



District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) Review

June 18, 2026



Alignment with District Strategic Plan

Worked to align the District Comprehensive Improvement Plan with the work done last summer on a strategic plan for the district.

- Eliminate silos
- Increase opportunities for collaboration
- Sync district initiatives
- Decrease duplication of efforts



DCIP by Section

1. Building a shared understanding for teaching and learning
2. District actions to support structures
3. Addressing inequities



Building a Shared Understanding for Teaching and Learning

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?

Schoharie CSD defines high-quality Tier 1 instruction as a **standards-aligned instructional core** where student agency meets cognitive demand. It is **equitable** because every student—regardless of subgroup—will have access to the "Vital Few" high-leverage practices (Explicit Modeling, Systematic Checks for understanding, and timely feedback). It is **adaptive** because teachers will utilize real-time data within Professional Learning Communities (PLCs) to adjust scaffolds and interventions through a Multi-Tiered System of Supports (MTSS) in alignment with the district's Strategic Plan.



District Actions of Support Structures

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

- Build district capacity for Professional Learning Communities (PLC's)
- Begin the transition to a coaching model to support teacher capacity and professional learning on best practice
 - Strategic blueprint alignment: Priority 3 professionalism, teamwork and collaboration
- Improve intervention supports for teachers and students



District Actions of Support Structures

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

- Creation district data dashboard to track student data and growth in real time



District Actions of Support Structures

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

- Research best practice and establish vertical alignment for transitional grades
 - Strategic blueprint alignment: Priority 3 academic excellence and instructional environment
- Implement a standardized Tier I toolkit across grades 6-8
 - Strategic blueprint alignment: Priority 3, Priority 1 student and family experience
- Create a standardized, high quality, consistent Tier I MTSS experience for students
 - Strategic blueprint alignment: Priority 3, Priority 2 operations



District Actions of Support Structures

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

- Establish a consistent attendance early warning system
 - Strategic blueprint alignment: Priority 3, Priority 1
- Improve ability to track out of district student attendance



Addressing Inequities

Three components of this section:

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



Addressing Inequities: Staffing

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

- Examine substitute recruitment and compensation of improve the districts potential for highing high quality, certified substitutes
- Work with the mentor program to support professional capacity at any school with a higher percentage of educators with less than 3 years of experience



Addressing Inequities: Enrollment / Participation

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

- Examine the use of grant funding to hire permanent, high quality, certified substitute teachers familiar with the district's curriculum and processes to ensure instructional time is maximized.



Addressing Inequities: Funding

- The district does not have an identified funding inequity between buildings at this time.
- This is an optional section as per NYSED



School Improvement Grant (SIG) Basic

Current funding model runs from July 01, 2026 to June 30, 2027

Separate grant and approval process from our year over year grants

Must be tied to initiatives in the DCIP and SCEP

All proposed expenditures subject to NYSED approval



Grant: Proposed Expenditures

Middle School Bootcamp: 2-3 day structured transition program for 5th-6th grade

Middle School Ice Cream Social, Tour, Parent Presentation (Summer)

Development and support of a middle school access period

Middle School agenda books



Grant: Proposed Expenditures

MTSS Team training with outside consultant

Support for Family Engagement Events

Summer curriculum work: Vertical alignment



Grant: Proposed Expenditures

Solution Tree: PLCs at Work Cohort Model Year 1

Support for EL Education Year 2 (K-8)

Support for Really Great Reading (K-8)

Intervention Compass Platform for data consolidation and analysis

Implementation of Parent Square Voice



Grant: Proposed Expenditures

Support of SEL curriculum Everyday Speech

Panorama Education Survey Platform

Data Platform Intervention Compass

Continued support for executive functioning skill development

Solution Tree PLC Cohort Program

- 5 Year Program.
- Opportunities to collaborate locally.
- Addresses multiple goals and outcomes in our improvement plan.



Ensure Equity and Achievement by Leading PLCs at Work Districtwide

Engage in a powerful professional learning project designed specifically for district leadership teams across the country. Partner with Solution Tree to put systems and processes in place to ensure equity and high levels of learning for all students by:

- ▶ Implementing a guaranteed and viable curriculum
- ▶ Creating a balanced assessment system
- ▶ Removing barriers to create support and extension opportunities
- ▶ Building an inclusive and healthy culture
- ▶ Addressing equity issues through standards-based reporting and grading practices

Each year of the project dives deeper into learning and implementing professional learning communities (PLC). Yearly outcomes include the following.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<ul style="list-style-type: none">• Identify essential standards for ELA and math.• Create learning target progressions for each essential standard for ELA and math.• Create proficiency scales for each essential standard.• Create an effective Guiding Coalition to lead the work district-wide	<ul style="list-style-type: none">• Identify essential standards beyond ELA and math.• Create common formative assessments for ELA and math.• Begin aligning instructional planning to high quality materials.• Learn to analyze data and student work to guide district and school planning.	<ul style="list-style-type: none">• Create common formative assessments beyond ELA and math.• Create unit plans for ELA and math.• Create and operationalize a master schedule to support MTSS.	<ul style="list-style-type: none">• Identify effective instructional strategies for ELA and math.• Implement RTI for academics and behavior.	<ul style="list-style-type: none">• Operationalize interventions and extensions for all tiers of learning.• Implement a new system for grading and reporting.• Continue to improve Tier 1 instructional practices.• Create a plan to successfully sustain the work beyond the project.



Next Steps

- Upload Current & Proposed Plans to the District Website
- Complete the DCIP / SCEP Budget
- Submit for NYSED approval
- Begin rollout of 26-27 Improvement Plan