



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Port Jervis	Dr. John Bell

2023-24 Summary of Priorities

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

1	We prioritize deepening connections and building relationships among students, staff, families and the community.
2	We prioritize strengthening our ability to provide a cohesive, relevant curriculum that is accessible to students and instructional staff.
3	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

PRIORITY I

Our Priority

What will we prioritize to extend success in 2023-24?	We prioritize deepening connections and building relationships among students, staff, families and the community.
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>We believe that building relationships is the foundation that will improve student engagement, attendance, academic progress, as well as social-emotional wellness. We believe that school is a place where all students should feel welcome, accepted, and connected to their school community.</p> <p>This year work continued on ensuring students were provided with opportunities to engage in extracurricular activities. sports, and field trips to continue rebuilding relationships among students. Quantitative and qualitative survey data as well as student interviews indicate that students recognize and participate in the district's extracurricular activities.</p> <p>Middle School Student Voice survey data reflected the following: (% is based on combination of Strongly Agree and Agree)</p> <p>S41. Our school has clubs, activities, and events that interest students.- 86.8%</p> <p>The District's vision statement prioritizes students being able to see the real life applications of the work being completed within the classroom. This Priority is supported by the District's Board of Education goals: Improve student programs (Goal 1), Educate the whole child (Goal 2) and Be a vital asset to the community (Goal 4).</p> <p>We are continuing to work towards integrating activities and materials that represent and affirm student identities and we need to develop a systems level approach to integrating social-emotional learning programs, particularly with an emphasis on community building and restorative practice circles.</p> <p>During the 22-23 SY the elementary and secondary MTSS teams worked on defining and developing a continuum of tiered academic, behavioral and emotional supports and interventions for students. In addition, the teams identified methods for progress monitoring student growth. Goals for next year include building more consistent strategies and structures in Tier I classrooms as well as creating, implementing and understanding Tiered Behavioral Models. Professional learning to support these initiatives will include strategies</p>

Priority 1

and responses for each tier, designing common assessments and creating and understanding tiered behavioral models.

Secondary discipline data demonstrates that PBIS and restorative practices are having a positive impact on student behavior. 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 tiered MTSS interventions.

While the number of discipline referrals has decreased student perceptions regarding a sense of safety has not kept pace. Student responses during the interview forums revealed many students are concerned with building safety. A common concern centered around safety drills, in particular fellow classmates not taking the drills seriously. Students expressed that staff care about them and will always try to protect the students.

Student Voice survey data reflected the following: (% is based on combination of Strongly Agree and Agree) update with June 2023 numbers

Elementary Level:

- My teachers believe I can do well and learn. - 97.2%
- My teachers care about me. - 95.3%
- Our school does not allow bullying. - 85.8%

Middle and High School Level:

- My teachers are supportive and encouraging. - 60.3%
- Teachers provide time for students to discuss topics and learn from each other. - 50.2%
- We have a positive classroom environment that supports learning. - 54.2%
- My teachers believe I can succeed. - 67.6%
- I am safe in my school. 31.5%

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?
Continue current and create additional professional learning activities for all staff focused on SEL and Restorative Practices.	<p>Providing professional learning opportunities along with embedded coaching throughout the school year.</p> <p>Creating an understanding and implementation of PBIS through the use of common vocabulary and common practices.</p> <p>A continued understanding and further implementation of Restorative Practices and SEL through the use of common vocabulary and common practices.</p> <p>Promote Port Pride in schools and the community. Post Port Pride posters in schools and in the community.</p> <p>Evidence of visuals, routines and instructional practices throughout the school using common vocabulary that demonstrates a healthy and positive learning environment.</p> <p>Promote Port Pride at after school activities and events.</p> <p>Promote and share Port Pride with local businesses providing them with visuals to post in their businesses.</p>	<p>Time</p> <p>3rd Party Vendor for professional development</p> <p>PLC Associates, Inc. Student Voice Survey</p> <p>Sub coverage for Teachers</p> <p>Building Learning Walks</p> <p>Port Pride Visuals</p>
Implement a series for parents on how to support their students SEL at home	Developing a schedule for monthly multimedia (including virtual, recorded, and in-person) opportunities for parents to attend sessions, view, or read how to support their students behavioral and social emotional needs.	<p>Time</p> <p>PLC Associates, Inc. Family Engagement Survey</p> <p>Materials for in-person sessions</p>

