



# District Comprehensive Improvement Plan (DCIP)

*District-Level Systems for Supporting Schools Identified for Additional Support*

District	Superintendent
Auburn Enlarged City School District	Dr. Misty Slavic

## School Key Strategies

**What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?**

Instructional Key Strategies	Schools
High Impact Instructional Methods: Collaborative Practices	Auburn Junior High School
Community Schools: Rigorous, community-connected classroom instruction	Auburn Junior High School
Evidence-based Instructional Methods: Explicit Teaching (Learning Targets)	Genesee Elementary School
Professional Learning Communities: Weekly data meetings Data-informed practices with established protocols	Genesee Elementary School
Non-Instructional Key Strategies	Schools
Community Schools: Aligning Networks to Enable Every Student to Thrive	Genesee Elementary School

## DCIP: District-Level Systems

<p>To build and enhance the capacity of staff/families in the “4 C” areas:</p> <ul style="list-style-type: none"> <li>• Capabilities (skills and knowledge)</li> <li>• Connections (networks)</li> <li>• Cognition (beliefs, values)</li> <li>• Confidence (self-efficacy)</li> </ul>	
Student Induction Program	Auburn Junior High School

## District Support

**What actions will the district lead to support improving teaching practices related to these key strategies?**

Action	Person Responsible	When
<p>High Impact Instructional Methods: Collaborative Practices</p> <ul style="list-style-type: none"> <li>• Require each building leader to present the SCEP during opening day meetings.</li> <li>• Assign district leaders to attend AJHS’s faculty kickoff to reinforce alignment.</li> <li>• Facilitate a district walkthrough rubric calibration session for AJHS leadership and instructional coaches (work associated with Resource Equity Plan)</li> <li>• Align rubric indicators to district expectations for student engagement and collaboration.</li> <li>• Provide a district-approved template with flexibility for school-level adaptation for student engagement and collaboration.</li> <li>• Assistant Superintendent for Curriculum &amp; Instruction will conduct co-walkthroughs monthly with AJHS admin.</li> </ul>	<p>Amy Mahunik &amp; Building Principals</p>	<p>Monthly</p>

## DCIP: District-Level Systems

<ul style="list-style-type: none"> <li>● Use a shared data dashboard for walkthrough data entry and trend analysis.</li> <li>● Offer feedback loops or coaching following each round.</li> <li>● Provide survey templates/questions aligned to EdElements or Panorama constructs (engagement, collaboration, belonging).</li> <li>● Support administration and analysis through the district data team.</li> <li>● Offer a district-developed professional development needs assessment tool.</li> <li>● Analyze trends across schools to inform district-wide March professional development day planning.</li> <li>● Assist AJHS in customizing professional development segments based on survey results.</li> <li>● Co-develop professional development modules with instructional coaches aligned to the walkthrough rubric and district priorities to be presented at faculty meetings.</li> </ul>		
<p>Evidence-Based Instructional Methods: Explicit Teaching &amp; Goal Setting</p> <ul style="list-style-type: none"> <li>● Provide district-wide PD on explicit instruction and writing across content areas with follow-up coaching.</li> <li>● Develop and distribute look-for tools and lesson planning templates aligned to Genesee's expectations.</li> <li>● Allocate release time or substitutes so teachers can observe model classrooms or participate in peer coaching cycles.</li> <li>● Include Genesee walkthrough data in district-level instructional reviews to monitor consistency.</li> </ul>	<p style="text-align: center;">Amy Mahunik &amp; Building Principals</p>	<p style="text-align: center;">Monthly</p>

## DCIP: District-Level Systems

<p>Community Schools: Aligning Networks to Enable Every Student to Thrive</p> <ul style="list-style-type: none"> <li>● Assign a district-level community schools liaison to co-plan events and outreach strategies with Genesee leadership.</li> <li>● Support family engagement nights with translation, transportation, childcare, and materials.</li> <li>● Help develop culturally responsive communication plans and share family engagement best practices across schools.</li> <li>● Facilitate data collection from families (surveys, exit tickets) and use feedback to drive improvements.</li> </ul>		
<p>Community Schools: Rigorous, Community-Connected Classroom Instruction</p> <ul style="list-style-type: none"> <li>● Collaborate with the Director of Data Coordination to create or refine a dashboard that tracks ASIP attendance, course performance, and behavior indicators in real time.</li> <li>● Provide district-wide templates or guidance for intervention tracking (e.g., early warning systems, MTSS software tools).</li> <li>● Develop district-approved ASIP communication templates (letters, emails, texts) in multiple languages.</li> <li>● Ensure robust communication channels are established with district IT or communications teams (e.g., ParentSquare and phone calls)..</li> <li>● Work with district instructional leads to align ASIP expectations with broader MTSS frameworks and Tier 2/3 supports.</li> <li>● Leverage district communication tools to distribute bilingual letters and reminders.</li> <li>● Provide a communication calendar to ensure messages are delivered in a timely, consistent way across all</li> </ul>	<p style="text-align: center;">Amy Mahunik, Karen DiVietro &amp; Building Principal</p>	<p style="text-align: center;">Triennial</p>

