



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
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| Schoharie Central School District | David M. Blanchard |

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.

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| <p>High-Quality, Tier 1 Instruction:</p> <p><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></p> | <p>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.</p> |
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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

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 Collaboration and Teacher Access to Experts?

SMARTIE = Specific | Measurable | Achievable | Relevant | Time-bound | Inclusive | Equitable

| DISTRICT ACTION | METHODS | SUCCESS CRITERIA |
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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? |
| Building District Capacity for Professional Learning Communities | <p>Phase 1 – Foundation (Fall 2026–Spring 2027)</p> <ul style="list-style-type: none"> ● Conduct district-wide professional learning on PLCs and their role in improving teaching, learning, and student outcomes. ● Utilize existing structures (Faculty, Department Lead, and Curriculum Coordinator Meetings) to introduce PLC concepts and build shared vocabulary. <p>Phase 2 – Structural Planning (Spring 2027)</p> | <p>SMARTIE Goal: By June 2027, district staff will demonstrate measurable growth in their understanding and comfort with PLCs, as evidenced by a minimum 20% increase in positive survey responses between the BOY and EOY staff surveys (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> |

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| | <ul style="list-style-type: none"> Analyze the current daily schedule and district calendar to identify 2–3 options for increasing collaborative professional learning time without disrupting instruction. Share scheduling options with staff for feedback. Begin structural planning for a PLC pilot rollout at the middle school level (2027–28). Set the 2027–28 meeting schedule by May 2027. | <p>Data Collection:</p> <ul style="list-style-type: none"> BOY staff survey on comfort level and familiarity with PLCs (Fall 2026). MOY check-in survey to track progress (January 2027). EOY survey to document growth and inform 2027–28 planning (June 2027). <p>Indicators of Success:</p> <ul style="list-style-type: none"> 2–3 scheduling options developed and shared with staff by May 2027. Middle school PLC pilot structure finalized for 2027–28 launch. Meeting schedule for 2027–28 set by May 2027. |
| <p>Begin the transition to a coaching model to support teacher capacity and professional learning on best practice</p> | <p>Phase 1 – Planning & Stakeholder Engagement (Fall 2026–Winter 2027)</p> <ul style="list-style-type: none"> Develop a diverse stakeholder committee to determine the best approach to shifting toward a coaching model. Develop a 'Look For' tool for Tier I and II universal strategies by January 2027. Clarify existing teacher support structures and define their role in coaching and supporting teaching and learning. <p>Phase 2 – Resource Development & Implementation (Spring 2027)</p> <ul style="list-style-type: none"> Develop in-house and external facilitator professional development options focused on best practices for Tier I and II supports. Build a Google Drive repository of Tier I and II universal strategies by June 2027. Survey staff on availability of coverage to allow for peer observation. Work with staff to obtain release time for colleagues to observe strategies in use within departments. Create a schedule of support cycles (coaching, informal observation). | <p>SMARTIE Goal: By June 2027, the district will establish a foundational coaching infrastructure, including a stakeholder-developed 'Look For' tool, a shared strategy repository, and a defined schedule of support cycles, ensuring equitable access to coaching supports for all teachers across departments (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> Stakeholder committee formed and meeting by October 2026. Staff survey on peer observation availability (Fall 2026). 'Look For' tool developed and piloted by January 2027. <p>Indicators of Success:</p> <ul style="list-style-type: none"> 'Look For' tool for Tier I and II strategies completed by January 2027. Google Drive repository of universal strategies launched by June 2027. Support cycle schedule created and shared with staff by June 2027. At least one professional development option (in-house or external) developed and piloted by June 2027. |

