



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

REVISED JANUARY 2021 BASED ON FEEDBACK FROM THE NYSED

District	Superintendent
Newburgh Enlarged City School District	Dr. Roberto Padilla

## 2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	Implementing a Project Management Model for TSI/CSI and Level 1 Schools
2	Implementing Tier 1, Tier 2 and Tier 3 AIS supports
3	Creating a syllabus and course outline for each course in grade 7 through grade 12
4	Long term planning and commitment
5	District-wide data culture and common analysis practices

## 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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

### Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
July 7, 2020	Virtual Meeting		
July 14, 2020	Virtual Meeting		
July 23, 2020	Virtual Meeting		
July 28, 2020	Virtual Meeting		

### 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	Mrs. Stacy Moran, Newburgh Teachers’ Association President, represented the voice of all teachers throughout the entire process. Dr. Gallagher, Professor of Education at Mount Saint Mary College was able to discuss the most current pre-service educational program, as it relates to the actual student population in Newburgh.
Parents with children from each identified subgroup	Mr. Frank Desiervo was able to add to all conversations. He has had children that have graduated and one student still enrolled. This parent has participated in data analysis of disaggregated groups over the past ten years and is able to advocate for the high need populations.
Secondary Schools: Students from each identified subgroup	Again, we were fortunate to have representatives of the DCIP team that reflect each educational level in the district. Mr Scott Prokosch, President of the Administrator Unit, is not only a strong instructional leader, he was also able to discuss the unique math needs of the student population in Newburgh. Ms. Carole Mineo, current Board of Education President, was a former Director of Bilingual and World Languages and elementary/high school principal.

## Stakeholder Involvement Signature Page

### Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP.** If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
Ms. Carole Mineo	BOE President	
Mrs. Stacy Moran	Newburgh Teacher Association President	
Mr. Scott Prokosch	Newburgh Administrator & Supervisor Association President	
Dr. David Gallagher	Professor Mount Saint Mary College	
Mr. Frank Desiervo	Parent	
Mr. David Brown	Director of Planning & Accountability	
Mr. Ed Forgit	Deputy Superintendent	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	<b>Project Management for CSI, TSI and Level 1 Schools</b>
Why will this be prioritized?	<p>Based on feedback from the NYSED, the SCEP development process in the district requires greater attention to conducting causal analysis and then developing actions aligned to the root causes. Goals rely heavily on ESSA Indicators to measure growth rather than local measures aligned to the root causes.</p> <p>School leaders have expressed they become overwhelmed with implementing improvement efforts in the SCEP, while at the same time, having to address requests from central office leaders.</p>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
<p><b>Project Team Design</b></p> <p>STO leaders will design a Project Management Model (Meredith Honig) in each TSI/SCI school that coordinates human resources from the central office to address SCEP and district mandated priorities on a quarterly basis.</p>	September 2020
<p><b>Mid-Year Priority Setting and Central Office Support Allocation</b></p> <p>STO leaders will review the first semester progress of the project team in each TSI and CSI school and will share the findings with Senior Staff. The Assistant Superintendent for Curriculum and Instruction will work with school leaders to determine the focus of the project team for the second semester.</p>	January 2021
<p><b>2021-2022 SCEP Development</b></p> <p>STO will design a SCEP development process that engages teams in a review/evaluate revise process that focuses on causal analysis.</p>	February - May 2021
<b>Quantitative Improvement: Outcomes</b>	
What data would you use to determine this is successful?	
Specific Data Point	Baseline
	Target

Priority 1

Data Point 1 (required):  CSI Schools will achieve their middle of year and end of year targets	Middle of Year 2020	Middle of Year 2021
	VG ½ goals on track SMS ½ goals on track	VG 5/5 goals achieved SMS 5/5 goals achieved
	End of Year 2020 (optional)	End of Year 2021
	VG ½ goals on track SMS ½ goals on track	VG 5/5 goals achieved SMS 5/5 goals achieved
Data point 2 (optional):  Project Management Teams achieve expected outcomes	Middle of Year 2020	Middle of Year 2021
	N/A	100% success in VG, SMS, GAMS and Balmville
	End of Year 2020 (optional)	End of Year 2021
	N/A	100% success in VG, SMS, GAMS, and Balmville

