

# District Comprehensive Improvement Plan



## DCIP Planning Document for 2022-23 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 2022-23 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 2022-23 Commitments made by CSI/TSI schools in the district
- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2021-22 DCIP
- Understanding local data

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 2022-23 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.

## Contents

Section 1: District's Vision, Values, and Aspirations	3
Section 2: School Commitments	4
Section 3: Considering What was Learned in 2021-22	5
Evaluating the Impact of COVID-19	5
Evaluating the Success of the 2021-22 DCIP	5
Considering the Effectiveness of Previous Resource Decisions	7
Understanding Local Data	8
Section 4: Putting it all together	9
Priority 1:	9
Priority 2:	9
Priority 3:	9
Priority 4 (if applicable)	10
Priority 5 (if applicable):	10
NEXT STEPS	10

## 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. This includes:

- Provide an inclusive curriculum and instruction that meets the needs of the whole child. (Goal 4)
  - 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.
- Implement data analytics to efficiently view student demographic and assessment data. (Goal 3)
  - 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. (Goal 2)
  - 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 1)
  - Improve school wellness programs based on survey data and targeted needs; update district and school safety and wellness plans inclusive of the 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.

### 3. What themes emerged through the Student Interviews in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?

Students identified several strengths and positives about the middle school, this included: inclusivity and opportunities for building relationships with adults. Students stated:

Inclusivity included:

- Making sure all students are included.
- There are many opportunities to choose from including a variety of clubs and organizations to join.
- Port PRIDE – is an effective vision for how the school community upholds expectations for all students.

Building relationships included:

- There are many teachers to talk to and the staff is very helpful and positive.
- School administrators are enthusiastic and care about students.
- Communication between teachers and students

## SECTION 2: SCHOOL COMMITMENTS

Students demonstrated that they feel safe at school, but still worry about what could happen. Students feel safe because a police officer is on campus walking around to protect them. They know teachers (even if you don't know them) will always try to protect students and teachers care all about the students and don't want anything to happen to them.

Though there is a feeling of security, there can still be times of nervousness at school. For example, they understand that fights do happen, but are concerned about what will happen next. Students stated that sometimes kids post something online and recognize that students are getting suspended when threatening school with violence. Students agree that they should not have to feel afraid to come to school.

### 4. What themes emerged through the Student Interviews in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

Students were asked: "Name one thing you wish you could change about your school." Many responses include asking for changes to the physical building or location of classes. Some responses focused on curriculum and what students want to learn more, which included black history being taught more. Other responses addressed how students treat others and adults, they were concerned about how students say mean and offensive things that they'd otherwise not say while in classes.

Student interviews also focused on academics and if they feel challenged. Student responses were mixed, however, they did state that it also depended on which subject was being assessed for rigor. Students did state that some classwork was not challenging enough and was too easy, and often felt bored. Some students did state that math was challenging and wished that subjects like math were "explained better". As part of the interviews, students were asked what types of courses and electives they'd like to see in their school. Courses ranged from STEM-based like robotics, coding and in the trades, to more advanced classes in the core four subjects, and courses that prepare students for the next level of school as well as for college and career. Students also pointed out that they would like more choices in foreign languages and the arts, including art and music classes. Lastly, one student stated that they would like to see more diversity represented in history classes.

The interviews included asking students if they feel included, valued and seen in their school? Though there was evidence that some students felt they were, other students stated that they either felt this way "sometimes" or were "overshadowed" by others or did not want to be involved. What students did point out was that the more you do, the more notice you get.

### 5. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?

The middle school saw progress in two key areas that support all students and help to build a welcoming and affirming environment: implementation of Restorative Practices in classrooms and increased positive communication and methods with parents/caregivers. As a result, the school has emerging strengths in the effective uses of Restorative Justice practices, students trusting teachers and adults and students feeling valued and a part of the school community.

The SCEP team noted that there has been more focus on high-expectations and rigorous instruction, as a result they noted progress on more social learning which includes: designing lessons that incorporate more student discourse and collaboration and providing time for deeper connections to be made. The team also recognizes there are more students volunteering and there are additional high-interest clubs and activities for students to choose from.

The school SCEP team felt that the school is gaining more awareness and understanding for why and how inclusive curriculum and assessment benefits all students. The team believes there has been willingness to adjust curriculum and instruction to be more responsive to diverse student needs.

## SECTION 2: SCHOOL COMMITMENTS

6. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

The middle school recognizes several areas for growth, including expanding on the implementation of Restorative Justice practices and a focus on a middle-level PBIS framework that aligns with the district K-12 PBIS model and vision. The school continues to work towards building a community where students have safe places to meet and talk about interests and issues that matter to them while being supported by adults, including key persons like administration, teachers, counselors, and social workers.

