New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Poughkeepsie City School District	Dr. Eric J. Rosser

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	**We will improve student achievement by enhancing opportunities and access for all students, improving culture, climate and school safety, building staff capacity, empowering and engaging our families as partners, and increasing community engagement partnerships.**
2	**Ensure fiscal responsibility and stability by aligning resources with strategic priorities and creating equity in the allocation of resources district wide.**
3	**Improve the effectiveness and efficiency of district processes, systems, structures and customer service.**

4	**Ensure organizational effectiveness by fostering a culture of high expectations to support college and career readiness, transforming and developing effective and sustainable leaderships, developing 21st century learning environments, and ensuring a culture of accountability.**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	We will improve student achievement by enhancing opportunities and access for all students, improving culture, climate and school safety, building staff capacity, empowering and engaging our families as partners, and increasing community engagement partnerships.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The mission of our district states, "We are champions of children who inspire and nurture the whole child by providing innovative, high quality educational opportunities that prepare all students to embark on individual paths of success in a globally diverse community". In order to ensure this mission comes to fruition, we must improve our students' academic achievements.
	
	PCSD is committed to providing high quality instruction to all students. To that end, teachers need to be equipped with research-based instructional practices and resources that enable teachers to meet students where they are, tailor instruction to support students' individual needs, and use data to monitor student progress and inform and differentiate instruction. Additionally, PCSD recognizes the building of relationships and partnerships with families and the community as a motivational and supportive element of developing the whole child and establishing a supportive learning environment. We maintain that if teachers are provided with ongoing training, support, and coaching in research-based effective practices, we will see an increase in student engagement, social emotional development, and achievement.
	
	Student achievement will be improved by enhancing opportunities, improving the culture, climate and safety, building staff capacity, empowering and educating our families, and increasing community engagement and partnerships.
	
	This is an essential priority because in order to ensure that our students are college and career ready, we must provide rigorous instruction, high expectations, social emotional support and resources, teacher support and professional development, ongoing feedback,

curricular resources, and support our teachers and school leaders in the process of improving student achievement.

Our student interviews revealed students' interest in hands-on learning experiences and connections to real world learning. In order to improve student achievement we must support our teachers through professional development and feedback to increase student centered classrooms, the purposeful use of technology, and improving instruction to ensure rigor, engagement, and real world connections.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
High School Credit Recovery Program	The high school will provide opportunities for students to recover credits required for graduation.	Progress reports and grades from credit recovery courses and the courseware program.	Staffing needs for additional courses Flexible scheduling
District Wide Professional Development Plan for all staff	The district will work with partnerships, BOCES, and NYSED as well as developing in-house workshops to provide all teachers, school and district leaders, and staff with ongoing professional development. Utilize OTIS to provide a professional development platform alongside book studies, the teacher center, and in house professional development opportunities.	Data collected through FILWs (Focused Instructional Learning Walk) to provide feedback on targeted NYSUT indicators and strategies introduced and/or reinforced during professional development workshops

Feedback from professional development sessions | Partnerships with CBOs and other PD providers Funding for outside PD professionals Ability to offer CTLE hours in-house |
| Using Data to drive decision making | Creating district level and building level data teams. | Time during three superintendent conference days will be allocated to district and building data team | New Director of Data, Assessment and Accountability for |

Priority 1

	Providing professional development on data analysis for the teams. Benchmarking, goal setting and progress monitoring data meetings built into the school year	meetings. Progress monitoring during the year will enable us to monitor growth.	2022-2023 school year, Support from MHRIC. Allocation of time during the year for progress monitoring.
Use of i-Ready Diagnostic for K-8, and the Ready Curriculum for K-8	All elementary and middle school buildings will administer the i-Ready diagnostic in reading and math three times per year. Teachers and administrators will collect and analyze data to determine areas of strength and areas in need of improvement, provide targeted instruction, and establish instructional grouping. The Ready Curriculum in Reading and Math will be administered in grades K-8. Master schedules will allocate a block of time to administer the curriculum with fidelity.	Student progress in Reading and Math will be monitored through the i-Ready diagnostic K-12 and unit assessments in the Ready Curriculum K-8.	Ready Curriculum (purchased) PD through Curriculum Associates Online i-Ready platform 1 to 1 Chromebooks
As partners, engage, educate and foster empowerment among our families and students	The Executive Director of School Engagement and the Executive Director of Community Schools will work with the counselors and provide professional development on teaching with Love and Logic, de-escalation strategies, SEL supports, and work with partnerships to provide expanded student supports, programming, and community collaboration.	Use survey data, increase parental participation and involvement, decrease student disciplinary referrals, increase attendance, reduce chronic absenteeism and increase the number of workshops provided to parents.	Funding for parent workshops/engagements Funding for incentives Use of grant money (Challenge Grant for MBK, Title II, Title I) PD for teachers and administrators

