



District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Newburgh Enlarged City School District	Dr. Jackielyn Manning Campbell Superintendent

2025-26 Summary of Priorities

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

1	Strengthen Core Instruction in Literacy, Numeracy, and Writing Across K–12.
2	Build and Sustain Data-Driven Professional Learning Communities (PLCs)
3	Promote Student Belonging, Engagement, and Social-Emotional Support.
4	Ensure Equitable Access to Effective Educators and Strategic Resource Allocation

PRIORITY I

Our Priority

What will we prioritize to extend success in 2025-26?	Strengthen Core Instruction in Literacy, Numeracy, and Writing Across K–12.
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>This priority is foundational to our district’s vision of ensuring that every student graduates equipped with the academic knowledge, analytical skills, and confidence necessary for success in college, career, and civic life. Literacy, numeracy, and writing are not isolated skills—they are the vehicles through which students access content, demonstrate understanding, and engage meaningfully in the world. Strengthening these core instructional areas is critical to achieving equitable student outcomes.</p> <p>This emerged as a key district priority based on the <i>Envision–Analyze–Listen</i> cycle conducted in our schools identified for TSI/ATSI/CSI support. During these sessions, stakeholders—including families, students, educators, and school leaders—repeatedly emphasized concerns about inconsistent instructional quality, limited use of data to drive instruction, and gaps in foundational skills, particularly in early grades. Students shared their need for more relevant, accessible, and rigorous learning opportunities, while teachers highlighted the need for greater curricular coherence and aligned professional learning. These insights reinforced the urgent need to improve instructional practices, starting with the foundational areas of literacy, numeracy, and writing.</p> <p>Moreover, this priority aligns directly with the SCEP Key Strategies identified in our TSI/ATSI/CSI schools. These strategies include implementing the Science of Reading, leveraging the New York State P–3 Literacy Guidelines and Numeracy Briefs, increasing use of decodable texts and mathematical thinking routines, and improving interdisciplinary writing tasks across content areas. Strengthening core instruction also supports the use of real-time data to inform small-group instruction and targeted intervention, a practice central to school-level improvement plans.</p> <p>This is the right priority to pursue now because we are entering a pivotal period of rebuilding and reimagining teaching and learning. The district has already invested in foundational shifts such as: standards-based curriculum, high-quality instructional materials, and aligned professional development—and this priority builds upon that momentum. It also supports and intersects with other district priorities, such as promoting student belonging and engagement, expanding learning time, and ensuring equitable access to effective teachers.</p>

Priority 1

Ultimately, by improving core instruction in literacy, numeracy, and writing, we build the academic backbone that supports every other aspect of student growth. This priority ensures that our most critical academic practices are equitable, aligned, and effective, laying the groundwork for student success from Pre-K through graduation.

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?
Implement Evidence-Based Literacy Practices Aligned to the Science of Reading	<ul style="list-style-type: none"> • Adopt and expand use of high-quality instructional materials that align with the Science of Reading across Pre-K–5 classrooms. • Invest in decodable texts and systematic phonics instruction in early grades (Pre-K–3) to build foundational reading skills. • Provide professional learning for teachers and leaders on phonological awareness, structured literacy, and reading comprehension strategies. 	<ul style="list-style-type: none"> • Dedicated PD Time: Embed regular professional learning into the school calendar (e.g., monthly early release days, summer institutes, and PLC time) focused on the Science of Reading • Coaching & Modeling Time: Create schedules that allow literacy coaches to co-plan, model, and debrief lessons with teachers during the school day. • Small-Group Instruction Areas: Provide appropriate space within classrooms or shared areas for targeted literacy instruction and intervention. • Storage & Access Points for Materials: Ensure classrooms have adequate space to store and display decodable texts, phonics kits, and manipulatives. • PD & Training Rooms: Equip common spaces for in-person professional learning, planning, and practice labs for hands-on training.

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		<ul style="list-style-type: none">● Instructional Materials: Allocate funds (e.g., Title I, SIG, or general fund) for:<ul style="list-style-type: none">○ Science of Reading-aligned curriculum○ Decodable texts and classroom libraries○ Phonics kits and assessment tools● Professional Development: Budget for:<ul style="list-style-type: none">○ Contracts with Science of Reading training providers○ Stipends for teacher participation in extended learning○ Travel and registration for literacy-focused conferences● Coaching & Staffing: Fund additional positions such as literacy coaches, reading specialists, and interventionists.● Curriculum Adoption & Vetting: Establish a district-wide committee to review and adopt high-quality, evidence-based instructional materials aligned to SoR.● PD Feedback & Monitoring: Implement feedback loops (surveys, observation protocols) to measure the effectiveness of PD and inform future sessions.● Progress Monitoring System: Create or refine systems for collecting and analyzing phonics and reading comprehension data (e.g. iReady,datamate).
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		<ul style="list-style-type: none"> ● Literacy Leads/Coaches: Deploy trained coaches in each school to support planning, modeling, and observation cycles aligned to SoR practices. ● Teacher Leaders: Identify classroom teachers to serve as internal experts or peer mentors. ● External Consultants/Partners: Engage vetted literacy organizations or universities with expertise in SoR to support PD and technical assistance. ● Principals & Instructional Leaders: Build capacity in administrators to lead literacy-focused walkthroughs and support data-driven decision-making.
Leverage the New York State P–3 Literacy Guidelines	<ul style="list-style-type: none"> ● Use the NYSED P–3 Literacy Guidelines to inform early learning classroom practices, curriculum design, and assessment of developmental milestones. ● Align early literacy instruction to best practices in oral language development, interactive read-alouds, and early writing. 	<ul style="list-style-type: none"> ● Daily Language-Rich Instruction Blocks: Allocate protected time in Pre-K–3 schedules for read-alouds, storytelling, vocabulary instruction, and modeled/shared writing. ● Common Planning Time: Embed regular time for grade-level and vertical team planning to align instructional practices with the NYSED P–3 Guidelines. ● Ongoing Professional Learning Time: Set aside time for job-embedded PD, coaching cycles, and collaborative study of the guidelines. ● Developmentally Appropriate Classrooms: Ensure early learning environments support language exploration (e.g., book centers, writing stations, dramatic play).