Priority 1

	Utilize red indicators from PLC Associates, Inc. Parent Engagement Survey to identify areas for parent workshops. Workshops can be in-person, recorded or virtual.	
Provide opportunities for students to provide feedback, insight, and ideas to create and maintain a positive student learning environment.	<p>Every 10 weeks creating a structure for student forums in grades 4-12 to discuss what is going well in the PJ School District and what needs to be looked at (Student Voice Committee)</p> <p>Establish student committees at each school to gather insight, feedback, and ideas from students to improve the learning experiences of all students.</p> <p>Using survey data, student committees will identify areas of need/improvement and create a plan to address these improvement areas.</p> <p>The building based student committees to meet with the superintendent throughout the year to provide feedback on what was learned from student forums.</p> <p>Increase positive responses on the PLC Associates, Inc. Student Voice Survey.</p> <p>Hold interviews with middle school students 3 times during the year to gather feedback on the progress of school improvement initiatives.</p>	<p>Time and Space within each building for student forums.</p> <p>PLC Associates, Inc. Student Voice Survey</p> <p>Sub coverage</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By the end of the 2023-2024 school year:

Students will indicate an increase in positive responses on the PLC Associates, Inc. Student Voice Survey that are focused on PBIS and SEL. (fall baseline to spring end-of-year)

Staff will indicate an increase in positive responses on the PLC Associates School Scan Survey. (fall baseline to spring end-of-year)

Priority 1

Parents will indicate an Increase in positive responses on the PLC Associates, Inc. Parent Engagement Survey. (fall baseline to spring end-of-year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Students will indicate an increase in positive responses on surveys and during student forums that are focused on PBIS and SEL.	Mid-year administration of PLC Associates, Inc. Student Voice Surveys. 10 week cycle of student forums	
Staff will indicate an increase in positive responses on the PLC Associates School Scan Survey.	Mid-year administration of PLC Associates, Inc. School Scan Surveys.	
Parents will indicate an Increase in positive responses on the PLC Associates, Inc. Parent Engagement Survey.	Mid-year administration of PLC Associates, Inc. Family Engagement Surveys.	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>We prioritize strengthening our ability to provide a cohesive, relevant curriculum that is accessible to students and instructional staff.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>We believe in the importance of operating not as a district of schools but as a cohesive school district. Our students need to share common curricular experiences to better prepare them for success as they move through the grades and into college and the work environment. We will work to align our district curriculum, horizontally, vertically, and cross-curricularly, and put supports in place to allow this work to have long-term impact.</p> <p>The District's vision statement prioritizes students being able to see the real life applications of the work being completed within the classroom. This Priority is supported by the District's Board of Education goals: Goal 1 - Improve student programs (academic and extra-curricular) and Goal 2 - Educate the Whole Child (The five tenets are ensuring all students are safe, healthy, supported, challenged and engaged). Students will have access to expanded transition services for special education, Seal of Biliteracy, Seal of Civic Readiness, and expanded college options. Provide an inclusive curriculum and instruction that meets the needs of the whole child.</p> <p>The District's three focus areas over the next two years are to:</p> <ol style="list-style-type: none"> 1. Have viable vertical and horizontal alignment in curriculum- this includes each core content area in ELA, Math, Science and Social Studies, plus elective areas (i.e. music, art, technology, physical education). 2. All curriculum maps are aligned to the latest NYS standards in each content area. 3. Provide diverse and equitable activities and opportunities to prepare our students for career, college, and civic pursuits. <p>These three goals are a focus as a result of the audit during the 2021-22 school year performed by the Assistant Superintendent for Instruction.</p>

Priority 2

During the 2022-2023 school year a curriculum audit was completed collecting data on the written, taught, and assessed curriculum for all areas. During that time the district devoted two professional development days for staff to create curriculum maps with over 100 curriculum maps being developed for K-12 grade level and content areas. Recommendations from the audit centered on curriculum map development including:

- Continue the development of well-articulated maps that are both horizontally and vertically aligned to help to ensure students are provided K-12 with equal educational opportunities and access to high quality instruction.
- Create a multi-year calendar specifically for the development of curriculum including dates for when staff will be creating/refining curriculum maps. Dedicate year one of the plan to the creation of horizontally aligned grade level and content area curriculum maps. Year two and three can then be dedicated to creating maps that are aligned both vertically and interdisciplinary. Well-articulated curriculum maps will result in more rigorous learning experiences for students.

