New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

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

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	Priority #1 We will create welcoming and affirming environments throughout the district.
2	Priority #2 We will improve attendance throughout the district.
3	Priority #3 We will consistently implement a multi-tiered system of support throughout the district.
4	Priority #4 We will recruit and retain administrators, faculty, staff and substitutes throughout the district.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2024-25?	We will create welcoming and affirming environments throughout the district.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *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?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	Creating welcoming and affirming environments is a priority for a District Comprehensive Improvement Plan (DCIP) because these environments are foundational to the success of both students and staff. This priority aligns well with the district's strategic goal. This emerged as something to prioritize due to schools who have SCEP's this priority is a consistent focus in many of our buildings, therefore it makes it the correct priority to focus on for the DCIP. Our mantra is every goldback every day- this focus is explicit and directly speaks to our service to our students. This priority will examine the following areas: **1. Student Well-Being and Mental Health** ● Sense of Belonging: When students feel welcomed and affirmed, they are more likely to feel a sense of belonging within the school community. This is crucial for their emotional and psychological well-being, which directly impacts their ability to learn and succeed academically. ● Reduced Stress and Anxiety: A positive school environment helps reduce stress and anxiety, making students more comfortable and focused on their studies. Schools that prioritize inclusivity and affirmation create a safe space where students can express themselves without fear of judgment or discrimination. **2. Academic Success** ● Engagement and Motivation: Students who feel valued and supported are more engaged in their learning. When they believe that their teachers and peers respect and care about them, they are more motivated to participate in class, complete assignments, and strive for academic excellence. ● Improved Outcomes: Research shows that students in welcoming and affirming environments tend to have better academic outcomes. These environments promote a growth mindset, resilience, and the confidence to take on challenges, leading to higher achievement levels. **3. Equity and Inclusion**

- Addressing Diversity: A welcoming and affirming environment recognizes and celebrates the diverse backgrounds, cultures, and identities of all students. This focus helps to address systemic inequalities and ensure that every student has an equal opportunity to succeed.
- Inclusive Practices: By prioritizing inclusivity, the district can implement practices that cater to the needs of all students, including those from marginalized or underrepresented groups. This fosters a culture of respect and equity, which is essential for closing achievement gaps and promoting social justice.

4. Positive School Culture

- Collaboration and Community: A welcoming environment encourages collaboration among students, staff, and families. When everyone feels included and respected, it strengthens the sense of community within the school, leading to more effective teamwork and communication.
- Behavior and Discipline: Schools that create positive, affirming environments often see improvements in student behavior. Students are more likely to follow rules and treat others with respect when they feel that they are part of a caring community.

5. Staff Morale and Retention

- Supportive Work Environment: For teachers and staff, working in a welcoming and affirming environment boosts morale and job satisfaction. When staff members feel valued and supported, they are more likely to be engaged in their work and committed to the district's goals.
- Attracting and Retaining Talent: A district that prioritizes a positive work environment is more likely to attract and retain high-quality educators. This stability is crucial for maintaining continuity and improving the overall quality of education.

6. Family and Community Engagement

- Building Trust: A welcoming school environment extends to families and the broader community. When families feel respected and included, they are more likely to engage with the school, supporting their children's education and contributing to a positive school culture.
- Partnerships for Success: Schools that prioritize affirming environments can build strong partnerships with community organizations and stakeholders. These partnerships can provide additional resources and support for students and families,

	enhancing the overall effectiveness of the district's educational programs.

