



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Oswego City School District	Dr. Raymond Kilmer

2024-25 Summary of Priorities

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

1	School Culture and Climate
2	Student Academic Success
3	Chronic Absenteeism and Family and Community Engagement
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will consistently implement an evidence-based framework for teaching, assessing and addressing student behavior.</p>
<p>Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>This priority aligns with the District’s mission to “Empower and engage students to guarantee their successful future.” It also aligns with our core values of:</p> <ul style="list-style-type: none"> • Respect: Treat everyone with dignity. • Caring: Demonstrate empathy, compassion, and genuine concern for the well-being of all school community members. • Safety: Prioritize creating a physically and emotionally safe environment conducive to learning and personal growth. • Social-Emotional Well-being: Address and support the social and emotional needs of students through comprehensive programs and services. <p>This priority, and subsequent School Improvement Plan, emerged as part of the District strategic planning process in the fall and winter of the 23-24 school year. Student behaviors acting as a distraction to the learning environment and a barrier to success for all students was a theme identified by our staff and community survey.</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>Administer a school-climate survey to more specific determine needs.</p>	<p>This strategy entails adopting a universal screener that focuses on the realm of behavior and social emotional learning.</p>	<p>Time to research potential screeners that meet the needs of the District, followed by funding to purchase the identified tool.</p>
<p>Create a District-wide MTSS Team to begin implementation of an</p>	<p>This strategy entails the administrative team working collaboratively to identify appropriate members of the District-wide MTSS Team, and</p>	<p>Time with the administrative team; time as an MTSS Team; options for evidence-based behavioral frameworks.</p>

Priority 1

evidence-based behavior framework.	that team will subsequently identify an evidence-based behavior framework.	
Secure professional learning for staff.	Building staff will need professional development to support implementation of our selected evidence-based behavioral framework.	Time and funding for training.
Progress monitor behavior data on a regular basis.	This strategy will require the District, specifically the MTSS Team, to identify our system for progress monitoring student behavior, and then implementing said system.	Digital process for gathering and analyzing student behavior.

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.

The District strives to reduce the overall number of discipline referrals written on students with a focus on reducing the number of suspensions levied on students with disabilities.

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?)	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>
We will review quarterly comparative data of student discipline from the 24-25 school year versus the 23-24 school year.	We would want to see progressive improvement over the course of the school year.	

Priority 1

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will prioritize improved academic outcomes for all students.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>This priority aligns with the District’s mission to “Empower and engage students to guarantee their successful future.” It also aligns with our core values of:</p> <ul style="list-style-type: none"> • Learning: Is the foundation for a productive and a fulfilled life. • Collaboration: Promote teamwork, cooperation, and synergy among educators, students, families, and community stakeholders. • Diversity and Inclusivity: Celebrate diversity and ensure equitable access to educational opportunities for all students. <p>This priority, and subsequent School Improvement Plan, emerged as part of the District strategic planning process in the fall and winter of the 23-24 school year.</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>The District will provide in-house and promote external professional development opportunities focused on literacy integration across content areas.</p>	<p>Implementation will include in-house professional development being developed and offered by our Director of Literacy and our Literacy Coaches, as well as utilizing the expertise of our local BOCES for both in-house and external professional development.</p>	<p>We will need time for development of professional development sessions, funding to either pay teachers to participate, or to pay substitute teachers on days when we pull teachers out for training.</p>

Priority 2

The District will seek to improve graduation enhancements and pathways by offering the Seal of Civic Readiness and the Independent Arts Assessment Pathway.	This strategy entails planning for and creating the coursework toward each pathway, as well as recruiting pathway advisers for each to support implementation of the pathway.	We will need time to identify courses and academic work that counts toward each pathway, time to apply for State approval of each pathway, and funds to pay a pathway adviser in each area.
Increase the enrollment of minority students, students from poverty and students with disabilities in our advanced courses.	This strategy entails working with administrators, department leaders, and school counselors to ensure access to advanced opportunities for more students.	We will need a shift in mindsets.

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.

The District will strive to increase literacy rates for K-8 students as measured by our universal screeners. The District strives to increase course requests for advanced study by minority students, students from poverty and students with disabilities for the 25-26 school year.

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>
Literacy data will be gathered and reviewed after each literacy benchmark assessment in the fall, winter and spring.	By the end the academic year.	
Increase in middle and high school advanced course requests in the spring of 2025.	By the end of the academic year.	

Priority 2

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will prioritize increasing student attendance through increased student, family and community engagement.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This priority aligns with the District’s mission to “Empower and engage students to guarantee their successful future.” This priority aligns with the District Core Values of:</p> <ul style="list-style-type: none"> • Community Connections: Foster strong connections and partnerships with the community to enhance learning opportunities and support all. • Collaboration: Promote teamwork, cooperation, and synergy among educators, students, families, and community stakeholders. • Social-Emotional Well-being: Address and support the social and emotional needs of students through comprehensive programs and services. • Learning: Is the foundation for a productive and a fulfilled life. <p>This priority also emerged as part of the District strategic planning process in the fall and winter of the 23-24 school year. Students who are not present cannot learn at high levels and meet with academic success.</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>The District will engage in an “Attendance Campaign” to better inform students and their families of the detrimental impact of chronic absenteeism.</p>	<p>The strategy entails publications in the school district newsletter, information shared at back-to-school evenings and events, and targeted letters to families whose children show early signs of absenteeism.</p>	<p>AttendanceWorks.org</p>

Priority 3

Increasing student/adult connectivity in all school buildings.	The strategy entails all school buildings employing a mechanism of their choosing to ensure that each child is connected to at least one adult.	AttendanceWorks.org
The District-wide MTSS Team will use the data from the behavioral screener referenced above to identify students who are at-risk of school avoidance.	Administration of the universal screener and subsequent evaluation of the data.	Behavioral Screening Tool (not yet identified)

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.

Success will be demonstrated through a decrease in students who are identified as 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 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>
We will review the attendance data for each school building quarterly and track improvements in each school's chronic absenteeism rate.	By the end of the 24-25 academic school year.	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	

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?

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.

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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>

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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 Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

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?

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.

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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>

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>
Ray Kilmer	Superintendent	
Amanda Caldwell	Assistant Superintendent	
Jackie Beck	Executive Director of Special Programs and Student Services	
Shawn Morgan	Director of Accountability and Improvement	
Raina Hinman	Principal	Oswego High School
Mary Beth Fierro	Principal (Retired)	Oswego Middle School
Jennifer Sullivan	Principal	Minetto Elementary
Julie Chetney	Parent and BOE Member	
Peter Colucci	Parent and Executive Director of School Business	
Jim MacKenzie	Parent and BOE Member	
Michelle McManus	Teacher and Parent	Leighton Elementary School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
February 7, 2024	OHS Library
March 18, 2024	OHS Library
April 4, 2024	OHS Library
May 2, 2024	OHS Library

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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

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 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).