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<p>stakeholders (including coaches and support staff).</p> <ul style="list-style-type: none"> <li>● Offer district-level presentations to families during open houses, workshops, or via video to explain ASIP purpose and logistics.</li> <li>● Use district survey data to identify student motivation issues and help design incentives.</li> <li>● Schedule monthly data check-ins with district leadership to analyze participation trends, academic growth, and equity gaps.</li> <li>● Support AJHS in disaggregating data by subgroup to ensure interventions are equitably impacting priority populations (e.g., Black and Hispanic students).</li> <li>● Develop visual data dashboards for school leaders to share progress with faculty and families.</li> </ul>		
<p>Professional Learning Communities (PLCs)</p> <ul style="list-style-type: none"> <li>● Support PLC meeting times in master schedules at the elementary and junior high schools</li> <li>● Train PLC leads on the district-adopted data protocol; provide coaching support throughout the year.</li> <li>● Ensure Genesee's PLC schedule is protected in the master schedule and not interrupted by coverage issues or meetings.</li> <li>● Embed data coaching cycles with district leaders who can help analyze subgroup performance and plan responsive actions.</li> <li>● Integrate Genesee PLC documentation into district progress monitoring tools to support continuous improvement.</li> </ul>	<p style="text-align: center;">Building Principals &amp; Instructional Coaches</p>	<p style="text-align: center;">Weekly</p>

## Measuring Success

### What will the district look for as evidence of the success of the actions listed above?

Use the following sentence frame: "If we achieve [*Quantitative Data Target*] [*time reference of when you would want to see that*], then we will know we are making progress through these actions."

Examples:

- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions."*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions."*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions."*

*If 85% of staff respond favorably to the survey question 'Teachers at this school have the opportunity to provide feedback and influence decisions' on the end-of-the-year survey, then we know we are making progress through these actions."*

Quantitative Data Target	Time Reference of When You Would Want to See That
Evidence of Explicit Instruction	If we achieve 80% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions
Evidence of Collaborative Practices	If we achieve 75% of teachers using within the first two months of the school year, we will know that we are making progress through these actions.
Professional Learning Communities	If 100% of grade-level PLCs meet weekly using a shared data protocol, and 85% of those meetings produce documented instructional adjustments aligned with building goals by December, then we will know we are making progress in refining our PLC structure.
Community Schools: Rigorous, Community-Connected Classroom Instruction	If 80% of targeted students attend ASIP regularly, 70% show academic improvement by the end of the second quarter, and the program reduces summer school placements by 25%, then we will know we are making progress in refining our Community Schools intervention model through ASIP.
Community Schools: Aligning Networks to Enable Every Student to Thrive	If we achieve more than 75% of students with 1 or 0 absences a month, then we know we are making progress through these actions
Student Induction Program	If we achieve 90% participation in orientation, 65% student favorability on climate-related survey items, and an 80% attendance rate through Strive for 95 by January, then we will know we are making progress in fostering belonging and engagement through our Student Induction Program.

## Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is

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the district's plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own districtwide vision for instruction?

Collaboration meetings- Department meetings and Faculty meetings with set agenda items to establish collaborative instructional practices

Strengthening transitions between elementary buildings and then between the junior high and high school levels

Learning targets are established, implemented, and measured in grades K-12

Professional development is centered on data collected during classroom walk-throughs and PLCs. This will assist us in measuring the impact on student engagement and academic growth.

## Equitable Distribution of Resources

What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

**Strategic Focus on ATSI and TSI Schools:** The district prioritizes key strategies such as *explicit instruction*, *professional learning communities*, and *community-connected classroom instruction* in schools like Genesee Elementary and Auburn Junior High, schools that have been identified for additional support. These targeted strategies reflect an intentional investment of time, staffing, and professional development in the schools with the greatest need.

**Monthly and Weekly Leadership Support:** District leaders (e.g., the Assistant Superintendent for Curriculum and Instruction and Directors of Education and Engagement) are assigned to provide monthly or weekly support to schools, ensuring that human resources and coaching capacity are concentrated where they can have the highest impact.