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?
Improve opportunities for student voice, staff, faculty and parent engagement throughout the district for example: as it relates to morale, retention, district policies, code of conduct and advisory committees.	• Conduct surveys to elicit participation • Create a student town hall, student advisories • Examine the panorama data	• Panorama Surveys • FACE Department
Revisit the impact of changes/policies, protocols and how they are communicated throughout the school community and the larger community.	• Review the current communication protocols for disseminating new, and existing information and make adjustments as needed • Surveys seeking feedback ways we communicate (e.g., online comment forms, suggestion boxes). • Examine if communication to parents can be translated into the languages spoken by families in the district and made accessible to individuals with disabilities (e.g., providing closed captions, screen reader-friendly formats). • Periodically conduct an audit of communication tools and practices to ensure they are up-to-date, relevant, and accessible to all members of the school and larger community.	• Communications Team • FACE Department
Address the disproportionality in the discipline data.	• Examine the district behavioral data. • Examine the code of conduct	• Surveys for participation • BOCES

	● Update and revise the Code of conduct as needed ● PD on Alternatives to Suspensions	
Enhance culturally responsive teaching opportunities to support a deeper level of student engagement.	● Leverage students' cultural backgrounds, languages, and traditions in lessons and examples across subjects (e.g., using culturally relevant math problems or literature) ● Tailor instructional strategies to meet diverse learning styles, taking into account how students learn and engage with content. ● Provide teachers with ongoing training to support best teaching practices ● Ensure teaching and learning includes student voice and choice	● C&I and the Curriculum Committee ● Equity & Access Department ● BOCES ● Core Collaborative ● Expeditionary Learning ● Diverse classroom libraries
Enhance opportunities for academic success by examining vertical and horizontal alignment to better support transitions.	● Conduct audit and needs assessment of transition between: Pre-K to Kindergarten, 5th grade to 6th grade, 8th grade to 9th grade	● Building administrators ● Curriculum & Instruction Division ● Exceptional Learners Division

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 2024-25 school year.

Student, faculty and parent surveys and focus groups will show an increase in satisfaction in the following areas:

- student well-being and mental health
  - belonging and voice
  - physical and emotional safety
  - culturally responsive practices

- academic success
  - engagement
  - culturally responsive materials and instructional delivery
- equity and inclusion
  - culturally responsive practices, materials and instruction
- school culture
  - respect
  - engagement
  - increased attendance
  - decrease in discipline referrals and suspensions
- staff morale and retention
  - respect
  - increased attendance
- family and community engagement
  - belonging and voice
  - utilization of district and school engagement opportunities

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Decrease in student behavioral referrals	Quarterly Behavior data reviews: (October/January/April and June)	
Decrease in suspensions	Quarterly reviews of suspensions- examination of demographic sub groups	
Student voice surveys	Quarterly reviews of student surveys	
District Walkthroughs	Quarterly (October, January, April and June)	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	We will improve attendance throughout the district.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	A priority on attendance is crucial for a school district because consistent student attendance is directly linked to academic achievement, social development, and long-term success. Here's why focusing on attendance is so important: **1. Academic Success:** Regular attendance is foundational to academic performance. Students who attend school consistently have more opportunities to engage with the curriculum, participate in class discussions, and receive the necessary support from teachers. When students miss school frequently, they fall behind in their studies, struggle to catch up, and are more likely to underperform on assessments, leading to gaps in knowledge and skills that can persist throughout their education. **2. Closing Achievement Gaps:** Chronic absenteeism disproportionately affects students from disadvantaged backgrounds, contributing to widening achievement gaps. By prioritizing attendance, the district can target interventions to ensure that all students, especially those at risk, have equal access to educational opportunities. Improving attendance helps level the playing field, ensuring that every student has the chance to succeed, regardless of their circumstances. **3. Social and Emotional Development:** School is not just a place for academic learning; it's also where students develop critical social and emotional skills. Regular attendance allows students to build relationships with peers and teachers, develop a sense of belonging, and learn how to navigate social situations. These interactions are essential for their overall development and well-being. **4. Long-Term Outcomes:** Consistent attendance is a predictor of long-term success. Students who attend school regularly are more likely to graduate on time, pursue higher education, and succeed in their careers. Conversely, students who are chronically absent are at a higher risk of dropping out, which can have

significant negative impacts on their future opportunities and quality of life.

5. Engagement with Families:

Focusing on attendance also creates an opportunity for the district to engage with families more effectively. Educating parents and caregivers about the importance of attendance and providing them with the tools and resources to support their children's education can lead to stronger partnerships between home and school. This collaboration is key to ensuring that students are not only attending school but are also supported in their overall learning journey.

