe environment for their students.

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><u>Students</u></p> <p>Implement or continue attendance initiatives and interventions</p>	<p>Attendance initiatives in all elementary buildings and AJHS.</p> <p>Graduation coaches monitoring specific student attendance at high school</p> <p>Attendance meetings between principals, assistant principals, and support staff to address chronic absenteeism.</p> <p>Use Panorama platform to track student attendance.</p>	<ul style="list-style-type: none"> <li>● Schooltool (attendance reports)</li> <li>● Panorama (attendance reports and customized attendance groups)</li> <li>● Scheduled time for attendance meetings</li> </ul>
<p><u>Students</u></p> <p>Student clubs at elementary schools, AJHS, and AHS.</p> <p>AHS will offer at least 50 clubs and AJHS will offer at least 12 student clubs for the 23-24 school year.</p>	<p>Survey students' interest in September</p> <p>Clubs will meet at least once a month</p> <p>Continue to increase club opportunities and participation at elementary</p> <p>Various clubs will go on field trips to participate in club-related activities</p>	<ul style="list-style-type: none"> <li>● Teacher stipends</li> <li>● School budgets</li> <li>● Club funds</li> <li>● Club advisors</li> <li>● Community/ Parent volunteers</li> </ul>
<p><u>Students and Community</u></p> <p>Engagement with the music, athletic programs and other extracurricular opportunities.</p>	<p>Advertise additional opportunities for students that the school district is made aware of or design based on student need</p> <p>Recruitment for elementary instrumental music with a "Instrument Petting Zoo" for grade 3 students in the school district</p> <p>Recruitment for the orchestra and band programs from the elementary schools (grades 4-6) and AJHS during Family Engagement nights.</p>	<ul style="list-style-type: none"> <li>● Grants</li> <li>● Communication with NYSED, municipalities and organizations</li> <li>● Volunteers</li> <li>● Fund Raising</li> <li>● Social Media</li> <li>● Boosters (Sports and Music)</li> </ul>

Priority 2

	<p>Recruitment activities for the Vanguard and Indoor Percussion programs (Secondary level)</p> <p>Advertising and supporting the local summer instrument lesson program</p> <p>Recruitment for modified, junior varsity, and varsity level athletics each season.</p>	
<p><u>Staff</u></p> <p>Professional Learning</p> <p>To include: The Culturally Responsive-Sustaining Framework</p> <p>Faculty Meetings</p> <p>Staff Development Days</p> <p>Teacher Appreciation Week</p>	<p>The district will offer various professional learning sessions that meet the needs of staff members throughout the 2024-2025 school year, ensuring effective communication and encouragement from administrative staff and instructional coaches.</p> <p>Teachers will attend student engagement professional learning workshop series and or/ other professional opportunities that focus on instructional strategies that promote student engagement.</p> <p>Staff will be notified of the expectation for using learning targets/ “I can” statements.</p>	<ul style="list-style-type: none"> <li>● Meeting spaces</li> <li>● Staff surveys</li> <li>● Teacher stipends</li> <li>● NYSED’s Culturally Responsive-Sustaining Framework document</li> <li>● Curriculum &amp; Instruction Department</li> <li>● Title Grants</li> <li>● School budgets</li> <li>● PTO’s</li> <li>● Frontline reports</li> <li>● Emails</li> <li>● School-wide weekly emails/ bulletin</li> </ul>
<p><u>Families and Community</u></p> <p>School-based family events at each building.</p>	<p>All five elementary buildings: Family Engagement Nights</p> <p>Partnerships with community agencies within the schools</p> <p>Open House at elementary schools and AJHS</p> <p>AJHS &amp; AHS: orientations; plays/performances; sporting events; ceremonies; musical concerts; display of the arts; college and career oriented events and events to encourage healthy lifestyles</p> <p>Parent-Teacher Conferences in all buildings</p> <p>District wide Parent-Guardian University will be held twice throughout the school year.</p>	<ul style="list-style-type: none"> <li>● Identified spaces within each building</li> <li>● Teacher stipends</li> <li>● Funding for food</li> <li>● Director of DEI and instruction</li> <li>● School support staff, community organizations, tech mentors, director of instructional technology, librarians, administration</li> <li>● Community agency partnerships</li> </ul>
<p><u>Family and Community</u></p>	<p>Use of social media on Facebook and other platforms</p>	<ul style="list-style-type: none"> <li>● Parent Square</li> <li>● District Website</li> <li>● Facebook</li> </ul>

