



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Newburgh Enlarged City School District	Dr. Manning Campbell

2022-2023 Summary of Priorities (Revised February 15, 2023)

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

1	Student Engagement - Supporting student engagement across the district
2	Communication - Increasing student, faculty/staff and community voices in decisions Revised February 15, 2023
3	Climate and Culture - Developing a culture of trust and a shared commitment for success through a collaboration between Central Cabinet and school admin and faculty/staff This Priority is being eliminated based on staffing changes at South Middle School

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>The NECSD prioritizes student engagement in the school experience as one component of the foundation of student success.</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"> ● <i>How does this commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>In analyzing the NYS assessment data, our internal academic and attendance data, as well as anecdotal observations by school professionals, NECSD knows that there are significant groups within our student population who are not fully engaged in the educational experience.</p> <p>By focusing on student engagement, we will support our identified schools by reinforcing NECSD’s commitment to student engagement at every level as well as the specific goals for individual schools in the SCEPs. For us, student engagement means each student:</p> <ul style="list-style-type: none"> ● Connects in a meaningful and measurable way with adults in the school environment and with their peers. ● Participates in rigorous, student-centered learning that honors and incorporates their lived experience and background. ● Demonstrates their learning through formal and informal assessment.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Create a school-wide focus on improved student engagement that will produce improved student learning</p> <p>Faculty and Admin implement effective engagement strategies to be administered in classroom instruction across the school.</p>	<ul style="list-style-type: none"> • All educators in each TSI/CSI school will engage in a process to review Panorama data relating to student engagement in their school. The educators will then select the strategies to be implemented in the school. • School administrators will work with District administrators to secure and deliver professional development for all educators. • Students will engage in sessions that describe the various ways they can take responsibility for engaging with the instruction. • School administrators will implement the NECSD Learning Walk Protocol 	<ul style="list-style-type: none"> • Central Office Admin and School building leadership will meet quarterly to reflect on the learning walk data and will determine the success and barriers impacting the implementation. • Central Office Admin will conduct a learning walk with school administrators to validate the successes and barriers. • Central Office will host a celebratory meeting when a school achieves targeted learning and will deliver additional support and professional learning when needed. 	<ul style="list-style-type: none"> • ESSA funds will be used to provide professional learning on student engagement in consultation with Ulster BOCES. • Time will be scheduled into the calendar for both building leaders and district leaders to share data points and progress in their chosen area of focus.

Priority 1

	<p>that includes the following steps:</p> <ul style="list-style-type: none"><input type="checkbox"/> Selection of school-wide instructional focus, which is engagement,<input type="checkbox"/> Delivery of professional development to the entire faculty<input type="checkbox"/> Administration and faculty will determine the specific “Look Fors” when administrators are conducting the learning walks<input type="checkbox"/> Teachers work together to develop lesson plans that incorporate the engagement strategies<input type="checkbox"/> Admin review lesson plans and provide lesson plan feedback<input type="checkbox"/> Admin conduct a round of learning walks and then provide individualized feedback<input type="checkbox"/> Admin analyzes the learning walk data and presents it to the faculty at a faculty meeting. Teachers model best practices at the same meeting<input type="checkbox"/> The cycle continues until the admin and faculty are confident that student learning has been improved.		
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Priority 1

<p>Measure students' self-described level of engagement through administration of the Panorama survey</p>	<ul style="list-style-type: none">• Administer the Panorama Student survey to all students, grades 3-12, at the beginning and end of the school year.• Analyze the data at both the building and district levels to discuss growth areas and brainstorm remedies.• Admin and Teachers will use the data to inform the choice of student engagement strategies	<p>Demonstrate growth in engagement from the beginning of year baseline to the end of year administration.</p>	<ul style="list-style-type: none">• Subscription to Panorama survey• Coordinate administration dates across the district• Ensure proper technology is in place to support 100% participation.• Utilize the participation plan to support 100% participation.
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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 2022-23 school year.

The district will administer Panorama's Family-School Relationship Survey twice in the year; September 2022 and May 2023. Mid-Year and End of Year Targets for improvement will be set upon analysis of the September administration (Data will be collected based on various groups and targeted growth will be expected for families of students with disabilities, English language learners, and economically disadvantaged.)

Each building will implement the NECSD district-wide Learning Walk Cycle that is a consistent walk-through tool that is used with fidelity. One of the four walkthroughs in a year will focus on levels of student engagement in the classroom. Each walkthrough follow-up will include acknowledgment and praise of all indicators of student engagement and specific suggestions and/or supports to improve engagement. Data addressing implementation progress and student impact will be reviewed quarterly by Central Office Admin, School Admin and teachers. Data will inform next steps in the process.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Communication- Clear, explicit communication within each building, between buildings and district office, and between families/community and school.</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 commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district vision states that “Through the work of all, we will achieve inclusive excellence.” Communication is foundational to achieving that goal. Highly effective communication needs to be explicit and consistent across the district, buildings, administration, faculty, staff, students, and the community.</p> <p>A survey was designed to assess the comfort level of faculty/staff when expressing concerns and/or recommendations for instructional and/or procedural improvement.</p> <p>The survey was administered in June, 2022.</p> <p>Out of 223 teachers/staff responses:</p> <p>64/223 expressed they were comfortable voicing their concerns or ideas,</p> <p>105/223 felt they were being provided opportunities to share</p> <p>175/223 disagreed or strongly disagreed with the statement, “I can see evidence of teacher voice with district priorities.”</p> <p>This data clearly indicates the need to continue very intentional work to build trust and increase opportunities for faculty/staff voice in district decision making.</p>

