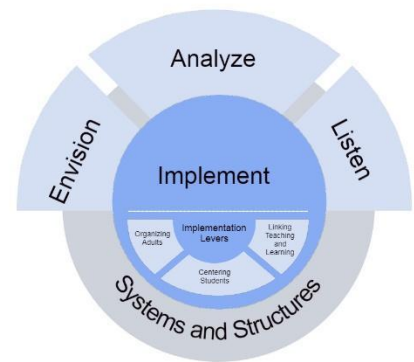




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DCIP Planning Document for 2023-24 DCIP

District
Port Jervis City School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2023-24 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District’s vision, values, and aspirations
- Reviewing the 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2023-24 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

The Port Jervis City School District is a premier learning community committed to preparing the whole learner to become a meaningful contributor to society by embracing student voice which leads and inspires change while respecting the traditions we value.

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

The Port Jervis City School District will provide an inclusive curriculum and instruction that meets the needs of the whole child. The following goals and strategies are from the Port Jervis School District's Board of Education Goals. This includes:

- Improve student programs (Goal 1) and educate the whole child (Goal 2)
 - Equitable opportunities are designed and offered to a diverse elective experience for all students; curriculum, resources and programs are aligned K-12; improving the MTSS process and procedures K-12.
 - Literacy across the curriculum to add more reading and writing instruction during the day.
 - Academic vocabulary integration.
 - Incorporate hands-on learning experiences (e.g., new science lab requirement, PLTW)
- Implement data analytics to efficiently view student demographic and assessment data (Goal 2)
 - Design and implement data analyzing tools to bring together disparate data for school leaders, faculty, and students to oversee accountability tracking, early warning and intervention, social and emotional learning reporting, and college and career readiness. This includes using digital data platforms to inform instructional needs and gains in order to support district initiatives and decision-making.
- Provide diverse and equitable activities and opportunities to prepare our students for career, college, and civic pursuits. (Goals 1, 2, and 4)
 - Students will have access to expanded transition services for special education, Seal of Biliteracy, Seal of Civic Readiness, and expanded college options.
- Provide a safe, positive, and supportive learning environment. (Goal 2)
 - Improve school wellness programs based on survey data and targeted needs; update district and school safety and wellness plans inclusive of new policies and/or procedures on DEI, SEL, and MTSS. And support students by expanding the K-12 character development and SEL programming and opportunities for students to provide feedback, insight and ideas to create and maintain a positive student learning environment.

SECTION 2: SCHOOL COMMITMENTS

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

Analyzing data revealed a significant decrease in discipline referrals from the 2021-2022 school year to 2022-2023. Data showed that in 21-22 there were 2309 total discipline referrals; that number dropped to 1,148 in 22-23 accounting for a near 50% reduction in referrals. The percentage of cut classes from 21-22 to 22-23 SY dropped 63% signaling progress implementing PBIS strategies and an improved student sense of belonging as demonstrated by student survey and interview responses. When interviewed middle school students the majority indicated a sense of belonging to the school. Students voiced that sports and extracurricular activities helped to make them feel a part of the school community. However, a few students noted they did not feel included and valued in school.

Surveys of middle school students demonstrated high levels of agreement when asked:

- o My teachers are supportive and encouraging. (Dec. 2022 - 78.2%; June 2023 - 63.3%)
- o My teachers believe I can succeed. (Dec. 2022 – 85.3%; June 2023 - 68.6%)

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Consistency emerged as the number one theme for the middle school as the team completed the Envision-Analyze-Listen activities. During student interviews it was shared that they experience inconsistencies with regards to classroom expectations, grading policies, and behavioral expectations. While much progress was made implementing behavioral prevention strategies the school recognizes there needs to be more consistency with communicating behavioral expectations. Academically, the school has identified the need for common assessments and team meetings to build consistency within content areas. Aligning grading practices with MTSS and NYS Next Gen Standards will improve consistency of practices across grade levels and the building.

The SCEP team recognizes the need to continue improving communication among staff and families. The team discussed various strategies for facilitating conversations including team meetings, weekly meetings with guidance and common planning times. These strategies would serve to support the academic, behavioral and social emotional needs of students. Improving communication with families remains an ongoing goal of the school as they explore the best way to contact families.