	Parent Empowerment Center, located in the middle school, provides a space for parents to receive workshops, information, and empower families to participate in the school community. The Superintendent and building leaderships have provided, and will continue to provide briefs and hold Fireside Chats to communicate information with the school community, share data, and allow for a flow of communication between the schools, parents, and community stakeholders.		
Community Partnerships	The Executive Director of Community schools will run the community schools programs, including but not limited to recreational programs, extended recreational Saturday morning lights activities, Boys and Girls club, College and Career Exploration, Vassar Farm projects and partnerships with CBOs to increase community stakeholder partnerships with universities and other CBOs. The Executive of Community Schools will work in collaboration with the Director of College & Career Readiness The Director of Special Projects will facilitate bi-monthly community	Increase student participation in recreational programs, improve student achievement, increase our 4 year graduation rate, increase involvement in civic and service engagement. Increase community partner engagement in bimonthly meetings and engage with more former alumni to support student academic growth, social emotional needs, and college & career readiness.	Use of American Rescue funds, Covid Relief Funds, and the Community Schools grant

	partner meetings which will include sharing of information and data. The Director of Special Projects will develop an alumni engagement plan.		
Technology	Director of Technology will oversee use of and professional development for district and school-based platforms to ensure appropriate and accurate data collection, communication, and implementation of new evidenced-based technologies. Platforms include but are not limited to: Google, ClassLink, Parent Square, i-Ready, MyOn, Infinite Campus, CASS system, Frontline and more. Provide professional development on the integration of technology into classroom instruction and Promethean board. Addition of instructional tech support staff at each building	Usage reports Data analysis Stakeholder surveys regarding professional development on various platforms	Appropriate use of Smart Schools Bond Act Grant and other monies for technology Funding for tech support staff
Furniture-Meteor Education	Through the implementation and use of Meteor Education furniture, we will begin to develop 21st Century learning environments and utilize space that encourages the development of 21st Century skills.	- Student centered classrooms - Increase in student collaboration, discourse, and group work across classes - 21st Century teaching practices focused on building students' skills in preparation for college, career, and civic readiness	Funding
Arts Programming	Ensure that staffing is split equitably across the district to allow for	Students will participate in art & music programs and effectiveness will be evaluated based on survey data,	Staffing

	performing arts (Band, Strings, and chorus) to be available to all children. Build our arts & music programming to incorporate dance, musicals & other performances through our after school programs and develop our HS media lab & dance studio.	student work and equity of music/art opportunities for students district wide. We will also track the number of art & music programs offered throughout the district.	Points position for performing arts tech director Funding for collaboration with partnerships for after school programs
Dual Language and Students with Interrupted Formal English - SIFE/NEWCOMER	PCSD will implement a Dual Language program starting with Pre-K and Kindergarten to provide students with the opportunity to be bi-literate. There will be a SIFE/Newcomer program using the Bridges curriculum at the Middle school and High school.	The program will be evaluated based on student achievement within the program and progress in both languages.	Staffing Funding for PD Funding for curriculum and resources

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

By the end of the 22-23 school year there will be evidence of demonstrable growth in all core subject areas and all grade levels, increase graduation rate, increase parent engagement and participation, and build upon our district-community partnerships.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	**Ensure fiscal responsibility and stability by aligning resources with strategic priorities and creating equity in the allocation of resources district wide**

