



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan

2026-27

District	Superintendent
Plattsburgh City School District	Jay Lebrun

Section I: 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.

<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>High-quality Tier 1 instruction in the Plattsburgh City School District is intentionally designed to ensure that all students have consistent access to rigorous, grade-level instruction in a supportive and structured learning environment. Across all classrooms, Tier 1 instruction is grounded in explicit instruction, where teachers clearly state learning objectives, model new skills and concepts, and provide clear explanations aligned to district-adopted standards.</p> <p>Instruction follows a gradual release of responsibility model that moves learning from teacher modeling (“I do”), to guided practice (“We do”), to independent application (“You do”), ensuring students are supported as they build understanding and independence. Teachers regularly use checks for understanding during instruction to monitor student learning, identify misunderstanding, and adjust instruction in real time.</p> <p>High-quality Tier 1 instruction includes purposeful scaffolding and differentiation such as modeling, visual supports, guided practice, structured opportunities for practice, and feedback so that all students, including those with diverse learning needs, can successfully engage in grade-level work. Instruction is aligned with the district’s Multi-Tiered Systems of Support (MTSS) framework, ensuring that core instruction is strong enough to meet the needs of the majority of students and serves as the foundation for additional supports when needed.</p> <p>Classrooms are characterized by clear classroom management plans, predictable routines, and consistent positive reinforcement systems that promote student engagement, appropriate behavior, and a sense of safety and belonging. Instructional time is protected and maximized, allowing students to actively participate in learning.</p> <p>Collectively, high-quality Tier 1 instruction “looks and feels like” classrooms where expectations are clear, instruction is intentional and responsive, students are actively engaged, and teachers use modeling, practice, feedback, and data to ensure equitable outcomes for all learners.</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.

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
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?
Stabilize and standardize districtwide instructional and operational systems by strengthening district-level teacher learning structures that promote coherence,	Reissue District Playbooks (“One-Pagers”) for core systems (High-Quality Tier 1 Instruction, Ci3T tiered supports, behavior response flow, use of District-Adopted Curriculum & Materials, Instructional Coaching Model. Each playbook will clearly	Implementation Evidence: 100% of schools using district playbooks for each core system. Data Reviewed: Monthly implementation dashboards;

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<p>calibration, and fidelity of implementation.</p>	<p>define purpose, required practices, roles, timelines, and required evidence of implementation.</p>	<p>playbook-aligned walkthrough data.</p>
	<p>Define Non-Negotiables and Flexibilities by identifying 6–10 districtwide “must-do” practices for each core system and clearly articulating where schools may adapt implementation. Non-negotiables will be embedded in playbooks, walkthrough tools, and collaborative agendas.</p>	<p>Implementation Evidence: Reduced variability across schools in core system implementation. Data Reviewed: District calibration checks demonstrating ≥85% agreement; observation and walkthrough alignment data.</p>
	<p>Create the District Collaborative Instructional Team (DCIT) with stable membership, clear role definitions, and a monthly cadence supported by a published 10-month agenda map aligned to district priorities and system monitoring responsibilities.</p>	<p>Implementation Evidence: DCIT meetings focused on implementation monitoring rather than initiative development. Data Reviewed: DCIT agendas, minutes, decision logs, and follow-up actions tied to dashboard data.</p>
	<p>Consolidate Committees into DCIT to function as the primary district teacher collaborative learning structures. The Team will have a written charter defining purpose, scope, decision authority, and expected products.</p>	<p>Implementation Evidence: Fewer overlapping committees and clearer teacher leadership roles. Data Reviewed: DCIT charter, meeting calendars, attendance records, and produced artifacts.</p>
	<p>Clarify Decision Rights and Require Products by defining whether DCIT is charged to recommend, co-design, or decide. Each meeting will produce tangible products (e.g., finalized look-fors, model lessons, calibration anchors, professional learning menus, timelines, data summaries). Decision logs will be published following each meeting.</p>	<p>Implementation Evidence: Teacher collaboration results in concrete, system-level outputs rather than discussion-only meetings. Data Reviewed: DCIT products, decision logs, and evidence of use across schools.</p>
	<p>Implement a Single Districtwide Implementation Dashboard using a simple red/yellow/green status for each core system. Dashboards will be updated monthly by principals and district leads together to support transparency and shared accountability.</p>	<p>Implementation Evidence: 95% on-time dashboard submission rate; consistent monitoring across schools. Data Reviewed: Dashboard submission logs; R/Y/G trend analysis over time.</p>
	<p>Use District Calibration as a Learning Structure by conducting regular calibration checks across walkthroughs, system implementation reviews, and artifact</p>	<p>Implementation Evidence: ≥85% agreement on district calibration checks. Data Reviewed: Calibration</p>

