



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Plattsburgh City School District	John Lebrun

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	Purchase the remainder of the My View Literacy Program and Tier2 and 3 Direct Instruction programming.
2	Providing tutoring/mentoring services after school 2-3 times per week for 30 minutes to the students who fell into the identified sub groups.
3	The district will prioritize Instructional and Behavioral coaches. We will also work to create safe spaces by incorporating culturally responsive research validated instructional practices.
4	
5	

PRIORITY I

Our Priority - Purchase the remainder of the MyView Literacy Program and Tier2 and 3 Direct Instruction programming.

What will we prioritize to extend success in 2025-26?	
Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i> • <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> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i>	This priority aligns with the district's vision of fostering a high-quality, equitable education for all students. By implementing a Tier 1 reading program based on the science of reading, the district is committing to evidence-based practices that ensure all students develop strong foundational literacy skills. This supports the district's values of excellence, equity, and inclusivity, and its aspiration to prepare every student for lifelong learning and success. This priority emerged due to the recognition of the critical role that early literacy plays in overall academic achievement. Research consistently shows that students who do not achieve reading proficiency by the end of third grade are more likely to struggle academically in later years. The district's commitment to addressing this early on reflects a proactive approach to preventing future learning gaps and ensuring all students have the opportunity to succeed. Pursuing this priority is the right decision because it is grounded in the science of reading, which encompasses a comprehensive understanding of how children learn to read. This approach is supported by extensive research and has been shown to be effective in improving reading outcomes. Additionally, the inclusion of Tier 2 and 3 direct instruction programming ensures that students who need additional support receive targeted interventions, further promoting equity and academic success. The decision to prioritize a Tier 1 reading program and Tier 2 and 3 direct instruction programming is influenced by insights gained from the Envision-Analyze-Listen activities. These activities have highlighted specific areas where students in schools need additional support, particularly in literacy. By addressing these needs through evidence-based reading programs, the district is responding directly to the feedback and data collected during these activities. This priority supports the SCEP Key Strategies by providing a structured and systematic approach to literacy instruction. It aligns with goals related to improving student outcomes, enhancing instructional practices, and ensuring that all students have access to high-quality education. By implementing these programs, the district is taking

Priority 1

concrete steps to address the needs of its most vulnerable students and support their academic growth.

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?
My View Literacy adoption of a comprehensive, evidence-based reading curriculum that focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will be designed to meet the diverse needs of all students and ensure that they develop strong foundational literacy skills.	Teachers will receive training on the science of reading and effective instructional practices that are part of this series adoption. This training will focus on implementation, portal usage and later in the year vocabulary and comprehension support. Regular assessments will be conducted to monitor student progress and adjust instruction as needed. These assessments will be reviewed on a monthly basis. Look Fors (Walkthroughs) will occur (10 per month) focused on ensuring the implementation plan created by the district is being carried out with fidelity.	Time allocated for teacher training and collaboration. Classrooms equipped with necessary materials and resources from the series to ensure a complete implementation. Funding for purchasing the reading program and training materials. Systems for ongoing assessment and data analysis.
Providing targeted Tier 2 and 3 direct instruction support interventions for students who need additional support beyond Tier 1 instruction. Tier 2 interventions will be small group instruction, while Tier 3 will be intensive, individualized support.	Students will be identified for Tier 2 and 3 interventions based on assessment data, local filtration process and MTSS system. Students will be reviewed and placed on the Literacy Tiered pathway that best fits their needs. Frequent internal and external progress monitoring of student progress to ensure interventions are effective.	Funding for intervention materials. System for tracking student progress and adjusting interventions (data team procedures).

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 2025-26 school year.

At the end of year 1 of implementation for My View Literacy success would look like:

Students demonstrate noticeable improvement in the percentage of students reading at or above grade level. The district would see positive trends in standardized reading assessment scores and literacy benchmarks which would prove increased reading fluency, comprehension, and vocabulary among students.

Teachers demonstrate increased confidence and competence in delivering the new reading program. Teachers ensure high levels of student engagement and participation during reading instruction. Effective differentiation strategies are being used to meet the diverse needs of all students.