Priority 2

The methods in the prior year DCIP will continue with refinement in the 2022-2023 DCIP, specifically addressing:

- Fully implementing the shared decision making and advisory meeting protocols developed in the 2021-2022 school year.
- Implementing the newly adopted textbook adoption/new program/new initiative protocol with a focus on an elementary math program.
- Leveraging existing faculty/staff, student, parent/guardian, and community stakeholder groups to ensure multiple community perspectives in district decision-making, specifically relating to the district policy review process

Priority 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Fully implement the newly developed meeting protocols for district committees, advisories, and school leadership team meetings.</p>	<p>Training for faculty, staff, and administrators on the new meeting protocols for district committees, advisories, and school leadership team meetings.</p> <p>Development of an online platform to record and store all information.</p>	<ul style="list-style-type: none"> ● Institute quarterly checkpoint meetings of the shared decision-making team to monitor the implementation and success of the protocols. At each checkpoint, meeting: <ul style="list-style-type: none"> ○ assess the uniformity of implementation in all buildings ○ address any gaps in implementation ○ discuss whether changes need to be made in the protocol 	<ul style="list-style-type: none"> ● Ulster BOCES will provide the initial training on meeting protocols using ESSA funds. ● Online document platform
<p>Implement the new textbook/program/initiative adoption guidelines using elementary math as the pilot</p>	<ul style="list-style-type: none"> ● Follow the textbook/program/initiative adoption guidelines with fidelity 	<ul style="list-style-type: none"> ● Evaluation at the end of the process to determine if all elements of the protocol were utilized. ● Successful selection of an elementary math series/program 	<ul style="list-style-type: none"> ● Training/facilitati on the process by Ulster BOCES

Priority 2

<p>Stakeholder review of selected BOE Policies</p>	<ul style="list-style-type: none"> ● Survey of stakeholder groups to determine policies to be reviewed ● Ulster BOCES facilitated sessions with: <ul style="list-style-type: none"> ○ Faculty & Staff ○ Students ○ Families/Community 	<ul style="list-style-type: none"> ● Revisions to reviewed policies will be presented to the Policy Committee and agreed upon changes will be considered by the full BOE 	<ul style="list-style-type: none"> ● Ulster BOCES facilitates the review process
<p>Newly Added February 2023 Assess the implementation of the American Reading Company, Core program and 100 Book Challenge. Determine. Increase teacher voice in the process as the newly adopted textbook adoption policy was not followed.</p>	<p>Develop the parameters of an audit to be conducted by literacy specialists and coordinated by Ulster BOCES.</p> <p>Expectations of the Audit: The National Reading Panel identified five key concepts at the core of every effective reading instruction program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The Newburgh Enlarged City School District has also incorporated writing as a concept. The district has worked diligently over the past several years to implement a program that incorporates the concepts and is geared towards the diverse needs of</p>	<p>We request a written response to each of our requests along with recommendations to improve.</p> <p>We request the audit be conducted at the following schools: Balmville (Kindergarten through Grade 5) Vails Gate Steam Academy (Kindergarten through Grade 5) Meadow Hill (Kindergarten through Grade 8) Heritage Middle School (Grade 6 through Grade 8)</p> <p>We request the audit be completed no later than March 17, 2023 and a report to the</p>	<p>Ulster BOCES \$50,000</p>

Priority 2

	<p>our students. We are seeing pockets of growth in some schools and yet are concerned that all schools are not experiencing the same level of growth. We seek to learn the reason for the uneven success for the purpose of adjusting the program if needed.</p> <ul style="list-style-type: none">● We seek to determine whether our written, taught and assessed curriculum is aligned with the National Reading Panel concepts, along with the writing concept.● We seek to determine whether the resources provided by the district support the needs of students and are aligned with the curriculum expectations.● We seek to determine if the reading program and resources adopted	<p>Board of Education be presented on Tuesday, April 11, 2023.</p>	
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Priority 2

	<p>by the district are being implemented with fidelity.</p> <ul style="list-style-type: none">● We seek to determine if the professional development provided by the district is having an impact on improved teacher practice and improved student learning. <p>We request a written response to each of our requests along with recommendations to improve.</p> <p>We request the audit be conducted at the following schools:</p> <p>Balmville (Kindergarten through Grade 5) Vails Gate Steam Academy (Kindergarten through Grade 5) Meadow Hill (Kindergarten through Grade 8)</p>		
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Priority 2

	<p>Heritage Middle School (Grade 6 through Grade 8)</p> <p>We request the audit be completed no later than March 17, 2023 and a report to the Board of Education be presented on Tuesday, April 11, 2023.</p>		

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.