Priority 1

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January	January	The STO will work with Curriculum and Instruction leaders to assess first semester SCEP and District Priority progress in TSI and CSI schools. Second semester priorities will be identified and Central Office staff will be assigned.
March	March	The STO will assess mid-semester progress in each school. Findings will be shared with Senior Staff
<b>February</b>	March	The STO will develop a SCEP development institute. After reviewing all NYSED feedback from the 2020-2021 SCEP/DCIP Submissions, STO staff will design SLT technical assistance focusing on the following topics: engagement, causal analysis, needs assessment, effective practice studies, action planning, plan implementation/monitoring/evaluation.
April	May	The STO will conduct technical assistance sessions with all TSI and CSI schools. to complete the 2021-2022 SCEP. Curriculum and Instruction and the Division of Student Support Services will provide expectations for the 2021-2022 school year.
May	June	The STO will review the draft SCEP from each school and, using the feedback process from NYSED, provide feedback for improvement.
June	June	The SCEP will be ready for final submission

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Flexibility based on the unknown	The STO Team will meet with each TSI/CSI principal each month to adjust the plan based on the environment proposed for the following four weeks	Monthly

Priority 2

Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Provision of Tier 1, Tier 2 and Tier 3 AIS supports</b>
<b>Why will this be prioritized?</b>	<p><b>A variety of AIS models are implemented across the district. Monitoring of the effectiveness of the models has not been conducted.</b></p> <p><b>The district lacks a staffing ratio/metric for the disbursement of personnel</b></p>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
<p><b>District AIS Plan</b></p> <p>District leaders will collaborate with school leaders to create and implement a written tier 1, tier 2 and tier 3 support plan, that is school specific, for those students in need of AIS supports</p>	November 2020
<p><b>District Monitoring Practice of the AIS Plan</b></p> <p>District leaders will monitor the implementation of school plans on a quarterly basis and will provide warm and cool feedback as necessary.</p>	February 2021
<p><b>District Staffing Needs Assessment and Allocation Strategy</b></p> <p>District leaders will complete a need to resource assessment and will redistribute AIS staff for the 2021-2022 school year</p>	April 2021

<b>Quantitative Improvement: Outcomes</b>		
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What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Iready ELA K-8	35% Tier 1	35% Tier 1
	End of Year 2020 (optional)	End of Year 2021
		50% Tier 1
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Iready math	26% Tier 1	26% Tier 1

Priority 2

	End of Year 2020 (optional)	End of Year 2021
		48% Tier 1



Priority 2

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January	February	Curriculum and Instruction staff will develop formal monitoring practice to be sure the AIS plan is being implemented with fidelity. I-ready data is to be used to monitor success.
February	April	Assistant Superintendent for Curriculum and Instruction Elementary and ASCI Secondary will develop a need to resource ratio and staffing metrics to be used to reassign staffing for the 2021-2022 school year.
February	May	ASCI Elementary and Secondary will conduct walkthroughs with school leaders to assess AIS Plan implementation. Observation of practices and analysis of I-ready data will be the focus
May	June	AIS Plan for 2021-2022 will be presented to school leaders and adopted by the Superintendent

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Should not be an issue		

Priority 3

Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Course outline and syllabus for each course in grade 7 through grade 12.</b>
<b>Why will this be prioritized?</b>	<b>K-12 Insight Surveys have shown a decrease in parent engagement when the students transition to middle school and the high school. Families have expressed a desire to learn more about what is expected academically from their children</b>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
District leaders will adopt a common template for a course outline and syllabus	January 2021
District leaders will work with teachers to develop each course outline and syllabus	January - May 2021
School counselors will include the course outline and syllabus when distributing student schedules for the 2021-2022 school year	June 2021

<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Percentage of courses in grades 7-12 with outline and syllabus	Less than 50%	50%
	End of Year 2020 (optional)	End of Year 2021
	Less than 50%	100%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	