The system regularly monitors student progress and use of data to inform instruction. Interventionists provide effective implementation of Tier 2 and 3 interventions for students needing additional support. Overall, a culture of continuous improvement where data is used to make informed decisions and adjustments to the reading program.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing (complete after the date listed in the preceding column)
All teachers complete initial training on My View Literacy and the science of reading.	By the end of the first quarter.	
My View Literacy curriculum is fully adopted and integrated into classroom instruction.	By the end of the first semester.	
Systems for regular progress monitoring of Tier 2 and 3 interventions and data collection are established and functioning.	On a monthly basis	

Priority 1

Positive trends in standardized reading assessment scores and literacy benchmark with noticeable improvement in the percentage of students reading at or above grade level.	Mid-year and end-of-year state assessments and national systems test.	
Teachers demonstrate increased confidence and competence in delivering the new reading program. Students show high levels of engagement and effective differentiation strategies are being used to meet the diverse needs of all students.	Ongoing observations and feedback throughout the year.	

PRIORITY 2

Our Priority: Providing tutoring/mentoring services after school 2-3 times per week for 30 minutes to the students who fell into the identified sub groups.

What will we prioritize to extend success in 2025-26?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i> • <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> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i>	Providing tutoring and mentoring services after school for students in identified subgroups is a priority because it directly addresses the academic and social-emotional needs of students who may be at risk of falling behind. This initiative aims to close achievement gaps and ensure equitable access to educational resources, fostering a supportive learning environment for all students. This priority aligns with the District's vision of creating an inclusive and equitable educational environment where every student has the opportunity to succeed. It reflects our values of commitment to student growth, academic excellence, and community engagement. By offering targeted support, we aspire to empower students to reach their full potential and prepare them for future success. This priority emerged from a thorough analysis of student performance data, which highlighted the need for additional support for certain subgroups. Feedback from teachers, parents, and community members during the Envision-Analyze-Listen activities also underscored the importance of addressing these gaps. The initiative is a proactive response to these insights, aiming to provide timely and effective interventions. This priority is the right one to pursue because it is evidence-based and directly addresses identified needs within our student population. It leverages existing resources and expertise to provide targeted support, ensuring that interventions are both effective and sustainable. Additionally, it aligns with our commitment to equity and excellence in education. This initiative complements other district priorities, such as improving overall student achievement, enhancing teacher professional development, and fostering community partnerships. It is integrated into the District's long-term plans by contributing to the overarching goal of closing achievement gaps and promoting equity.

Priority 2

	By addressing the needs of identified subgroups, we are laying the foundation for a more inclusive and successful educational system. This priority supports the SCEP Key Strategies by providing targeted academic and social-emotional support to students in identified subgroups. It aligns with the goals of improving student outcomes, enhancing instructional practices, and fostering a supportive school climate. By offering after-school tutoring and mentoring, we are directly addressing the key strategies outlined in the SCEP, ensuring that our efforts are cohesive and impactful.
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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?
Targeted Tutoring Sessions focused academic support for students in identified subgroups.	Small group sessions 2 or 3 times per week with between 5-7 students led by qualified tutors based on individual student needs and existing direct instruction programming. The focus will be on the 5 Mores: more time, more modeling, more practice, more explicit instruction, or more feedback.	Schedule: - After-school time slots 2-3 times per week. Coordination with school calendars . Space: - Dedicated classrooms equipped with necessary materials. Money: - Budget allocation for hiring qualified tutors and mentors. - Funding for materials, resources, and any additional support services.

Priority 2

		Processes: • Clear guidelines and protocols for identifying students in need of support. • Structured plans for tutoring and mentoring sessions. • Regular monitoring and evaluation processes to track progress and adjust strategies as needed. Individuals: • Qualified tutors and mentors . • Engagement of parents and guardians to reinforce support at home.
Mentoring sessions that provide personalized guidance and support to foster social-emotional development.	Activities and discussions focused on building resilience, self-esteem, and goal-setting.	See above

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 2025-26 school year.

At least 80% on formative and summative test scores of students in identified subgroups. In addition, movement from Tier 3 to Tier 1 or 2 or movement from Tier 2 to Tier 1.

A 10% reduction in absenteeism among students receiving tutoring and mentoring. Tracking attendance records throughout the year.

Priority 2

At least 80% of students in identified subgroups regularly attending tutoring and mentoring sessions identified by attendance records in after school sessions.

Students demonstrate increased self-esteem and confidence in their academic abilities. This will be measured through positive testimonials from students, teachers, and parents about the impact of the tutoring and mentoring programs.