The Middle School will continue to refine the MTSS structures and practices. This includes academic support and enrichment, as well as PBIS/SEL tiered interventions and supports.

Section 2: School Commitments

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24?

The middle school identified the following priorities:

Priority #1 – We commit to improving student outcomes through rigorous and consistent instructional practices.

Priority #2 – We commit to providing a safe environment for students, families, and staff through clear and consistent expectations and consequences.

During the 2022-2023 school year the middle school MTSS Team developed a 3-Tiered system of academic, behavioral, social-emotional and attendance supports for students. The focus of the work for 2023-2024 will be to consistently implement the MTSS 3-tiers strategies to ensure all students are provided a safe, positive and supportive learning environment. This will be accomplished through rigorous and consistent instructional practices along with a safe environment for all members of the school community through clear and consistent expectations.

2. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

The largest expenses associated with the implementation of the Middle School 2023-2024 SCEP are:

- Substitutes for work completed during the school day and teacher stipends for afterschool/summer for work associated with SCEP initiatives including developing common grading practices, creating common assessments, team meetings to develop common academic and classroom expectations, and afterschool activities for students and families.
- PLC surveys to progress monitor the implementation of SCEP initiatives.
- Resources for enhancing communication with parents and activities for increasing family involvement.
- Supplies for MTSS and PBIS initiatives and incentives for students exhibiting positive behaviors.
- Resources for implementation of Wilson's Just Words program including a screener and professional development.

3. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

- MTSS school-based committee will continue to work with the MTSS district teams to refine structures and protocols that align K-12.
- Additional staff for academic support in ELA and math at the Middle School level to continue interventions, including Wilson's Just Words and TCRWP integration.
- Teacher summer and school year curriculum writing, including development of curriculum units, mapping, and common assessments.
- Literacy coaches to support literacy across the content training and instructional support.

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

Teacher and administration time and substitute coverage to support the following:

- MTSS monthly check-in meetings
- Wilson Just Words training during the school year as a priority focus to support implementing new curriculum and instruction. (4 days of coaching during the school year per grade)

SECTION 2: SCHOOL COMMITMENTS

- TCRWP training in August as well as 2 days per grade band during the school year. This will be a secondary instructional focus.
- Quarterly parent meetings to continue relationship building at the Middle School

Section 3: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2022-23 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
Districtwide student survey data	39.9% of secondary students reported they found the school curriculum (work) was challenging. 61.6% of secondary students stated the school has conferences for families, students, and teachers to talk.
Districtwide Discipline Referrals	# of elementary discipline referrals: 1,036 # of secondary discipline referrals: 2,982
District Curriculum Audit & Curriculum Map Review	Over 100 curriculum maps were created by the district's teachers during 2022-2023. The curriculum maps developed included pacing, unit topics, Next Gen standards, focus questions, content, skills, vocabulary and assessments. Maps have been developed for core courses, work for developing curriculum maps for elective courses and college courses is scheduled for the summer.
Districtwide Attendance Data	22-23 Attendance Rates ASK - 91.5% HBE - 91.63% MS - 89.9% HS - 89.09%
High School Graduation Rate (NYS Report Card)	82% (August 2022)

Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

Priority 1 in 2022-23 DCIP: **Deepening connections and building relationships among students, staff, families and the community.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

The data below demonstrates that the district and its schools are making progress towards deepening connections and building relationships with staff, students, families and the community. Strong relationships support student engagement, attendance, social-emotional wellness and academic performance.

The district uses three specific survey tools to triangulate data, this includes Student Voice surveys (elementary and secondary), a School Performance Scan representing teacher and staff voice, and a Family Engagement survey. The following questions were surveyed three times, baseline survey May 2022, mid-year survey December 2022 and end-of year-survey June 2023.

STUDENT SURVEY RESPONSES RELATING TO PRIORITY #1:

ELEMENTARY STUDENT SURVEY	May 2022	December 2022	June 2023
My teachers believe I can do well and well.	92.4%	97.1%	97.2%
My teachers care about me.	90.4%	95.1%	95.3%
Our school does not allow bullying.	79.0%	84.9%	85.8%

SECONDARY STUDENT SURVEY	May 2022	December 2022	June 2023
My teachers are supportive and encouraging.	70.0%	61.1%	60.3%
Teachers provide time for students to discuss topics and learn from one another.	53.2%	57.1%	50.2%
We have a positive classroom environment that supports learning.	61.7%	63.8%	54.4%
My teachers believe I can succeed.	76.5%	77.3%	67.6%

STUDENT VOICE SURVEY RESPONSES RELATING TO PBIS and SEL.