Below are teacher responses to the PLC Curriculum Survey administered in June 2023. The responses speak to the need for additional work with the curriculum. The percentages represent the number of staff who strongly agreed/agreed with the statement.

- Our current curricula sufficiently supports me in my daily instructional planning. 67.5%
- Our lessons plans are directly aligned to curricula. 84.6%
- Our curricula highlights academic and specific content area vocabulary to be used. 71.8%
- I have sufficient understanding of Next Generation Standards so that I can align lessons. 65.8%
- Our curricula addresses foundational skills. 63.2%

Rigor and challenge were addressed during student interview forums and in student voice surveys. Response data from the Student Forums revealed mixed feelings, stating it depended on specific subjects and teachers as to whether they were challenged. Student survey data overwhelmingly indicated that students did not feel they were challenged enough. Only 39.9% of secondary students strongly agreed or agreed when asked if their school work was challenging.

Priority 2

	<p>As part of the interviews, students were asked what types of courses and electives they would like to see in their school. Students suggested offering more honors/advanced classes, and computer coding/Java script/animation courses. Students also noted they would like more choice for language courses such as sign language, Italian, Chinese, and German. Lastly, students stated there should be more opportunities for art and music classes.</p> <p>Student Voice survey data reflected the following: (% is based on combination of Strongly Agree and Agree)</p> <p>Elementary Level:</p> <ul style="list-style-type: none"> ● We work hard in my class. - 91.5% ● My teachers ask questions that make me think. - 88.2% <p>Middle and High School Level:</p> <ul style="list-style-type: none"> ● Our school curriculum (work) is challenging. - 37.3% ● My teachers ask questions that make me think. - 58.5%
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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?
Provide teachers with professional learning on formative assessment, differentiated instruction, and providing growth producing feedback to students in Tier 1	<p>Providing professional learning opportunities along with embedded coaching throughout the school year for both teachers and administrators that strengthen Tier 1 Core Instruction and Assessment strategies and practice.</p> <p>Develop common assessments for K-12. Secondary teachers will develop 2 common assessments each semester. Elementary grade level curriculum teams will work on developing benchmark assessments for reading and writing and Just words screen for phonics instruction.</p>	<p>Professional Learning on: Formative Assessment, Strategies to Differentiate and Scaffold Instruction, Providing Growth Producing Feedback to Students</p> <p>Substitutes and/or stipends for teachers participating in summer and afterschool professional development</p> <p>Time for grade levels, content area teams and administrators to</p>

Priority 2

		collaborate on developing assessments.
Implementation of curriculum audit recommendations.	<p>Continue participating in a K-12 process that focuses on developing curriculum maps for all grade levels and content areas with focus on curriculum maps for secondary elective and college courses.</p> <p>Create a multi-year calendar specifically for the development of curriculum including dates for when staff will be creating/refining/aligning curriculum maps. During the 23-24 SY focus on creating horizontally aligned grade level and content area curriculum maps.</p> <p>Provide professional learning opportunities related to curriculum development including: developing common assessments, unit developments, academic vocabulary across the content areas, and formative/summative assessments.</p> <p>Provide professional development opportunities that focus on promoting diversity in the classroom including instructional strategies and assessment tools that utilize various learning modalities, allow for student choice and amplify student voice.</p>	<p>Time for grade levels, dept chairs and principals to collaborate horizontally and vertically</p> <p>Sub Coverage</p> <p>Professional Development/Learning</p>
Curriculum Review	<p>Continue revisiting the 'why' behind a guaranteed and viable curriculum</p> <p>Providing time for curriculum coordinators and horizontal and vertical grade levels to revisit and update maps to reflect areas identified in the curriculum audit.</p> <p>Utilize a Curriculum Management Plan to identify next steps in the curriculum development process whereby ensuring the district's written, taught and assessed curriculum is developed, implemented, reviewed, and revised on a regular cycle.</p>	<p>Time for grade levels to collaborate horizontally and vertically</p> <p>Sub coverage</p>