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*
	PCSD is committed to providing equal opportunities for all students. By allocating funds and resources to school buildings, students, and teachers based on thorough needs assessment, we ensure that all students are provided with the tools and supports they need to be successful in their chosen educational pathway. If leaders are provided with training and support on allocating resources to ensure equity across the district, then students, leaders, and teachers will have the support and resources needed to be successful.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Accountability, Systems and Protocols for Budgeting	Creating district/school wide protocol for building-based budgeting. The protocol will include budgeting procedures, specific building budget, and district oversight. Align resources to strategic priorities and create equity in the allocation of resources for schools, departments and programs	We will meet our budget allocations and build upon our reserve. All administrators will follow and abide by the expected protocols and accountability measures.	Administrative handbook for school-based and district-based budgeting
Using data to allocate resources equitably	Accuracy and accountability in reporting data. Access and training in reporting data in a timely manner for identified members of the district data team	Level 0 accuracy in data entry including Free and Reduced-Price Lunch (FRPL). Accurate reporting will positively impact Title funding for the district	Data entry personnel and training for the district data team. Technology program review to explore more effective programs.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

The Assistant Superintendent of Business will be able to oversee protocols and the budget process. We will have a balanced budget and added more money to our reserve and aligned our budget and resources district/building wide. Resources will be allocated to schools according to specific needs and district initiatives.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Improve the effectiveness and efficiency of district processes, systems, structures and customer service

Why is this a priority?
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  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Clear communication, expectations, and protocols are essential in ensuring that leaders and students are provided with the support and resources they need.. By establishing and maintaining consistent internal processes, systems, and structures, PCSD will build upon its capacity to hire and retain quality teachers and leaders, effectively communicate regularly with all stakeholders, manage time, and use data to ensure accountability and appropriate allocation of resources. If school and district leaders are provided with professional development and ongoing support, then the processes, systems, and structures embedded will improve the district's effectiveness and efficiency.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
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Improve the effectiveness and efficiency of the district by establishing and maintaining a clear organizational chart	Develop a clear ladder and district wide organizational chart with roles and responsibilities. The organizational chart provides clear lines of communication and steps to determine roles and responsibilities within the district and schools, thereby aligning responsibilities, practices, systems, and resources district wide.	Parents, stakeholders, staff, and administrators will follow the proper chain of command regarding issues or concerns Efficiency, alignment, and usage of resources will be monitored through accurate data collection. Progress monitoring of the communication system at department and leadership meetings.	Effective Use of Parent Square Communication System
Improve internal and external communication and collaboration	Refine and follow hiring protocols and procedures for district and building positions. Establish clear communication pathways, both internal and external. Establish protocols for meetings, including templates for agendas, meeting notes, and sharing of minutes.	HR procedures will be followed with fidelity. Completed administrative and leadership manual outlining protocols and procedures for the district, shared with appropriate stakeholders. Regular building and district shared decision making	Time for collaboration HR consultant services

Priority 3

Emphasize data acquisition, accountability and verification	Establish a data culture in which administrators and stakeholders utilize data to inform decision making building and district wide. Provide professional development on data cycles and analysis, including progress monitoring and goal setting.	District and building administrators will obtain and use appropriate data to drive their decisions and provide clear data based rationale for their decision making.	Administrative Professional Development in data acquisition, analysis, and usage.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

The organizational chart will drive the responsibilities of district administrators and communication district wide.

All stakeholders will follow the protocols outlined for hiring, meetings, and communication which will support in hiring and retaining quality staff and teachers.

All building level administrators will utilize appropriate data to inform their day-to-day decision making, goal setting, and long term planning. Data collection and analysis includes but is not limited to, Level I academic data, data from Infinite Campus, school based data, i-Ready Diagnostics, benchmark assessments, FILW's, and observations.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-2023?	**Ensure organizational effectiveness by fostering a culture of high expectations to support college and career readiness, transforming and developing effective and sustainable leaderships, developing 21st century learning environments and ensuring a culture of accountability**

Why is this a priority?
 	
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	PCSD is committed to establishing a supportive and rigorous 21st Century learning environment for all students. Fostering high expectations will prepare PCSD students for college and career beyond high school. Furthermore, through the use of data tracking and goal setting, PCSD will hold itself accountable to student progress. By providing leaders and faculty with quality and ongoing professional development, they will have the tools to use data to track progress toward our goals.