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	analysis to ensure shared understanding of expectations.	protocols, scoring summaries, cross-school comparison data.
	Codify Entry and Exit Handoffs for administrators, instructional coaches, and key teacher leadership roles using standard checklists to prevent system drift resulting from staff turnover.	Implementation Evidence: Continuity of system implementation despite leadership or staff changes. Data Reviewed: Completed entry/exit checklists; implementation status before and after transitions.

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 invest 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 sunsetting 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
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?
Create and utilize a District Collaborative Instructional	The district will establish a DCIT composed of principals, instructional coaches, teacher	Goal: Strengthen leadership capacity and ensure coherent,

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<p>Team (DCIT) to coordinate instructional leadership, system implementation, and instructional coherence districtwide.</p>	<p>leaders, and district curriculum leaders to serve as the primary structure for instructional coordination. The DCIT will build leadership capacity by engaging members in regular calibration around district instructional priorities, instructional “look-fors,” curriculum use, and student work analysis, emphasizing learning and problem-solving rather than compliance. District-level instructional experts will participate to steward task quality, grade-level rigor, and curriculum implementation beyond adoption cycles. The district will provide shared walkthrough tools, calibration protocols, and a single implementation dashboard so leadership teams can examine instructional patterns across classrooms and schools. District office departments (curriculum, assessment, special education, multilingual learners) will coordinate through the DCIT to ensure aligned guidance, consistent expectations, and reinforcement of a single instructional vision.</p>	<p>rigorous, standards-aligned instruction across all schools.</p> <p>Data Reviewed: DCIT agendas and minutes; district calibration results; instructional walkthrough and classroom observation data; implementation dashboard trends; evidence of curriculum and task use.</p> <p>Improvements Expected: Increased principal and leadership confidence in supporting instruction, sustained task quality and curriculum fidelity over time, reduced variability across schools, and consistent districtwide instructional messaging aligned to a shared vision.</p>
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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.

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

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
<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>Establish coordinated districtwide systems for MTSS, integrated student data, and intervention through a District Collaborative Instructional Team structure.</p>	<p>The district will coordinate academic, behavioral, attendance, and student support systems through a District Collaborative Instructional Team. The district will strengthen and standardize a districtwide MTSS framework with clearly articulated referral pathways, intervention menus, and progress-monitoring expectations aligned across schools. Integrated data systems will be used to allow schools to view academic, behavioral, attendance, and support data together over time. District leaders will steward district-managed intervention, reengagement, and alternative pathway programs that individual schools cannot sustain independently. District playbooks will be reissued for MTSS and behavior response flow and with clearly defined non-negotiables and flexibilities. A single districtwide implementation dashboard (R/Y/G) will be used for monitoring fidelity and support needs.</p>	<p>Goal: Ensure every student has timely, equitable access to academic, behavioral, attendance, and support interventions through consistent districtwide systems.</p> <p>Data Reviewed: MTSS referral and intervention data; progress-monitoring results; attendance and behavior trends; implementation dashboards submitted monthly; district calibration results; participation and outcomes in district-managed intervention programs.</p> <p>Improvements Expected: Increased consistency in MTSS implementation across schools, earlier identification of student needs, clearer intervention pathways, reduced system fragmentation, improved student engagement and attendance, and improved academic and behavioral outcomes for students requiring additional supports.</p>

