



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cohoes City School District	Peggy O'Shea

## 2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	Meeting the social emotional and behavioral health needs of students in the Cohoes City School District
2	Strengthening instruction and interventions to meet the needs of all students in the Cohoes City School District
3	Enhance opportunities to engage parents and families as partners in their child's learning.
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Meeting the social emotional and behavioral health needs of students and families in the Cohoes City School District</p>
<p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>As a school community one of our district beliefs is in a positive school climate and culture, with a commitment to all students, staff and families will be engaged in an environment that promotes caring relationships, open communication, cooperation, wellness and safety. It is important that every student feels safe, respected, supported and has a true sense of belonging.</p> <p>A review of the data to monitor progress in the 2023-2024 DCIP shows that meeting the social emotional and behavioral health needs of students and families remains a priority area of need. We were successful in meeting some of our targets, especially at the elementary level, but behavioral regulation and mental health continues to present significant challenges for our students and families</p> <p>This priority supports the commitments of Abram Lansing Elementary School SCEP <b>commitments</b></p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support this strategy?</p>
<p>Tier 1 Social Emotional Programming</p>	<p>Continue to strengthen implementation of Second Step (K-8) and Positivity Project (9-12) as a Tier 1 SES program</p>	<p>Funding for Second Step and Positivity Project, Time for teachers to plan, Professional Development for teachers new to Second Step and Positivity Project</p>
<p>Tier 2 - Solution-</p>	<p>Implement DESSA Screener</p>	<p>Funding for DESSA screener, time for teachers to screen and analyze; time and personnel To implement solution focused groups</p>

Priority 1

<p>focused small group interventions</p>	<p>(Aperture) students in grades 3 through 6</p> <p>Director of MTSS to meet with teachers, social workers and psychologist to determine student groupings based on DESSA results</p>	
<p>Professional Development to assist staff in Deescalating student behavior</p>	<p>Train a minimum of 15 staff members in the use of TCIS</p>	<p>Funding for turnkey trainers to attend professional development, payment for substitutes for release time during the day for staff attending training and for hourly professional Development pay for staff attending during the summer (Funded through OMH grant)</p>
<p>Professional Development in Positive Approaches to School Discipline</p>	<p>A minimum of 40 secondary teachers will participate in this training</p>	<p>Funding for trainers; Time during Staff Development day, funding for after school session</p>
<p>Department specific extension activities</p>	<p>Teacher Leaders will discuss specific strategies to assist in classroom regulation at department meeting following training</p>	<p>Funding for Teacher Leaders, Time to work with Departments</p>
<p>Positive Student programming</p>	<p>Participation by Ninth graders in Point Break</p> <p>Stephen Hill Presentation to students in grades 7-9</p>	<p>Funding, time for students to meet, staff to oversee</p>

Priority 1

	Building teams in conjunction with Director of MTSS will explore additional programming for students and explore potential grant funds	
--	--	--

## 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 2024-25 school year.

By the end of the 2024-2025 school year the district hopes to achieve the following survey data showing

- A 5% increase in students who report that students respect each other  
2023-2024 – 38.3%
- A 5 % increase in students who report that students get along with each other  
2023-2024 – 46.3%

Year to year comparison data will show fewer students who received at least one out of school suspension

Year to year comparison data will show a decrease of at least 2 % of students who meet the NYSED definition of chronically absent