Priority 2

<p>Align K-12 curriculum, resources, programs and assessments.</p>	<p>Continue strategic curriculum mapping initiative to integrate Next Generation Standards for all grade levels/content areas with fidelity.</p> <p>Each grade level/content area provides an articulated curriculum map that is accessible to instructional staff.</p> <p>Create common assessments for each content/grade level.</p>	<p>Time for grade levels/content areas to collaborate horizontally and draft curriculum.</p> <p>Time for grade levels/content areas to collaborate horizontally and draft common assessments.</p> <p>Sub Coverage/after school or summer rate</p> <p>Professional Development/Learning</p>
<p>Create programs and electives that are accessible to all students. And provide diverse and equitable activities and opportunities to prepare our students for career, college, and civic pursuits.</p>	<p>Provide equitable opportunities to a diverse elective experience for all students at the middle and high school levels. Includes: Audit of current school course catalogs and make recommendations for refinement and additions for new courses.</p> <p>Expand elective programming offerings that support core academic courses and career exploration opportunities thus improving the multiple pathways towards graduation each school offers.</p> <p>Multiple pathways recognize the importance of engaging students in rigorous and relevant academic programs. The pathway options recognize students' interests in the Arts, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS), Civics, Humanities, Science, Technology, Engineering and Mathematics (STEM), and World Languages by allowing an approved pathway to satisfy students' graduation requirements.</p> <p>Evaluate current course offerings and accessibility to students and college transfer viability. Create a needs assessment of what is offered and what courses are needed to create a comprehensive and accessible early college program for all students.</p>	<p>Time for Department Curriculum Coordinators to lead curriculum and course alignment workshops throughout the school year.</p> <p>Sub Coverage/after school or summer rate</p> <p>Professional Development/Learning</p> <p>Time for Counselors to meet with Curriculum Coordinators to update course catalog and articulate pathways.</p> <p>Time for counselors to create articulated pathways</p>

Priority 2

	<p>By October 2023, each school will present an updated course catalog that represents updated course overviews, prerequisites, credits, and articulation for multiple pathways to graduation.</p> <p>Each school's updated course catalog will be available on their website and accessible to students, parents and staff.</p> <p>Each school has articulated how a student can graduate based on their chosen pathway: http://www.nysed.gov/common/nysed/files/programs/curriculuminstruction/multiplepathwayshandout.pdf</p>	
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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 2023-24 school year.

By the end of the 2023-2024 school year:

The district website will post the middle and high school revised course catalog that represents updated course overviews, prerequisites, credits, new college courses and articulation for multiple pathways to graduation. The course catalog will be accessible to students, parents and staff.

Staff will indicate that their courses have been updated and are within the updated school course catalog. They will also indicate that they know where and how to access their school's course catalog on the school's website.

Parents will indicate that they know where and how to access their child's school's course catalog on the school's website. This is indicated by an increase in positive responses on the PLC Associates, Inc. Parent Engagement Survey. (fall baseline to spring end-of year).

Students will indicate an increase in positive responses on the PLC Associates, Inc. Student Voice Survey that are focused on curriculum, instruction and engaged assessment. (fall baseline to spring end-of-year)

Staff will indicate an increase in positive responses on the PLC Associates School Scan Survey that are focused on curriculum, instruction and engaged assessment. (fall baseline to spring end-of-year)

Parents will indicate an increase in positive responses on the PLC Associates, Inc. Parent Engagement Survey that are focused on curriculum and student learning. (fall baseline to spring end-of-year)

Each secondary content area will have developed and administered two common assessments.

Priority 2

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Increase in responses to PLC Associates survey questions around curriculum, instruction and engaged assessment.	<p>Mid-year administration of PLC Associates, Inc. Student Voice Surveys.</p> <p>Mid-year administration of PLC Associates, Inc. School Scan Surveys.</p> <p>Mid-year administration of PLC Associates, Inc. Family Engagement Surveys.</p>	
Updated course catalog posted on the district's website.	Revised/updated course catalog posted on the district website by October 2023.	
Development of two common assessments for each secondary content area.	One common assessment developed for each secondary area by the end of the first semester.	