6. School Climate and Culture:

High attendance rates contribute to a positive school climate. When students regularly attend school, it fosters a culture of learning, engagement, and community. It sends a message that education is valued and that every day of learning is important. This positive environment encourages students to be more invested in their education and contributes to a more vibrant and dynamic school community.

7. Resource Allocation:

Attendance data can inform better resource allocation. By identifying patterns of absenteeism, the district can deploy targeted interventions and support services where they are most needed. This ensures that resources are used efficiently and effectively to support student success.

Prioritizing attendance is essential for a NECSD because it underpins academic achievement, supports social and emotional development, closes achievement gaps, and sets students on a path toward long-term success. It also strengthens family engagement, enhances school climate, and ensures that resources are focused on areas that will have the greatest impact on student outcomes.

Furthermore this priority will support:

- Alignment with District's Vision, Values, and Aspirations: Improving attendance is fundamental to achieving our district's vision of ensuring that every student has access to a high-quality education. Regular attendance is not just about being present in the classroom; it's about ensuring that students are consistently engaged in their learning, which is central to our values of equity, excellence, and inclusion. By prioritizing attendance, we are affirming our commitment to creating an environment where every student is given the opportunity to thrive and succeed, both academically and personally.

- **Why This Emerged as a Priority:** This priority emerged because consistent student attendance is directly linked to academic achievement, social development, and overall well-being. Data has shown that chronic absenteeism is a significant barrier to student success in our district. Students who miss school frequently are more likely to fall behind in their studies, disengage from the learning process, and ultimately, face lower graduation rates. Recognizing this, the district has identified attendance as a critical area that requires focused attention and action.

- **Why This is the Right Priority to Pursue:** Improving attendance is the right priority because it addresses the root causes of academic underperformance and disengagement. By tackling absenteeism head-on, we can close achievement gaps, particularly for students who are most vulnerable. It also sets the foundation for other initiatives to be effective; if students are not in school, they cannot benefit from the high-quality instruction and support services we provide. Ensuring that students are regularly attending school is a prerequisite for any other educational improvement efforts to succeed.

- **Integration with Other Priorities and Long-Term Plans:** This priority fits seamlessly into the district's broader goals of enhancing student outcomes and preparing all students for future success. Improving attendance supports other district priorities, such as raising academic achievement, increasing graduation rates, and promoting social-emotional well-being. It is also integral to our long-term plans, as consistent attendance is a key indicator of student engagement and school climate. By embedding attendance improvement within our District Comprehensive Improvement Plan (DCIP), we are ensuring that our efforts are coordinated, strategic, and aligned with our overall mission to provide every student with the tools they need to succeed.

Focusing on attendance improvement is not just about reducing absenteeism; it's about creating a culture of commitment, engagement, and support that aligns with our district's vision and long-term aspirations for every student.

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?
Examine how we can create an early warning system to identify students at risk of chronic absenteeism (missing 10% or more of school days).	Ascertain if there is a system in Infinite Campus (IC) to flag students with frequent absences for immediate intervention.	Student information system: Infinite Campus, to gather and analyze attendance data in real time.
Foster strong partnerships with families to ensure they understand the importance of regular attendance.	Conduct parent workshops and home visits, providing resources on the importance of attendance, offering strategies for overcoming barriers like transportation and health issues.	Utilize the attendance teachers, Parent liaisons/coordinators, social workers, and identify community organizations that can assist families facing challenges related to transportation, childcare, or health.
Provide targeted interventions for students with chronic absenteeism.	Develop individualized attendance plans, or connect at-risk students with school counselors who can support their specific needs.	School counselors will create an attendance plan for students.
Review and revise as needed district-wide policies that clearly define excused vs. unexcused absences and the consequences for chronic absenteeism.	Ensure that attendance policies are applied equitably and include interventions rather than punitive measures for students with legitimate challenges.	Policy handbooks, clear communication to families, and alignment with state or local regulations on attendance.
Research attendance incentive programs to reward students for consistent attendance.	Review and monitor individual and school-wide recognition initiatives, such as "perfect attendance" awards, class-wide competitions, or weekly celebrations for improved attendance.	Partnerships with local businesses for prizes or incentives, as well as digital tools for tracking and celebrating attendance gains.

