



District Comprehensive Improvement Plan

2026-27

District	Superintendent
Monticello Central School District	Dr. Matthew Evans

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>Every student in our district receives high-quality instruction as defined by:</p> <ul style="list-style-type: none">• Focused lessons: enhance clarity, engagement, and overall effectiveness, keeps instructional objectives in sight, ensures relevance, and guides students toward a specific goal• Engagement: students actively participate, ask questions, and show interest in what they’re learning. It’s about creating a lively and supportive environment where everyone is eager to explore and understand• Differentiation: involves adjusting to accommodate varying learning styles, interests, and readiness levels. The goal is to ensure that each student can access and engage with the material at a level that is challenging yet achievable.• Effective questioning: involves asking thought-provoking and scaffolded questions to promote critical thinking, encourage engagement, and assess understanding of all students• Checking for understanding: an ongoing process of assessing how well students are progressing towards the instructional objective(s). It involves using various techniques both formal and informal <p>This definition is guided by our commitment to the four essential questions of Professional Learning Communities:</p> <ul style="list-style-type: none">• What do we want students to learn?• How will we know they learned it?• What will we do when they’ve learned it?
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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 Collaborative Time and Teacher Access to Experts?

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?

Section 2: District Actions to Support Structures

Create access to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity

Districtwide Instructional Coaches

- Provide ongoing coaching cycles for untenured educators, new teachers, and staff who request support through a structured menu of options.
- Conduct classroom learning walks and praise walks to gather instructional insights and celebrate effective practices.

Solution Tree PLC at Work

- Facilitate professional learning through structured development days, including conference days and summer learning opportunities.
- Support staff in implementing PLC at Work processes to strengthen collaboration and improve student outcomes.

Contracted Consultants

- Provide ongoing instructional coaching support and targeted professional development aligned to district priorities.
- Lead scheduled professional learning sessions for teachers and administrators to deepen instructional expertise.

Directors of Curriculum, Building Leaders, Guiding Coalitions, Instructional & Teacher Leaders

Our Goal: To strengthen Tier 1 instruction so that all students experience high-quality, grade-level teaching every day, leading to measurable gains in achievement and growth.

Data We Will Collect & Review:

- Student experience data — Beginning- and end-of-year surveys and needs assessments on engagement, belonging, and instructional quality.
- Professional development attendance — Participation in district PD sessions, coaching cycles, and learning opportunities.
- Instructional coaching data — Frequency and type of coaching visits, selected menu options, and identified teacher needs.
- Coaching accountability — Consistency of implementation across district coaches and alignment to district initiatives.

Improvements We Expect to See:

- Stronger Tier 1 instructional practices reflected in student performance and classroom observations.
- Increased student achievement and growth in district and state assessments.
- Improved student experience, with higher levels of engagement, clarity, and support.
- Greater staff participation in professional learning, showing relevance and value.
- More coherent and consistent coaching practices across the district, ensuring equitable support for all educators.
- Greater staff participation in professional learning, signaling relevance and value.
- More coherent and consistent coaching practices across the district, ensuring equitable support for all educators.

Section 2: District Actions to Support Structures

	<ul style="list-style-type: none"> • Deliver turnkey training to ensure consistent implementation of district initiatives. • Provide clarity and communication around district instructional priorities and expectations. • Hold regular collaborative meetings to align efforts, share progress, and support all stakeholders. 	
<p>Invest in multi-year professional learning tied to a small set of instructional practices rather than rotating annual initiatives</p>	<ul style="list-style-type: none"> • Scheduled PLC days • Outside consultants to support professional development connected to the Instructional Playbook, essential standards and high-quality Tier 1 instruction 	<p><u>Our Goal:</u> To elevate the quality and consistency of Tier 1 instruction by ensuring that all educators have the time, tools, and professional learning needed to deliver high-quality, standards aligned instruction.</p> <p><u>Data We Will Collect & Review</u> We will monitor multiple data sources that reflect both instructional practice and student learning:</p> <ul style="list-style-type: none"> • Common formative assessment data — PLC teams will analyze CFA results to monitor student progress, identify instructional needs, and adjust instruction in real time. • Alignment between teacher observation scores and student assessments — We will examine whether improvements in instructional practice (as measured by APPR observation rubrics) correspond with gains in student learning. • Professional development participation — Attendance and engagement in PLC days and consultant led PD sessions. • Instructional coaching and consultant feedback — Trends in coaching visits, areas of focus, and teacher needs identified through coaching cycles. • Student experience data — Surveys and needs assessments administered at least twice per year to capture student perceptions of instruction, engagement, and support. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> • Stronger Tier 1 instruction, reflected in both observation data and student learning outcomes.

