



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Poughkeepsie City School District	Dr. Eric J. Rosser

2024-25 Summary of Priorities

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

1	Improve academic performance by 8% on state assessments in ELA and math by the end of the 2024-2025 school year.
2	Reduce the percentage of students who are chronically absent by 13%
3	Reduce the percent of student suspensions by 10%
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Improve academic performance by 8% on state assessments in ELA and math by the end of the 2024-2025 school year.</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The mission of our district states, “We are champions of children who inspire and nurture the whole child by providing innovative, high quality educational opportunities that prepare all students to embark on individual paths of success in a globally diverse community”. In order to ensure this mission comes to fruition, we must improve our students’ academic achievements.</p> <p>PCSD is committed to providing high quality instruction to all students. To that end, teachers need to be equipped with research-based instructional practices and resources that enable teachers to meet students where they are, tailor instruction to support students’ individual needs, and use data to monitor student progress and inform and differentiate instruction. We maintain that if teachers are provided with ongoing training, support, and coaching in research-based effective practices, we will see an increase in student engagement, social emotional development, and achievement.</p> <p>The data indicates that a large majority of students K-12 are performing below grade level expectations, particularly in reading and math. This is an essential priority because in order to ensure that our students are college and career ready, we must provide rigorous instruction, high expectations, social emotional support and resources, teacher support and professional development, ongoing feedback, curricular resources, and support our teachers and school leaders in the process of improving student achievement.</p> <p>Both CSI schools have indicated a need for increased student achievement. The district plans to support the building initiatives as outlined in their SCEPs.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 1

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?
PLO: mClass Interventions	Teachers will be provided with professional learning opportunities to support their professional growth as indicated by observations and classroom student performance on CFAs. Professional learning opportunities will be focused on research-based practices that address learning gaps as indicated in the data points listed above. Professional development will be provided on the following district-wide programs: Wilson Foundations, Literacy Pro, Curriculum Associates (iReady, Ready Reading, Magnetic Reading, iReady Classroom Mathematics), IXL, and other curricular programs.	Data collection tool for classroom observations (FILW) Unit Assessments (Ready Curriculum - purchased) IXL (purchased) iReady diagnostic (purchased) Intervention coaching sessions for PMS AIS teachers on mClass (\$9,600)
Focused Instructional Learning Walks (FILW)	District and building level administrators will conduct weekly FILWs to observe instructional practices and the implementation of the approved curriculum. Data from the FILW will be collected in order to provide feedback to teachers on their pedagogy and to facilitate discussions with building administration regarding the professional learning needs of their faculty.	FILW form FILW monthly schedule of observations with instructional focus Time for debriefing discussions with building-level admin iPads with Logitech cases and pencil for admin to conduct walkthroughs (\$18,660)
Celebration of academic success	Celebration of students who meet benchmarks and show growth in iReady, IXL, and building-specific benchmark assessments and progress monitoring	Funding for celebration materials (\$3000)

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.

Priority 1

Improve academic performance by 8% on state assessments in ELA and math by the end of the 2024-2025 school year.

Additionally, the district will see a 5% increase in students meeting their stretch goals in Reading and 5% in math from the 2023-2024 school year.

The percent of students graduating in 4 years will increase by 4%.

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 <i>(complete after the date listed in the preceding column)</i>
30% of elementary students will meet typical growth in reading	MOY Diagnostic in January 2025	
25% of elementary students will meet typical growth in math	MOY Diagnostic in January 2025	
FILWs will be conducted at least 6 times with district and building administration in all 5 elementary buildings and both secondary building	October-December 2024	
At least 3 professional learning opportunities were provided to teachers in all buildings	December 2024	
30% of middle school students will meet typical growth in reading	MOY Diagnostic in January 2025	
25% of middle school students will meet typical growth in math	MOY Diagnostic in January 2025	
25% of middle students will score at a level 3 or 4 on their common formative assessments	December 2024	
There will be a 2.5% increase in performance data comparing pre-assessment scores to mid-year assessment scores in Regents level courses.	January 2024	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Reduce the percentage of students who are chronically absent by 13%</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? 	<p>Providing students with a high quality education is only effective if students are attending school regularly and engaged in their classes and find value in their lessons.</p> <p>This strategy includes an expansion of our pathways to graduation, building upon our partnerships with local colleges and agencies, as well as ensuring that the curriculum and instructional strategies being used are reflective of the cultures, interests, and experiences of our student population.</p> <p>As indicated in the DTSDE survey and outlined in the building SCEP documents, it is clear that student representation in curriculum is an essential part of engaging students in their own learning. The district believes that this level of engagement will also encourage students to attend school and reduce the chronic absenteeism seen across the district.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Use of Panorama in all buildings</p>	<p>This platform allows for teachers and administrators to easily view students' information and needs. AIS teachers can share the interventions and progress monitoring with all stakeholders, and surveys for wellness can be included in the platform.</p>	<p>Panorama (purchased) Professional development for Panorama (purchased)</p>
<p>Attendance Teams</p>	<p>Building and district attendance teams to monitor student attendance and reach out to</p>	<p>PLC time for attendance teams to meet</p>