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| <p>Improve intervention supports for teachers and students</p> | <p>Phase 1 – MTSS Team Development (Fall 2026–Winter 2027)</p> <ul style="list-style-type: none"> • Train the MTSS team on data analysis/interpretation and cycles of intervention, positioning the team as a resource for both teachers and students. • Develop intervention resource documents to share with teachers and families. <p>Phase 2 – Systems Alignment (Spring 2027)</p> <ul style="list-style-type: none"> • Align intervention support structures with the coaching model and PLC planning underway in Actions 1 and 2. • Use MTSS team as a bridge to connect teacher-level data conversations with student support cycles. | <p>SMARTIE Goal: By January 2027, 100% of MTSS team members will complete training in data analysis and cycles of intervention, and at least one set of intervention resource documents will be developed and shared with teachers and families, ensuring supports are accessible and equitable across all student populations (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> • Training participation log (100% completion target). • Completion and distribution of intervention resource documents. <p>Indicators of Success:</p> <ul style="list-style-type: none"> • 100% of MTSS team members trained by January 2027. • Intervention resource documents developed and shared with staff and families by Spring 2027. • MTSS team actively participating in teacher and student support conversations by Spring 2027. |
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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 invests 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 sunseting 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 |
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| <p>What activity will we pursue?</p> | <p>What does this district level support/action entail? What will implementation look like in our district?</p> | <p>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?</p> |
| <p>Creation of a "District Data Dashboard" (as recommended in the BOCES consult) to track student growth in real-time</p> | <p>Phase 1 – Planning & Stakeholder Engagement (Fall 2026–Spring 2027)</p> <ul style="list-style-type: none"> Schedule training with Intervention Compass for instructional staff 3x during the 26-27 school year to build teacher capacity and troubleshoot implementation. Conduct a data audit to ensure all types of data are included (classroom, NYS, benchmark, universal assessments) in the students data profile. <p>Phase 2 – Resource Development & Implementation (Spring 2027)</p> <ul style="list-style-type: none"> Migrate data from legacy systems (RTIm, Frontline) into Intervention Compass. Ensure all teachers have access to the data dashboard in Intervention Compass. | <p>SMARTIE Goal: By June 2027 the district will have established a data dashboard within Intervention Compass, encompassing all local and NYS data on its students. (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> (3) training sessions with intervention compass (MOY, BOY, EOY) scheduled by September 2026 Interventionists, Building Principals, IT complete data migration from legacy systems by April 2027 <p>Indicators of Success:</p> <ul style="list-style-type: none"> Sign in sheets show staff participation in the intervention compass trainings (Spring 2027) Legacy data identified and transferred into intervention compass (Spring 2027) Student data profiles show historical data trends (Spring 2027) |

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 |
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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? |
| <p>1. Research Best Practice & Establish Vertical Alignment for Transitional Grades</p> <p><i>📌 Blueprint Alignment: Priority 3 – Academic Excellence & Instructional Environment Core Values: Commitment, Teamwork/Collaboration</i></p> | <p>Phase 1 – Research & Planning (Fall 2026)</p> <ul style="list-style-type: none"> • Utilize the MTSS committee to research evidence-based best practices at Tier I to support effective transitions from Elementary to Jr./Sr. High School. • Review current transition practices and identify gaps using staff, student, and family input. <p>Phase 2 – Vertical Alignment Implementation (Winter–Spring 2027)</p> <ul style="list-style-type: none"> • Schedule structured vertical alignment meetings for transitional grade bands: Grades 5–6 (Elementary to Middle) and Grades 8–9 (Middle to High School). • Use a consistent meeting protocol at vertical alignment meetings to ensure key transition skills and expected student outcomes are identified, discussed, and documented. | <p>SMARTIE Goal:</p> <p>By June 2027, the MTSS committee will complete a research review of Tier I transition best practices and conduct a minimum of two vertical alignment meetings per transitional grade band (5th–6th and 8th–9th), with 100% participation from key stakeholders in each session, ensuring inclusive representation from both the elementary and Jr./Sr. High buildings (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> • MTSS committee research log and summary document (completed Fall 2026). |