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 2024-25 school year.

- An early warning system will have been created in Infinite Campus.
- Teacher contact with families regarding attendance
- Ongoing parent workshops will have taken place as well as home visits for chronically absent students in each building.
- Each school will have created individual attendance plans for all as-risk students.
- School handbooks regarding attendance policies and procedures will have been updated.
- All schools will have attendance incentive programs.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
Teacher Attendance logs	quarterly teacher student attendance logs	
Parent workshops - review of Family and Community Engagement (FACE) and school specific parent events, review of agendas and attendance at each event.	By June of 2025, FACE and individual schools will be able to provide documentation regarding parent workshops and other engagement activities.	
Home visits - review each school's log of home visits conducted.	Quarterly data will be collected from each school on the number of home visits conducted and the outcome or impact of interventions put in place.	
School attendance plans - each school's attendance plan will have been reviewed and revised as needed	Each school will have an updated attendance plan in place by October 2024.	
School handbooks - each school's handbook will have been reviewed and	The section on attendance policies and procedures in each school's handbook	

revised as needed in regards to attendance policies and procedures	will have been reviewed and updated by November 2024	
Schools attendance incentive programs - review of each school's monthly events celebrating attendance	By December, each school will have monthly events celebrating attendance achievements.	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	We will consistently implement a multi-tiered system of support throughout the district.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	A priority focused on consistently implementing a Multi-Tiered System of Support (MTSS) throughout the NECSD district is crucial for several reasons, as it directly impacts the quality of education, student outcomes, and overall school effectiveness. Our priority will encompass the following: 1. Comprehensive Support for All Students: MTSS is designed to provide support at varying levels of intensity based on individual student needs, ensuring that all students, regardless of their abilities or challenges, receive appropriate assistance. This system helps address academic, behavioral, social, and emotional needs through a proactive and data-driven approach, enabling students to thrive in a supportive environment tailored to their unique needs. 2. Early Identification and Intervention: One of the key strengths of MTSS is its focus on early identification and intervention. By monitoring student progress and implementing evidence-based strategies at the earliest signs of struggle, MTSS helps prevent minor issues from escalating into more significant challenges. This proactive approach can reduce the need for more intensive interventions later on, leading to better long-term outcomes for students. 3. Equity and Access: MTSS promotes equity by ensuring that every student has access to the resources and support they need to succeed. It recognizes that students come from diverse backgrounds and have different learning needs. By consistently implementing MTSS, the district can address disparities in educational outcomes, particularly for students from historically marginalized groups, ensuring that all students have the opportunity to reach their full potential.

4. Data-Driven Decision Making:

MTSS relies on continuous data collection and analysis to inform instructional decisions and interventions. This data-driven approach ensures that resources are allocated efficiently and that interventions are targeted to meet the specific needs of students. It also allows educators to track progress and make adjustments in real time, leading to more effective teaching and support.

5. Integration of Academic and Behavioral Supports:

MTSS integrates academic and behavioral support systems into a cohesive framework, recognizing that these areas are interconnected. For example, a student struggling academically may also exhibit behavioral challenges, and vice versa. By addressing both academic and behavioral needs simultaneously, MTSS fosters a more holistic approach to student development, improving overall school climate and student outcomes.

6. Professional Development and Collaboration:

Consistently implementing MTSS requires ongoing professional development for educators and staff. This focus on training and collaboration ensures that all stakeholders are equipped with the knowledge and skills to effectively support students within the MTSS framework. It also promotes a culture of teamwork, where educators work together to identify student needs, share strategies, and monitor progress.

7. Alignment with District Goals and Long-Term Success:

Implementing MTSS aligns with broader district goals of improving student achievement, closing achievement gaps, and promoting equity. It supports the district's long-term vision by creating a structured, responsive, and supportive educational environment where every student can succeed. By prioritizing MTSS, the district is making a commitment to continuous improvement and sustainable success.