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		<ul style="list-style-type: none">● Interactive Read-Aloud Areas: Design cozy, quiet spaces where shared reading and oral language experiences can occur daily.● Writing and Literacy-Rich Spaces: Provide classrooms with materials and physical setups that promote writing, drawing, and labeling across content areas.● Curriculum & Resource Materials: Fund the purchase of:<ul style="list-style-type: none">○ Read-aloud collections aligned to oral language and cultural representation○ Writing materials (journals, tools for drawing/writing)○ Oral language development tools (e.g., puppets, conversation cards)○ Training on P–3 Guidelines and early literacy best practices○ Workshops focused on interactive read-alouds and emergent writing● Assessment Tools: Budget for tools that monitor developmental milestones and literacy progression (e.g., observational rubrics, anecdotal records systems).● Implementation Framework for P–3
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		<p>Guidelines: Establish a district-wide rollout plan, including training, pacing, and classroom look-fors.</p> <ul style="list-style-type: none">● Instructional Observation & Feedback Cycles: Use observation protocols aligned to the guidelines to coach and support teachers.● Curriculum Alignment Reviews: Conduct reviews to ensure district-adopted Pre-K–3 literacy programs align with oral language, writing, and read-aloud practices recommended by NYSED.● Family Engagement Structures: Develop systems to educate families on language development and support literacy-rich home environments.● Early Childhood Instructional Leads: Designate Pre-K–3 specialists or coaches to guide classroom implementation and professional learning.● Literacy Coaches: Support modeling of read-alouds, writing mini-lessons, and developmentally appropriate feedback strategies.● Administrators: Ensure building leaders are trained in observing and supporting early childhood literacy best practices.● Community Partners: Collaborate with libraries, early childhood centers, and family organizations to support oral language development beyond school walls.
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<p>Strengthen Numeracy Instruction Using the NYS Numeracy Briefs</p>	<ul style="list-style-type: none"> ● Incorporate the principles of the NYSED Numeracy Briefs to promote student-centered mathematical thinking and discourse. ● Provide professional learning in number sense routines, problem-solving strategies, and conceptual understanding across grade levels. ● Use math screeners and data protocols to identify and support student needs in real time 	<ul style="list-style-type: none"> ● Daily Math Instructional Blocks: Protect time in the master schedule to include number sense routines, rich problem-solving, and opportunities for student discourse. ● Intervention/Enrichment Blocks: Build in time for small-group instruction and math support aligned with screener data and student needs. ● Professional Learning Time: Dedicate time within the school day or on designated PD days for teacher training on number sense routines, discourse protocols, and the Numeracy Briefs. ● Flexible Classroom Setups: Arrange math spaces to promote collaborative problem-solving, use of manipulatives, and peer discussion. ● Data Team & PLC Meeting Spaces: Provide designated areas for teachers to review math screener data, collaborate on strategies, and reflect on student learning. ● Math Resources & Materials: <ul style="list-style-type: none"> ○ High-quality manipulatives ○ Visual models and number talks tools ○ Grade-level math discourse sentence starters or posters ● Math Screeners and Diagnostic Tools: Invest in research-based screeners to assess foundational skills, number sense, and algebraic thinking.
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		<ul style="list-style-type: none"> ● Math Data Meetings: Structure collaborative meetings to review screener results and plan targeted instruction. ● Implementation of NYSED Numeracy Briefs: Develop a districtwide plan for gradual implementation, with clear guidance and alignment to current curriculum and instructional materials. ● Instructional Walkthroughs: Use walkthrough tools aligned to math discourse and conceptual understanding to support continuous improvement. ● Math Coaches or Specialists: Provide building-based or districtwide instructional leaders to model lessons, support PLCs, and lead professional learning. ● Grade-Level Teams: Engage teachers in collaborative planning that embeds number sense routines and rich tasks. ● School Leaders: Train administrators to recognize and support effective math practices rooted in the Numeracy Briefs. ● Families: Provide family math nights and take-home resources that reinforce number sense and problem-solving strategies at home.
Support Writing Across the Curriculum	<ul style="list-style-type: none"> ● Establish vertically aligned expectations for writing in all content areas. ● Provide professional development in writing instruction, including genre-specific strategies, 	<ul style="list-style-type: none"> ● Dedicated Writing Instruction Time: Ensure consistent blocks for explicit writing instruction in ELA and content areas (e.g., science, social studies).

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	<p>evidence-based writing, and scaffolds for multilingual learners and students with disabilities.</p> <ul style="list-style-type: none"> ● Integrate writing rubrics and common assessments to support consistency and rigor. 	<ul style="list-style-type: none"> ● Vertical and Horizontal Collaboration Time: <ul style="list-style-type: none"> ○ Protected PLC or team meeting time for teachers to align expectations across grade levels and subjects. ○ Time for articulation between elementary, middle, and high school teachers. ● Professional Learning Time: Allocate PD days, early-release sessions, or embedded coaching time for writing-specific training. ● Collaborative Meeting Spaces: Designated areas for cross-grade teacher teams to meet and develop aligned rubrics, unit plans, and common assessments. ● Classroom Configurations: Support flexible seating and small group areas to facilitate writing conferences and peer feedback. ● Instructional Materials: <ul style="list-style-type: none"> ○ Writing curriculum resources aligned to genre-specific instruction and evidence-based practices. ○ Mentor texts, graphic organizers, and tools for differentiation. ● Assessment Tools: <ul style="list-style-type: none"> ○ Development or purchase of
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		<p>common rubrics and digital platforms for scoring and feedback.</p> <ul style="list-style-type: none">● Professional Learning:<ul style="list-style-type: none">○ External consultants, workshops, or in-house experts to deliver PD focused on writing across the curriculum, ML and SWD scaffolds, and genre writing.○ Stipends or compensation for teachers involved in rubric and assessment development over the summer or after school.● Vertical Alignment Framework: Create or adopt a districtwide framework that defines grade-level writing expectations and genre focus areas (e.g., narrative, opinion/argument, informational).● Writing Rubric Calibration: Implement a system for teachers to norm and calibrate scoring of student writing to ensure consistency and rigor.● Common Assessment Cycles: Establish a schedule for writing assessments and data reviews throughout the year.● Feedback Loops: Use data from rubrics and assessments to refine
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		<p>instruction, identify student needs, and adjust supports.</p> <ul style="list-style-type: none"> ● Instructional Coaches or Literacy Specialists: Support planning, co-teaching, and modeling of effective writing instruction strategies. ● Teacher Leaders: Identify teacher facilitators at each school to support vertical articulation and rubric use. ● Content Area Teachers: Ensure writing expectations are embedded across disciplines, not just in ELA. ● Special Education and ENL Teachers: Collaborate to design scaffolds and accommodations that make rigorous writing accessible for all learners. ● School Leaders: Monitor implementation, allocate resources, and ensure writing is prioritized in instructional planning.
<p>Build Teacher Capacity Through Collaborative Professional Learning</p>	<ul style="list-style-type: none"> ● Implement job-embedded professional learning, coaching cycles, and PLCs focused on core instruction, aligned to SCEP and DCIP priorities. ● Prioritize support for teachers in identified TSI/ATSI/CSI schools to ensure high-quality Tier I instruction is the norm. 	<ul style="list-style-type: none"> ● Protected Time for PLCs: Consistent weekly or biweekly time for grade-level/content teams to engage in collaborative planning, data analysis, and instructional reflection. ● Flexible Scheduling for Coaching: Ensure coaches have access to teacher schedules to model lessons, co-teach, and provide feedback during classroom instruction. ● Dedicated Collaboration Spaces: Rooms or designated areas for PLCs, coaching meetings, and team planning.

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		<ul style="list-style-type: none"> ● Confidential Coaching Spaces: Areas for one-on-one coaching debriefs and goal setting. ● Technology-Enabled Spaces: Classrooms and meeting areas equipped with tools for virtual coaching, observation, and professional learning. ● Salaries for Instructional Coaches: Fund school-based and districtwide instructional coaches, with an emphasis on staffing CSI/TSI/ATSI schools. ● Professional Learning Funds: <ul style="list-style-type: none"> ○ External consultants and trainers to support high-impact PD. ○ Conference attendance for teacher leaders and coaches. ● Stipends/Extended Hours: Compensate staff for attending PLCs or PD outside contractual hours. ● Curriculum Resources: Provide high-quality instructional materials to support Tier I instruction. ● Coaching Cycle Framework: Establish clear expectations for how coaching is delivered (e.g., goal setting, observation, feedback, reflection). ● PLC Protocols and Norms: Implement structured agendas, data protocols, and action steps aligned to school improvement goals. ● Progress Monitoring Tools: Track
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		<p>implementation of core instructional strategies through walkthroughs, observation data, and student outcomes.</p> <ul style="list-style-type: none"> ● Feedback and Reflection Loops: Use teacher input and instructional data to refine PD topics and coaching support. ● School Administrators: Monitor fidelity of implementation, ensure protected time for coaching and PLCs, and prioritize resources for identified schools. ● District Leaders: Coordinate support across departments, align PD to DCIP/SCEP, and ensure equity in coach distribution. ● External Partners (as needed): Bring expertise in content areas, culturally responsive pedagogy, or MTSS implementation.
Coherence Across Curriculum, Assessment, and Instruction	<ul style="list-style-type: none"> ● Align pacing guides, scope and sequences, and benchmark assessments across grade levels and buildings to ensure instructional coherence and vertical alignment. ● Strengthen leadership teams to monitor implementation and provide feedback on instructional quality. 	<ul style="list-style-type: none"> ● Dedicated Time for Curriculum Mapping & Alignment: Regular meetings for grade-level and vertical teams to collaborate on pacing, scope and sequence, and benchmark design. ● Leadership Team Meeting Time: Scheduled time for school and district leaders to review implementation data, conduct instructional rounds, and provide targeted feedback. ● Professional Learning Time: Opportunities during staff development days or early release time to review and calibrate pacing and assessment tools.