Priority 2

<p>Modes of communication to families and students.</p>	<p>Publishing Maroon Monthly and sharing via ParentSquare</p> <p>Using ParentSquare to maintain communication with families</p> <p>Establish communication system document with public relations specialist to ensure equitable coverage of school events and accomplishments of students and staff</p>	<ul style="list-style-type: none"> <li>● Twitter</li> <li>● Instagram</li> <li>● Newsletters</li> <li>● Maroon Monthly</li> <li>● Robo calls</li> </ul>
<p><u>Family and Community</u></p> <p>AECSD’s Community Leaders Group (A group of individuals from school administration, various city and county municipal representatives, non-profit agency representatives and small business owners).</p>	<p>Meet at least twice during the school year</p> <p>Plan a community-wide event where collaborative discussion is facilitated to bridge the community agencies with the schools and one another</p>	<ul style="list-style-type: none"> <li>● Tubman’s Board Room</li> <li>● Director of DEI and Instruction</li> </ul>
<p><u>Family and Community</u></p> <p>AECSD Staff and Parents/ Guardians will have an opportunity to meet monthly.</p>	<p>Meet once a month to discuss various topics from throughout the district.</p> <p>Have participants from each of the 7 buildings within the district.</p>	<ul style="list-style-type: none"> <li>● Meeting space</li> <li>● Parent/Guardian Volunteers</li> <li>● Staff/ Admin Volunteers</li> <li>● Agendas &amp; Minutes</li> <li>● Presentations from various district personnel</li> </ul>
<p><u>Students, Staff, Families, &amp; Community</u></p> <p>Address continued concerns surrounding school safety and bullying</p>	<p>DASA presentations for K-6 students.</p> <p>Continued communication to families and the community about identifying bullying and how bullying is addressed in schools.</p> <p>District and school safety committees</p>	<ul style="list-style-type: none"> <li>● Locations for presentations</li> <li>● Administration</li> <li>● Support staff</li> <li>● SRO/SPOs</li> <li>● Anonymous Alerts</li> <li>● Social media</li> <li>● ParentSquare</li> <li>● Time for committee meetings</li> <li>● Volunteers for committees</li> <li>● Assistant Superintendent of Student Services</li> </ul>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

#### Students

Students in the following subgroups in AECSD will achieve an attendance rate of at least 88.5% by June 2025.

Economically Disadvantaged (87.6% in 2023-2024).

Students with Disabilities (87.8% in 2023-2024).

Black or African American Students (87.8% in 2023-2024).

On the student voice survey for 2024-2025, 50% of secondary students will agree that they feel safe in school.

On the student voice survey for 2024-2025, 93% of elementary students will agree that they feel safe in school.

#### Staff

74% of staff will agree or strongly agree that their school leaders ensure that they have relevant, targeted professional development during the 2024-2025 school year.

Staff will post learning targets/ "I can" statements which will be visible in the room and frequently referenced with students.

#### Families

60% of families will agree or strongly agree that they feel connected to their school.

65% of families will agree or strongly agree that their school engaged their family in conversations around student needs/progress.

75% of families will agree or strongly agree that their school had well planned events for families and children.

65% of families will agree or strongly agree that they discuss what their child(ren) is learning with teachers.

75% of families will agree or strongly agree that they feel their school provides a safe environment for their students.

The District-Parent group will include at least one parent/guardian representative from each building within the district.

#### Community

The AECSD's Community Leaders group will meet at least twice during the 24-25 school year to plan and implement a community-wide event. (Assessed by meeting agendas, sign-in sheets, and event flier)

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to

Priority 2

know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
The attendance rate will not fall below 88.5% for students in the following subgroups: Economically disadvantaged, Students with disabilities, and Black or African American	November 2024 January 2025 May 2025	
Each building will report on how they are addressing attendance.	Monthly	
Building administrators will report consistent use of learning target/"I can" statements in classrooms.	Monthly during Elementary & Secondary Leadership Meetings	
Evidence of parent/guardian participation in school based events was collected from all seven buildings by collecting baseline data for parent-teacher conferences and family engagement nights	January 2025  May 2025	
The Community Leaders groups will meet at least once by November 2024.  The Community Leaders group will meet at least twice by June 20, 2025	November 2024  June 2025	