ELEMENTARY STUDENT SURVEY

S21. My teachers care about me. (December - 95.4%; June 2023 - 95.3%)

S23. Our school does not allow bullying. (December - 84.9%; June 2023 - 85.8%)

SECONDARY STUDENT SURVEY

S40. I have adults (counselor/social worker/guidance) to go to if I am having trouble. (December 2022 - 76.8%)

S41. Our school has clubs, activities, and events that interest students. (December - 82.2%)

S42. I am safe in my school. (December - 58.9%; June 2023 - 33.5%)

S44. Most students in our school follow the school rules. (December - 28.9%; June 2023 - 13.0%)

DATA RELATING TO DISCIPLINE REFERRALS and POSITIVE BEHAVIORAL REFERRALS

As of May 2023 the secondary schools had seen a 50% reduction in the number of discipline referrals from the 21-22 SY and a 63% reduction in the number of cut classes. Additionally, 299 referrals for positive behavior had been made.

INCREASE IN POSITIVE RESPONSES TO THE PLC FAMILY ENGAGEMENT, SCHOOL SCAN AND STUDENT SURVEYS.

FAMILY ENGAGEMENT SURVEY RESPONSES	Assets (Positive Response)	Emerging Strengths (Somewhat Positive Responses)	Possible Risks
December 2022 (Fall Baseline)	9 (32.1%)	18 (64.3%)	1 (3.6%)
June 2023 (End-of-Year)	15 (60%)	9 (36%)	1 (4%)

SCHOOL SCAN SURVEY RESPONSES	Assets (Positive Responses)	Emerging Strengths (Somewhat Positive Responses)	Possible Risks
December 2022 (Fall Baseline)	54 (81.8%)	11 (16.7%)	1 (1.5%)
June 2023 (End-of-Year)	31 (62%)	17 (34%)	2 (4%)

ELEMENTARY SURVEY RESPONSES	Assets (Positive Responses)	Emerging Strengths (Somewhat Positive Responses)	Possible Risks
December 2022 (Fall Baseline)	15 (83.3%)	3 (16.7%)	0 (0%)
June 2023 (End-of-Year)	11 (73.3%)	3 (20%)	1 (6.7%)

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

SECONDARY STUDENT SURVEY RESPONSES	Assets (Positive Response)	Emerging Strengths (Somewhat Positive Responses)	Possible Risks
December 2022 (Fall Baseline)	8 (25%)	21 (65.6%)	23 (9.4%)
June 2023 (End-of-Year)	2 (8%)	15 (60%)	8 (32%)

DATA/INFORMATION FROM STUDENT INTERVIEW FORUMS

Students identified several positives and concerns about the middle school including:

- Most students stated they feel included, valued and seen in the school. Students shared that teachers do a good job making sure students are seen and heard.
- It was shared that there are many clubs, activities and sports available for students to join.
- During student interviews it was shared that students experience inconsistencies with regards to classroom expectations, and behavioral expectations.
- There were a number of concerns regarding building safety and emergency drills. Many students expressed concern about the behavior of other students. A second concern was how emergency drills are conducted and their peers not taking them seriously.

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Priority 2 in 2022-23 DCIP: **Strengthen our ability to provide a cohesive, relevant curriculum that is accessible to students and instructional staff.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

- The district committed two full days for staff to construct curriculum maps. Over 100 curriculum maps were completed during the two professional days. Curriculum maps have been created for core courses and some elective classes. Work is scheduled for the summer to complete curriculum maps for more electives and college courses. The curriculum maps included the following components; pacing, unit topics, standards, focus questions, content vocabulary, skills, resources and assessments.
- PLC School Performance Scan in December 2022 revealed 82.6% of staff agreed that the district curriculum was well-structured and aligned to standards. When asked if the curriculum template included all of the essential components for effective instruction 88.7% of staff strongly agreed/agreed with the statement.
- Work on developing K-12 curriculum began during the 22-23 SY and resulted in curriculum maps being created for all core areas. To continue this work, initiatives for next year include assessing the implementation of literacy across the content, academic vocabulary, active reading, writing all content areas, and hands-on instruction (i.e., instructional pedagogy).
- The middle and high school have identified the courses offered for the 2023-2024 and are in the process of updating course descriptions.