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		<ul style="list-style-type: none">● Observation & Debriefing Spaces: Areas where instructional leaders and coaches can observe teaching and discuss practices confidentially.● Stipends/Substitute Coverage: Compensation for teachers and leaders to engage in planning or walkthroughs outside of the instructional day.● Assessment and Curriculum Tools: Investment in high-quality benchmark platforms and collaborative planning tools (e.g., digital curriculum maps, shared drives, data dashboards).● Professional Development Funds: Training on data-driven instruction, assessment literacy, and instructional coherence.● Curriculum Review Cycles: Systematic process for updating pacing guides, ensuring alignment to standards and student needs.● Benchmark Assessment Calendar: Shared districtwide timelines for administration and data analysis.● Instructional Monitoring Protocols: Clear tools and rubrics for leaders to provide feedback on instructional quality.● Data Review Protocols: Consistent processes for analyzing benchmark data to inform pacing and support.● Instructional Content Leads/Coaches: Facilitate vertical and horizontal curriculum alignment and
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		<p>support consistent use of assessments.</p> <ul style="list-style-type: none"> ● School Leadership Teams: Monitor instructional implementation, lead data conversations, and support teacher development. ● District Curriculum & Assessment Directors: Oversee coherence across buildings and ensure alignment with state standards and district goals. ● Teacher Leaders: Provide feedback, share best practices, and serve as champions for aligned instructional practices.
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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.

Quantitative Success Indicators

1. Academic Achievement
 - +3–7% increase in the number of students achieving *proficiency* on NYS ELA and Math Assessments (Grades 3–8).
 - +8% improvement in district benchmark assessments in foundational literacy (i-Ready, Acadience) in Grades K–3.
 - +7% increase in students meeting writing benchmarks on district rubrics in Grades 3–11.
 - Reduction of 10% or more in the achievement gap between subgroups (e.g., MLs, SWDs, economically disadvantaged) in literacy and math proficiency.
2. Instructional Practices
 - 100% of PreK–3 classrooms will use decodable texts and implement phonics instruction aligned with the Science of Reading.

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- 85% of classrooms will demonstrate evidence of aligned instructional practices (e.g., use of standards-aligned curriculum, math discourse, writing across content areas), verified through walkthrough data and instructional rubrics.
 - Monthly PLC attendance rates exceed 90%, with minutes reflecting use of student data to adjust instruction.
3. Professional Learning and Capacity Building
- 100% of teachers in CSI/TSI schools will attend at least 3 targeted professional learning sessions aligned to SCEP Key Strategies.
80% of teachers report increased confidence in teaching literacy, numeracy, and writing based on pre-/post-PD surveys.
 - At least 1 literacy and 1 math instructional coach deployed to every CSI/TSI building to support capacity-building cycles.

Qualitative Success Indicators

1. Instructional Consistency and Student Experience
Teachers and principals in focus groups report a “shared language and approach” to instruction across grade levels.
- Student learning walks and shadowing protocols show students can articulate learning goals and use academic vocabulary across disciplines.
 - Instructional rounds and classroom observations highlight more student-centered, discussion-based, and data-informed instruction.
2. Student Work and Engagement
- Student writing portfolios and math notebooks show increased evidence of higher-order thinking, revision, and real-world application.
Multilingual learners and SWDs show more robust participation in classroom discussions and small group instruction.
3. Improved Collaboration and Professional Culture
- Teachers express that PLCs are “more purposeful” and “directly tied to student outcomes,” as noted in end-of-year reflection surveys.
Leadership teams report deeper coherence between curriculum, instruction, and assessment practices, especially in CSI/TSI schools.
4. Family and Community Feedback
- Families report improved communication and clearer insight into student progress in literacy and math through surveys and feedback sessions.
 - Community partners observe more consistent alignment in student academic needs and district supports (e.g., tutoring, after-school programming).

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>
<p>We will see steady growth across benchmark data, more students demonstrating mastery, and higher-quality instruction observable through walkthroughs and learning artifacts. Teacher and student feedback will reflect clarity, coherence, and confidence in instruction that aligns with district expectations and student needs.</p> <p>Literacy (PreK–5 and Secondary)</p> <ul style="list-style-type: none"> ● Data to Review: <ul style="list-style-type: none"> ○ Phonological awareness and foundational skills assessments (e.g., DIBELS, i-Ready, Acadience) ○ ELA benchmark/interim assessment scores (district- and school-level) ○ Progress monitoring data from intervention tools (e.g., mCLASS, iReady) ○ Reading levels and writing samples at 3 checkpoints (beginning, middle, end) ○ Walkthrough data on implementation of Science of Reading-aligned practices ● What We Hope to See: <ul style="list-style-type: none"> ○ Increased percentage of students reading on grade level by mid- and end-of-year benchmarks 	<p>Timeline for Achieving Success Criteria (If On Track):</p> <p>By October (Beginning of Year)</p> <ul style="list-style-type: none"> ● Baseline data collected from diagnostic screeners, writing samples, and formative assessments ● Professional learning launched in alignment with Science of Reading, NYSED P–3 Guidelines, and Numeracy Briefs ● PLCs, coaching cycles, and instructional walks begin with initial focus on Tier I instruction ● Scope and sequence, pacing guides, and common assessment timelines shared across grade levels <p>By January (Mid-Year Checkpoint)</p> <ul style="list-style-type: none"> ● Mid-year benchmark data shows growth in literacy from baseline ● Writing assessments 	

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<ul style="list-style-type: none"> ○ Growth in phonics and fluency indicators for K–3 students ○ Evidence of improved comprehension and vocabulary in writing samples ○ Fidelity to core literacy program implementation observed across classrooms 	<p>show improvements in structure, evidence use, and clarity</p> <ul style="list-style-type: none"> ● Walkthrough and learning walk data reflect increased implementation of instructional strategies (e.g., decodable use) ● Tier I instructional shifts becoming more consistent across classrooms ● Data protocols in place to monitor and respond to student needs in real time <p>By April (Spring Monitoring)</p> <ul style="list-style-type: none"> ● Students show accelerated growth in reading proficiency ● Intervention decisions reflect progress monitoring data; fewer students require Tier II supports due to stronger Tier I instruction ● Professional learning deepens based on staff feedback and student data ● Common assessments show improved performance, particularly among priority subgroups (MLLs, SWDs, economically disadvantaged) <p>By June (End-of-Year Goals)</p> <ul style="list-style-type: none"> ● Significant increase in the percentage of students meeting or exceeding grade-level 	
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	<p>expectations in literacy</p> <ul style="list-style-type: none"> • Teachers demonstrate confidence and fidelity in delivering aligned, high-quality instruction • Instructional coherence and equity across buildings and grade levels is evident through walkthrough, data, and feedback cycles 	
<p>Numeracy</p> <ul style="list-style-type: none"> • Data to Review: <ul style="list-style-type: none"> ○ District math benchmark/interim assessments by grade and standard ○ Screener data (e.g., i-Ready Math, Renaissance) ○ Task-based student work and performance tasks ○ Walkthrough data capturing student discourse and use of number sense routines • What We Hope to See: <ul style="list-style-type: none"> ○ Increased number of students meeting or exceeding grade-level expectations ○ Reduction in the number of students identified for math intervention ○ Greater student engagement in conceptual problem-solving and math talk ○ Evidence of coherent math instruction across classrooms and grades 	<p>Timeline for Achieving Success Criteria (If On Track):</p> <p>By October (Beginning of Year)</p> <ul style="list-style-type: none"> • Baseline data collected from diagnostic screeners, and formative assessments • Professional learning launched in alignment with Science of Reading, and Numeracy Briefs • PLCs, coaching cycles, and instructional walks begin with initial focus on Tier I instruction • Scope and sequence, pacing guides, and common assessment timelines shared across grade levels <p>By January (Mid-Year Checkpoint)</p> <ul style="list-style-type: none"> • Mid-year benchmark data shows growth in numeracy from baseline 	