Improved relationships between students and mentors, fostering a supportive and encouraging environment. Mentors and students report strong, trusting relationships that contribute to student success.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)
Establish tutoring and mentoring programs that are up and running with tutors and mentors assigned. Conduct training sessions for tutors and mentors. Gather initial data on student performance and attendance.	Completed by end of November.	
Ensure tutoring and mentoring sessions are being held consistently. Conduct a review of program implementation and make necessary adjustments. Collect data on student attendance and engagement in the programs.	Mid year check in January	
Assess the effectiveness of the programs and make any needed changes. Gather feedback from parents and teachers on student progress and program impact.	May 2026	

Priority 2

Conduct surveys to gauge student satisfaction and confidence levels.		
Aim for a 5% increase in test scores for students in identified subgroups (PM, content area tests, in program assessments, benchmarking).	Mid year check in January	
At least 80% on formative and summative test scores of students in identified subgroups. In addition, movement from Tier 3 to Tier 1 or 2 or movement from Tier 2 to Tier 1.	May-June 2026	
Ensure at least 70% of students in identified subgroups are regularly attending sessions.	Mid year check in January	
Collect initial testimonials and feedback indicating improved student confidence and mentor relationships.	May-June 2026	

PRIORITY 3

Our Priority: The district will prioritize Instructional and Behavioral coaches. We will also work to create safe spaces by incorporating culturally responsive research validated instructional practices.

What will we prioritize to extend success in 2025-26?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i> • <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> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i>	This priority aligns with the district's vision of fostering an inclusive and supportive educational environment. By prioritizing Instructional and Behavioral coaches, we are committed to enhancing the quality of education and ensuring that all students receive the support they need to succeed. This initiative reflects our values of equity, excellence, and continuous improvement. This priority emerged from the recognition that effective instructional and behavioral support is crucial for student success. By focusing on these areas, we aim to address diverse student needs, reduce behavioral issues, and improve overall academic performance. The decision to prioritize this was informed by data and feedback from educators, students, and the community. This priority is the right one to pursue because it directly impacts student outcomes and aligns with our commitment to providing a high-quality education for all. Instructional and Behavioral coaches play a vital role in supporting teachers, addressing student needs, and fostering a positive learning environment. Their expertise will help implement culturally responsive and research-validated instructional practices, creating a more inclusive and effective educational experience. This priority supports the SCEP Key Strategies by providing the resources and expertise needed to implement effective interventions. Instructional and Behavioral coaches will work closely with schools to develop and execute strategies that address identified needs, monitor progress, and adjust approaches as necessary. This collaborative effort will help ensure that the SCEP goals are met and that all students have the opportunity to succeed.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 3

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?
Providing ongoing training and development opportunities for Instructional and Behavioral coaches to ensure they are equipped with the latest research-based practices and culturally responsive teaching methods.	Workshops and training sessions focused on culturally responsive teaching, behavior management, and instructional best practices. Training will occur both in-person and virtual sessions to accommodate different schedules. Ongoing support through coaching networks and professional learning communities.	Time: Schedule professional development sessions where time is allocated throughout the year for coaches to attend training. Schedule regular sessions for coaches and teachers to co-plan, complete goal setting, observe modeled examples, and refine instructional strategies. Money: Allocate budget for training programs, workshops, and seminars. Coaching stipends will also need to be considered for 8 instructional coaches and 10 behavioral coaches. Processes: Establish a structured plan for ongoing training and development of coaches. Develop a process for regular collaborative planning sessions, including agendas and follow-up actions. Individuals: Recruit and train qualified coaches to support teachers and students.
Establishing regular collaborative planning sessions where coaches work with teachers to develop and refine instructional strategies and behavioral interventions.	Joint planning sessions where coaches and teachers co-create lesson plans, behavioral interventions, and instructional materials. Regularly scheduled meetings, both in-person and virtual, to facilitate continuous collaboration.	See above

Priority 3

	Continuous feedback loops to refine and improve strategies based on classroom experiences.	
Utilizing data to identify areas of need, monitor progress, and adjust strategies to ensure effective support for students and teachers.	Training on data collection and analysis to identify student needs and measure the impact of interventions. Use of data management systems and tools to streamline the process. Regular data review meetings to adjust strategies and ensure they are meeting student needs.	See above