### 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 1

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 to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Fewer number of students receiving out of school suspension	December 31, 2024	
A lower percentage of elementary students who meet the NYS definition for chronically absent	December 31, 2024	
A lower number of secondary students who meet the NYS definition for chronically absent	December 31, 2024	
Two training sessions of TCIS completed with a minimum of 15 staff members attending	November 2024	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Strengthening instruction and interventions to meet the needs of all students in the Cohoes City School District</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>The achievement and growth of our students is a continuous priority in the Cohoes City School District to fulfill our mission of “Preparing our Students for Success in Tomorrow’s World This is also aligned with the district Beliefs of “High Expectations for All” and “Future Ready Knowledge and Skills</p> <p>This priority supports the Abram Lansing Elementary School SCEP commitments of teaching all students to read and write at grade level or above and teaching all students to understand and apply math concepts at grade level or above.</p> <p>During the Envision- Analyze-Listen activities at Abram Lansing it was shared that although progress has been made, there is still work to be done in using i-Ready data to support rigorous instruction and student ownership to meet stretch growth,</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p> <p>Assessment of Student Learning and analysis of responses to inform instruction</p> <p>(This area includes administering assessments, professional development and time to meet and analyze)</p>	<p>What does this strategy entail? What will implementation look like in our district?</p> <p>Students in k- 8 will be assessed using i-Ready three times a year for reading and math.</p> <p>Enhanced training will occur on analysis and use of i-Ready results</p> <p>Training will occur on the use of “heat maps” to identify target areas in 3-8 assessments.</p> <p>Principals and teachers will analyze student data with the assistance of BOCES instructional coach and Teacher Leaders</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <p>Funding for Instructional coaches to support teachers in planning “Next Steps for Instruction” as data is examined by teams.</p> <p>Time for teachers to meet and funding for training (trainer, substitute costs, funding for after school hours)</p>

Priority 2

	<p>Academic Intervention Services Teachers and Special Education Teachers will receive training in Aimsweb plus</p> <p>Students scoring below a determined percentile on i-Ready will be screened using aimsweb plus. Bases on these scores specific students will then be progress monitored in targeted skill areas</p>	Funding and training for Aimsweb plus
Continued curriculum alignment to Next Generation Learning Standards	With the assistance of Teacher Leaders and Instructional Coaches teachers will review curriculum maps and adjust to address learning gaps and meet student needs. (Staff development days, Release days and July and August)	Funding for teacher time outside of school hours, Substitutes for release time, Funding for Instructional Coaches and Teacher Leaders
Strengthening of Tier 1 instructional programming in ELA and Math		Time for PD
Strengthening Multi-tiered systems of supports to meet student needs throughout Tier1, 2 and 3	An MTSS committee will be formed to review current system and interventions and make recommendations to strengthen processes and instruction at each tier.	Funding for teacher time outside of the school day, release time and consultants as needed
Meeting the needs of English Language Learners	<p>Professional Development will be provided on Supporting ENLs in the Classroom: A General Education Teacher’s Role to classroom</p> <p>i-Ready will be explored as a progress monitoring tool for secondary ELLs</p> <p>I-Pads will be purchased to assist students in translating text</p>	<p>Funding for trainer and teacher time outside of school hours</p> <p>Funding for i-pads</p>

## 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 2024-25 school year.

I-Ready data in grades K-8 will show a 5% increase in typical student growth in English Language Arts and Mathematics

i-Ready data will show a 3 % increase in students meeting their stretch goals in English Language Arts and Mathematic

There will be a 5 % increase in students passing the English Regents and a 5 % increase in students passing the Algebra Regents

Priority areas of need in curriculum maps will be identified to inform work needed for the Summer of 2025

### 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 to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
AIS and Special Education teachers to receive training on Aimsweb plus	October 30,2024	
Cap Region BOCES to provide training in analyzing i-Ready results to middle school and elementary teachers	November 5 2024 and ongoing	
Review Winter I-Ready Benchmark data to	February 2024	



## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Enhance opportunities to engage parents and families as partners in their child’s learning.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Our district mission states that we are a “partnership of schools, parents and the community” working “to prepare our students for success in tomorrow’s world” One of our district commitments is that all students, staff and families will be engaged in an environment that promotes caring relationships, open communication, cooperation, wellness and safety. By enhancing opportunities to engage families we can tap into the collective knowledge, resources and experiences to strengthen our school community.</p> <p>In the 2023-2024 DCIP buildings focused on increasing the number and types of events that welcomed parents into their child’s building. This continues to be a priority in this year’s DCIP. Building’s will begin to expand to include additional events to involve parents in being partners in their children’s education. Additional communication and outreach will also occur to stress the importance of attendance.</p> <p>This priority is aligned with the key strategies of Abram Lansing Elementary School SCEP. As part of their commitment to ensuring that every child feels that they belong a number of family engagement opportunities are being implemented</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>CCSD Community Resource Guide</p>	<p>Director of MTSS will update and share 2024-2025 Community Resource guide to provide easily accessible contacts to support parents</p>	<p>OMH grant funds to cover printing costs</p>
<p>Building Level Parent Engagement Events</p>	<p>Principals and Building Leadership Teams to determine parent engagement events with parent input</p>	<p>Time for events, funding for presenters and refreshments</p>
<p>Attendance Matters initiative</p>	<p>Targeted messages to parents regarding the importance of attendance Planned events to stress the importance of attendance</p>	<p>Funding for events, time for newsletter</p>
<p>Enhanced District Newsletter</p>	<p>Continued monthly districtwide newsletter</p>	

Priority 3

	Survey to parents regarding components they would like to see in the newsletter	
Streamlined use of Parent Communication tools	<p>Training for teachers in Parent Square, School Tool and Schoology</p> <p>Training for parents in Parent Square, School Tool and Schoology</p> <p>Review of data analytics to determine use</p> <p>Work with Communication Specialist, principals and Building level teams to determine best practices in use with input from parents</p>	Funding for communication platforms and training, Time for training and meetings

## 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 2024-25 school year.

Year to year comparison data will show a decrease of at least 2 % of students who meet the NYSED definition of chronically absent

There will be a 10% increase in parents completing the School Climate Survey

### 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 to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Community Resource Guide distributed at Open Houses and via website	September 30, 2024	
Principals to provide listing of planned events	November 30, 2024	
A lower percentage of elementary students who meet the NYS definition for chronically absent	December 31, 2024	

Priority 3

A lower number of secondary students who meet the NYS definition for chronically absent	December 31, 2024	
Initial Communication meeting	December 31, 2024	

## 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 <i>(if applicable)</i>
Peggy O'Shea	Superintendent	District
Raychel Marcil	Director of Multi-Tiered Systems and Supports	District
Cliff Bird	Principal	Abram Lansing (ATSI)
Bridget Quinlan	Teacher	Abram Lansing Elementary
Mark Perry	Principal	Harmony Hill Elementary
Sarah Adkins	Teacher	Harmony Hill Elementary
Jacqueline DeChiaro	Principal	Van Schaick Grade School
Bonnie Bellville	Teacher	Van Schaick Grade School
Kyle McFarland	Principal	Cohoes Middle School
Elaine Flatow	Social Worker	Cohoes Middle School
Laura Tarlo	Principal	Cohoes High School
Marilyn Barton	Teacher	Cohoes High School
Jen Hotaling	Parent	Cohoes High School

### Meeting Dates

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

Meeting Date	
--------------	--

### Stakeholder Participation

Jun 2, 2024	Cohoes High School
Jun 5, 2024	Abram Lansing Elementary School
July 17, 2024	Cohoes Middle School

### 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	The teachers on the Abram Lansing SCEP team met with the principal and the Superintendent to reflect on the progress the school made from the previous year and areas for future improvement. The superintendent was also involved in focus group meetings with teachers who taught identified subgroups. Ideas were shared and incorporated into the district plan. All teachers including those teaching identified subgroups were invited to participate in a districtwide survey. Teachers also had representatives serving on the Building Leadership Teams, who provide input for the District level plan.
Parents with children from each identified subgroup	The principal of Abram Lansing met with parents to discuss the school's growth and areas for improvement. These ideas were shared and incorporated into the district plan. All parents, including those with children from each identified subgroup were invited to participate in a districtwide survey. There are also parent representatives serving on the Building Leadership Teams, who provide input for the District level plan.
Secondary Schools: Students from each identified subgroup	There were no identified student subgroup at the secondary levels. Students in grades 4 through 12 participated in a building perception survey. The Capital region BOCES Director of Education and the Superintendent met with student focus groups at the elementary level to receive input.

## Submission Assurances

# 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 made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
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](mailto:DCIP@nysed.gov) by July 31, 2024, 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).