Priority 1

	<ul style="list-style-type: none"> ● Walkthrough and learning walk data reflect increased implementation of instructional strategies number talks and math fluency ● Tier I instructional shifts becoming more consistent across classrooms ● Data protocols in place to monitor and respond to student needs in real time <p>By April (Spring Monitoring)</p> <ul style="list-style-type: none"> ● Students show accelerated growth in math fluency ● Intervention decisions reflect progress monitoring data; fewer students require Tier II supports due to stronger Tier I instruction ● Professional learning deepens based on staff feedback and student data ● Common assessments show improved performance, particularly among priority subgroups (MLLs, SWDs, economically disadvantaged) <p>By June (End-of-Year Goals)</p> <ul style="list-style-type: none"> ● Significant increase in the percentage of students meeting or exceeding grade-level expectations in numeracy 	
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	<ul style="list-style-type: none"> Teachers demonstrate confidence and fidelity in delivering aligned, high-quality instruction Instructional coherence and equity across buildings and grade levels is evident through walkthrough, data, and feedback cycles 	
<p>Writing</p> <ul style="list-style-type: none"> Data to Review: <ul style="list-style-type: none"> Common writing assessments and rubrics (3x/year) Student work artifacts from across content areas Calibration protocols and scoring consistency among teachers Walkthroughs noting writing instruction (explicit modeling, scaffolds, conferencing) What We Hope to See: <ul style="list-style-type: none"> Growth in writing scores based on district rubrics Increased use of academic language and evidence-based writing across content areas Improved performance of multilingual learners and students with disabilities on writing tasks Consistent writing expectations across grade levels and content areas 	<p>Timeline for Achieving Success Criteria (If On Track):</p> <p>By October (Beginning of Year)</p> <ul style="list-style-type: none"> Baseline data collected from diagnostic screeners, writing samples, and formative assessments Professional learning launched in alignment with Science of Reading PLCs, coaching cycles, and instructional walks begin with initial focus on Tier I instruction Scope and sequence, pacing guides, and common assessment timelines shared across grade levels <p>By January (Mid-Year Checkpoint)</p> <ul style="list-style-type: none"> Writing assessments show improvements in structure, evidence use, and clarity Walkthrough and learning walk data 	

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	<p>reflect increased implementation of instructional strategies in writing across content areas)</p> <ul style="list-style-type: none"> • Tier I instructional shifts becoming more consistent across classrooms • Data protocols in place to monitor and respond to student needs in real time <p>By April (Spring Monitoring)</p> <ul style="list-style-type: none"> • Students show accelerated growth in writing across disciplines • Intervention decisions reflect progress monitoring data; fewer students require Tier II supports due to stronger Tier I instruction • Professional learning deepens based on staff feedback and student data • Common assessments show improved performance, particularly among priority subgroups (MLLs, SWDs, economically disadvantaged) <p>By June (End-of-Year Goals)</p> <ul style="list-style-type: none"> • Significant increase in the percentage of students meeting or exceeding grade-level expectations in writing • Teachers demonstrate 	
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Priority 1

	<p>confidence and fidelity in delivering aligned, high-quality instruction</p> <ul style="list-style-type: none"> • Writing expectations are vertically aligned, and student work shows improvement in complexity and quality 	
<p>Instructional Quality (Across Literacy, Numeracy, Writing)</p> <ul style="list-style-type: none"> • Data to Review: <ul style="list-style-type: none"> ○ Learning walk tools and instructional walkthrough rubrics ○ PLC notes and coaching cycle artifacts ○ Survey data from staff and students on instructional clarity and engagement • What We Hope to See: <ul style="list-style-type: none"> ○ Evidence of Tier I instruction that is rigorous, inclusive, and standards-aligned ○ Increased teacher confidence and competence in core instructional strategies ○ Improvement in student engagement and sense of academic efficacy 	<p>Timeline for Achieving Success Criteria (If On Track):</p> <p>By October (Beginning of Year)</p> <ul style="list-style-type: none"> • Baseline data collected from diagnostic screeners, writing samples, and formative assessments • Scope and sequence, pacing guides, and common assessment timelines shared across grade levels <p>By January (Mid-Year Checkpoint)</p> <ul style="list-style-type: none"> • Mid-year benchmark data shows growth in literacy and numeracy from baseline • Writing assessments show improvements in structure, evidence use, and clarity • Walkthrough and learning walk data reflect increased implementation of instructional strategies (e.g., decodable use, number talks, writing across content areas) • Tier I instructional shifts becoming more consistent across classrooms 	

Priority 1

	<ul style="list-style-type: none">• Data protocols in place to monitor and respond to student needs in real time <p>By April (Spring Monitoring)</p> <ul style="list-style-type: none">• Intervention decisions reflect progress monitoring data; fewer students require Tier II supports due to stronger Tier I instruction• Professional learning deepens based on staff feedback and student data• Common assessments show improved performance, particularly among priority subgroups (MLLs, SWDs, economically disadvantaged) <p>By June (End-of-Year Goals)</p> <ul style="list-style-type: none">• Teachers demonstrate confidence and fidelity in delivering aligned, high-quality instruction• Instructional coherence and equity across buildings and grade levels is evident through walkthrough, data, and feedback cycles	
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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Build and Sustain Data-Driven Professional Learning Communities (PLCs)</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Building and sustaining data-driven Professional Learning Communities (PLCs) directly aligns with our district's vision of fostering a collaborative culture grounded in equity, continuous improvement, and student-centered practices. This priority supports our aspiration to ensure every student particularly those historically underserved receives high-quality instruction informed by evidence, collaboration, and data-driven decision-making.</p> <p>This emerged as a critical priority based on consistent feedback from the Envision-Analyze-Listen cycles conducted in our TSI/ATSI/CSI-identified schools. Educators and school leaders expressed the need for dedicated time, structures, and support to deeply analyze student learning data, reflect on instructional practices, and develop responsive strategies together. These findings reinforced the need to move beyond compliance-based collaboration toward meaningful, job-embedded professional learning that is ongoing and connected to actual student needs.</p> <p>PLCs serve as a foundation for all other district priorities. Whether we are strengthening core instruction in literacy and numeracy, increasing student engagement, or improving outcomes for multilingual learners and students with disabilities, PLCs are the mechanism by which strategies are implemented, monitored, and adjusted in real time. When teams are empowered to collaborate regularly using student data and aligned tools, instructional coherence and collective efficacy increase both of which are essential to improving outcomes.</p> <p>Furthermore, investing in PLCs supports the SCEP key strategies of our identified schools by:</p> <ul style="list-style-type: none"> • Ensuring the use of real-time data to address student learning gaps • Building teacher capacity around effective instructional practices • Creating alignment between district-wide initiatives and school-based implementation