**PRIORITY 3**

**Our Priority**

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>We prioritize a written, structured Multi-Tiered System of Support (MTSS) process that is consistently communicated and implemented across the district with common expectations and accountability.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>This is reflected in the AECSD Strategic Plan where the school district strives to implement a high-quality, rigorous curriculum and instructional practices for all students; prepare all students for college and/or careers; and implement a framework for diversity, equity and inclusion to meet the needs of all students.</p> <p>A multi-tiered system of support, (MTSS), is necessary to meet our students’ academic, behavioral and social emotional needs. Although the current district-wide process has been established, we recognize that the systems and supports included do require further refinement and particular attention to the secondary level.</p> <p>There is a consistent schedule for the administration of benchmark assessments; however, we need to continue to refine practices to ensure they are completed in alignment with district expectations to support the use of data to inform instruction for all students. We need to continue to pursue this focus to increase overall student achievement.</p> <p>The district strives to ensure the implementation of high-impact Tier I instructional practices and provide evidence-based Tier II and III interventions that allow all students to show growth and be successful. In order to do so, school staff need to be provided with embedded professional learning and explicit feedback in order to implement instructional practices and interventions that are matched to individual student academic, behavioral and social emotional needs.</p> <p>During discussions with the DCIP planning committee, it became apparent that our district needs to continue to refine the established MTSS Plan because the of following challenges noted from the 2023-24 school year:</p> <ul style="list-style-type: none"> <li>• Need for further development of the purpose and understanding of the district-wide MTSS process and procedures for instructional staff and school administrators that include Tiers I, II and III.</li> <li>• Continued refinement of systems and documentation to monitor progress in grades K-12</li> </ul>

Priority 3

- Varied levels of implementation of the MTSS process across buildings indicates the need for continued work.

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<p><b>Data-driven evaluation</b></p> <p>Continue administration of benchmark triennial assessments and data-review process with fidelity and teacher commitment</p>	<p>Follow district process which includes dedicated timeblocks for the data analysis process. Assessment calendar will be shared to all staff.</p> <p>Assessments are administered consistently at the identified grade levels and content areas, and regular data-review meetings are held district-wide.</p> <p>Data reports reflect full participation of the identified assessments and data meetings.</p> <p>District wide directions of implementation of screeners</p>	<p>Staff: Administration in collaboration with teachers to administer assessments</p> <p>Time: Time for staff to administer assessments following the assessment calendar</p> <p>Materials: Assessment Calendar</p> <p>At least three times a year based on the assessment calendar.</p>
<p><b>Data-driven evaluation</b></p> <p><b>Problem solving process</b></p> <p>Implement Consistent Data Analysis Protocol Across all Departments</p>	<p>Data protocol consistently communicated to all stakeholders and followed with fidelity</p> <p>Norms of collaboration to use in data analysis meetings</p> <p>To improve the effectiveness of data analysis at department or grade level meetings, administration should present clear expectations during faculty meetings at the building level. The use of the data analysis protocol will support documentation and evidence of impact.</p> <p>Elementary teachers meet 40 minutes/week Secondary teachers meet 60 minutes/month</p> <p>Share specific dates for common assessment review for grades 7-12 (November, February, May)</p>	<p>Staff: Administration in collaboration with teachers</p> <p>Time: Meetings (i.e. Faculty Meeting and Department Meetings)</p> <p>Time for Panorama Training</p> <p>Materials: Template/Chart for Data Analysis/Evidence for Grade Levels K-6, 7-12 and district-wide followed meeting norms</p> <p>Common assessments across secondary departments and subject areas to be administered 3 times a year.</p>