The SCEP team wants to continue to use surveys to assess current interests in clubs and activities and identify which clubs and activities are needed to ensure all students have opportunities to be involved. They also recognize the need for improving communication with parents/caregivers, “What are the best ways to get information out?”

Though the school is demonstrating awareness and responsiveness towards revising curriculum and instructional practices, the team has identified needs in order for this work to grow in impact. This includes more support for ESL classrooms and creating a system to ensure instructional conversations and design are addressed through the curriculum in all classrooms.

## Section 2: School Commitments

<p><b>1. What Commitments did your identified school(s) make in their 2022-23 SCEP(s)? <i>Provide the Commitments for each identified school.</i></b></p>
<p>Commitment #1 - Develop Common Tier 1 expectations and measures for behavior and academics to ensure success for all learners.</p> <p>Commitment #2 - Create a strong middle school community where all students feel welcomed and valued.</p>
<p><b>2. If your identified schools completed the “Leveraging Resources to Advance Our SCEP” document, were there any responses in this document that surprised you?</b></p>
<p>N/A</p>
<p><b>3. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document for each identified school (if completed), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?</b></p>
<p>N/A.</p>
<p><b>4. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school (if completed), what are the most effective ways for the District to use People to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?</b></p>
<p>N/A</p>
<p><b>5. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school (if completed), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?</b></p>

SECTION 2: SCHOOL COMMITMENTS

N/A

## Section 3: Considering What was Learned in 2021-22

### Evaluating the Impact of COVID-19

What needs have been identified as a result of the COVID-19 pandemic?

The review of key local assessment measures resulted in greater need and focus on revising the district and school level MTSS framework; this includes academic, behavioral/attendance and social emotional. .

What has the District learned through its efforts to address these needs?

The District has learned that comprehensive literacy practices are critical for all student success , (PK - 2 level = phonics, PK-12 = entrance and exit criteria for early interventions and each Tier; PK-12 longitudinal and horizontal instructional practice alignment).

The District has also learned that student attendance has not improved throughout the school year, despite ongoing interventions. The District is looking to restructure the behavioral and social emotional frameworks to address these concerns.

How will these lessons learned be incorporated into the 2022-23 DCIP?

Provide an inclusive curriculum and instruction that meets the needs of the whole child. (Goal 4)

Implement data analytics to efficiently view student demographic and assessment data. (Goal 3)

Provide diverse and equitable activities and opportunities to prepare our students for career, college, and civic pursuits. (Goal 2)

Provide a safe, positive, and supportive learning environment. (Goal 1)



## Evaluating the Success of the 2021-22 DCIP

Refer to the 2021-22 DCIP to complete the information below.

Priority 1 in 2021-22 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 district uses three specific survey tools to triangulate data, this includes a Student Voice survey, A School Performance Scan that represents teacher and staff voice, and a Family Engagement survey. A cross-section of these surveys conducted in May 2022 demonstrated the following:

**Student Voice - Elementary**

- My Principal / Assistant Principal expects all students to learn and do well in school. - 89.2% Strongly Agree/Agree (Jan 2022 = 87.7%)
- We work with partners, or in groups in my class. - 77.8% Strongly Agree/Agree (Jan 2022 = 82.9%)
- My family tells me to do well in school. - 89.7% Strongly Agree/Agree (Jan 2022 = 88.5%)

**Student Voice - Middle and High Schools**

- Our school leaders have high expectations for students and staff. - 76.6% Strongly Agree/Agree (Jan 2022 = 69.9%)
- In class, we often work with partners, or in groups. - 50.1% Strongly Agree/Agree (Jan 2022 = 34.7%)
- My family is actively involved in my education. - 68.2% Strongly Agree/Agree (Jan 2022 = 65.5%)