Priority 2

	families to identify root causes of absenteeism and blockages to student success.	
Pathways to Graduation	Expanding the pathways program to include the Arts, technology, and early childhood education through an expansion of partnerships and course building	Time to meet and plan with institutes of higher education to build partnerships and programs
PLO: Culturally Responsive Pedagogy	Professional learning opportunities on culturally responsive teaching to be conducted during PLC meetings, faculty meetings, and superintendent conference days.	BOCES training on culturally responsive teaching
Attendance celebrations	Certificates and small prizes to celebrate hitting benchmark attendance goals	Funding for celebration materials (\$3000)

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.

The percentage of elementary and middle grade (K - 8) chronic absenteeism will be reduced by 14%.

The percentage of secondary grades (9-12) chronic absenteeism will be reduced by 12%.

The percentage of students indicating that they see themselves represented in the curriculum will increase by 10%.

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 <i>(complete after the date listed in the preceding column)</i>
75% of staff using Panorama	January 2025	
Daily attendance average at 85% or higher	January 2025	
Chronic absenteeism at 30% or lower	January 2025	

Priority 2

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Reduce the percent of student suspensions by 10%</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Suspension rates at the middle school in particular, but across the district, are high, and have a direct impact on students’ ability not only to perform academically, but also to feel welcomed and safe in the school. Behavior leading to suspension stems from a variety of factors, including disengagement from the classroom, trauma, and low social-emotional intelligence or management skills.</p> <p>Focusing on restorative practices will allow staff and students to build and repair relationships, provide opportunities for students to learn from their behavioral missteps, and allow for adults to reflect on their own actions, reactions, and behavioral expectations of their students.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional learning on restorative justice</p>	<p>Starting with district and building administration, all staff will receive training from the Mediation Center of Dutchess County on Restorative Justice and Restorative Circles.</p>	<p>Professional learning from Mediation Center of Dutchess County (\$5000) Time in superintendent’s conference days for training Survey to monitor progress Team to develop reentry plan for suspended students (\$</p>

Priority 2

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.

- The percent of elementary grades (K - 5) student suspensions will decrease by 2%.
- The percent of middle grade (6-8) student suspensions will decrease by 10%.
- The percent of secondary (9-12) student suspensions will decrease by 2%.

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 <i>(complete after the date listed in the preceding column)</i>
A plan for reentry restorative circles designed for middle and high schools	November 2024	
A plan for reentry restorative circles designed for elementary schools	January 2025	
3 professional learning opportunities on restorative justice conducted for staff	January 2025	
Reduction of suspensions by 8% as compared to prior year at that time	January 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 <i>(if applicable)</i>
Janet Bisti	Director of Elementary Education	
Patrice Woods	Director of Teaching and Learning	
Greg Mott	Assistant Superintendent of Elementary Education	
Jennifer Daddino	Director of Multilingual Programs and Academic Supports	
Latanya Beavers	Director of Secondary Education	
Charles Gallo	Assistant Superintendent of Secondary Education	
Phee Simpson	Principal	Poughkeepsie High School

Meeting Dates

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

Meeting Date	Location
Jul 26, 2024	Columbus
July 23, 2024	Columbus
August 23, 2024	Columbus
August 28, 2024	Columbus
August 30, 2024	Columbus

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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

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

- 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.
- The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 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.
- 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).
- 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).