STUDENT VOICE SURVEY RESPONSES RELATING TO CURRICULUM AND LEARNING

ELEMENTARY STUDENT SURVEY	May 2022	December 2022	June 2023
We work hard in my class.	90.3%	91.8%	91.5%
My teachers ask questions that make me think.	83.7%	89.6%	88.2%

SECONDARY STUDENT SURVEY	May 2022	December 2022	June 2023
Our school curriculum (work) is challenging.	33.8%	56.4%	39.9%
My teachers ask questions that make me think.	64.2%	55.5%	57.2%

Student Interview Data

- Students reported inconsistencies between classes with regards to academic and behavioral expectations.
- Not all students feel they are challenged in their classes.
- Students shared that grading policies are inconsistent from class to class.

June 2023 Curriculum Survey Data

Below are staff responses to the curriculum survey given this spring. The percentages represent the percent of teachers who agreed with the statement.

1. Our current curricula sufficiently supports me in my daily instructional planning. (67.5%)

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

3. Our curricula highlights academic and specific content area vocabulary to be used. (71.8%)
5. We use interim formative (benchmark) assessments to determine student growth and current achievement levels. (84.2%)
8. Literacy skills are addressed across all curricula. (71.1%)
11. Our curricula has both extensions (higher level) and scaffolding (access for learners) elements. (73.0%)
15. Our curricula is engaging and relevant to our students. (76.3%)

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Priority 3 in 2022-23 DCIP: **Continue to build and implement with fidelity a K-12 multi-tiered system of support to meet the academic, behavioral, and attendance of all students.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

- Teams from each of the four district schools met eight times throughout the 2022-2023 school year. The teams were made up of teachers, support staff and administrators.
- The secondary MTSS Team focused on moving from RtI to MTSS. The team moved the MTSS plan and forms to Google Classroom thereby organizing the data and streamlining the process. Utilizing Google Classroom makes accessing data more efficient, allowing for sharing data with more stakeholders. A bank of tiered academic, behavioral, social-emotional and attendance interventions was developed.
- The two elementary schools collaborated to create a single MTSS system that supports the academic, behavioral and social-emotional needs of elementary students. The result of the meetings was a structure for data collection and decision making. Utilizing the existing RtI program academic supports, MTSS adds in tiered behavioral and social-emotional supports for students. All structures and documents are available in the Port Jervis MTSS elementary google classroom.
- The district has adopted “Unified Insights” as the data dashboard for MTSS. The system will be used to track student attendance, behavior, and academics. Training for administrators began in the spring of 2023; training for teachers will take place during the fall of 2023.

SURVEY	QUESTION	MAY 2022	DECEMBER 2022	JUNE 2023
Elementary Students	My family helps at home with school work.	64.8%	70.8%	64.6%
Elementary Students	My teachers send notes home or call my family.	65.2%	67.6%	72.1%
Middle School Students	Our school curriculum (work) is challenging.	31.4%	40.6%	37.3%
High School Students	Teachers provide time for students to discuss topics and learn from each other.	42.9%	42.9%	46.9%

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

High School Students	My teachers explain things in different ways so that all students learn.	38.9%	49.6%	41.7%
High School Students	Our school curriculum (work) is challenging.	40.4%	56.4%	55.1%
Family Engagement Survey	Teachers contact me, not just in times of concern.	41.2%	50.4%	51.5%
Family Engagement Survey	Our school has an effective program for dealing with bullying.	42.5%	47.4%	46%
Family Engagement Survey	My child(ren) talks about student learning targets/goals (“I can...” given to them by their teachers.	44.8%	55%	59.2%
School Performance Scan	Student behavior does not interfere with instruction.	30.8%	35.4%	31.5%
School Performance Scan	Our students accept corrective feedback.	38%	63%	44.6%

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

The three priorities identified for the 2022-2023 DCIP continue to be relevant for 2023-2024 and are supported by the district’s goals. The goals outline how the district will align activities and resources to help ensure student success. By thinking long-term the district intends to build a robust learning environment that improves student achievement and prepares students for success after graduation.

