New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Newburgh Enlarged City School District	Dr. Roberto Padilla

2021-22 Summary of Priorities

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

1	Shifting our thinking from a belief that learning only happens in schools to knowing that learning happens everywhere all the time is a district priority
2	Every child feeling safe, respected, supported and a true sense of belonging is a district priority
3	Incorporating the voices of students, teachers, leaders, families, board of education, and community members to drive and shape the instructional programs in the district is a district priority

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	Shifting our thinking from a belief that learning only happens in schools to knowing that learning happens everywhere all the time is a district priority

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district strives to incorporate input from families when selecting and launching district wide programs and initiatives. Feedback is also requested from families to learn of their satisfaction of the educational program being provided to their children.
	
	Town hall meetings, task forces, surveys, focus groups and interviews are utilized as a means to engage with families and yet we continue to struggle to connect with the diverse family stakeholder group for which we serve. The most recent survey of parents and families in our TSI and CSI schools resulted in a fewer than ten percent response rate. Of those individuals that did respond, only 83% were satisfied with how the district communicates information.

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?
Conducting a needs assessment to determine the district focus to improve family engagement	Guided by the consultants from Panorama Education, the district will assess the following: What is Family Engagement in the NECSD? Defining the importance of Family Engagement Identifying the barriers to family engagement in the NECSD	Responses to the following prompts will inform the creation of a Family Engagement Framework: What is Family Engagement in the NECSD? Defining the importance of Family Engagement Identifying the barriers to family engagement in the NECSD	Purchase the Family School Relationship technical assistance and support from Panorama Education. The Director of Pupil Personnel Services and the Director of FACE will lead the initiative
Adoption of an evidenced based family engagement framework	Guided by the consultants from Panorama Education, the district will use the Dual Capacity-Building Framework for Family -School Partnerships to determine strategies for inclusion in the framework	The district Family Engagement Framework will address the following questions: What is our district vision for family engagement? How do we ensure that families , staff and students have a voice in establishing the vision? How can we ensure communication is parent friendly and truly twoway? How is our district addressing challenges such as childcare, English language proficiency,	Assemble a team of families, teachers, administrators, board of education members to engage in the framework design Off-site location

		non-traditional work hours, and access to transportation? How can we use the cultural backgrounds of our families to enrich instruction and school climate? What might make a family feel unwelcome or uncared for at our school? How can we address this? What are we doing to actively build trusting relationships with families?	
Implementation of the family engagement framework	Guided by the consultants from Panorama Education, school leaders, teachers, PTO/PTA members, district leaders, and board members will be trained on the framework	Upon completion of the training, school leaders and district leaders will devise an action plan for implementation of the framework. Monitoring of implementation and measures of impact will be clearly defined in each plan.	Off-site location for training school teams and district teams

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.

The district will administer Panorama's Family-School Relationship Survey

Baseline will be established in September 2021

Mid-Year and End of Year Targets for improvement will be set upon analysis of the September administration (Data will be collected based on sub-groups and targeted growth will be expected for families of students with disabilities, English language learners, and economically disadvantaged.)

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Every child feeling safe, respected, supported and a true sense of belonging is a district priority

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district strives to ensure every student is provided with physically and emotionally supportive opportunities to engage in classroom instruction that supports their unique success. Representatives from the Department of Pupil Personnel Services administered a Panorama SEL Survey to 1,357 elementary students and to 2, 428 secondary students in order to understand the social emotional learning needs of students in the district.
	
	 The district identified the following key SEL insights:
	
	 Emotional regulation, defined as a neurological function negatively impacted by chronic stress and trauma, was the common indicator most in need of improvement across elementary and secondary grade levels district wide.
	
	 Cultural awareness was the lowest performing indicator at the secondary level. "How often do students at your school have important conversations about race when they are uncomfortable?" was a 2 out of 5 on the Likert Scale.
	