Using the baseline referenced above for teacher perceptions of voice in decision making, administer the same survey questions in spring, 2023. NECSD aims for a 10% increase in participation and a success rating of at least 85% on the survey questions.

Ulster BOCES will facilitate a final checkpoint meeting with the Shared Decision Making Steering Team to self assess the full implementation of advisory meeting protocols, textbook adoption protocols, and stakeholder input during policy reviews.

Changes to each process/protocol will result from the checkpoint meetings.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Developing a culture of trust and a shared commitment for success through a collaboration between Central Cabinet and school admin and faculty/staff at South Middle School</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 commitment 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 commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Ample evidence indicates that effective teaching and principal leadership are key factors in students’ success. While it may be possible for teachers and principals to achieve this without strong district level relationships and support, this level of success is stronger and more lasting if all levels of school leadership are working toward the same goal.</p> <p>NECSD will use South Middle School (CSI) as a pilot school to build a theory of action for promoting communication, support and trust between the central office administrative team and the educational (administrators, teachers, etc.) team at each building. Our work this year will focus on three specific goals:</p> <ul style="list-style-type: none"> ● The Central Cabinet will learn from the school community how they perceive themselves, specifically their identity, vision, mission and core values. ● Focusing on the commitments written in the SMS SCEP, Central Cabinet will implement a system of support that will enhance the SMS team to achieve success on each strategy identified.

Priority 3

- The Central Cabinet will develop targeted, celebratory activities directly aligned with the achievement of success related to strategies identified in the SCEP

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Members of the Central Cabinet will conduct a listening tour at South Middle School at the beginning of the school year and at the end of the school year to assess growth throughout the year.</p>	<p>Schedule and conduct beginning and end of year focus group meetings to learn about the climate and culture at SMS:</p> <ul style="list-style-type: none"> ○ Focus groups will include students, teachers, and other support staff ○ Half of the agenda will focus on a school selected specific topic, and half will be an open forum to share and follow a protocol that promotes connection and understanding <p>The Central Cabinet meets with the school leaders to discuss the findings and patterns from the visit. School leaders will identify</p>	<p>Pre and Post visit data will be used to determine growth and success.</p>	<p>Pre and Post Visit Protocols designed in collaboration with Ulster BOCES</p>

Priority 3

	<p>how the Central Cabinet can support the faculty.</p> <p>The Central Cabinet will coordinate the support.</p>		
<p>The Central Cabinet will implement a Project Team model to support the instructional program in the school</p>	<p>Steps in the process</p> <ul style="list-style-type: none"> ★ Problem of practice The school identifies a problem of practice - (Thomas Fowler-Finn) The Problem of Practice will be shared with an assigned senior staff learning partner no later than September 16, 2022. ★ Rounds Team The school assigned Senior Staff Learning Partner will work with the Central Cabinet to secure a team of directors and 	<p>Success will be measured throughout the process.</p> <p>We not only expect to see changes in teacher practice and student learning, we also hope to adjust the Project Team process based on the implementation.</p>	<p>Calendar of visits</p> <p>Formalized Project Team Protocol finalized by Ulster BOCES</p>

Priority 3

	<p>supervisors that have the capacity to assist with the problem of practice.</p> <ul style="list-style-type: none">★ Two Cycles of Rounds - Fall and Spring At the conclusion of each cycle, the team will identify the next level of work as a result of identifying patterns and trends associated with the problem of practice★ Analysis at the end of each cycle The principal will meet with the senior staff learning process to discuss the impact of the rounds process and the overall instructional program in the school.★ End of Year Celebration Principals will present to their colleagues and		
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Priority 3

	<p>senior staff, the impact made towards addressing their problem of practice</p>		
<p>Prioritize celebrating the growth and dedication of SMS students and staff</p>	<ul style="list-style-type: none"> ● Ensure a member of Central administration is in attendance for any building-wide student demonstrations of learning or other celebrations ● Central administrative staff will host quarterly celebrations of professional learning/growth in the building 	<ul style="list-style-type: none"> ● By mid-year, teachers and building staff will be reaching out to district leaders to come to watch, listen and learn at events that were not planned for. 	<ul style="list-style-type: none"> ● Materials for celebration events.

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 2022-2023 school years.

- Modified Instructional Rounds, problem of practice will be successful as measured by observational data from classroom visits
- A finalized Project Team Protocol will be adopted based on the pilot year

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>
		District
Sarah Dudley Lemek	Instructional Services Director	BOCES
Barbara Tischler Hasite	Consultant	BOCES
Frank Desiervo	Parent	NFA Main
Dr, David Gallager	Higher Education	Mount Saint Mary College
Carole Mineo	Board President	District
Scott Prokosch	Principal	Meadow Hill
Stacy Moran	Newburgh Teacher Association	District
David Brown	Director of Planning and Accountability	District
Dr. Jackielyn Manning Campbell	Superintendent	District
Ed Forgit	Deputy Superintendent	District

Meeting Dates

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

Meeting Date	Location
June 21	District Office
July 26	District Office
August 12	District Office
August 16	District Office

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?

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 30, 2022 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).