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| | <p>Involve counselors, teachers, and administrators from both sending and receiving buildings in each vertical alignment session.</p> | <ul style="list-style-type: none"> Vertical alignment meeting attendance records and protocols (completed by June 2027). Pre/post staff survey on awareness of transition expectations and practices. <p>Indicators of Success:</p> <ul style="list-style-type: none"> A minimum of 2 vertical alignment meetings held per transitional grade band by June 2027. 100% of targeted staff (sending and receiving grade teachers, counselors, and administrators) participate in at least one vertical alignment session. <p>Documented meeting notes and agreed-upon transition priority skills shared across buildings.</p> |
| <p>2. Implement a Standardized Tier 1 Toolkit Across Grades 6–8</p> <p> Blueprint Alignment: <i>Priority 3 – Academic Excellence & Instructional Environment; Priority 1 – Student & Family Experience Core Values: Commitment, Integrity, Respect</i></p> | <p>Phase 1 – Development (Fall 2026–Winter 2027)</p> <ul style="list-style-type: none"> Use BOY survey data from students and staff to identify the most critical skill and organizational supports needed for the Grade 6–8 transition. Develop the Tier 1 Toolkit collaboratively with the MTSS committee, including: common graphic organizers, agenda books / organizational tools, and a 'Checklist for Success' rubric aligned to district expectations. Ensure toolkit materials reflect equitable, accessible design for all learners, including students with IEPs, 504s, and English Language Learners. <p>Phase 2 – Pilot & Refinement (Spring 2027)</p> <ul style="list-style-type: none"> Pilot the Tier 1 Toolkit in participating Grades 6–8 classrooms. Use MOY survey data from students and staff to refine toolkit content and delivery. Develop a family-facing version of the 'Checklist for Success' to promote home-school alignment — supporting the district's Blueprint goal of engaging families as active partners. | <p>SMARTIE Goal:</p> <p>By June 2027, a standardized Tier 1 Toolkit — including common graphic organizers, agenda books, and a 'Checklist for Success' rubric — will be developed, piloted, and refined across Grades 6–8, with toolkit content informed by BOY and MOY survey data from staff and students, and with equitable access ensured for all learners regardless of disability status or language background (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> BOY staff and student survey on current organizational skills and support needs (Fall 2026). MOY survey to assess toolkit effectiveness and inform revisions (January 2027). EOY survey to document overall impact on student organization and readiness (June 2027). <p>Indicators of Success:</p> <ul style="list-style-type: none"> Tier 1 Toolkit (graphic organizers, agenda books, Checklist for Success) completed and piloted by June 2027. |

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| | | <ul style="list-style-type: none"> • Toolkit materials available in accessible formats for all learner populations by Spring 2027. • Family-facing version of the Checklist for Success developed and distributed by June 2027. • MOY survey data used to produce at least one documented revision cycle to toolkit materials. |
| <p>3. Create a Standardized, High-Quality, Consistent Tier 1 MTSS Experience for Transitioning Students</p> <p>📌 Blueprint Alignment: Priority 3 – Academic Excellence & Instructional Environment; Priority 2 – Operations Core Values: Safety, Professionalism, Teamwork/Collaboration</p> | <p>Phase 1 – Systems Alignment (Fall 2026–Winter 2027)</p> <ul style="list-style-type: none"> • Align Tier 1 Toolkit implementation with the district’s emerging coaching model and MTSS support structures (coordinated with district capacity-building work). • Use a consistent meeting protocol at all MTSS/transitional team meetings to ensure key student skills, behavioral expectations, and outcomes are discussed in a structured and equitable manner. • Develop and communicate clear academic and behavioral expectations that are consistent across the transition (aligned to Blueprint Priority 3: ‘clearly defined and elevated expectations’). <p>Phase 2 – Continuous Improvement (Spring 2027)</p> <ul style="list-style-type: none"> • Review BOY and MOY data to identify which student subgroups may need additional or differentiated Tier 1 supports during the transition. • Ensure Tier I universal supports align to Blueprint’s commitment to a safe and supportive learning environment where every student is empowered. • Share progress with families using ParentSquare and other district communication tools — directly supporting the Blueprint’s Operations goal of transparent, accessible communication. | <p>SMARTIE Goal:</p> <p>By June 2027, Schoharie CSD will establish a consistent, standardized Tier 1 MTSS experience for all students transitioning between Elementary, Middle, and High School, documented through the use of a common meeting protocol, the Tier 1 Toolkit, and shared behavioral/academic expectations — with equity data reviewed at MOY and EOY to ensure supports reach all student populations, including those from historically underserved groups (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> • Meeting protocol compliance reviewed quarterly by MTSS team. • BOY/MOY/EOY student and staff survey data disaggregated by grade band and subgroup. • Family communication log via ParentSquare documenting transition-related outreach. <p>Indicators of Success:</p> <ul style="list-style-type: none"> • Consistent meeting protocol in use at all MTSS transition meetings by Fall 2026. • BOY, MOY, and EOY survey data collected, reviewed, and used to inform decisions each cycle. • Measurable improvement in student self-reported readiness and organization between BOY and EOY surveys. • Transition communication sent to families via ParentSquare at key transition |