	 Sense of belonging was an area of concern among secondary scholars with only 41% achieving a strong rating

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?
Multi-Tiered System of Support Implementation Teams	Teams will systematically review academic, behavioral, attendance and SEL data to address the whole child through targeted, multi-tiered,evidence based interventions and progress monitoring to ensure scholars requiring a higher level of care are able to address mental health and trauma. Every faculty and staff member will be offered professional development on trauma informed schools, mental health first aid, and supportive behavior management. PPS staff will be trained in dialectical behavior therapy.	Assessing progress based on Social Emotional Core Competencies Beginning of year, mid year and end of year responses: Sense of Belonging Emotional Regulation Social Awareness Positive/Negative Feelings Supportive Relationships Additionally for Secondary Only: Grit and Cultural Awareness All data disaggregated based on subgroups	Panorama Education Technical Assistance

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.
Emotional Regulation: By June 2022 district elementary schools will move from the 0-20th percentile to the 60-79th percentile Sense of Belonging: By June 2022 district secondary schools will move from the 0-20th percentile to the 60-79th percentile

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Incorporating the voices of students, teachers, leaders, families, board of education, and community members to drive and shape the instructional programs on the district is a district priority

Why is this a priority?
 Things to potentially take into consideration when crafting this response:
 ● *How does this commitment fit into the District's vision, values and aspirations?*
 ● *Why did this emerge as something to prioritize?*
 ● *What makes this the right commitment to pursue?*
 ● *How does this fit into other commitments and the district's long-term plans?*
 ● *For Districts with identified schools:*
     o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
     o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district strives for a district culture that values stakeholder voices to inform textbook and program selections. The Board of Education recently revised the Textbook Adoption and Program Selection Policy to incorporate a research based procedure from Ed reports. This procedure mandates educator voice and expertise to be at the center of decisions. The procedure also acknowledges that curricular decisions affect the entire community, and engaging the school board, parent groups, unions, and other key stakeholders to provide input will build support down the line.
	
	 Once implemented, the district process to monitor the implementation of programs and measuring for impact have been less consistent.
	
	 19% of teachers felt their opinions impacted decision-making at the district level (2016 National Survey from the Center on Education Policy) Local data is not available.
	
	 23% of the teachers responding to the TSI/CSI school surveys felt the instructional support required to teach their children was not provided by the district

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?
Full compliance with Policy 4511 Textbook Adoption and Program Selection	Developing a standard operating procedure aligned to the Edreports Materials Adoption Process	SOP will be piloted prior to December 2021 and edits will be addressed Formal Regulation will be presented to the Policy Committee by January 2022	Technical Assistance and Support from Ulster BOCES Instructional Support Services

District-wide Advisory Teams will be established	Executive Cabinet will identify the Advisories for 2021-2022 A district standard operating Procedure for the expectations of the Advisory teams will be adopted Advisory team training will be conducted	Advisories established by September 1, 2021 and will include representation from teachers, administrators, families, board of education, central office and students where appropriate. Diversity in representation will be a priority Standard operating procedure developed by October 1 Advisory team training will be completed by November 1 Mid-Year Report to the Board of Education End of Year Report to the Board of Education	Technical Assistance and Support from Ulster BOCES Instructional Support Services
Semi-annual policy advisory to discuss current and proposed policies	A mid-year event sponsored by the Chair of the Policy Committee and the Deputy Superintendent Participants will include teachers, school and district administrators, families and students	All stakeholder groups will be in attendance Recommendations and feedback will be presented at the February 2022 Policy Committee Meeting	NTA will assign teachers NSAA will assign administrators FACE will recruit families Curriculum & Instruction will provide students

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.

19% of teachers felt their opinions impacted decision-making at the district level (2016 National Survey from the Center on Education Policy)

By June 2022 50% of Newburgh teachers will agree that their opinions impacted decision-making at the district level

23% of the teachers responding to the TSI/CSI school surveys felt the instructional support required to teach their children was not provided by the district

By June 2022 50% of teachers responding to the TSI/CSI surveys will feel the instructional support required to teach their children was provided by the district

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)*
Carole Mineo	President of the NECSD Board of Education	District
David Brown	Director of Planning and Accountability	District
Frank Desiervo	Parent	NFA
David Gallager	Professor	Mount Saint Mary College
Stacy Moran	Newburgh Teacher Association President	All Schools
Scott Prokosch	Newburgh Supervisors and Administrators Association President	Meadow Hill School
Ed Forgit	Deputy Superintendent	District

Meeting Dates

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

Meeting Date	Location
June 29	Virtual
June 30	Virtual
July 13	Virtual

Districts with TSI Schools Only

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

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	The NTA president represented all teachers. Data from the district, results from the equity self review, student interviews, and surveys of parents, teachers and students from each TSI/CSI were reviewed.
Parents with children from each identified subgroup	Frank Desiervo represented parents. Data from the district, results from the equity self review, student interviews, and surveys of parents, teachers and students from each TSI/CSI were reviewed.
Secondary Schools: Students from each identified subgroup	Data from the district, results from the equity self review, student interviews, and surveys of parents, teachers and students from each TSI/CSI were reviewed.

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 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).