Section 2: District Actions to Support Structures

		<ul style="list-style-type: none"> • Improved student achievement and growth, especially on standards assessed through common formative assessments. • Clear alignment between instructional practice and student results, demonstrating that stronger teaching leads to stronger learning. • More effective PLCs, with teams using data to plan instruction, monitor progress, and respond to student needs. • Greater coherence in professional learning, with PD, coaching, and PLC work all aligned to the instructional playbook and essential standards. • Improved student experience, as evidenced by survey data, showing increased engagement, clarity, and support.
<p>Provide shared district tools, protocols, and learning resources that anchor teacher learning in daily instructional work rather than stand alone trainings</p>	<ul style="list-style-type: none"> • Instructional Playbook • Collective commitments • Marshall Memo • Observation tools and APPR training and calibration 	<p><u>Our Goal:</u> Improve the quality and consistency of Tier 1 instruction across the district, resulting in increased student achievement and growth. This includes strengthening alignment between teacher instructional practice and student learning outcomes.</p> <p><u>Data We Will Collect & Review</u></p> <ul style="list-style-type: none"> • Observation results aligned to student performance — ensuring instructional improvements correspond with student gains. • Common formative assessment data — used by PLCs to track progress and adjust instruction. • Tier 1 achievement and growth measures — district and school assessments. • Professional development and coaching participation — attendance and engagement trends. • Observation calibration data — consistency of scoring and feedback across evaluators. • Use of district tools — evidence that the playbook, commitments, and protocols are embedded in planning, PLCs, and coaching. <p><u>Expected Improvements</u></p> <ul style="list-style-type: none"> • Stronger, more consistent Tier 1 instruction across classrooms. • Clearer alignment between instructional practice and student results. • More effective PLCs using CFAs and district tools to guide instruction.

Section 2: District Actions to Support Structures

		<ul style="list-style-type: none"> • Increased student achievement and growth, especially in essential standards. • Greater coherence across professional learning, coaching, and evaluation systems.
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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 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 reinforce 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
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?

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<p>Ensure teachers have access to low-floor, high ceiling tasks that can stretch student thinking</p>	<ul style="list-style-type: none"> Professional development focused on the traits highlighted in Portrait of a Graduate and 21st century learners 	<p><u>Our Goal:</u> To build teacher capacity in the skills and mindsets outlined in the Portrait of a Graduate, ensuring instruction reflects the competencies needed for 21st-century learners and leads to stronger student engagement, agency, and readiness.</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> PD participation — Attendance and engagement in Portrait-aligned professional learning. Classroom observation trends — Evidence of Portrait of a Graduate traits and 21st-century skills in instructional practice. Student work samples — Demonstration of critical thinking, collaboration, communication, and problem-solving. Student experience feedback — Surveys capturing engagement, relevance, and opportunities to practice Portrait competencies. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> Increased integration of Portrait of a Graduate traits in daily instruction. More student learning experiences that promote critical thinking, collaboration, creativity, and communication. Higher levels of student engagement and ownership of learning. Stronger alignment between instructional practices and the district’s vision for 21st-century learners.
<p>Fund curriculum implementation supports including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor</p>	<ul style="list-style-type: none"> Outside consultants to support Tier 1 instruction PLC consultants scheduled and professional development specific to assessments 	<p><u>Our Goal:</u> To strengthen Tier 1 instruction and assessment practices by leveraging outside consultants who provide targeted professional development, PLC support, and expertise in high-quality instructional and assessment design.</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> PD participation — Attendance and engagement in consultant-led professional learning. PLC implementation evidence — Use of assessment protocols, common formative assessments, and data-driven instructional adjustments. Classroom observation trends — Indicators of improved Tier 1 instructional practices aligned to consultant focus areas.

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		<ul style="list-style-type: none">• Student assessment data — Growth and achievement patterns connected to improved assessment design and instructional shifts. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none">• More consistent and effective Tier 1 instruction across classrooms.• Stronger PLC practices, including the creation and use of high-quality common formative assessments.• Increased teacher confidence and skill in assessment design and data analysis.• Improved student achievement and growth, including but not limited to gains on benchmark assessments, common unit assessments, graduation rate, and accountability measures.
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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.