8. Enhancing Family and Community Engagement:

MTSS also encourages greater involvement from families and the community. By including parents in the decision-making process and keeping them informed about their child's progress, MTSS fosters stronger partnerships between the school and home. This

	collaboration is essential for reinforcing the support students receive at school and ensuring that interventions are effective both in and out of the classroom.
	9. Reducing Special Education Referrals:
	A well-implemented MTSS framework can reduce the number of inappropriate referrals to special education by addressing students' needs within the general education setting. By providing targeted support early on, MTSS helps ensure that only students who truly require special education services are referred, allowing those programs to be more effective and focused.
	The consistent implementation of MTSS throughout the district is vital because it ensures that all students receive the support they need to succeed academically, behaviorally, and socially. It fosters equity, improves the effectiveness of interventions, and aligns with the district's long-term goals of promoting student achievement and well-being. MTSS creates a structured, responsive, and inclusive educational environment that benefits students, educators, and the entire NECSD school community.

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?
Inform the community and all stakeholders of the newly revised 2024-25 MTSS/AIS plan	The plan will be presented at a September 2024 BOE meeting	Panorama Student Success Platform
Provide ongoing training for all stakeholders	The plan will be presented at a principal meeting in the fall of 2024	Each building will establish a set schedule for MTSS meetings and follow-up
Strengthen understanding of the MTSS framework	MTSS chairs will be identified and approved	Training by Central Office personnel

Conduct check-in meetings with the MTSS chairpersons to monitor the progress of the implementation of the plan	MTSS chairs will be trained on the new framework and protocols	A database will be developed to track district-wide MTSS referral and Special Education Data MTSS professional development opportunities via regional BOCES
Provide opportunities for ongoing feedback from MTSS members	- By December, the MTSS plan will be presented to building personnel including new protocols - By December, all buildings will publish their MTSS structure and schedule - Multiple opportunities will be provided to families via building specific events, and through the FACE team via parent engagement events to increase awareness of building specific MTSS practices - Data will be collected throughout the year regarding MTSS and Special Education referral trends	Support of a BOE/Newburgh Teacher Center collaboration for a MTSS course or via other teacher center courses and/or statewide offerings Purchase cognitive/behavioral support curriculum

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 2024-25 school year.**
>
> To implement district-wide MTSS process with consistently utilized protocols and procedures as outlined in the 2024-25 MTSS plan
>
> (See 2024-25 MTSS Plan on the NECSD Website)
>
> 2024-25 NECSD MTSS Plan

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
BOE Adoption of the MTSS Plan	September	
Training with Principals on new MTSS plan	October	
Training of MTSS personnel	November through June	
Training of all Faculty	December	
Presentation of MTSS plan for families and community members	Ongoing	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2024-25?	We will recruit and retain administrators, faculty, staff and substitutes throughout the district.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	1. Ensures Stability and Continuity ● High turnover among administrators, faculty, and staff can disrupt the learning environment and create inconsistencies in teaching quality, leadership, and student support. By prioritizing recruitment and retention, the district can ensure a stable and cohesive workforce that enhances the continuity of education for students. 2. Supports Student Achievement ● Research shows that schools with stable, experienced, and qualified educators and administrators tend to have better student outcomes. Retaining talented and dedicated staff ensures that students receive high-quality instruction and that administrators can implement long-term strategies for success. This priority is directly tied to improving academic achievement and the overall student experience. 3. Builds Strong School Culture ● Consistent staffing fosters a positive school culture where students, staff, and families feel supported and connected. When staff members are invested in the school and district over time, they build strong relationships with students and the community, contributing to a welcoming and affirming environment. 4. Addresses Substitutes and Staffing Gaps ● Substitutes are critical to ensuring that learning continues without interruption when faculty are absent. A robust recruitment and retention plan for substitutes helps prevent disruptions in instruction, maintain consistent

classroom management, and uphold the quality of education in every class, every day.