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:

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- **Build and fund** early warning systems that concern flag attendance 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
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?
Establish a districtwide attendance response framework that integrates academic, social, and mental health problem-solving, including clear referral pathways for	The district will strengthen and standardize attendance systems through coordinated districtwide leadership structures, including a District Collaborative Instructional Team. The district will reissue attendance-aligned playbooks and behavior response flow charts that embed non-punitive, problem-solving approaches and clearly	Goal: Ensure consistent, supportive, and timely attendance responses across all schools that address root causes of absenteeism rather than relying on punitive measures.

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<p>mental health supports related to school avoidance.</p>	<p>define referral pathways for mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs. District leadership will clarify decision rights (recommend, co-design, decide) and require tangible products such as referral protocols, timelines, and implementation tools. A single districtwide implementation dashboard will be used to monitor fidelity of attendance systems, referral timelines, and follow-through across schools.</p>	<p>Data Reviewed: Attendance trends by school and student subgroup; number and timeliness of mental health referrals related to attendance; district calibration checks (≥85% agreement).</p> <p>Improvements Expected: Increased consistency in attendance responses, clearer referral pathways to mental health supports, earlier intervention for students experiencing school avoidance, reduced chronic absenteeism, and improved student engagement and sense of belonging.</p>
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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 *[inequity]*, and to mitigate this, we will _____.

Inequity		
Actions to reduce the Data Gap	Person Responsible	When
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When

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*)

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- 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 [inequity], and to mitigate this, we will _____.

Inequity	Free and Reduced Lunch Percentage between Glasgow/Oak and Momot	
Actions to reduce the Data Gap	Person Responsible	When
<p>The district recognizes that the State's Free and Reduced-Price Lunch (FRL) indicator, as reported through accountability measures, incorporates students identified through Medicaid direct certification as part of the economically disadvantaged subgroup. While this methodology is consistent with State reporting guidance, it presents a significant limitation for accurately representing poverty within the district.</p> <p>A substantial proportion of students in the district are identified as FRL-eligible solely due to Medicaid participation linked to disability status, rather than economic hardship. As a result, the FRL indicator includes families who do not meet traditional definitions of poverty, including households with comparatively high socioeconomic status. This creates a misalignment between reported data and the district's actual economic need profile.</p> <p>This over-identification impacts the district's ability to:</p> <ul style="list-style-type: none"> • Accurately analyze and target supports for students experiencing true economic disadvantage • Reliably interpret subgroup performance data • Effectively allocate resources based on demonstrated need <p>The district has identified this issue as a structural limitation within the State accountability framework. While the district remains compliant</p>	<p>Administrative Team</p>	<p>Annual review of data points each year at BEDS time.</p>

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<p>with State reporting requirements, it does not consider the FRL indicator, as currently constructed, to be a fully accurate measure of poverty within the local context.</p> <p>As part of its continuous improvement efforts, the district will:</p> <ul style="list-style-type: none"> • Use multiple data points beyond FRL status (e.g., local demographic indicators, service utilization, and direct student needs assessments) to inform decision-making • Exercise caution when interpreting FRL-based subgroup data • Continue to advocate for refinement of indicators that more precisely distinguish between economic disadvantage and program-based eligibility 		
<p>Knowing that these gaps exist now, how will we provide additional support to the affected schools</p>	<p>Person Responsible</p>	<p>When</p>
<p>Momot will continue to remain the Title 1 targeted school within our district</p>	<p>Director of Management/Momot Principal</p>	<p>Summer of 2026</p>

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
<p>What activity will we pursue?</p>	<p>What does this action entail?</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>

Section 3: Addressing Inequities

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