



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Herkimer Central School District	Kathleen Carney

2025-26 Summary of Priorities

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

1	We are committed to academic success on NYS ELA assessments through reading and writing, with a specific focus on students with disabilities and the African American/Black student subgroup.
2	We are committed to academic success on NYS mathematics assessments, with a specific focus on students with disabilities and the African American/Black student subgroup.
3	We are committed to academic success and student participation on NYS science assessments, with a specific focus on students with disabilities and the African American/Black student subgroup.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2025-26?	We are committed to academic success on NYS ELA assessments through reading and writing, with a specific focus on students with disabilities and the African American/Black student subgroup.
Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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? <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</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? • In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?	We envision a school district with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in reading and writing. A focus on ELA is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to read and write in class. In analyzing SIRS data, SWDs in the MS had a core performance score for ELA of 18.92 in 22-23. Additionally, students in the African American/Black subgroup had a core performance score of 44.44 on ELA for grades 3-8. More recently, in 23-24, the core performance scores for each subgroup was 20 and 60 respectively.

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?
Evidence-based instructional methods	Establish and implement scaffolded learning best practices through professional development opportunities for educators with a focus on differentiation for meeting Next Generation Learning Standards; Create updated lessons for vertical alignment, higher order thinking questions, cross-curricular activities, and	Professional development, sub pay, stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support

Priority 1

	teacher-created assessments to support grade level and school building initiatives; Collect feedback and reflect on the success of key strategy	
Professional Learning Communities (PLCs)	Training for educators related to PLC implementation/Data Analysis best practices; Principal created PLC and Data Meeting calendars for MTSS team; Utilization of W.I.N time for students to support MTSS-i implementation; Collect feedback and reflect on success of key strategy	Professional development, sub pay, stipends, time for meetings, Regional Data Leader support, data visualizations
Formative Assessment	Grade level meetings to analyze content-focused Assessment Data (Fall, Winter, and Spring); Development of content-focused assessments; Collect feedback and reflect on success of key strategy	Professional development, sub pay, stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support

Measuring Success

END OF THE YEAR

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

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

More students are proficient on the NYS assessment than one year ago. More students are successful on standard-level data compared to one year ago.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Agenda/minutes from instructional meetings to provide feedback and timing	Early Progress Milestone	

Priority 1

revisions or insights. Reference Google Drive.		
Calendar dates for PLCs, Agenda/minutes from training	Early Progress Milestone	
Assessment and Meeting calendars, Agenda/minutes from grade level meetings	Early Progress Milestone	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?	We are committed to academic success on NYS mathematics assessments, with a specific focus on students with disabilities and the African American/Black student subgroup.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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? <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</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? • In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?	We envision a school district with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in mathematical computation and problem solving. A focus on mathematics is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared comments about boredom when having to sit through math class. In analyzing SIRS data, SWDs in the MS had a core performance score for math of 5.41 in 22-23. Additionally, students in the African American/Black subgroup had a core performance score of 66.67 on math for grades 3-8. More recently the core performance scores for the two subgroups were 22.5 and 100 points respectively.

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?
Evidence-based instructional methods	Establish and implement scaffolded learning best practices through professional development opportunities for educators with a focus on differentiation for meeting Next Generation Learning Standards; Create updated lessons for vertical alignment, higher order thinking questions, cross-curricular	Professional development, sub pay, stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support

Priority 2

	activities, and teacher-created assessments to support grade level and school building initiatives; Collect feedback and reflect on the success of key strategy	
Professional Learning Communities (PLCs)	Training for educators related to PLC implementation/Data Analysis best practices; Principal created PLC and Data Meeting calendars for MTSS team; Utilization of W.I.N time for students to support MTSS-i implementation; Collect feedback and reflect on success of key strategy	Professional development, sub pay, stipends, time for meetings, Regional Data Leader support, data visualizations
Formative Assessment	Grade level meetings to analyze content-focused Assessment Data (Fall, Winter, and Spring); Development of content-focused assessments; Collect feedback and reflect on success of key strategy	Professional development, sub pay, stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support

Measuring Success

END OF THE YEAR

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THROUGHOUT THE YEAR

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Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Agenda/minutes from instructional meetings to provide feedback and timing	Early Progress Milestone	

Priority 2

revisions or insights. Reference Google Drive.		
Calendar dates for PLCs, Agenda/minutes from training	Early Progress Milestone	
Assessment and Meeting calendars, Agenda/minutes from grade level meetings	Early Progress Milestone	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?	We are committed to academic success and student participation on NYS science assessments, with a specific focus on students with disabilities and the African American/Black student subgroup.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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? <i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</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? • In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?	We envision a school building with strong academics which are evident to others through increased performance scores earned on NYS assessments. We also envision engaged students, excited and interested in the scientific process. A focus on science, especially with the change in assessment, is aligned to the voiced feedback from students, families, and staff. Moreover, in student interviews, students shared indifference towards science. In analyzing SIRS data, SWDs in the MS had a core performance score for science of 114.29 in 22-23. In 23-24 the core performance score for Science for SWDs was 64.29. Please note there was a change to the assessment model.

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?
Evidence-based instructional methods	Establish and implement scaffolded learning best practices through professional development opportunities for educators with a focus on differentiation for meeting Next Generation Learning Standards; Create updated lessons for vertical alignment, higher order thinking questions, cross-curricular activities, and teacher-created assessments to	Professional development, sub pay, stipends, time for meetings, curriculum mapping platform, instructional coach(es), Regional Data Leader Support

Priority 3

	support grade level and school building initiatives; Collect feedback and reflect on the success of key strategy	
Professional Learning Communities (PLCs)	Training for educators related to PLC implementation/Data Analysis best practices; Principal created PLC and Data Meeting calendars for MTSS team; Utilization of W.I.N time for students to support MTSS-i implementation; Collect feedback and reflect on success of key strategy	Professional development, sub pay, stipends, time for meetings, Regional Data Leader support, data visualizations
Formative Assessment	Grade level meetings to analyze content-focused Assessment Data (Fall, Winter, and Spring); Development of content-focused assessments; Collect feedback and reflect on success of key strategy	Professional development, sub pay, stipends, time for meetings, Assessment platform, data analysis support, Regional Data leader support

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Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Agenda/minutes from instructional coach meetings to provide feedback and timing revisions or insights. Reference Google Drive.	Early Progress Milestone	
Calendar dates for PLCs, Agenda/minutes from training	Early Progress Milestone	
Assessment and Meeting calendars, Agenda/minutes from grade level meetings	Early Progress Milestone	

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Brittany Caiola	Teacher	Elementary
James Futscher	Teacher	Middle/High
Renee Vogt	Principal	Elementary
Michelle Ploss	Director of Student Programs and Curriculum	
Maria Lindsay	Principal	Middle/High
Crystal Gerhardt	Parent	Middle/High
Kelli Cooper	Teacher	Middle/High
Brenna Kirkpatrick	Teacher	Elementary
Cheryl Jory	Teacher	Middle/High
Amy Konz	Regional Data Leader, MORIC	

Meeting Dates

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

Meeting Date	Location
5/9/25	Virtual
5/21/25	Herkimer CSD

Stakeholder Participation

6/10/25	Herkimer CSD
6/11/25	Herkimer CSD

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	Teachers of the identified subgroup were members of this committee and were key in informing the process.
Parents with children from each identified subgroup	Parents of children from the identified subgroup were members of this committee and were key in informing the process as well.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be posted on the district's website and easily accessible when navigating the website.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 1, 2025, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).