Section 2: District Actions to Support Structures

- **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
<p>What activity will we pursue?</p> <p>Develop and support a districtwide framework with clear referral pathways, intervention options and progress monitoring tools</p>	<p>What does this district level support/action entail? What will implementation look like in our district?</p> <ul style="list-style-type: none"> • Evaluate, update, and monitor MTSS plan for consistency and coherence • Professional development around the MTSS plan and processes 	<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><u>Our Goal:</u> To ensure teachers and leaders have clear, accessible progress-monitoring data that supports timely instructional decisions and improves outcomes for all students.</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> • Use of progress-monitoring tools — Frequency and consistency of data entry and review. • Student performance trends — Growth patterns from progress-monitoring assessments across grade levels and subgroups. • PLC data discussions — Evidence that teams are using data to adjust instruction and interventions. • Staff feedback — Input on the clarity, usability, and accessibility of data systems. <p><u>Improvements We Expect to See</u></p> <ul style="list-style-type: none"> • More timely and targeted instructional adjustments based on real-time data. • Increased student growth as reflected in progress-monitoring measures. • Greater consistency in how data is used across classrooms and PLCs. • Improved staff confidence and efficiency in accessing and interpreting student data.

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<p>Build and maintain integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time</p>	<ul style="list-style-type: none"> • Purchase, train, and implement with fidelity a data monitoring system to be utilized district wide 	<p><u>Our Goal:</u> To implement a districtwide data-monitoring system that supports consistent, efficient data analysis meetings and enables teachers and leaders to make timely, informed instructional decisions.</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> • Usage data — Frequency and consistency of staff entering, reviewing, and acting on progress-monitoring information. • Data meeting evidence — PLC and team meeting notes showing regular analysis of student data and instructional next steps. • Student performance trends — Growth patterns across progress-monitoring tools, benchmarks, and unit assessments. • Staff feedback — Input on the clarity, accessibility, and usefulness of the system. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> • More consistent and effective data analysis meetings across all schools. • Faster, more targeted instructional adjustments based on real-time data. • Increased student growth as reflected in progress-monitoring and benchmark assessments. • Greater staff confidence and efficiency in accessing and interpreting student data.
<p>Expand and fund access to enrichment activities for students so opportunity is not determined by school assignment.</p>	<ul style="list-style-type: none"> • Develop a districtwide after-school enrichment framework aligned to academic and social-emotional goals • Allocate funding for staffing, materials, and program operations • Establish partnerships with community-based organizations to expand enrichment options • Create program guidelines to ensure consistency across schools 	<p><u>Our Goal:</u> To increase student engagement and improve academic achievement by providing equitable access to high-quality after-school enrichment opportunities that support both academic and social-emotional development.</p> <p><u>Data We Will Collect & Review</u></p> <ul style="list-style-type: none"> • Student attendance and participation rates in the program • Academic progress data (e.g., assessments, progress monitoring, report card performance) • Behavioral indicators (e.g., attendance during the school day, discipline referrals if relevant)

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	<ul style="list-style-type: none">• Implement data systems to track participation, engagement, and student outcomes• Monitor program quality and make adjustments based on data and feedback	<p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none">• Improved academic performance in targeted subject areas• Increased student engagement and positive attitudes toward school• Expanded access to enrichment opportunities for all students• Strengthened social-emotional skills and overall student well-being
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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 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.

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- **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?
Build and fund early warning systems that flag attendance alongside indicators of mental health, disengagement, and unmet student needs	Establish a Student Monitoring System that integrates attendance, academic, behavioral, and mental health indicators to identify students in need of support early. This includes selecting a data platform, defining risk thresholds, and creating consistent protocols for reviewing data and assigning interventions.	<p><u>Our Goal:</u> Reduce chronic absenteeism and increase student daily attendance</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> • Attendance trends — Chronic absenteeism rates, patterns of lateness, and excused/unexcused absences. • Meeting documentation — Notes from monthly attendance meetings showing follow-up actions and interventions. • Student experience data — Beginning- and end-of-year surveys and needs assessments reflecting engagement, belonging, and support. • Re-entry implementation — Evidence that re-entry procedures are followed consistently. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> • Decreased chronic absenteeism rates across all schools. • Increased daily attendance rates across all schools. • More consistent and supportive re-entry processes for returning students. • Improved student experience as reflected in survey and needs-assessment data.