5. Enhances Leadership and Professional Development

- By recruiting and retaining high-quality administrators, the district can maintain strong leadership at both the school and district levels. This ensures that schools have the guidance and vision needed to implement effective programs, while also supporting the professional development of staff.

6. Reduces Costs Associated with Turnover

- Turnover can be costly due to recruitment, training, and onboarding of new staff. Retaining administrators, faculty, and staff minimizes these costs and allows the district to allocate more resources toward student programs and initiatives rather than constantly replenishing the workforce.

7. Aligns with Equity and Diversity Goals

- Prioritizing recruitment and retention can help the district attract a diverse workforce that reflects the student population. This is particularly important in achieving equity and inclusion goals, ensuring that all students see themselves represented in their educators and leaders. A diverse staff also brings varied perspectives and cultural competencies that enrich the learning environment.

8. Strengthens Community Trust and Engagement

- A school district that consistently retains its educators and administrators builds trust and engagement with families and the community. When parents and community members see familiar faces in leadership and teaching positions, it fosters stronger relationships, encourages collaboration, and builds a sense of shared commitment to student success.

9. Supports Long-Term Strategic Goals

- Recruitment and retention are foundational to achieving other district priorities, such as improving student

outcomes, addressing achievement gaps, and maintaining high standards of instruction. When a district retains skilled professionals, it can execute long-term plans more effectively, without being sidetracked by constant personnel changes.

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?
Conduct a study of surrounding districts related to local salaries and benefit packages to analyze if we are competitive	• Review salaries and benefits of neighboring districts. • Exit interviews/questionnaire for all staff and faculty and use results to improve retention • Create surveys that are tailored to the group/unit to ascertain the challenges and barriers that may negatively affect retention • Explore opportunities to grow your own: Teaching Assistants, Teachers and Administrators	Survey tools HR creates an exit interview tool and system
Update the onboarding system for new employees	• Review and revise the onboarding system as needed.	• HR • Administration
Examine the current mentorship programs for new hires, particularly for new teachers and administrators.	• Review and revise how new teachers and new administrators are paired, onboarded and supported with their mentors	• HR • Administration • Teacher Center
Examine our teacher and administrator recruitment	• Develop an "employer brand" that highlights the district's strengths,	• Communications

.	values, and benefits of working in NECSD ● Host recruitment fairs ● Build relationships with teacher preparation programs.	● FACE ● Partnerships with universities to access job fairs and student-teacher pipelines

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 2024-25 school year.

Higher retention, recruitment goals met or exceeded, and increased substitute availability.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
Retention and and turnover rates	ongoing & by June 2025	
Vacancy rates	ongoing & by June 2025	
Time to fill positions	ongoing & by June 2025	
Job Satisfaction/Engagement surveys	ongoing & by June 2025	
Exit interview data	ongoing & by June 2025	

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)*
Christopher Bayer	Assistant Superintendent, Exceptional Learners	District Office
David Brown	Director for Accountability	District Office
Jennifer Constibile	English, Teacher	NFA, Main
John Fisher	CSEA Union President	
Dr. Natasha Freeman-Mack	Assistant Superintendent, Chief Equity Officer	District Office
Dawn Fucheck	Parent	
Marcie Heywood	Director of Elementary	District Office
Michele McKnight	Principal Typist	NFA, Main
Stacy Moran	NTA Union President	
Matthew Scully	Elementary Teacher	Gidney Ave.
Susan Valentino	High School Principal/ NSAA Union President	NFA, Main

Meeting Dates

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

Meeting Date	Location
Aug. 15th	District Office, 124 grand street
August 29th	Virtual
Sept. 13th	District Office, 124 grand street

Districts with Schools Identified for TSI/ATSI Support Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Feedback from each SCEP plan, Teachers who participated in the DCIP and surveys.
Parents with children from each identified subgroup	Parent surveys and focus group information was reviewed.
Secondary Schools: Students from each identified subgroup	Student surveys and focus group information was reviewed.

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, 2024, 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).