**School Performance Scan (as a district)**

- Our school is student-centered. - 74.1% Strongly Agree/Agree (Jan 2022 = 78.2%)
  - ASK\* = (Jan 2022 = 84.4%)
  - HBE = 85.7% (Jan 2022 = 82.4%)
  - Middle School = 88.9% (Jan 2022 = 74.1%)
  - High School = 61.5% (Jan 2022 = 73.5%)
- Our students have people to “go to” for discussing problems and concerns. - 88.9% Strongly Agree/Agree (Jan 2022 = 82.0%)
  - ASK\* = (Jan 2022 = 75.8%)
  - HBE = 78.6% (Jan 2022 = 82.4%)
  - Middle School = 97.2% (Jan 2022 = 81.5%)
  - High School = 86.5% (Jan 2022 = 88.2%)
- As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically. - 80.7% Strongly Agree/Agree
- As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships. - 64.8% Strongly Agree/Agree (Jan 2022 = 65.5%). There is a range of thought on this survey question between school buildings.
  - ASK\* = (Jan 2022 = 67.6%)
  - HBE = 71.4% (Jan 2022 = 86.7%)
  - Middle School = 64.7% (Jan 2022 = 50.3%)
  - High School = 60.8% (Jan 2022 = 58.8%)
- Our families are provided with sufficient information to understand their child’s progress and become partners in learning. - 76.4% Strongly Agree/Agree (Jan 2022 = 82.2%)
  - ASK\* = (Jan 2022 = 90.6%)
  - HBE = 85.7% (Jan 2022 = 86.7%)
  - Middle School = 80.6% (Jan 2022 = 77.8%),

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

- High School = 70.0% (Jan 2022 = 75.8%)

\*Teacher sample size inadequate for the May 2022 data.

#### Family Engagement Survey

- Our school leaders often talk about the vision, mission and/or beliefs of our school during events. - 68.9% (Jan 2022 = 79.5%)
- I am comfortable talking with our school leaders. - 80.0% (Jan 2022 = 84.0%)
- Our school leaders are positive and supportive of families. - 77.5% (Jan 2022 = 82.6%)
- Teachers support children's emotional needs, increasing their confidence as learners. - 66.4% (Jan 2022 = 71.5%)
- Our school actively engages our family in conversations around student needs/progress. - 55.6% (Jan 2022 = 66.4%)
- As a parent/family member, I feel connected to our school. - 53.0% (Jan 2022 = 57.3%)

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 2 in 2021-22 DCIP:

**Strengthen our ability to provide a cohesive, relevant curriculum, and implement a variety of research-based teaching strategies.**

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

- Identified needs for phonics at the K-2 level.
- Identified needs for literacy interventions K-12.
- Focused a critical need on PBIS and SEL interventions as part of the general and special education instructional practices (e.g., SEL opening and closing). Restorative practice workshops for all staff, specifically school monitors and aides.
- Special education and general education students who exhibit various types of behaviors (e.g., spectrum disorder, ADHD, ADD, oppositional/defiant) based on behavioral data - training provided to all teachers and staff by behaviorists for behavioral interventions.
- Handle with Care training for special education and related services staff.
- ELL literacy intervention and support practices training by the RBERN.
- A curriculum audit and review was performed by the assistant superintendent for instruction.

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

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

The curriculum audit revealed that it is not in its correct location, as a result, it is not easily accessible.

Priority 3 in 2021-22 DCIP:

**Build and implement with fidelity a K-12 multi-tiered system of support to meet the academic, behavioral, and attendance needs of all students.**

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

- K-12 review and revision occurred over the course of the school year. This resulted in comprehensive and collaboration at each of the levels (primary, middle and high). Key participants were invited and collaborated. Separate elementary plans are now one. The middle school revised an emerging plan. The high school created a framework from which it can build upon in the coming school year.
- Each school level has either begun or revised entrance and exit criteria to support the expectations for each Tiered level of service for students.
- The District has begun to integrate a unified K-12 data tracking system for academics/assessment, attendance, behavior and SEL.

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

The MTSS process included key participants. The plan is to work over the summer to be able to present the MTSS framework during the conference days at the beginning of the school year and then provide continued professional learning around MTSS for all staff.

After reviewing your success in achieving the 2021-22 DCIP Priorities, what lessons have you learned that can be incorporated into your 2022-23 DCIP?

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

Priority 1 - results from each of the surveys demonstrated that, based on the school, results were either in strong favor that the district and each of the schools are showing progress and are on the right trajectories with strategies and initiatives deepen connections and build relationships among students, staff, families and the community. Or, there are pockets where focus is needed to reach the desired levels of positive and sustained connections and relationships.

Priority 2 - The ASI was able to successfully perform a curriculum audit, the findings demonstrated a need to rethink how curriculum and resources are stored and able to be retrieved. Key trainings were conducted and completed. The ASI and each elementary school performed an audit of its readers and writers workshops, as a result, they noticed there is some alignment, however new staff need full training in order to strengthen this curriculum. The district will also train and begin readers and writers workshop in self-contained class, i.e. 8:1:2 and alternative assessed classrooms.

