



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Port Jervis	Mike Rydell

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Deepening connections and building relationships among students, staff, families and the community
2	Strengthen our ability to provide a cohesive, relevant curriculum, and implement a variety of research based teaching strategies
3	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

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We commit to deepening connections and building relationships among students, staff, families and the community.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>We believe that building relationships is the foundation that will drive student engagement, attendance, academic, and social-emotional success. We believe that school is a place where students should feel welcome, accepted, and connected to their school community.</p> <p>With 100% of our students participating in a hybrid learning model this year, students and staff missed out on important social connections and relationship building that normally occurs during fully in-person learning. We learned from building-level student forums that students missed out on extracurricular activities, sports, field trips, opportunities to talk, connect with students outside their cohort group, and opportunities for movement. Other community activities were cancelled and this limited or completely eliminated their opportunities to engage with peers and other community members outside of the school building as well.</p> <p>During our diversity, equity, and inclusivity discussions, we learned that as a district we want and need to work towards fostering closer relationships with students, including working to gather insights into students' cultures, goals, and learning preferences. We also want 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. Districtwide we need to develop a systems level approach to integrating social-emotional learning opportunities so that we are connected as a school district not a district of schools.</p>

### Priority 1

When reviewing the How Learning Happens Messaging Framework, it was determined that the following elements will be addressed through the work in this priority: intentionality, belonging, relationships and identity. This priority is reflected in the Middle School SCEP.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Create professional learning activities for <u>all</u> staff focused on SEL and Restorative Practices</p>	<p>Providing professional learning opportunities along with embedded coaching throughout the school year</p> <p>Creating a deeper understanding and implementation of Restorative Practices and SEL through the use of common vocabulary and common practices</p>	<p>Increase in responses to the PLC Associates, Inc. Question S44</p> <p>Most students in our school follow rules</p> <p>Decrease in Behavioral Referrals</p> <p>Evidence of visuals throughout the school using common vocabulary</p>	<p>Time</p> <p>3rd Party Vendor for PD</p> <p>Sub Coverage for Teachers</p>
<p>Implement a series for parents on how to support their students SEL at home</p>	<p>Developing a schedule for multi-media (including virtual, recorded, and in-person) opportunities for parents to attend sessions, view, or read how to support their students social emotional needs</p>	<p>Parent feedback on the PLC Associate, Inc. Family Engagement Survey</p> <p>Sign-in sheets from parent events and/or PTA meetings</p>	<p>Time</p> <p>PLC Associates, Inc. Family Engagement Survey</p> <p>Materials for in-person sessions</p>

Priority 1

Provide students with a voice	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 feedback during forums Student commentary on the PLC Associates, Inc. annual survey	Time  PLC Associates, Inc. Student Voice Survey
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of the 2021-2022 school year:

Students will indicate both in student forums and during student interviews that they have a voice in their school and feel their opinion is valued.

Staff will indicate on their professional learning exit tickets that they have a greater understanding of restorative practices and SEL

Parents will indicate on session exit tickets and parent forums that they have a greater understanding of the 'why' behind restorative practices and how to support their adolescents' social emotional growth at home.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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.</p> <p>The DEI Policy requires each classroom to have “mirrors and windows.” Mirrors are opportunities for students to see themselves reflected in the curriculum and windows are opportunities to explore diverse cultures not reflected in the local community.</p> <p>Student forum data reflected that students felt more engaged and connected in classes where they had a voice and the topics and concepts that were covered applied to everyday life. Students also shared in the survey commentary that teachers move fast to cover content and do not reflect on what students have learned.</p> <p>When reviewing the How Learning Happens Messaging Framework, it was determined that the following elements will be addressed through the work in this priority: Agency, Meaningful Learning, Identity, Relationships, Intentionality. This priority is reflected in the Middle School SCEP.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide teachers with professional learning on formative assessment, differentiated instruction, and providing growth producing feedback to students</p>	<p>Providing professional learning opportunities along with embedded coaching throughout the school year for both teachers and administrators</p>	<p>Administrative walkthroughs  Exit tickets from professional learning opportunities  Increase in responses to the PLC Associates Inc. student questions around curriculum and instruction</p>	<p>PLC Associates, Inc. Professional Learning on: Formative Assessment, Strategies to Differentiate and Scaffold Instruction, Providing Growth Producing Feedback to Students</p>
<p>Curriculum Audit</p>	<p>Participating in a K-12 process that focuses on collecting details on the written, taught, and assessed curriculum for all areas.  Professional learning opportunities to support this implementation with new and current staff  This process will include a focus on diversity, equity, and inclusion</p>	<p>Collect and present data from the curriculum audit. The audit will share detailed information on what is occurring with regard to curriculum K-12.  Administrative walkthroughs</p>	<p>Time for grade levels to collaborate horizontally and vertically  Sub Coverage  Professional Development/Learning</p>

Priority 2

Curriculum Review	Revisiting the 'why' behind a guaranteed and viable curriculum  Providing time for curriculum coordinators and horizontal and vertical grade levels to revisit and update maps to reflect areas identified in the curriculum audit	Faculty meeting presentation  Minutes from grade level and department PLC's	Time for grade levels to collaborate horizontally and vertically  Sub coverage
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of the 2021-2022 school year:

Students will indicate both in student forums and during student interviews that they have a voice in their school and feel their opinion is valued around curriculum and instruction. During the interviews, students will provide examples of feedback received on assignments.