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?
Establish Consistent PLC Structures Across Schools	Define clear expectations for PLC scheduling, participation, protocols, and outcomes to ensure all buildings are engaging in meaningful collaboration aligned with student learning goals.	<ul style="list-style-type: none"> Common planning time during the school day or designated PLC time weekly. District-wide PLC protocols, templates for agendas, minutes, and goal-setting. Building and district leaders to oversee consistency and follow-through.
Provide Ongoing Professional Learning for Facilitators and Teams	Offer training for PLC leaders and team members on using student data, setting SMART goals, monitoring progress, and employing inquiry cycles to improve instruction.	<ul style="list-style-type: none"> Funding for external trainers, coaching consultants, or professional development providers. Time for dedicated PD sessions, including release time or summer institutes. Instructional coaches, teacher leaders, and PD facilitators to lead and model practices.
Align PLC Focus with DCIP and SCEP Priorities	Ensure that PLCs are grounded in school and district priorities, focusing on improving Tier I instruction, addressing achievement gaps, and supporting priority student groups (e.g., multilingual learners, students with disabilities).	<ul style="list-style-type: none"> Alignment tools to connect school improvement plans with PLC goals. District staff (Directors) to support school alignment. Shared virtual or physical spaces to track progress and share exemplars.
Leverage Student Data to Drive Conversations	Use formative assessments, screeners, benchmark data, and student work to inform planning, intervention, and instructional adjustment within PLCs.	<ul style="list-style-type: none"> Subscriptions or access to data platforms (e.g., EduClimber, iReady Datamate, NWEA). Data review protocols, formative assessment

Priority 2

		<p>calendars.</p> <ul style="list-style-type: none"> • Data specialists or coaches to support analysis and interpretation.
Use Collaborative Protocols and Data-Inquiry Cycles	Implement common data protocols to guide inquiry cycles that promote continuous instructional improvement.	<ul style="list-style-type: none"> • Sufficient number of trained instructional coaches with content expertise. • Flexibility in coaches' schedules to attend PLCs and provide follow-up support. • Coaching logs, feedback tools, and walkthrough templates.
Incorporate Instructional Coaches and School Leaders in PLC Work	Integrate support staff to model best practices, guide data analysis, and provide actionable feedback to elevate instructional quality.	<ul style="list-style-type: none"> • Established inquiry models (e.g., Data Wise, PDSA), templates for use in PLCs. • Professional texts or materials to support inquiry work. • Skilled facilitators or mentors to build staff capacity in using protocols with fidelity.
Monitor Implementation and Impact of PLCs	Conduct regular reviews of PLC documentation, student achievement data, and teacher feedback to evaluate the effectiveness of PLCs and make timely adjustments	<ul style="list-style-type: none"> • Monitoring tools such as PLC implementation rubrics, reflection logs, and impact trackers. • Central office and school leaders responsible for collecting and analyzing PLC effectiveness. • Quarterly check-ins, walkthroughs, and feedback cycles aligned to PLC outcomes.

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.

Quantitative Data Goals

- 80% of schools will have fully functioning PLCs that meet at least biweekly, as documented in school schedules and verified through principal attestations.
- 100% of PLC teams in identified CSI/TSI/ATSI schools will submit evidence of using student data (e.g., assessment results, attendance, behavior trends) to plan and adjust instruction at least once per month.
- 80% of participating teachers will participate in a year-end survey.
- Increase in student achievement across core subjects:
 - +5 percentage point gain in proficiency on district benchmark assessments in ELA and Math compared to 2024–25.
 - +10% increase in the number of students demonstrating growth on interim assessments, particularly in CSI/TSI/ATSI schools.
- 100% of schools will complete at least three documented data inquiry cycles aligned to their SCEP/DCIP strategies.

Qualitative Descriptions

- PLCs will be recognized as a core component of the district’s instructional culture, embedded in the weekly routine of all schools and supported by building leadership.
- Teacher collaboration will be purposeful, data-informed, and student-centered, with a clear focus on instructional improvement, not compliance.
- Educators will express a shared language of instructional practices and data use, leading to more consistent, equitable instruction across classrooms and schools.
- Instructional leaders will be visible in the PLC process, modeling and reinforcing reflective practice, questioning techniques, and evidence-based decision-making.
- Schools will demonstrate greater coherence across grade levels and content areas, evidenced by aligned planning documents, pacing guides, and assessments.

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 (complete after the date listed in the preceding column)
PLC meeting logs and agendas to ensure frequency, purpose, and focus on student data	Monthly	

Priority 2

<p>What We Hope to See:</p> <p>Increased frequency and quality of PLC meetings focused on student learning and instructional strategies</p>	<p>On-Track Indicators by Mid-Year: Every school maintains consistent PLC meetings (at least bi-weekly), logs demonstrate alignment with student data and instructional goals, and focus areas are grounded in SCEP/DCIP priorities.</p> <p>End-of-Year Goal: PLCs are functioning with high levels of collaboration, inquiry, and consistency in practice across teams.</p>	
<p>Common formative assessment results and trends (ELA, Math, Writing)</p> <p>What We Hope to See:</p> <p>More intentional use of disaggregated data to identify and address student learning gaps</p>	<p>After each assessment cycle (e.g., every 4–6 weeks)</p> <p>On-Track Indicators by Mid-Year: Teachers collaboratively analyze CFA data, adjust instruction, and track growth for student groups.</p> <p>End-of-Year Goal: At least 80% of PLC teams show evidence of using CFA data to drive re-teaching and intervention decisions.</p>	
<p>Student performance data on district-wide benchmarks and screeners (e.g., i-Ready, NWEA, NYS Assessments)</p> <p>What We Hope to See:</p> <p>Mid-year assessment data showing growth toward year-end benchmarks in ELA and Math</p>	<p>October, January, and May for benchmark screeners</p> <p>Ongoing for NYS test prep and performance</p> <p>On-Track Indicators by Mid-Year: Fall to Winter growth trends reflect progress toward EOY targets, and data is being discussed in PLCs.</p> <p>End-of-Year Goal: A significant percentage of</p>	

Priority 2

	students meeting growth targets, especially in CSI/TSI/ATSI schools.	
<p>PLC team reflection tools or protocols (e.g., data inquiry cycles, looking at student work protocols)</p> <p>What We Hope to See:</p> <p>Evidence of instructional shifts driven by PLC conversations (e.g., adjusted lesson plans, targeted interventions)</p>	<p>After major data cycles (e.g., benchmark periods, CFA cycles)</p> <p>On-Track Indicators by Mid-Year: Teams use data inquiry protocols and self-assess their effectiveness; adjustments are documented.</p> <p>End-of-Year Goal: Evidence that reflective practices have led to changes in instruction and improved student outcomes.</p>	
<p>Staff surveys measuring perceptions of collaboration, data use, and instructional improvement</p> <p>What We Hope to See:</p> <p>Improved teacher collaboration and collective efficacy as reported through surveys and focus groups</p>	<p>On-Track Indicators by Mid-Year: Staff report moderate to high levels of collaboration and value in PLCs.</p> <p>End-of-Year Goal: An increase in staff reporting that PLCs positively impact their instructional practice and student learning.</p>	
<p>Coaching logs or school leader walkthrough data showing evidence of instruction aligned to PLC-developed plans</p> <p>What We Hope to See:</p> <p>Clear alignment between SCEP/DCIP strategies and PLC team goals and actions</p>	<p>On-Track Indicators by Mid-Year: Coaches and leaders observe alignment between PLC priorities and instructional practice.</p> <p>End-of-Year Goal: Observations consistently show evidence of practices refined through PLC collaboration.</p>	