Priority 3

	<p>Identify the expectations and what the end results should look like.</p> <p>Review common assessment data to make instructional decisions and to share effective practices with colleagues.</p>	<p>Time and staff for Panorama Training</p>
<p><b>Multiple-tiers of instruction and support</b></p> <p>Teacher Training- High impact instructional practices rooted in personalized learning</p>	<p>At Curriculum Council and Coaches' Academy, teacher leaders will be provided professional learning in effective classroom instructional practices that will be presented to teaching staff at department meetings, coaching cycles and faculty meetings.</p> <p>Assistant Superintendent presents a strategy every other month at Auburn Leadership Team (ALT) to turn key at faculty meeting (September, November, January, March) and provide time in the meetings for teachers to share their application in lessons</p> <p>Instructional practices are linked to specific NYSUT rubric indicators and Personalized Learning Core 4</p> <p>Personalized Learning Core 4 are: Flexible Content &amp; Tools Targeted Instruction Student Reflection &amp; Ownership Data Driven Decisions</p> <p>Begin district-wide development of student learning targets (i.e.: I can statements) with grades K-6.</p>	<p>Staff: Administration with collaboration with teaching staff and department facilitators</p> <p>Time: Time for Panorama Training</p> <p>Materials: "Unleashing Teacher Leadership" by Joshua H. Barnett <a href="#">High Impact Instructional Practices</a> Resources Explicit Teaching Collaborative Learning Feedback Differentiated Teaching</p> <p>Faculty meeting agenda and slideshow</p> <p>ALT meeting agenda and slideshow</p>
<p><b>Family, school and community partnering</b></p> <p>Monitor the district-wide MTSS Plan for elementary and secondary levels</p>	<p>Committee of district administrators, building administrators, MTSS chairpersons, and instructional coaches to review and adjust processes and procedures of the plan to meet the specific needs at the elementary and secondary levels respectively.</p>	<p>Meetings scheduled for elementary and secondary</p> <p>Meeting agendas and minutes Dates of meetings: November 6, 2024 February 12, 2025 June 11, 2025</p> <p>Create "menu" of behavior interventions (similar to academic)</p>

Priority 3

<p><b>Capacity building and infrastructure</b></p> <p>Provide professional development of the MTSS Plan to all district instructional and administrative staff (Academics, attendance, behavior &amp; SEL)</p>	<p>Provide professional development for the secondary level instructional, student support team and administrative staff (November 2024)</p> <p>Provide professional development for the elementary teachers via grade level team meetings</p>	<p>Presentation for November 1, 2024 &amp; March 14, 2025</p> <p>Sign-in sheets at staff development day sessions</p> <p>Faculty and department meeting agendas</p>
<p><b>Data-driven evaluation</b></p> <p><b>Problem solving process</b></p> <p>Continue regularly scheduled MTSS meetings with established teams</p>	<p>Built-in teachers' schedules for grades K-8 in master schedule</p> <p>Determine team members for grades 9-12 based on students' school counselor and Assistant Principal assignments</p> <p>Develop meeting schedule for grades 9-12</p>	<p>Master Schedule</p> <p>Meeting schedule for grades 9-12</p> <p>List of 9-12 team members</p> <p>Materials:</p> <p>Master schedule determined by building principal</p> <p>Meeting agenda and minutes template</p> <p>Staff:</p> <p>Principal</p> <p>Assistant Principal</p> <p>MTSS Chairperson</p> <p>Other Team Members</p>
<p><b>Capacity building and infrastructure</b></p> <p>Training and reinforcement of use for Panorama for data collection and analysis to support MTSS</p>	<p>Training for support services (Summer 2024)</p> <p>Explicit district expectations set for consistent practices across the district with regular check-ins for consistent practices at the triennial MTSS meetings</p>	<p>Panorama</p> <p>MTSS meeting agendas and minutes</p>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Intervention plans submitted into Panorama

MTSS meeting agendas and minutes and pertinent documents to reflect the MTSS process is being followed with fidelity at each building. (Google shared drive)

MTSS parent/guardian summary sheet to reflect communication between school and home (copies included in student documentation in shared drive)

We will see an increase in the percentage of core and above core students in the development of early literacy skills as evidenced by a 3% percent increase for students in grades K-6 and their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool from the Spring 2024 to Spring 2025. (53.6% in 2024).

We will see an increase in the percentage of students at level 3 or 4 skill level in reading and math as evidenced by a 3% percent increase for students in grades K-8 based on their performance on the STAR Early Literacy, Reading and Math benchmark assessments.

Early Literacy (At/above grade level): 44% (Achieved 40.8% in Spring of 2024)

Reading (At/above grade level): 48% (Achieved 44.9% in Spring of 2024)

Math(At/above grade level): 40% (Achieved 37% in Spring of 2024)

We will see a 3% increase in the percentage of students passing the ELA Regents exam as grade 11 students. (80% in 2024)

We will see a 3% increase in the percentage of students passing the Algebra Regents taking it for the first time (82% in 2023) Update after the August exams

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
DIBELS: 57% of all students at or above core (we achieved 54.7%, we will continue to strive for 57% by Spring 2025)	Winter 2025: 56% Spring 2025: 58%	

