



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

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

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Improve academic performance by 5% on state assessments in ELA and math by the end of the 2023-2024 school year.
2	Establish a district-wide data-driven system to drive decision-making as evidenced by quarterly reports demonstrating the use of data to monitor progress towards building and district goals.
3	Building the capacity of teacher effectiveness as evidenced by 80% of teachers implementing the research-based practices provided in professional learning opportunities throughout the school year.
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Improve academic performance by 5% on state assessments in ELA and math by the end of the 2023-2024 school year.</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> • <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>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.</p> <p>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. 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.</p> <p>The data indicates that a large majority of students K-12 are performing below grade level expectations, particularly in reading and math. 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.</p> <p>All CSI and ATSI schools have indicated a need for increased student achievement. The district plans to support the building initiatives as outlined in their SCEPs.</p>

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?
Common Formative Assessments	Students in grades K-5 will take standards-based assessments at least quarterly to measure progress towards grade-level proficiency. Building administration will facilitate data analysis workshops with their staff to analyze the trends and areas in need of improvement as indicated by the CFA results and collectively will make decisions regarding curriculum pacing, student grouping, and AIS services.	CFA Schedule (elementary district-wide) iReady platform (purchased) Faculty & COP meeting time Data Discussion Meeting Protocol & Agenda Template
Targeted Professional Development	Teachers will be provided with professional learning opportunities to support their professional growth as indicated by observations and classroom student performance on CFAs. Professional learning opportunities will be focused on research-based practices that address learning gaps as indicated in the data points listed above.	Data collection tool for classroom observations (FILW) Unit Assessments (Ready Curriculum - purchased) CFA results iReady diagnostic (purchased)
Focused Instructional Learning Walks (FILW)	District and building level administrators will conduct weekly FILWs to observe instructional practices and the implementation of the approved curriculum. Data from the FILW will be collected in order to provide feedback to teachers on their pedagogy and to facilitate discussions with building administration regarding the professional learning needs of their faculty.	FILW form FILW monthly schedule of observations with instructional focus Time for debriefing discussions with building-level admin
Comprehensive Literacy Plan PreK-12	Finalize and roll out a comprehensive literacy plan for PreK-12. The plan will include the district's approach to literacy using the science of reading, definitions of grade level expectations, and common practices and strategies to be utilized across the district. Professional development will be provided to ensure teachers are proficient in the common strategies at all levels.	PD for teachers Committee to review the plan Time to present to faculty and public

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 2023-24 school year.

Improve academic performance by 5% on state assessments in ELA and math by the end of the 2023-2024 school year.

Additionally, the district will see a 5% increase in students meeting their stretch goals in Reading and 3% in math from the 2022-2023 school year.

Secondary school performance will show a 5% increase in the 2024 Regents Exam student pass rates across all content areas in comparison to the June 2023 Regents Exam pass rates.

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
30% of elementary students will meet typical growth in reading	MOY Diagnostic in January 2024	
25% of elementary students will meet typical growth in math	MOY Diagnostic in January 2024	
FILWs will be conducted at least 6 times with district and building administration in all 5 elementary buildings and both secondary building	October-December 2023	
At least 3 professional learning opportunities were provided to teachers in all buildings	December 2023	
2 common formative assessments with data analysis meetings were conducted by all building admin with their faculty	December 2023	

Priority 1

30% of elementary students will score at a level 3 or 4 on their common formative assessments	December 2023	
30% of middle school students will meet typical growth in reading	MOY Diagnostic in January 2024	
25% of middle school students will meet typical growth in math	MOY Diagnostic in January 2024	
25% of middle students will score at a level 3 or 4 on their common formative assessments	December 2023	
There will be a 2.5% increase in performance data comparing pre-assessment scores to mid-year assessment scores in Regents level courses.	January 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	Establish a district-wide data-driven system to drive decision-making as evidenced by quarterly reports demonstrating the use of data to monitor progress towards building and district goals.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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? • 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>Reviewing data is a crucial component in order to make informed decisions and to utilize time efficiently. While data is reviewed in individual buildings, it is essential that a common protocol is implemented and utilized across the district in order to ensure consistency.</p> <p>Having a systematic structure for analyzing data will assist the district in identifying the specific and unique needs of our students and allow the district (teachers, administrators, etc.) to implement targeted instruction more effectively. A data-driven system that is consistent across the district and embedded in daily practice will promote long-term practice of utilizing data to inform instruction, make sound fiscal decisions, and build upon systems and structures throughout the district, all of which are district priorities and long-term goals.</p> <p>Each CSI and ATSI school indicated a need for data-driven decision making strategies, particularly in the areas of informing instruction and providing targeted instruction. Working with the schools to ensure a common practice of data analysis and discussions will support their goals as well as the district goals.</p>

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?
Professional development and training in DataWise	District and building leaders will participate in a professional learning on Datawise. This process will include the following:	BOCES trainer Time for professional learning Copies of DataWise books