Priority 2

<p>Attendance, behavioral, and engagement data—especially in CSI/TSI/ATSI schools</p> <p>What We Hope to See:</p> <p>Increased instructional coherence across classrooms and grade levels within schools</p>	<p>On-Track Indicators by Mid-Year: Decrease in chronic absenteeism, discipline referrals, and disengagement—especially among priority subgroups.</p> <p>End-of-Year Goal: Positive trends in SEL indicators and student engagement linked to increased instructional responsiveness.</p>	
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PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Promote Student Belonging, Engagement, and Social-Emotional Support.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Promoting student belonging, engagement, and social-emotional support aligns directly with our district's core values of equity, inclusivity, and whole-child development. Our vision as a district centers on creating safe, supportive, and affirming environments where all students feel seen, heard, and valued—conditions that are foundational to learning and achievement.</p> <p>This priority emerged from data gathered through the Envision-Analyze-Listen process across our schools, particularly those identified as TSI, ATSI, or CSI. In student focus groups, surveys, and community forums, recurring themes included a need for stronger adult-student relationships, culturally affirming environments, and intentional practices to build a sense of belonging—especially among historically marginalized student groups. In several buildings, discipline and attendance data pointed to disengagement, a lack of connection to school, and uneven access to meaningful supports.</p> <p>This priority is the right one to pursue now because it directly addresses barriers to learning that exist outside academic skill gaps, such as trauma, chronic absenteeism, and social isolation. These barriers disproportionately affect our most vulnerable student populations and must be tackled in tandem with academic initiatives to ensure equitable outcomes. By focusing on belonging and engagement, we can create the psychological safety students need to take academic risks, persist through challenges, and stay connected to school.</p> <p>This work also intersects with and supports our other district priorities, such as strengthening core instruction and building data-driven PLCs. When students feel emotionally safe and engaged, instructional strategies are more effective, and learning communities thrive. Furthermore, investing in social-emotional learning (SEL), restorative practices, and student voice initiatives supports long-term goals around school climate transformation and improved academic outcomes.</p> <p>In our schools identified for TSI/ATSI/CSI, this priority directly supports SCEP Key Strategies such as restorative practice circles, student-led advisories, SEL integration into academic content, and family-school partnerships. Ultimately, this priority reflects our</p>

Priority 3

deepening understanding of what our students need not just to achieve, but to thrive.

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?
Implement Restorative Practices and Community-Building Circles	Foster safe, inclusive school environments through regular restorative circles that strengthen relationships, build trust, and address conflict constructively.	<ul style="list-style-type: none"> • Designated time during advisory, homeroom, or morning meetings for circles. • Time in PD days or staff meetings to train and reflect on implementation. • Safe, quiet, and flexible spaces within the school for circles and restorative conversations (e.g., library, community rooms, classrooms). • Budget for professional development, coaching, and ongoing training in restorative practices. • Purchase of materials (e.g., talking pieces, circle guidelines, handbooks). • Established protocols for conducting community-building and conflict-resolution circles. • Documentation and reflection tools for monitoring usage and impact. • Trained facilitators (teachers, counselors, deans, or social workers). • Administrative support for integrating restorative practices into school culture.

Priority 3

<p>Integrate Social-Emotional Learning (SEL) Across Content Areas</p>	<p>Embed SEL competencies (e.g., self-awareness, relationship skills, responsible decision-making) into daily instruction and classroom routines to support whole-child development.</p>	<ul style="list-style-type: none"> ● Time within the instructional day to integrate SEL mini-lessons and reflection. ● Opportunities during PLCs and curriculum planning to align SEL with academic goals. ● SEL anchor charts, emotion check-in stations, and calming corners in classrooms. ● School-wide visual supports that reinforce SEL language and norms. ● Purchase of SEL-aligned curriculum materials and supplemental resources. ● Funding for professional learning on embedding SEL into academic instruction. ● SEL scope and sequence aligned with Panorama competencies. ● Integration of SEL indicators into classroom walkthrough tools and feedback cycles. ● Teachers trained to model and teach SEL skills across subjects. ● SEL coordinators or school counselors to support implementation and coaching.
<p>Establish Student Voice and Leadership Opportunities</p>	<p>Create platforms such as student advisory groups, equity councils, and peer mentorship programs to ensure students have meaningful input into school decisions and culture-building efforts.</p>	<ul style="list-style-type: none"> ● Time during or after school for advisory groups, councils, or peer mentoring. ● Scheduled feedback sessions and leadership training opportunities. ● Designated meeting areas or virtual platforms for student-led meetings and collaboration.

Priority 3

		<ul style="list-style-type: none"> ● Stipends or incentives for student leaders and adult advisors. ● Funding for leadership development, materials, and communications (e.g., flyers, events). ● Clear structures for selection, facilitation, and action planning. ● Feedback loops to share how student voice influences school improvement. ● Adult advisors to coach and guide student groups. ● Diverse student representation across identity, grade level, and academic programs.
Refine Access to Mental Health and Wellness Supports	Increase availability of school-based counseling, partnerships with community mental health providers, and wellness spaces to proactively support students' emotional and behavioral needs.	<ul style="list-style-type: none"> ● Increased counseling time through strategic scheduling or provider partnerships. ● Wellness programming during lunch, advisory, or after school. ● Dedicated wellness rooms, sensory spaces, or calming areas within schools. ● Funding for additional mental health staff (e.g., social workers, psychologists). ● Grants or district funds to partner with external providers or agencies. ● Streamlined referral systems for accessing services. ● Universal screeners and needs assessments to identify students early. ● School counselors, social workers, and psychologists. ● Community-based mental health partners and crisis intervention specialists.

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.

Quantitative Goals

- Improved Student Sense of Belonging
 - *Target:* Increase Panorama survey results in “Sense of Belonging” by 10 percentage points across all grade levels compared to the 2024–25 baseline.
- Increased Student Participation in Voice and Leadership Opportunities
 - *Target:* At least 75% of schools will establish and sustain student advisory groups, equity councils, or peer mentoring programs with 50% student participation from diverse student groups.
- Reduced Behavioral Incidents
 - *Target:* Achieve a 15% reduction in out-of-school suspensions and office referrals in TSI/ATSI/CSI schools compared to 2024–25 data, reflecting the impact of restorative practices.
- Expanded Access to Mental Health Supports
 - *Target:* Ensure a 20% increase in the number of students accessing school-based counseling and wellness services through documented referrals.
- Staff Training Completion
 - *Target:* 100% of instructional staff in grades K–12 will complete professional development in SEL integration and restorative practices by June 2026.

Qualitative Descriptions

- Positive School Climate: Students report feeling more connected to peers and adults, and families express increased trust in school environments. Schools adopt inclusive practices that reflect students' identities, cultures, and experiences.
- Restorative Mindset: School leaders and staff consistently use restorative language and circle practices to build relationships, resolve conflict, and promote accountability.
- Integrated SEL Culture: Classrooms reflect calm, supportive environments where students are taught and given regular opportunities to practice empathy, emotional regulation, and problem-solving.
- Student-Centered Decision Making: School leadership teams regularly consult student councils and equity-focused groups to inform policies, events, and culture-building activities.
- Tiered Mental Health Support: Schools have clear, accessible systems in place to support students' mental wellness, including proactive interventions, regular check-ins, and partnerships with external agencies.

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>
<p>Restorative Practices and Community-Building Circles</p> <p>Frequency logs of restorative circles conducted (monthly by school)</p> <p>Number of staff trained in restorative practices</p> <p>Reduction in behavioral referrals, detentions, and suspensions (quarterly data)</p> <p>Qualitative feedback from students and staff (focus groups or surveys)</p> <p>Restorative practice implementation rubrics or self-assessments</p> <p>What We Hope to See:</p> <ul style="list-style-type: none"> • Consistent monthly res • Increased participation by mid-year • Near full implementation by spring • Foundational training for key staff by October • 50% of target staff trained by January • 90–100% of target staff trained by June • Baseline for behavior referrals set in October • Noticeable reduction by January Sustained decline through June • Baseline student/staff perceptions gathered by November • Improved trust and connectedness by February • Strong sense of belonging by May • Initial implementation self-assessed in December • Growth toward full/sustaining implementation by May 	<p>Monthly (beginning in September)</p> <p>Quarterly (October, January, April, June)</p> <p>Quarterly (October, January, April, June)</p> <p>2–3 Times/Year (November, February, May)</p> <p>Twice/Year (December and May)</p>	