Priority 3

<p>DIBELS: 25% of SWDs at or above core (We achieved 22%, we will continue to strive for 25% by Spring 2025)</p> <p>51% of economically disadvantaged students at or above core (We achieved 48.4%, we will continue to strive for 51% by Spring 2025)</p> <p>and 51% of minority students at or above core (We achieved 48.4 %, we will continue to strive for 51% by Spring 2025)</p>	<p>Winter 2025</p> <p>SWD: 23%</p> <p>ED: 47%</p> <p>Minority students: 49.5%</p> <p>Spring 2025</p> <p>SWD: 25%</p> <p>ED: 49.5%</p> <p>Minority students: 51%</p>	
<p>Completion of data protocol templates/charts</p>	<p>Fall 2024-November 6th</p> <p>Winter 2025-February 12th</p> <p>Spring 2025-June 11th</p>	
<p>Bi-annual Google Form Data Check in for staff</p> <ul style="list-style-type: none"> <li>- Q1: Are you using data to inform instruction? Yes or No - please give an example</li> <li>- Q2: I understand the data protocol being implemented in my building/department/grade. Yes or No</li> </ul>	<p>December 2024</p> <p>Spring 2025-Early April</p>	
<p>MTSS District Meeting Agendas &amp; Meeting Minutes</p>	<p>November 6, 2024</p> <p>February 12, 2025</p> <p>June 11, 2025</p>	
<p>Review of district benchmark data from STAR and DIBELS at MTSS District Meeting</p>	<p>DIBELS</p> <p>Winter 2025: 56%</p> <p>Spring 2024: 58%</p> <p>STAR Early Literacy</p> <p>Winter 2025: 42%</p> <p>Spring 2025: 44%</p> <p>STAR Reading</p>	

Priority 3

	Winter 2025: 46% Spring 2025: 48%	
	STAR Math Winter 2025: 39% Spring 2025: 41%	

Priority 4

**PRIORITY 4**

*This section can be deleted if the District does not have a fourth priority.*

**Our Priority**

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	

**Key Strategies and Resources**

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )

## PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?



## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )

## Stakeholder Participation

### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

### Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Amy Mahunik	Assistant Superintendent of Curriculum & Instruction	District
Dr. Renee Burgess	Executive Director of Diversity, Equity, Inclusion & Instruction	District
Shannon Dunbar	Executive Director of Instructional Technology	District
Sarah Passarello	Principal	Genesee Elementary
Brandi Wicks	Assistant Principal	Auburn High School
David Oliver	Principal	Auburn Junior High School
Ronald Gorney	Principal	Owasco Elementary
Sarah Dautrich	Teacher	Auburn High School
Kimberly Doan	Teacher	Auburn High School
Joseph Sheppard	Teacher	Auburn Junior High School
Kristen Weiss	School Psychologist	Auburn High School
Jane Stryker	School Counselor	Auburn High School
Babette Valentine	Executive Director of Special Education	District
Brianne Batis	Assistant Principal	Herman Ave. Elementary

## Our Team's Process

Christine Siddall	Teacher	Herman Ave. Elementary
MaryBeth Leeson	Parent	
Renate Mandy	Parent	
Melanie Maher	Instructional Coach	Auburn High School
Michelle Kolceski	Director of Early Learning & ENL	
Melissa Picciano	Instructional Coach	Owasco Elementary
Mary Claire Plneau	Assistant Principal	Genesee Elementary

## Meeting Dates

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

Meeting Date	Location
June 18, 2024	Harriet Tubman Administration Building
July 9 & 10, 2024	Harriet Tubman Administration Building
November 13, 2024	Harriet Tubman Administration Building
March 5, 2025	Harriet Tubman Administration Building
June 18, 2025	Harriet Tubman Administration Building

## Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers met in preparation of the SCEP, which is aligned to the DCIP. They noted the need for further development of a unified approach to students' social emotional learning, which includes ensuring a culturally responsive environment in the school and classroom settings; the need for support to analyze data academic data more efficiently to make instructional decisions; identifying effective ways to increase student; staff and family engagement; and understanding what the MTSS system

### Stakeholder Participation

	looks like at the secondary level to better meet the individual needs of students
Parents with children from each identified subgroup	Considered methods of communication to better communicate with families and communicate more with what the school is doing to educate students and meet their individual needs
Secondary Schools: Students from each identified subgroup	Students from the identified that they preferred group work, feedback from their teacher in private, want teachers to understand that they don't all learn the same way and want teachers to be excited and friendly so that they can feel more welcome in their classes.

## Submission Assurances

# Submission Assurances

## Directions

Place an "X" in the box next to each item prior to submission.

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 2024, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).