Priority 3 - As a result of the MTSS revision process this school year, the district realized that they were not in alignment with plans at the elementary level and the middle and high schools demonstrated an awareness and emergence of MTSS. The plan is to build out common K-12 PBIS Structure and common assessments to support progress monitoring in all grade levels and content areas.

### Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2021-22 Title 1 1003(a) District-level Improvement Funds.

#### #1 Recipient/Use of District Improvement Funds: **Salaries for Professional Staff**

What was your goal in directing funds in this manner?

Salaries for professional staff - directed for teacher stipend pay for the middle school academy - after school program to serve as an academic intervention service support in addition to what students receive during the school day.

Have you met this goal? How do you know?

The middle school academy serves a fluctuating program based on student need. This available support provided flexibility as needs were identified for students. The goal was met as it consistently staffed classrooms after school hours for all students who required extra support for academics, behavior and social emotional.

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

As a result of studying the needs of students enrolled in the middle school academy, the middle school MTSS committee critically looked at the tier 1 structures of classrooms and have revised the school's MTSS plan to support a push-in teacher model in specific content areas during core instruction, thus providing another certified adult in the classroom. This will provide the increased support for students during school hours.

#### #2 Recipient/Use of District Improvement Funds: **Purchased Services**

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

What was your goal in directing funds in this manner? Hiring PLC Associates to provide professional learning toward our 2021-22 goals, to evaluate progress toward goals, and craft our DCIP/SCEP plans for the 2022-23 school year based on outcomes.

Have you met this goal? How do you know?

We are currently meeting this goal. The MTSS training provided our team with outcomes that will be implemented during the 2022-23 school year.

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

K-12 review and revision occurred over the course of the school year. This resulted in comprehensive and collaboration at each of the levels (primary, middle and high). Key participants were invited and collaborated. Separate elementary plans are now one. The middle school revised an emerging plan. The high school created a framework from which it can build upon in the coming school year.

Each school level has either begun or revised entrance and exit criteria to support the expectations for each Tiered level of service for students.

The District has begun to integrate a unified K-12 data tracking system for academics/assessment, attendance, behavior and SEL.

#3 Recipient/Use of District Improvement Funds: **Supplies and Materials**

What was your goal in directing funds in this manner? Purchase of partial materials for our new Wilson reading/phonics support.

Have you met this goal? How do you know? The MTSS and Reading Teams concluded last summer that there was a need for more intensive/targeted instruction around phonics. Wilson was chosen by the Reading Team and MTSS was working to integrate this into the revised plan for the district. Training allocated in our title grant began in June and will conclude in July 2022.

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

There was an alignment of practices between the four schools in the district around the design of MTSS as well as a K-12 support program for intensive reading support for at-risk learners.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2022-23 DCIP?

The District identified a target for next school year that is very specific. The MTSS Team has created a district wide process and outline for MTSS that serves all students and is set to begin September 2022. The District recognizes a focus on continued build out of PBIS over the next school year.

### 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

### SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2021-22

- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2021-22 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data
NWEA MAPS
IXL - student participation number, enrolled and engaged in the continuous diagnostic
Data Triangle survey: Family Engagement, School Performance, and Student Voice crossed with the student survey (Jan 2022)
District wide attendance data
HS Grad Rate

## Section 4: Putting it all together

**Review your responses to sections 1, 2 and 3** 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:

<b>What will the District prioritize to extend success in 2022-23?</b>	<b>We prioritize to deepening connections and building relationships among students, staff, families and the community.</b>
--	---

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 Student Interviews (Section 1, Questions 3-4)
- ☒ Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- ☒ Commitments made by our identified school(s) (Section 2, Question 1)
- ☒ Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- ☒ Recent Data (Section 3 – Understanding Local Data)

### Priority 2:

<b>What will the District prioritize to extend success in 2022-23?</b>	<b>We prioritize to strengthening our ability to provide a cohesive, relevant curriculum that is accessible to students and instructional staff.</b>
--	--

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 Student Interviews (Section 1, Questions 3-4)
- ☒ Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- ☒ Commitments made by our identified school(s) (Section 2, Question 1)
- ☒ Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- ☒ Recent Data (Section 3 – Understanding Local Data)

### Priority 3:

<b>What will the District prioritize to extend success in 2022-23?</b>	<b>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.</b>
--	---

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 Student Interviews (Section 1, Questions 3-4)
- ☒ Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- ☒ Commitments made by our identified school(s) (Section 2, Question 1)
- ☒ Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- ☒ Recent Data (Section 3 – Understanding Local Data)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2022-23 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the identified school(s) in your district, 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.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2022-23 DCIP.**