Priority 3

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
January Through June		
Start	End	Action
January	January	ASCI for Secondary will work with curriculum directors to develop the template for teachers to use when creating course outlines and syllabi
January	May	Curriculum Directors will work with their teachers to draft all course outlines and syllabi
May	May	Curriculum Leaders will present the course outlines and syllabi to the Superintendent
June	June	School counselors will coordinate the submission of outlines and syllabi to the students

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Should not be an issue		

## Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Long Term Planning and Commitment</b>
<b>Why will this be prioritized?</b>	<b>Over the years, the district has allocated resources to large scale purchases that did not generate the expected short term impact. As a result, replacement resources were researched and purchased. This cycle of decision making has made it difficult to create systemic improvement efforts, while at the same time, overwhelmed school leaders and classroom teachers.</b>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Strategic Planning	January 2020
The District will adopt a 5 year strategic plan that identifies district-wide priorities	
Strategic Planning - Implementation monitoring and evaluation	September 2020
The district will create the following practices:	
Implementation by Division Leaders	January 2021
Monitoring by an Accountability Team	February - June 2021
Evaluating by an Impact Team	February - June 2021

<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Strategic Plan Priorities	50% on track	4/4 on track
	End of Year 2020 (optional)	End of Year 2021
	50% achieved	4/4 on track
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021

Priority 4

	End of Year 2020 (optional)	End of Year 2021

Priority 4

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
September	November	The district strategic plan - Imagine 2025 is finalized and approved by the Board of Education
November	December	Senior Staff work together to design an accountability structure that will allow a team, representing stakeholders from the community, to review progress being made towards achieving the annual strategic outcomes for each priority. Accountability teams will be assembled and team training will occur.
January	January	The Impact Team will be assembled. The team will define the mid-year and end of year evaluation report template.
January	June	Accountability Teams meet and review data relating to the annual strategic outcome
May	June	The Impact Team will draft the annual evaluation report

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Should not be an issue	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>

Priority 5

Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>District-wide data culture and common analysis practices</b>
<b>Why will this be prioritized?</b>	Being that data is a mandate for all PLC sessions in the district and the current PLC model inconsistently defined and implemented across the district, the ability to monitor impact of interventions based on improved student learning is not possible.

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
A shared vision and language for developing strong data culture in Newburgh USD	March 2021
A shared understanding of strengths and opportunities for improvement to inform an evidence-based theory of action for improving data culture	April 2021
A transparent and replicable process for data collection, storage, and reporting that includes habits and routines, consistent tools, and an implementation framework	May 2021
New and redesigned systems that promote the essential elements of data culture	June 2021

<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Regularly Scheduled Data Meetings by principal	11/14	11/14
	End of Year 2020 (optional)	End of Year 2021

Priority 5

	11/14	14/14
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Curriculum Department Monthly Data Meetings	0	0
	End of Year 2020 (optional)	End of Year 2021
		2



Priority 5

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
Start	End	Action
<b>January Through June</b>		
Start	End	Action
December	January	<b>Phase 1: Plan and Align (December)</b> The goal of this phase is to develop the data culture project plan, align on goals and outcomes and conduct a baseline strengths inventory for the district. Findings from the strengths inventory and empathy interviews with end users will be used to prioritize efforts in Phases 2 and 3.
January	February	<b>Phase 2: Foundations (January-February)</b>  The goal of this phase is to build foundational knowledge of the essential elements of data culture and exemplars of each with the district and design a stakeholder map that includes the district’s theory of action on data. We will also establish indicators of success and identify potential barriers to that vision of success.
March	May	<b>Phase 3: Design and Implement (March -May)</b>  The goal of this phase is to identify strategies for growing the district’s data culture and design prototypes, which may include new habits, policies, practices, and resources. Leaders in the pilot group will also test prototypes and collect feedback from end-users in order to refine prototypes.
June	July	<b>Phase 4: Reflect and Iterate (June-July)</b>  The goal of this phase is to reflect on fidelity, effectiveness, and impact of prototypes, collect additional end-user feedback, update prototypes, and develop an implementation and sustainability plan.

Priority 5


**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>

## 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.  As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3.  The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6.  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.
7.  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).
8.  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) the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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).