PRIORITY 3

Our Priority

What will we 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.
<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"> How does this Priority fit into the District's vision, values and aspirations? Why did this emerge as something to prioritize? What makes this the right Priority to pursue? 	<p>The Port Jervis district vision statement is <i>Port Pride...pursuing excellence at every level. Every day.</i> In order to achieve this, a strong multi-tiered system of support to meet the needs of all students needs to be put in place with fidelity.</p> <p>This Priority is supported by the District's Board of Education goals:</p> <ul style="list-style-type: none"> Utilized data dashboard to inform instructional needs and gains in order to support student programs and ensure all students are

Priority 2

- *How does this fit into other Priorities and the District's long-term plans?*
- *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

supported, challenged and engaged (Goals 1 and 2). Implement data analytics to efficiently view student demographic and assessment data. - 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.

- Provide an inclusive curriculum and instruction that meets the needs of 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.

During the 22-23 SY the District's MTSS committee focused on several components of MTSS including:

- moving from an RTI model of student support to an MTSS model that provides students with comprehensive and robust support.
- rethinking and developing a deeper understanding of what MTSS entails.
- moving MTSS manuals, forms and flowchart into Google Classroom.
- developing an articulated 3 Tiered MTSS plan that includes academic, behavioral and social emotional interventions and strategies to support student success. The plan includes an improved entrance and exit process.
- moving towards using common assessments to inform universal screening.
- using PBIS as a Tier I behavioral and social emotional prevention.

District and building MTSS work next year will focus on building and supporting more consistent strategies in Tier I classrooms, literacy in and across content areas, and use of consistent behavioral expectations and prevention strategies. Rubrics will be developed for behavioral expectations and posted throughout each school building. The district will implement the use of a data dashboard that will serve to integrate various data points (academic, behavioral, attendance, social emotional) and provide growth trends to determine if students are meeting their MTSS goals.

To support the momentum for districtwide MTSS, the District's three focus areas over the next two years are to:

Priority 2

	<ul style="list-style-type: none"> ● K-12: Focus on building and supporting more consistent strategies and structure in the Tier 1 classroom. ● 7-12: Build a common understanding amongst staff on the Tiered Behavior Models and focus on consistent behavioral prevention strategies and norms. ● K-6: Focus on continuation of alignment of curriculum, strategies and practices that bridge and align both elementary schools.
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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?
Provide continued professional learning around MTSS for all staff.	<p>Continue to work with District and building-level MTSS teams to make adjustments to the MTSS Plan. Build out PBIS/SEL portion of MTSS for the 2023-24 school year</p> <p>Professional development to support the implementation of MTSS instructional strategies and supports including: literacy in the content areas, tiered behavioral models, Tier I Core Instruction, and common assessments</p>	<p>Professional Learning: MTSS with a focus on PBIS/SEL</p> <p>Substitute costs for coverage or stipends for after school/summer professional development</p> <p>Time with all staff (by school building) to present the current MTSS and revised MTSS Plan.</p>
Implement and refine, unified K-12 tracking system for attendance, behavior, and academics.	<p>Present the purpose of the data dashboard to all staff and how it will be used plus the expected outcomes; once the system has been confirmed ready.</p> <p>September 2023 conference days will be used to train staff on how to use the MTSS dashboard.</p> <p>Professional Learning - focused on data dashboard academic, behavioral and social emotional portion and how to use at each Tiered level</p>	<p>Professional Learning on how to use the data dashboard system. Professional Learning for staff on how to use data protocols</p> <p>Conference days to train staff on the use of the MTSS dashboard</p> <p>Time for implementation and updates to data dashboard</p> <p>Time for district meetings to review district level data</p>