Staff will indicate on their professional learning exit tickets that they have a greater understanding of the 'why' behind the importance of a guaranteed and viable curriculum as well as a deeper understanding of the horizontal and vertical essential standards.

Administrators will collect data through walkthroughs on formative assessment and differentiated instruction.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>We commit 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>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<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. During the pandemic, the behavioral and attendance needs were not the same as in previous years. The return to brick and mortar school will require a strong implementation of supports to be put in place in September that puts all students on a winning streak so that we can be proactive and not reactive.</p> <p>As we reviewed our pre-pandemic data and our attendance during the pandemic it quickly became apparent that this is an area of need. The district has also worked with Jim Wright both at the end of the 2020 school year and during the 2020-2021 school year (as identified in our previous DCIP) to create the structure and to provide professional learning around MTSS to administrators and groups of teachers.</p> <p>When we look at the How Learning Happens Document, MTSS fits into the areas of Meaningful Learning, Intentionality, Relationships, and Agency. With regard to the Equity Self-Reflection, the area this ties into is: Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.</p> <p>This work supports the middle school SCEP in both commitment 1 and commitment 2 as it focuses on developing a system so no students fall through the cracks either academically or socially-emotionally.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide continued professional learning around MTSS for all staff	Continue to work with Jim Wright and district leaders to provide the 'why' behind the importance of developing an MTSS system and the components of a strong MTSS system.	All staff when surveyed and during staff forums are able to describe what MTSS is and what it looks like in Port Jervis	PD with Jim Wright  Time for focus groups with staff (2X per year)  Sub Costs
Develop and implement a unified K-12 tracking system for attendance, behavior, and academics	Creating coherence in the model used to track at-risk students K-12  Reviewing data at the building and district level with ASI and Superintendent on a regularly determined schedule.	Tracking system is put into place and is utilized by all	Time to develop the tracking system  Identify person to facilitate development of tracking system  Time for building and district meetings  PD for staff on data protocols
Create a K-12 system of expectations for communicating with parents concerns and	Develop criteria for how and when to communicate with parents on a regular and consistent basis when students are struggling with attendance, behavior, or academics	Written system developed and implemented outlining communication expectations K-12	Identify person to facilitate development for communication expectations

Priority 3

<p>progress of struggling students</p>	<p>Criteria will include how to communicate when students are making progress not just in times of concern.</p>		<p>Time for stakeholders to meet to develop expectations</p>
<p>Develop an If/Then Chart K-12 that lists the interventions available and what they address</p>	<p>Create one concise list of all district resources for Tier 1, 2, and 3.  List the resource, grade level, subject, and skill addressed by each resource.</p>	<p>List developed and implemented K-12</p>	<p>Identify person to facilitate the development of If/Then Chart  Time for group of staff to work on he If/Then Chart</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

By the end of the 2021-2022 school year:

Student Tracking, Parent Communication, and If/Then systems will be put into place as evidenced by written procedures, minutes from meeting development.

During focus forum conversations (interviews), parents, teachers, and students 7-12 will be aware of supports provided to ensure success

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

Students: T20. My teachers often check to see if all student understand what is being taught (57.1%)

Students: T29. My teachers help me keep track of my learning and assess my progress (59.2%)

Parents: Teachers contact me not just in times of concern

Parents: Our school actively engages our family in conversations around student needs/ progress

Staff: We utilize a comprehensive, school-wide data system that includes a data dashboard for monitoring goals and progress

Staff: Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress

## 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
Mike Rydell	Superintendent	
Nicholas Pantaleone	ASI	
Jean Lain	Principal	Port Jervis Middle School
Andrew Marotta	Principal	Port Jervis High School

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
April 21	Virtual
May 26	Virtual
June 29	Virtual
July 16	Virtual

### Districts with TSI Schools 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 (June 2021) Middle School Professional Learning around The Equity Survey and the How Learning Happens Document (May 2021)
Parents with children from each identified subgroup	Parent Surveys (June 2021) Parent Group ( May 2021)
Secondary Schools: Students from each identified subgroup	Student Interviews Student Survey Data (June 2021)

## Submission Assurances

### Directions

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

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

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 30, 2021, 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).