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| | | touchpoints (beginning and end of each semester). <ul style="list-style-type: none">• Equity review completed at MOY to identify and respond to gaps in Tier 1 support access. |
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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 flag attendance concerns 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 |
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| <p>What activity will we pursue?</p> | <p>What does this district level support/action entail? What will implementation look like in our district?</p> | <p>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?</p> |
| <p>1. Establish a Consistent Attendance Early Warning System</p> <p> Blueprint Alignment: <i>Priority 3 – Academic Excellence & Instructional Environment; Priority 1 – Student & Family Experience Core Values: Commitment, Compassion, Safety, Teamwork/Collaboration</i></p> | <p>Phase 1 – Subcommittee Formation & Protocol Development (Fall 2026)</p> <ul style="list-style-type: none"> • Convene a subcommittee of key stakeholders (administrators, counselors, social workers, MTSS team members, and attendance staff) who will use attendance data and district policy to monitor all students at the Tier I level. • Establish a clear subcommittee charge, meeting schedule, and decision-making protocol aligned to the district's MTSS framework. • Define tiered response criteria: what attendance thresholds trigger Tier I universal monitoring, Tier II targeted outreach, and Tier III intensive intervention. • Develop and adopt a consistent attendance review meeting protocol to ensure data is discussed in a structured, equitable, and action-oriented manner. <p>Phase 2 – Implementation & Intervention (Winter–Spring 2027)</p> <ul style="list-style-type: none"> • Conduct weekly attendance data pulls from the Student Management System (SMS) and Intervention Compass for all in-district students. • Use a tiered response process: Tier I — universal monitoring and communication for all students; Tier II/III — targeted and intensive outreach and support for at-risk and chronically absent students. • Communicate proactively with families of at-risk students via ParentSquare, phone, and home visits as appropriate, aligning with the | <p>SMARTIE Goal:</p> <p>By June 2027, Schoharie CSD will reduce the overall percentage of chronically absent in-district students by a minimum of 3%, as measured by weekly SMS and Intervention Compass attendance data pulls, with subcommittee reviews conducted at least monthly to ensure timely, equitable intervention for all student populations, including those from historically underserved groups (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> • Weekly attendance data pulls from SMS and Intervention Compass (ongoing, beginning Fall 2026). • BOY chronic absenteeism baseline established by October 2026 (disaggregated by grade, subgroup, and program). • Monthly subcommittee review of attendance trends, intervention activity, and family outreach logs. • MOY and EOY reports comparing chronic absenteeism rates to the BOY baseline. |