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

#1 Recipient/Use of District Improvement Funds: Hiring PLC Associates to provide comprehensive MTSS coaching, conducting a curriculum audit, and craft DCIP/SCEP plans for the 2022-2023 SY.

What was your goal in directing funds in this manner?

- The development of the K-12 MTSS program (academic, SEL/PBIS) along with all of the guidelines for the implementation of the MTSS structures and strategies.
- Conducting a curriculum audit with the goal to provide the district with a baseline of current curriculum practices and to recommend next steps for curriculum improvement with the goal of increasing student achievement.
- Development of the DCIP/SCEP for the 22-23 school year.

Have you met this goal? How do you know?

All three initiatives were successful; the MTSS team developed a 3-tiered MTSS plan that included academic, behavioral and social-emotional supports. The curriculum audit was completed in the spring of 2023 and the DCIP/SCEP plans were completed on time.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

MTSS K-12 plans are now developed and posted for teacher use. The plans include 3-tiers of academic, behavioral, social-emotional and attendance support. Also articulated in the plans are entrance and exit criteria for each of the three tiers. Initial behavioral data demonstrates a reduction in the number of discipline referrals and the number of classes cut. High school data demonstrates an increase in the number of teachers using learning targets on a daily basis.

Over 100 curriculum maps were developed in the first half of the school year. Of the teachers surveyed in the spring over 84% indicated curriculum documents were used to develop daily lesson plans.

#2 Recipient/Use of District Improvement Funds: Utilization of PLC survey documents for staff, families, and students. The three surveys administered provided qualitative and quantitative data. In addition, PLC conducted a curriculum survey to determine staff use of the curriculum maps.

What was your goal in directing funds in this manner?

To determine the status of the various school improvement initiatives that were being implemented by the district.

Have you met this goal? How do you know?

The three (staff, student, family) surveys were given in December 2022 and June 2023 during the school year. In addition, a curriculum survey was administered in June 2023. The quantitative and qualitative data from those surveys was utilized to formulate the 2023-2024 DCIP/SCEP plans.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

Administrators and SCEP team members are reviewing and using the data routinely to progress monitor the implementation of school improvement initiatives.

#3 Recipient/Use of District Improvement Funds: Wilson's Foundations and Just Words materials and professional learning resources.

What was your goal in directing funds in this manner? Address the need for a Tier 2 & 3 reading support for struggling readers.

Have you met this goal? How do you know?

AIS teachers were trained in the Wilson programs and utilized them daily during reading instruction.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

There is a structured reading program for Tier 2 & 3 reading for secondary students that provides targeted instruction. The program provides teachers and students with reading data that can be used to determine student skills and progress.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Utilizing PLC associates assisted the district in developing a K-12 MTSS fully articulated program that includes academic, behavioral, social-emotional and attendance supports. During the 23-24 Priority 3 DCIP activities will be directed to training staff in the use of the data dashboard to monitor student progress, professional development for staff around the MTSS model and building out the PBIS/SEL portion of MTSS. The use of the PLC Data Triangle Surveys has provided the district and schools with valuable information regarding the progress of various school initiatives and thus will be used again in 23-24 to give the district longitudinal data. The implementation of the Wilson reading programs has been successful and will expand next year to reach more struggling students.

Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2023-24?	We prioritize to deepening connections and building relationships among students, staff, families and the community.
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This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☒ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☒ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 2:

What will the District prioritize to extend success in 2023-24?	We prioritize to strengthening our ability to provide a cohesive, relevant curriculum that is access to students and instructional staff.
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This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☒ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☒ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 3:

What will the District prioritize to extend success in 2023-24?	We prioritize to continue to build and implement with fidelity a K-12 multi-tiered system of support to meet the academic, behavioral, and attendance needs of all students.
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This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☒ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☒ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2023-24?	
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This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)

SECTION 5: PUTTING IT ALL TOGETHER

- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☐ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☐ What was learned from our review of recent data (Section 3)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2023-24?	
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This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☐ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☐ What was learned from our review of recent data (Section 3)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. In addition to the sample DCIPs available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2023-24 DCIP.