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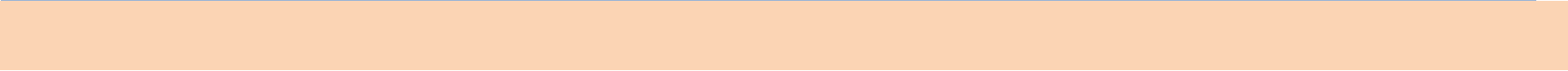
		<ul style="list-style-type: none"> • Stronger, more proactive attendance practices driven by monthly data review.
<p>Establish clear, districtwide expectations for how lateness, absences and re-entry are handled so students and families experience consistent, welcoming responses across schools</p>	<ul style="list-style-type: none"> • Communicate and implement with fidelity district expectations around lateness, absences and re-entry • Monthly attendance meetings 	<p><u>Our Goal:</u> To reduce chronic absenteeism by clearly communicating district expectations for lateness, absences, and re-entry, and by implementing consistent monthly attendance meetings that support early identification and intervention</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> • Attendance trends — Chronic absenteeism rates, patterns of lateness, and excused/unexcused absences. • Meeting documentation — Notes from monthly attendance meetings showing follow-up actions and interventions. • Student experience data — Beginning- and end-of-year surveys and needs assessments reflecting engagement, belonging, and support. • Re-entry implementation — Evidence that re-entry procedures are followed consistently. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> • Decreased chronic absenteeism rates across all schools. • Increased daily attendance rates across all • More consistent and supportive re-entry processes for returning students. • Improved student experience as reflected in survey and needs-assessment data. • Stronger, more proactive attendance practices driven by monthly data review.
<p>Fund and provide districtwide training for front facing staff (e.g bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-</p>	<ul style="list-style-type: none"> • Professional development provided for front-facing staff • Provide opportunities to build relationships between front-facing staff and students 	<p><u>Our Goal:</u> To strengthen daily attendance and student connectedness by providing professional learning for front-facing staff and creating more opportunities for positive, relationship-building interactions with students.</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> • Professional learning attendance — Participation in learning sessions for front-facing staff.

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<p>punitive attendance messaging and responses</p>		<ul style="list-style-type: none"> • Daily attendance trends — Rates of daily attendance, chronic absenteeism, and patterns of lateness. • Student experience data — Beginning- and end-of-year surveys and needs assessments on belonging, support, and school climate. • Staff feedback — Input on the usefulness of learning sessions and their impact on student interactions. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> • Increased daily attendance and reduced chronic absenteeism. • Stronger, more positive interactions between front-facing staff and students. • Improved student experience as reflected in surveys and needs-assessment data. • Greater staff confidence in strategies that support student engagement and connection.
<p>Fund family outreach and navigation supports to help caregivers understand attendance expectations and access needed services</p>	<ul style="list-style-type: none"> • Provide family outreach and educational events 	<p><u>Our Goal:</u> To strengthen family engagement and support student success by offering meaningful outreach and educational events that build partnerships between families and schools.</p> <p><u>Data We Will Collect & Review:</u></p> <ul style="list-style-type: none"> • Event attendance — Participation rates at outreach and educational events. • Family feedback — Surveys or exit tickets capturing usefulness, accessibility, and satisfaction. • Student attendance trends — Daily attendance and chronic absenteeism patterns following outreach efforts. • Engagement indicators — Evidence of increased communication and involvement from families. <p><u>Improvements We Expect to See:</u></p> <ul style="list-style-type: none"> • Increased attendance at family outreach and educational events. • Stronger family–school relationships that support student engagement. • Improved daily attendance and reduced chronic absenteeism.

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		<ul style="list-style-type: none">• More positive family feedback on communication, support, and school connection.
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Section 3: Addressing Inequities

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 there is an inequity in the percentage of teachers who have been at school 1-2 years.

Inequity	There is an inequity in the percentage of teachers who have been at school 1-2 years	
Actions to reduce the Data Gap	Person Responsible	When
Stay Interviews	Director of HR- administer interview Building Principals- help develop interview questions	Fall 2026
Identify reasons people stay longer than 2 years	Building Principals Director of HR	Fall 2026

Section 3: Addressing Inequities

Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Provide targeted professional development for identified buildings	PPS Building Principals C and I ENL Coordinator	Ongoing 2026-2027
Develop an action plan from data analysis of stay interviews and identified reasons people stay	PPS Building Principals C and I ENL Coordinator	October 2026

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 there is an inequity in the number of office referrals, and to mitigate this, we will take a restorative, proactive approach to discipline.

Inequity		
Actions to reduce the Data Gap	Person Responsible	When
Identify reasons referral inequities exist	Building Administration DCIP Team	Summer 2026
Create consistent protocol for what is a classroom incident vs. discipline referral	Building Administration DCIP Team	Summer 2026

Section 3: Addressing Inequities

Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Provide professional development on reasons identified for referral inequities	Building Administration	September 2026
Provide professional development on classroom incident vs office referral, procedures, and protocols	Building Administration	September 2026