Priority 3

<p>Social-Emotional Learning (SEL) Integration</p> <p>SEL walkthrough observation tools or checklists completed by instructional leaders (bi-monthly)</p> <p>Teacher lesson plans showing embedded SEL strategies</p> <p>Student SEL growth on Panorama or similar tools (biannual)</p> <p>Teacher self-assessment surveys on comfort and effectiveness integrating SEL</p> <p>Participation in SEL professional learning sessions</p> <p>What We Hope to See:</p> <ul style="list-style-type: none"> • Baseline SEL walkthroughs complete by November • Increase in SEL-aligned practices by January • Consistent SEL integration in classrooms by May • Initial SEL components in lesson plans by October • 50%+ of plans include SEL by January • Widespread SEL integration by May • Fall: baseline SEL growth 	<p>Bi-monthly (Sept, Nov, Jan, March, May)</p> <p>Monthly spot checks or tied to coaching cycles</p> <p>Biannual (Fall – October; Spring – May)</p> <p>Twice/year (December and May)</p> <p>Tracked after each PD session (ongoing)</p>	
<p>Student Voice and Leadership Opportunities</p> <p>Roster and meeting minutes of student leadership groups (advisory, equity councils, peer mentoring)</p> <p>Representation data to ensure diverse student participation</p> <p>Student surveys measuring perceived influence on school culture/decisions</p> <p>Artifacts from student-led initiatives (e.g., proposals, presentations, event planning)</p> <p>Staff feedback on changes resulting from student input</p>	<p>Monthly (starting by October)</p> <p>Quarterly (November, February, May)</p> <p>Twice/year (January and May)</p> <p>Collected throughout the year; formal review in December and May</p> <p>Twice/year (December and May)</p>	

Priority 3

<p>What We Hope to See:</p> <ul style="list-style-type: none"> ● Maintain roster and meeting minutes for all student leadership groups ● Track representation data to ensure diverse, inclusive participation ● Administer student surveys to assess perceived influence on school culture ● Collect artifacts from student-led initiatives (e.g., proposals, presentations, events) ● Gather staff feedback on changes influenced by student input 		
<p>Mental Health & Wellness Supports</p> <p>Referral and service logs for counseling and wellness support</p> <p>Student and family surveys on access, satisfaction, and perceived impact</p> <p>Staffing ratios of mental health professionals per school</p> <p>Utilization data of wellness spaces and “calm corners”</p> <p>Number and strength of community partnerships with mental health agencies</p> <p>What We Hope to See:</p> <ul style="list-style-type: none"> ● Baseline established on referrals and services. ● Ongoing: increasing number of students accessing support, with trends showing equitable access across subgroups. ● Initial feedback collected to inform mid-year adjustments. ● improved satisfaction and perceived emotional well-being from both students and families. ● Review staffing gaps. ● Consistent usage tracking begins. ● Examination of data ● Proactive use of wellness spaces aligned with student needs. ● Assess existing partnerships and gaps. 	<p>Monthly (beginning in September)</p> <p>Twice/year (December and May)</p> <p>September (baseline) and May (end of year)</p> <p>Quarterly (October, January, April, June)</p> <p>Fall & Spring (October and May)</p>	

Priority 3

<ul style="list-style-type: none">• At least one strengthened or new partnership per school or feeder pattern with documented services delivered.		
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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 2025-26?	Ensure Equitable Access to Effective Educators and Strategic Resource Allocation
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Ensuring equitable access to effective educators and strategically allocating resources directly aligns with the district’s vision of providing every student regardless of zip code, background, or circumstance with access to high-quality instruction and opportunities to succeed. This priority reflects the district’s commitment to equity, excellence, and student-centered decision-making.</p> <p>Through data analysis and stakeholder feedback collected during Envision-Analyze-Listen activities, it became clear that disparities exist in the distribution of experienced teachers, specialized staff, and targeted resources, particularly in schools identified for TSI, ATSI, and CSI supports. Stakeholders identified staffing inconsistencies, high teacher turnover in high-need schools, and uneven access to enrichment programs and interventions as critical barriers to student success.</p> <p>Equitable access to high-quality educators is one of the strongest predictors of improved student outcomes, particularly for historically marginalized groups, multilingual learners, and students with disabilities. At the same time, ensuring that financial and human resources are allocated based on student and school-level need allows the district to maximize impact and close opportunity gaps.</p> <p>To extend success in 2025–26, this priority will also include:</p> <ul style="list-style-type: none"> • Strategic Resource Allocation for All Employee Groups The district will intentionally direct resources to CSEA staff, teachers, administrators, and all employee groups to strengthen capacity through PLC-style learning opportunities. This includes: <ul style="list-style-type: none"> ○ Providing dedicated time for collaborative learning and cross-role professional development. ○ Offering targeted training aligned to district priorities and school improvement goals. ○ Supporting structured opportunities for all staff to engage in data-driven collaboration, share best practices, and refine approaches to supporting students. <p>Connection to SCEP Key Strategies for TSI/ATSI/CSI Schools:</p>

Priority 4

	<ul style="list-style-type: none"> • Providing targeted staffing (e.g., instructional coaches, interventionists) in identified schools to directly support teacher development and student achievement. • Using school-level data to guide decisions about resource allocation, ensuring that investments are responsive to the unique needs of each school community. • Aligning professional learning with improvement goals, ensuring educators in high-need buildings have the skills and support to implement evidence-based practices.
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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?
Strengthen Recruitment and Retention of High-Quality, Diverse Educators	Expand partnerships with teacher preparation programs, implement “grow-your-own” initiatives, and actively recruit educators who reflect the cultural and linguistic diversity of the student population.	<ul style="list-style-type: none"> • Time for recruitment fairs, university partnerships, and candidate interviews. • Meeting areas for onboarding and mentorship sessions. • Budget for recruitment incentives, relocation support, and grow-your-own program costs. • Streamlined hiring workflows, data dashboards for tracking recruitment progress. • HR team, teacher mentors, university liaisons, culturally responsive recruitment specialists.
Refine Systems for Strategic Staffing	Use school-level data (e.g., performance, vacancies, teacher evaluation data) to prioritize placing highly effective teachers in TSI/ATSI/CSI schools and ensure staffing decisions align with student needs.	<ul style="list-style-type: none"> • Regular data review cycles (quarterly) to align staffing decisions. • Collaborative spaces for staffing meetings and planning. • Funding for data systems, analytics tools, and targeted hiring in TSI/CSI schools.

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		<ul style="list-style-type: none"> ● Staffing prioritization protocols based on data (vacancies, performance, need). ● HR analysts, building leaders, data specialists, central office leadership.
Support Early Career Teachers and High-Need Buildings	Provide mentoring, induction programs, and targeted professional learning to support new teachers and those in high-need schools, improving retention and instructional quality.	<ul style="list-style-type: none"> ● Protected time for coaching, mentoring, and PD. ● Dedicated rooms for coaching sessions, professional learning communities (PLCs). ● Funds for stipends for mentors, coaching materials, and substitute coverage for release time. ● Structured induction programs, feedback loops, and support plans for teachers. ● Instructional coaches, mentors, building administrators, district PD coordinators.
Create Transparent and Equitable Resource Allocation Models	Develop a needs-based formula that factors in student demographics, school performance, and improvement status to guide staffing, programming, and funding decisions.	<ul style="list-style-type: none"> ● Annual resource allocation planning meetings. ● Workspace for finance and leadership teams to collaborate. ● Software for financial modeling and equity analysis. ● Needs-based funding formulas and equity audits. ● Finance department, equity officers, school leaders, district leadership.
Enhance Cross-Department Collaboration	Facilitate regular alignment meetings between NTA, NASA, and CSEA to ensure resources are deployed strategically and support all district employees.	<ul style="list-style-type: none"> ● Monthly coordination meetings between departments. ● Conference spaces or virtual platforms for joint planning.

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		<ul style="list-style-type: none"> ● Minimal direct cost; possible funds for facilitation and collaboration tools. ● Cross-functional workflows to align staffing, funding, and professional learning goals.
Increase Principal Autonomy with Accountability	Empower building leaders with greater input into staffing while holding them accountable for using staff and resources effectively to improve outcomes.	<ul style="list-style-type: none"> ● Time for leadership training and planning sessions. ● Leadership development venues. ● Budget for leadership PD and potential autonomy-related initiatives. ● Accountability frameworks that balance autonomy with performance metrics. ● Principals, superintendent, leadership coaches, HR staff.