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Key Strategies and Resources

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Foster a culture of high expectations to support college, career, and civic readiness for all students.	All schools will provide high-quality instruction aligned to next generation standards through the implementation of: ● Multiple Pathways to Graduation, including building upon BOCES and college partnerships ● Full Day Universal Pre-K ● K-8 Math and ELA curricula ● 6-8 Science and Social Studies curricula ● Prepare for Next Generation Science assessment in 5th grade ● Dual Language program ● Strong scheduling for MS/HS	● Curricula will be implemented in K-8 buildings with fidelity. ● Data analysis to track student achievement growth for ELA and Math ● Increase in our 4 year graduation rate ● Increase teacher knowledge of the Next Gen Science Standards as evidenced through FILW's and observations	● Curricular resources-Curriculum Associates, Scholastic, and McGraw Hill for SS Networks, Science21 ● Professional development for teachers and administrators
Accountability district-wide: Ensure a culture of accountability	Accurate student data entry tracking and anticipating future needs of all students. Our Director of Data, Assessment, and Accountability will oversee district data management.	Proactive planning and accountability relieves stress and fosters a cultural shift towards trust and collaboration in the community, resulting in a reduction of teacher and administrative absenteeism and increased retention of staff.	Data entry clerk Increasing the number of central registration personnel. Training and support in school accountability.

	Teams will meet monthly to review data and utilize the data to monitor student, leader, school, and district wide progress.		
Build upon 21st Century learning environments	The Director of Technology will oversee the usage and implementation of instructional tools. Such tools include but are not limited to: IReady, Elevate, MyWOrld, College Board, Promethean Boards, etc. Teachers will continue to be provided with professional development on ways to incorporate technology into the classroom to engage and enrich students' learning. Build upon our partnership with Meteor Education to update classroom furniture and provide professional development on use of instructional spaces to engage students in 21st Century collaborative learning skills	Data collection from FILWs on student engagement Lesson plans and observations DTSDE survey	Chromebook maintenance Professional development on educational technology tools Funding for Instructional Technology Facilitators American Rescue Funds General funds
Increase SEL Supports and professional development across the district	Expanding student support through enriched social emotional support, this included two additional crisis intervention workers at the high school and one at the middle school, an additional counselor at the	Reduced chronic absenteeism, disciplinary referrals, short and long term suspensions Progress monitoring on tiered support services	Challenge Grant for MBK Infinite Campus Surveys and attendance, feedback on programs

| | elementary level, building school engagement district wide, adding safety monitors in all of the schools, and partnering with City Connects.

We will also expand student programming through enriched MBK, hip hop therapy, sister to sister programming, multicultural programming, and art/music/theater programming.

We will also build upon community collaboration with CBO's, mental health services and violence prevention. | Increase student attendance and engagement | |
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

We will continue to see an increase in all academic achievement through multiple data measures, including data from FILW feedback forms, increased scores on diagnostic tests, and a reduction in behavioral referrals. SEL programs will result in fewer disciplinary notices, student removal from classes, and short and long term suspensions. Teachers will utilize technology and other 21st Century teaching and learning skills which will increase student engagement in and decrease time spent out of the classroom as evidenced by FILW data and DTSDE survey results.

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)
Dr. Rosser	Superintendent	
Mr. Mott	Assistant Superintendent for Elementary Education	
Dr. Gallo	Assistant Superintendent for Secondary Education	
Jane O'Shea	Director of Data, Accountability and Assessment	
Janet Bisti	Director of Elementary Education	
Mariya Pushkantser	Director of Secondary Education	
Kristiana Giangreco	Director of Special Projects	
Patrice Woods	Supervisor of Elementary Education	
Jennifer Daddino	Supervisor of Secondary Education	
Melissa Silberman	Director of College Readiness and Workforce Education	

Natasha Cherry		
Da'ron Wilson		
Dr. Wade		

Meeting Dates

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

Meeting Date	Location
8/24/21	District Building

Districts with TSI Schools 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 perspectives of teachers are incorporated in the DCIP as well as their building level SCEP plans in order to ensure equity and alignment of professional development, resources and targeted needs.
Parents with children from each identified subgroup	Parent perspectives are incorporated through conversation and survey data in the DCIP as well as the building SCEP plans to provide equity, parent workshops, clear lines of communication, and targeted support so that parents become school community partners.

Stakeholder Participation

Secondary Schools: Students from each identified subgroup	Students were interviewed for the school SCEP plans and their perspectives incorporated in the DCIP along with the Superintendent's advisory group members' perspectives. Their perspectives are incorporated in order to ensure equity, alignment of resources, and build student engagement.

Submission Assurances

Directions

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

1. ☐x 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. ☐x The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐x Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. ☐x 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. ☐x 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. ☐x 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 30, 2021, 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).