Priority 2

	Professional learning focused on using growth trends to determine student growth towards MTSS goals.	Time for grade level/ content area and MTSS Teams to review school level and grade/content level data Substitute costs for coverage or stipends for after school/summer professional development
Continue to develop tiered intervention charts, for each school level, that lists the interventions and enrichments available and what they address and how to address.	Utilize Google Classroom to create one concise list of all district resources for Tier 1, 2, and 3 (academic/behavioral/SEL). List the resource, grade level, subject, and skill addressed by each resource.	Time - MTSS team to develop school-district platform for intervention resources (website) Substitute costs for coverage or stipends for after school/summer professional development
Balanced Data-Driven Culture	Update MTSS plan to identify key measures for grades K-12. List entrance and exit criteria for tiers and ensure they are being met with integrity using multiple measures and strategies (best practices). All K-12 teachers will use IXL ELA and Math diagnostic data for progress monitoring. All grades 7-12 content areas will create at least 2 common assessments per semester to be implemented during the 2023-2024 school year. Provide training for students and families in the use of PowerSchool Provide training for staff in the use of PowerSchool to determine student growth towards MTSS goals.	Time - grade level content teams to develop common assessments. Plus time for review of data. Substitute costs for coverage or stipends for after school/summer professional development Utilize District Conference Days to train staff on the use of MTSS dashboard Costs associated with training staff, students and parents to be trained in Power School
BOE Presentation	In June 2024 present to the Board of Education an update on the implementation of the district's MTSS program and use of the data dashboard.	Time for teams to construct the presentation.
Communicating Port Pride Expectations	Define the behavioral expectations for Port Pride. Each school will develop their own printed materials to ensure the language of the expectations is age appropriate. Communicate Port Pride expectations to students, families and staff.	Costs associated with printing Port Pride visuals

Priority 2

	Provide Port Pride materials to community members and businesses.	
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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 2023-24 school year.

By the end of the 2023-2024 school year:

Each MTSS team presents an updated Plan for the 2023-24 school year.

Increase in the number of students exiting Tier 2 & 3 based on Tier 1, Tier 2 and Tier 3 interventions. (Each school level MTSS website provides a concise list of measures plus entrance and exit criteria that address each Tier and points to accompanying interventions and enrichments.)

Data dashboard is put into place and is utilized by stakeholders during MTSS meetings. Student Tracking, Parent Communication, and entry/exit criteria will be implemented evidenced by written procedures, minutes from meeting development.

Survey of teachers and administrators demonstrates that each school level MTSS website provides a concise list of resources that address each Tier and accompanying interventions and enrichments, and can be accessed.

During focus forum conversations (interviews), parents, teachers, and students 7-12 will be aware of support provided to ensure success. These are the critical survey areas identified by our stakeholders:

Teachers, parents and staff will agree/ strongly agree with the following questions from the PLC Associates, Inc. surveys:

Students (Elementary): My family helps at home with school work. 64.6%

Students (Elementary): My teachers send notes home or call my family. 72.1%

Students (MS): My teachers provide information to my family. 46.8%

Students (MS): Our school curriculum (work) is challenging. 37.3%

Students (HS): Teachers provide time for students to discuss topics and learn from each other. 46.9%

Students (HS): My teachers explain things in different ways so that all students learn. 41.7%

Students (HS): Our school curriculum (work) is challenging. 55.5%

Parents: Teachers contact me, not just in times of concern. 51.5%

Parents: Our school has an effective program for dealing with bullying. 46%

Parents: My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers. 59.2%

Priority 2

Staff: Student behavior does not interfere with instruction. 31.5%

Staff: Our students accept corrective feedback. 44.6%

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Increase in responses to PLC Associates survey questions listed above.	<p>Mid-year administration of PLC Associates, Inc. Student Voice Surveys.</p> <p>Mid-year administration of PLC Associates, Inc. School Scan Surveys.</p> <p>Mid-year administration of PLC Associates, Inc. Family Engagement Surveys.</p>	
Professional development for staff in the use of the data dashboard	90% of staff will have been trained on data dashboard ; all new staff will be trained within 30 days of hire	

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)
Natasha Walkowicz	ASI	District
Stephanie Vandemark	Teacher	Anna S. Kuhl Elementary School
William Harris	BOE Member	
Sadie Roosevelt	Assistant Principal	Anna S. Kuhl Elementary School
Anthony Lazzaro	Principal	Port Jervis High School
Andrew Marotta	Principal	Port Jervis Middle School
Brett Cancredi	Principal	ASK Elementary
Emily Mesnick	Principal	HBE Elementary
Sandra Mattison	Consultant	PLC Associates
MS SCEP Team	MS SCEP Team	Port Jervis Middle School

Meeting Dates

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

Meeting Date	Location
Jun 5, 2023	Virtual/In person
Jun 15, 2023	In person
Jun 21, 2023	In person

Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teacher Surveys (December 2022 & June 2023)
Parents with children from each identified subgroup	Parent Surveys (December 2022 & June 2023)
Secondary Schools: Students from each identified subgroup	Student Surveys (December 2022 & June 2023) Student Interviews (June 2023)

Submission Assurances

Directions

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

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).