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.

Quantitative Targets

- Teacher Distribution and Retention
 - Reduce teacher turnover in CSI/TSI/ATSI schools by 10% compared to the 2024–25 baseline.
 - Increase the percentage of experienced, highly effective teachers in identified schools by 5%.
 - Achieve 100% staffing of critical shortage areas (e.g., special education, multilingual learner supports) by the first day of school.
- Professional Learning Participation
 - Ensure that 100% of employee groups (CSEA, teachers, administrators) participate in at least four PLC-style learning sessions during the year.
 - Increase staff-reported effectiveness of professional learning (via surveys) by 15% from the previous year.
- Resource Allocation
 - Allocate at least 90% of grants and targeted funds by mid-year to initiatives directly tied to school improvement plans and district priorities.

Qualitative Descriptions

- Improved School Climate & Culture
 - Staff, through surveys and focus groups, report increased access to meaningful professional collaboration, enhanced support from district leadership, and improved confidence in implementing high-impact instructional strategies.
 - Students describe stronger connections with teachers and greater access to enrichment programs and support services, particularly in high-need schools.
- Stronger Instructional Practices
 - Observational data and walkthrough evidence show consistent implementation of PLC-informed instructional strategies that support literacy, numeracy, and writing growth.
 - Cross-school collaboration leads to shared best practices, evident in instructional alignment and improved student engagement.
- Equitable Learning Opportunities
 - Families and community stakeholders perceive the district as making transparent, equity-driven decisions about staffing, resources, and programming.
 - Extended learning opportunities and interventions reach a broader range of students, reducing gaps in participation across demographic groups.

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>
Human Capital & Staffing Data What We Hope to See: <ul style="list-style-type: none"> ● Teacher retention rates by school, with a focus on CSI/TSI/ATSI buildings. ● Distribution of highly effective/experienced teachers across all schools. ● Vacancy rates and time-to-fill for critical positions. 	By October 2025 (Start of Year): <ul style="list-style-type: none"> ● 100% of teaching positions filled, including critical shortage areas. ● Teacher assignment data shows equitable distribution across CSI/TSI/ATSI schools. By January 2026 (Mid-Year): <ul style="list-style-type: none"> ● Teacher retention rates in high-need 	

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	<p>schools show at least a 5% improvement compared to the same period in 2024–25.</p> <p>By June 2026 (End of Year):</p> <ul style="list-style-type: none"> • Overall teacher turnover in high-need schools reduced by 10%. • Increase in percentage of highly effective teachers in CSI/TSI/ATSI schools by 5% 	
<p>Professional Learning & PLC Participation</p> <p>What We Hope to See:</p> <ul style="list-style-type: none"> • Attendance logs and agendas from PLC-style learning opportunities for all employee groups (CSEA, teachers, administrators). • Staff survey results measuring perceptions of professional learning relevance and impact. • Evidence of PLC outcomes, such as data-driven instructional plans and shared resources. 	<p>By November 2025 (Early Implementation):</p> <ul style="list-style-type: none"> • All schools have schedules for regular PLC meetings and documentation of participation across staff groups. • First round of PLC sessions for CSEA, teachers, and administrators completed. <p>By February 2026 (Mid-Year):</p> <ul style="list-style-type: none"> • At least 50% of PLC-style sessions completed for all staff groups, with interim staff surveys showing 60%+ positive feedback on usefulness. • Evidence of PLC-driven instructional adjustments in walkthroughs and planning documents. <p>By June 2026 (End of Year):</p> <ul style="list-style-type: none"> • 100% of staff have engaged in at least four PLC-style learning opportunities. • Staff surveys show a 15% increase in 	

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	positive responses regarding professional learning impact.	
<p>Resource Allocation Data</p> <p>What We Hope to See:</p> <ul style="list-style-type: none"> Budget and grant expenditure reports showing alignment of funds to district priorities. Tracking of resource equity across schools (e.g., per-pupil funding comparisons, targeted program investments). 	<p>By December 2025 (Budget Checkpoint):</p> <ul style="list-style-type: none"> At least 50% of grant funds allocated and aligned to school improvement and district priorities. Mid-year equity analysis completed to ensure resources are distributed according to need. <p>By March 2026 (Adjustment Phase):</p> <ul style="list-style-type: none"> Any underused funds reallocated to high-impact strategies. Transparency reports shared with stakeholders. <p>By June 2026 (End of Year):</p> <ul style="list-style-type: none"> At least 90% of targeted funds spent in alignment with DCIP priorities. Documentation shows equitable per-pupil investments across schools. 	
<p>Student Outcome Data</p> <p>What We Hope to See:</p> <ul style="list-style-type: none"> Interim and state assessment results in literacy, numeracy, and writing. Student engagement measures (attendance, participation in extended learning, Panorama survey results). Discipline data, with a focus on disproportionality trends. 	<p>By January 2026 (Mid-Year Review):</p> <ul style="list-style-type: none"> Interim assessment data (i-Ready, unit tests) shows growth toward annual targets. Student attendance and participation rates in extended learning show early increases. <p>By April 2026 (Spring Monitoring):</p> <ul style="list-style-type: none"> Evidence of continued growth in 	

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	<p>literacy, numeracy, and writing based on interim and benchmark assessments.</p> <ul style="list-style-type: none">● Mid-year discipline data shows a decline in disproportionality compared to 2024–25. <p>By June 2026 (End of Year):</p> <ul style="list-style-type: none">● Students meet or exceed growth targets on state and district assessments.● Participation in extended learning programs is equitable across all demographic groups.● Final suspension and engagement data reflect improved school climate and equity outcomes.	
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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)
Ms. Onyx Peterson	Acting Superintendent	
Dr. Natasah Freeman-Mack	Assistant Superintendent, Equity and Access	
Ms. Susan Valentino	Co- Principal	Newburgh Free Academy
Mr. Roderick Phoenix	Principal	South Middle School
Dr. Karrie Bunce	Principal	Balmville
Ms. Stacy Moran	NTA Union President	
Mr. Matthew Scully	Teacher	Gidney Ave. Elementary
Ms. Jennifer Costible	Teacher	Newburgh Free Academy
Ms. Dawn Fuchek	Grandparent	
Mr. John Fisher	CSEA Union President	
Ms. Michele McKnight	CSEA	NFA Main
Mr. Chris Bayer	Asst. Superintendent, Exceptional Learners	

Meeting Dates

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

Meeting Date	Location
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Stakeholder Participation

Sept. 30, 2024	Central office
October 18, 2024	virtual
November 14, 2024	virtual
January 7, 2025	virtual
March 27, 2025	Central Office
April 30, 2025	Virtual
May 9, 2025	Blast Lab- Chestnut Lane
June 11, 2025	Blast Lab- Chestnut Lane
June 24, 2025	Blast Lab- Chestnut Lane
July 22, 2025	Central office

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 participated in focus groups, PLC discussions, and SCEP planning meetings where they provided input on instructional challenges, resource needs, and effective strategies for supporting subgroups (e.g., multilingual learners, students with disabilities). Their feedback directly informed decisions on professional learning priorities, curriculum adoption, and targeted interventions.
Parents with children from each identified subgroup	Parents were engaged through surveys, parent advisory councils, and listening sessions. Their insights on barriers to engagement, communication needs, and support services shaped family partnership strategies, SEL initiatives, and resource allocation decisions outlined in the DCIP.
Secondary Schools: Students from each identified subgroup	Students contributed through student voice groups, and feedback surveys. Their perspectives on school climate, belonging, and access to academic and extracurricular opportunities were incorporated into strategies promoting student leadership, restorative practices, and culturally responsive teaching.

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.
4. ☒ 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).
5. ☒ 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).