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| | <p>Blueprint's goal of engaging families as active partners in the educational experience.</p> <ul style="list-style-type: none"> • Document all interventions and outreach in Intervention Compass to enable consistent tracking and handoff across staff. | <p>Indicators of Success:</p> <ul style="list-style-type: none"> • Attendance subcommittee established and meeting on a regular schedule by October 2026. • Tiered response criteria and meeting protocol adopted and in use by November 2026. • 3% or greater reduction in the number of chronically absent in-district students by June 2027. • All at-risk students have documented intervention and outreach records in Intervention Compass by EOY. |
| <p>2. Improve the Ability to Track Out-of-District Student Attendance</p> | <p>Phase 1 – Data System Review & Coding Solution (Fall 2026–Winter 2027)</p> <ul style="list-style-type: none"> • Convene a working session with the Data Warehouse team to review how out-of-district (OOD) students are currently coded in Census and identify barriers to consistent attendance tracking. • Explore whether OOD students can be recoded or cross-referenced in SMS and/or Intervention Compass in a manner that mirrors the tracking process used for in-district students. • Document the current state, proposed solution(s), and any technical or policy barriers identified, and bring findings to district leadership for decision-making. <p>Phase 2 – Implementation & Monitoring (Winter–Spring 2027)</p> <ul style="list-style-type: none"> • Implement the approved coding/tracking solution for OOD students and train relevant staff on the updated data entry and monitoring process. • Integrate OOD attendance data into the subcommittee's weekly review cycle alongside in-district attendance data. • Ensure OOD students are included in the tiered response process so that intervention and outreach is equitable regardless of placement setting. | <p>SMARTIE Goal:</p> <p>By June 2027, Schoharie CSD will implement an improved system for tracking the attendance of out-of-district placed students that is consistent with in-district tracking practices, as evidenced by the completion of a Data Warehouse review, adoption of a revised coding/tracking solution, and a 3% reduction in chronic absenteeism among OOD students — ensuring that no student is invisible in our data systems regardless of placement setting (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).</p> <p>Data Collection:</p> <ul style="list-style-type: none"> • Data Warehouse review meeting completed and findings documented by November 2026. • BOY chronic absenteeism baseline established for OOD students by October 2026. • Weekly OOD attendance data integrated into subcommittee review cycle upon system implementation. • MOY and EOY comparison of OOD chronic absenteeism rates to BOY baseline. |

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| | | <p>Indicators of Success:</p> <ul style="list-style-type: none"> • Data Warehouse review completed and revised coding/tracking solution adopted by January 2027. • OOD student attendance visible in SMS and/or Intervention Compass in a format consistent with in-district tracking by February 2027. • Staff trained on updated OOD data entry and monitoring process by February 2027. • 3% or greater reduction in chronic absenteeism among OOD students by June 2027. • OOD students included in all monthly subcommittee attendance reviews by Spring 2027. |
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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.**

Staffing Inequity

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

We recognize that access to consistent materials, building protocols and policies, and high quality substitutes who can deliver instruction is an inequity for our students, and to mitigate this, we will create a substitute tool kit to ensure more effective instruction when core teachers are unable to be present.

We recognize that buildings with a higher number of staff with less than 3 years of experience should be supported with mentoring and exposure to

| Inequity | | |
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| Actions to reduce the Data Gap | Person Responsible | When |
| Examine substitute recruitment and compensation to improve the districts potential for hiring high quality, certified substitute teachers | Superintendent, Business Official, Building Principals, | January 2027 |
| 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 | Mentor Coordinator, Building Principals | January 2027 |
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| Knowing that these gaps exist now, how will we provide additional support to the affected schools | Person Responsible | When |
| Analyze hiring practices to include interfacing with higher ed to gain access to highly qualified substitute applicants | Superintendent, Building Principals | June 2027 |
| Ensure new teachers are adequately supported as the work to build their professional knowledge and experience through the use of survey data in the mentor program | Mentor Coordinator, Building Principals | June 2027 |

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 lost instructional time due to teacher attendance can impact student achievement, and to mitigate this, we will examine the use of local and grant funds to hire permanent substitutes who are better equipped to move our instruction forward when teachers are absent.

| Inequity | Staff Absences | |
|--|--|--------------|
| Actions to reduce the Data Gap | Person Responsible | When |
| Examine the use of local and grant funding to hire permanent, high-quality substitutes who are familiar with consistent, outlined, district curriculum and processes. This would ensure that even when a teacher is out, the instruction can continue. | District Leadership, Building Principals, Department Leads | January 2027 |
| Knowing that these gaps exist now, how will we provide additional support to the affected schools | Person Responsible | When |
| Ensuring instruction can still occur when teachers are absent. Consistency in lesson planning, substitute binders, building protocols | Building Principals | June 2027 |
| | | |

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

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? |
| | | |
| | | |