Measuring Success

END OF THE YEAR

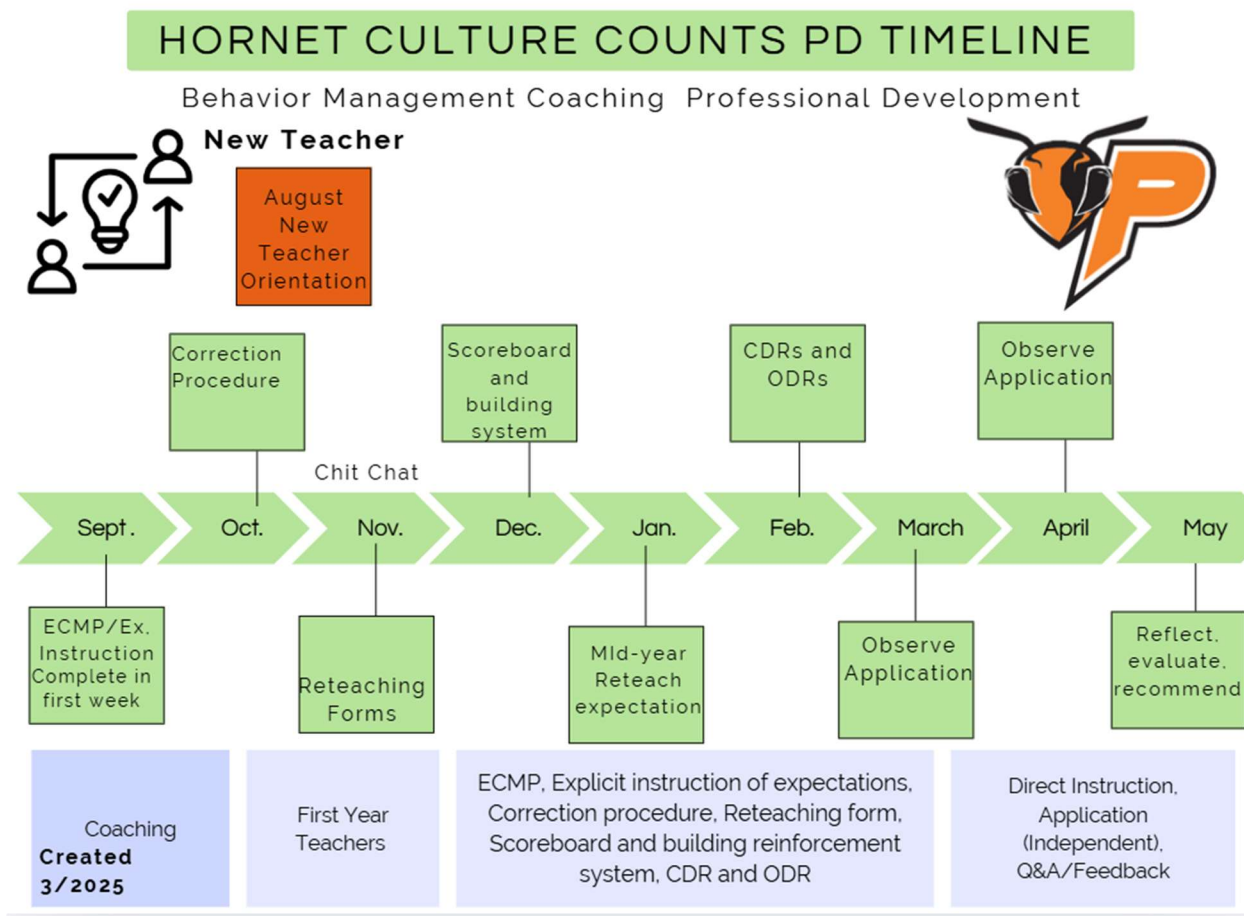
What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

100% of Instructional and Behavioral coaches will have completed the professional development programs and goal setting as part of the coaching cycle for Year 1 and 2 teachers.

Coaching activities will include:

Behavioral Coaches



HORNET CULTURE COUNTS PD TIMELINE

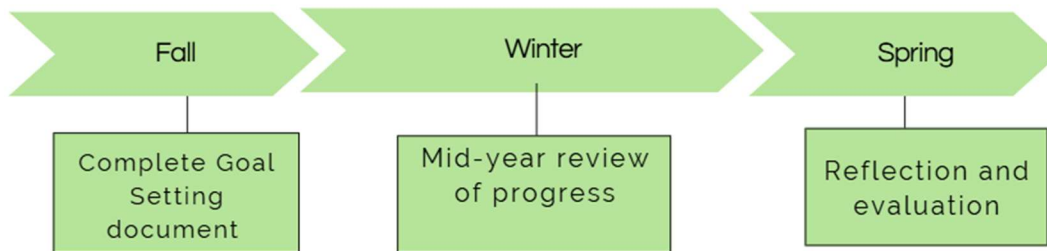
Behavior Management Professional Development

2nd Year Teacher Coaching and Veteran Teachers



Directed Goal Options

- Foundational management needs
- Building positive relationships
- Using management during instruction
- Using reinforcement during instruction
- Employ de-escalation strategies



3/2025

Instructional Coaches

Instructional Coaching Year 1 – starts in October.