**Collaboration & Data Monitoring Structures:** Through monthly department meetings, faculty meetings with set agendas, and structured PLCs, the district ensures that decisions about instruction, staffing, and professional development are tied to building-level data. These structures allow the district to adjust support and resources responsively throughout the year.

**Alignment with Equity Goals:** The plan includes monitoring of disaggregated student attendance and academic outcomes. For example, the target of "more than 75% of students with 1 or 0 absences per month" guides where attendance support resources are focused, particularly in community schools with vulnerable populations.

What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

The Auburn Enlarged City School District is committed to ensuring that students in schools identified for ATSI or TSI receive equitable access to strong teachers by embedding talent distribution and instructional support into the district's professional learning, staffing, and monitoring systems.

Specifically:

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- **Targeted Support for Identified Schools:** The district's DCIP outlines monthly coaching and leadership support for instructional strategies like explicit teaching and collaborative practices in Genesee Elementary and Auburn Junior High, both identified schools. These supports are led by experienced central office leaders, including the Assistant Superintendent for Curriculum & Instruction and Directors of Community Engagement and Instructional Technology.
- **Professional Learning Communities (PLCs):** Weekly PLCs, with district-supported data protocols, are implemented in identified schools to strengthen teacher effectiveness and consistency. This builds internal capacity so that every teacher, regardless of starting skill level, is supported in delivering rigorous, evidence-based instruction.
- **Leadership Monitoring & Coaching:** Instructional coaches and building leaders in ATSI and TSI schools are specifically tasked with facilitating these practices and ensuring fidelity to instructional expectations, including clear learning targets and student goal-setting.
- **Alignment with District-Wide Instructional Vision:** The DCIP notes that learning targets are established, implemented, and measured K–12, supporting coherence across all schools and ensuring that strong teaching is defined and supported consistently, regardless of school designation.
- **Data-Informed Staffing Decisions:** The district is using student outcomes and school status to inform where strong staff, coaching, and leadership resources are directed.



## 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 (if applicable)
Amy Mahunik, Assistant Superintendent for Curriculum & Instruction	District Administrator	
Joseph Sheppard	Teacher	AJHS
Melissa Picciano	Teacher	Owasco
Melanie Maher	Teacher	AHS
Mary Beth Leeson	Parent	
Karen DiVietro, Director of Education, Community Engagement & Special Programs	District Administrator	
Michelle Kolceski, Director of Early Learning	Director of Early Learning	
Babette Valentine, Executive Director of Special Education	District Administrator	
Shannon Dunbar, Executive Director of Instructional Technology	District Administrator	
Brianne Batis	Principal	Casey Park
Levi Meyer, Director of Data Analysis Coordination & Accountability	District Administrator	
Brandi Wicks	Assistant Principal	AHS
Renate Mandy	Parent	
Casey Carey Dixon	Social Worker	Casey Park

## Meeting Dates

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

Meeting Date	Location
11/13/2024	Harriet Tubman Administration Building
3/5/2025	Harriet Tubman Administration Building
6/16/2025	Harriet Tubman Administration Building
6/18/2025	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 are responsible for teaching each identified subgroup	<p>Teachers participated in data analysis and reflection activities (e.g., Data Variation Identification and Survey Data Review) that informed the SCEP and DCIP strategies.</p> <p>Teachers emphasized the need for clear structures to support subgroup performance, particularly Black and Hispanic students.</p> <p>Teacher input helped shape key strategies such as:</p> <ul style="list-style-type: none"> <li>• High Impact Instructional Practices</li> <li>• Walkthrough rubrics tied to subgroup engagement</li> <li>• Tier 1 instructional refinements with equity in mind</li> </ul>
Parents with children from each identified subgroup	<p>Parents served on the SCEP team and participated in visioning and planning (as seen in attendance logs in AJHS's planning process).</p> <p>Feedback emphasized improving communication around intervention eligibility (e.g., ASIP) and building trust through culturally responsive</p>

## Our Team's Process

	<p>outreach.</p> <p>Parent voice influenced strategies to:</p> <ul style="list-style-type: none"><li>● Refine family notifications for ASIP</li><li>● Increase positive communication and outreach</li><li>● Build climate with visible recognition of student diversity</li></ul>
Secondary Schools: Students from each identified subgroup	<p>Students participated in structured interviews and were a central focus in the needs assessment process (Activity 4).</p> <p>Their feedback led to refinement of:</p> <ul style="list-style-type: none"><li>● Collaborative learning models (e.g., group roles, student choice)</li><li>● Feedback strategies that avoid public embarrassment and support growth</li><li>● School climate initiatives, especially through induction and positive recognition</li></ul>

## Submission Assurances

### Directions

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

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

### Submission Instructions

**All Districts:** Submit this document to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 1, 2025.

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).