Priority 2

	a book study of DataWise, completion of the self-paced 8 hour course, and participation in Datawise training that will be provided by BOCES. The training will include an in depth overview on the DataWise approach to data analysis and format for structured meetings. Additionally, buildings will also be provided with training on implementing the strategies and structures to be utilized at COP meetings to review data and make decisions.	Funding for team to attend full training at Harvard
Quarterly Reports quarterly reports demonstrating the use of data to monitor progress towards building and district goals.	Each building leader and the district leaders will conduct quarterly reports on progress towards their department/school goals. The quarterly report templates will be provided by the district and focus on observable and measurable data points that indicate progress towards the indicated goals. Reports will be shared at meetings and summarized at BOE meetings to inform the public and school district community on our progress. Building leaders will be supported with creating goals with district administration. Additionally, building admin will participate in goal setting professional learning.	Quarterly report template Goal Setting Professional Learning Meeting & report out time School/District leadership teams
DataWise Meetings & Reflections	District and Building level meetings will utilize the DataWise template for agenda creation, meeting structure, and note taking. Reflections on meetings using the DataWise structure will be conducted to ensure the process is being utilized with fidelity and adjust as needed. District teams and BOCES coaches will conduct walkthroughs on meetings to provide support and tailor professional learning on data analysis and meeting structure.	Training on DataWise BOCES DataWise coaches Meeting reflection tool

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 2023-24 school year.

Establish a district-wide data-driven system to drive decision-making as evidenced by quarterly reports demonstrating the use of data to monitor progress towards building and district goals.

75% of faculty and administrators feel comfortable using the DataWise approach to analyzing data and conducting meetings.

100% of quarterly reports were completed and demonstrated a use of data to make informed decisions.

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Quarterly reports are completed with evidence of data analysis and decision-making	quarterly: November, February, April, July	
40% of faculty and administrators will reach proficiency using the DataWise structure	by January 2024	
40% of administrators will implement Datawise structures and protocols	Throughout the year at faculty and COP meetings.	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Building the capacity of teacher effectiveness as evidenced by 80% of teachers implementing the research-based practices provided in professional learning opportunities throughout the school year.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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? • 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>In order to provide students with a high quality education, PCSD needs to ensure that their teachers are highly effective, innovative, and are up to date on the latest research-based pedagogical practices. An effective teacher can have the largest impact on a student's academic progress in a given year. Setting professional development as a priority is in line with the district's vision of being champions for children who provide students with a variety of opportunities and prepare them for a global society.</p> <p>It is the belief of the District that we are all life-long learners, and set that example with continued professional development and learning to develop our craft and return to our "why".</p> <p>High quality professional learning opportunities will support teacher growth, particularly in the areas of literacy, differentiation, ENL supports, and targeted interventions. By providing these learning opportunities that are targeted to specific teacher needs, PCSD is not only developing teacher capacity, but also modeling the value of continued learning and differentiation for our teachers and students.</p> <p>All CSI and ATSI schools indicate a need for targeted professional development to support teachers in providing interventions for their students, differentiation, and support with new curricular materials and/or standards. Professional development provided by the district will support these initiatives.</p>

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?
Professional Learning Evaluation Tool	At the end of each professional learning opportunity, teachers will be provided with a	Survey tool

Priority 3

	survey asking them to reflect on the professional learning opportunities provided by the district. The survey will ask what they are taking away from the PLO, what questions they still have, and if the PLO was applicable to their current job.	
Focused Instructional Learning Walks (FILW)	District and building level administrators will conduct weekly FILWs to observe instructional practices and the implementation of the approved curriculum. Data from the FILW will be collected in order to provide feedback to teachers on their pedagogy and to facilitate discussions with building administration regarding the professional learning needs of their faculty.	FILW form FILW monthly schedule of observations with instructional focus Time for debriefing discussions with building-level admin
Targeted Professional Development	Teachers will be provided with professional learning opportunities to support their professional growth as indicated by observations and classroom student performance on CFAs. Professional learning opportunities will be focused on research-based practices that address learning gaps as indicated in the data points listed above.	Data collection tool for classroom observations (FILW) Unit Assessments (Ready Curriculum - purchased) CFA results iReady diagnostic (purchased)

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 2023-24 school year.

Building the capacity of teacher effectiveness as evidenced by 80% of teachers implementing the research-based practices provided in professional learning opportunities throughout the school year.

THROUGHOUT THE YEAR

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Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
At least 3 professional learning opportunities were provided to teachers in all buildings	January 2024	
FILWs will be conducted at least 6 times with district and building administration in all 5 elementary buildings and both secondary building	October-December 2023	
Of the 3 professional learning opportunities, FILWs indicate that at least 2 of the learned strategies are being implemented by 80% of the teachers who attended.	January 2024	

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 2023-24?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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? • 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

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Measuring Success

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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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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

What will we prioritize to extend success in 2023-24?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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? • 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 2023-24 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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 (if applicable)
Janet Bisti	Director of Elementary Education	
Patrice Woods	Supervisor of Elementary Education	
Greg Mott	Assistant Superintendent of Elementary Education	
Jennifer Daddino	Director of Data, Assessment, and Accountability	
Mariya Pushkantser	Director of Secondary Education	
Maria Pearson	Supervisor of Elementary Education	
Charles Gallo	Assistant Superintendent of Secondary Education	
Yolanda Wright	Assistant Principal/Intern for District Certification	Warring Elementary School

Meeting Dates

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

Meeting Date	Location
Jul 6, 2023	Columbus
Jul 10, 2023	Columbus
Jul 18, 2023	Columbus
Jul 19, 2023	Columbus
Jul 20, 2023	Columbus
Jul 21, 2023	Columbus
Jul 31, 2023	Columbus

Districts with Schools Identified for TSI/ATSI Supports 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.

- ☒ 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.
- ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
- ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- ☒ 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.
- ☒ 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).
- ☒ 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, 2023, 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).