- Establish a relationship with the coachee.
- The focus of coaching will include:
 - Building relationships with students
 - Procedures, routines, and expectations
 - Classroom management
 - Instructional materials, maps, interims, and pacing

Remainder of Year 1 Focus

The remainder of Year 1 should be dedicated to the four items mentioned above. Elementary teachers will incorporate these through the Writer's Workshop. Ensuring these areas are solid during the workshop will enable coachees to transfer skills throughout the day. Secondary teachers will focus on the four items and provide guidance in low-stakes writing.

Instructional Coaching Year 2

- Instructional coaches will continue working with their cohort and set goals in areas carried over from the previous year or identify new goals connected to "Look Fors."

Look Fors

Measurable learning targets/objectives are posted and referenced.
Level of student work goes beyond DOK of Level 2 ☐ Level 1 Recall ☐ Level 2 Skill/Concept ☐ Level 3 Strategic Thinking ☐ Level 4 Extended Thinking
Educator engages students ☐ Checks for understanding as a formative assessment ☐ Uses sustained student response ☐ Provides student practice ☐ Requires frequent responses to posed questions ☐ Practices collaborative communication amongst students
Immediate feedback is given to students along with ways they can improve.
Lesson involves both telling and modeling of material.
Classroom management is evident for both behavioral and procedural purposes (rules and procedures have been posted, taught, and practiced). ☐ Classroom-wide matrix is posted ☐ Uses at least 2 reinforcers to recognize appropriate behavior ☐ District-wide correction procedure is used ☐ Time away area identified in room

The district will receive positive feedback from students regarding their learning experiences, indicating a more supportive and inclusive environment. Teachers reporting improved classroom dynamics and student engagement.

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 3

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Coaching Goal Setting Documents will be completed with each new teacher.	End of October documents will be completed.	
Professional development attendance logs and coach check ins.	By the end of February, 50% of goal setting/PD will have been completed.	
New teachers will be surveyed to provide feedback and insight on the effectiveness of coaching cycles.	By the end of November, 100% of new teachers will be surveyed regarding the impact of collaboration with coaches.	
Coaches will report improved classroom dynamics and student engagement.	End of February, 75% of coaches will report improvement in instruction and classroom management.	

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)
Cristina Sferlazza	CSEA Typist	Oak Street
Kate Relation	Teacher	Plattsburgh High School
Jay Lebrun	Superintendent	
Nina Cole	Special Education Teacher	District-wide
Sarah McCarty	Teacher	Stafford Middle School
Catherine Conway	Teacher	Glasgow
Sandra Ghelman	Parent	
Roderick Sherman	BOE Member	
Amanda Cota	Teacher	Momot
Nathaniel Lambert	Student	
Gabrielle Rose	CSEA Typist	Plattsburgh High School
Tracy Hosler	Special Education Teacher	Oak Street
Nate Meuser-Herr	BOE Member	
Shasta Whitford	Principal	Glasgow
Scott Osborne	Principal	Momot
Sarah Myers	Teacher	Stafford Middle School
Jennifer Harrison	Parent	
Jennifer Jolicoeur	Union Representative/Interventionist	District-wide/Momot

Meeting Dates

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

Meeting Date	Location
In 2024 – 8/28, 8/29, 9/19, 10/17, 11/21, 12/19	Duken Administrative Building 49 Broad Street Plattsburgh NY
In 2025 – 2/4, 3/20, 4/17, 5/15, 6/18	Duken Administrative Building 49 Broad Street Plattsburgh NY

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	5 members of the committee directly teach students from identified subgroups. Each of these members is a voting member involved in data analysis, planning, evidence review, and evaluation.
Parents with children from each identified subgroup	2 members of the committee are parents of students from identified subgroups. Each of these members is a voting member involved in data analysis, planning, evidence review, and evaluation.
Secondary Schools: Students from each identified subgroup	1 member of the committee is a student. This student is not from either of the subgroups, but is elected by the student body to sit on the committee. This member is a voting member involved in data analysis, planning, evidence review, and evaluation.

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 to DCIP@nysed.gov by July 1, 2025, 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).