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DCIP Cover Page

Dr. Manning Campbell

2022-2023 Summary of Priorities (Revised February 15, 2023)

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1 - Supporting student engagement across the district

2 - Increasing student, faculty/staff and community voices in decisions

Revised February 15, 2023

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?
Create a school-wide focus on improved student engagement that will produce improved student learning Faculty and Admin implement effective engagement strategies to be administered in classroom instruction across the school.	ŏ All educators in each TSI/CSI school will engage in a process to review Panorama data relating to student engagement in the school. The educators will then select the strategies in		

	that includes the following steps: ☐ Selection of school-wide instructional focus, which is engagement, ☐ Delivery of professional development to the entire faculty ☐ Administration and faculty will determine the specific ñLook Forsò when administrators are conducting the learning walks ☐ Teachers work together to develop lesson plans that incorporate the engagement strategies ☐ Admin review lesson plans and provide lesson plan feedback ☐ Admin conduct a round of learning walks and then provide individualized feedback ☐ Admin analyzes the learning walk data and presents it to the faculty at a faculty meeting. Teachers model best practices at the same meeting ☐ The cycle continues until the admin and faculty are confident that student learning has been improved.		

Priority 1

Measure students' self-described level of engagement through administration of the Panorama survey	ŏ Administer the Panorama Student survey to all students, grades 3-12, at the beginning and end of the school year. ŏ Analyze the data at both the building and district levels to discuss growth areas and brainstorm remedies. ŏ Admin and Teachers will use the data to inform the choice of student engagement strategies	Demonstrate growth in engagement from the start from year

Measuring Success

What will

	The methods in the prior year DCIP will continue with refinement in the 2022-2023 DCIP, specifically addressing: ŏ Fully implementing the shared decision making and advisory meeting protocols developed in the 2021-2022 school year. ŏ Implementing the newly adopted textbook adoption/ new program/new initiative protocol with a focus on an elementary math program. ŏ Leveraging existing faculty/staff, student, parent/guardian, and community stakeholder groups to ensure multiple community perspectives in district decision-making, specifically relating to the district policy review process

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?
Fully implement the newly developed meeting protocols for district committees, advisories, and school leadership team meetings.	Training for faculty, staff, and administrators on the new meeting protocols for district committees, advisories, and school leadership team meetings. Development of an online platform to record and store all information.	ŏ Institute quarterly checkpoint meetings of the shared decision-making team to monitor the implementation and success of the protocols. Advisoare all	

Stakeholder review of selected BOE Policies	ŏ Survey of stakeholder groups to determine policies to be reviewed ŏ Ulster BOCES facilitated sessions with: ʒ Faculty & Staff ʒ Students ʒ Families/Community	ŏ Revisions to reviewed policies will be presented to the Policy Committee and agreed upon changes will be considered by the full BOE	ŏ Ulster BOCES facilitates the review process
Assess the implementation of the American Reading Company, Core program and 100 Book Challenge. Determine. Increase teacher voice in the process as the newly adopted textbook adoption policy was not followed.	Develop the parameters of an audit to be conducted by literacy specialists and coordinated by Ulster BOCES. Expectations of the Audit: The National Reading Panel identified five key concepts at the core of every effective reading instruction program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The Newburgh Enlarged City School District has also incorporated writing as a concept. The district has worked diligently over the past several years to implement a program that incorporates the concepts and is geared towards the diverse needs of	We request a written response to each of our requests along with recommendations to improve. We request the audit be conducted at the following schools: Balmville (Kindergarten through Grade 5) Vails Gate Steam Academy (Kindergarten through Grade 5) Meadow Hill (Kindergarten through Grade 8) Heritage Middle School (Grade 6 through Grade 8) We request the audit be completed no later than March 17, 2023 and a report to the	Ulster BOCES $50,000

	our students. We are seeing pockets of growth in some schools and yet are concerned that all schools are not experiencing the same level of growth. We seek to learn the reason for the uneven success for the purpose of adjusting the program if needed. ŏ We seek to determine whether our written, taught and assessed curriculum is aligned with the National Reading Panel concepts, along with the writing concept. ŏ We seek to determine whether the resources provided by the district support the needs of students and are aligned with the curriculum expectations. ŏ We seek to determine if the reading program and resources adopted	Board of Education be presented on Tuesday, April 11, 2023.	

	by the district are being implemented with fidelity. ŏ We seek to determine if the professional development provided by the district is having an impact on improved teacher practice and improved student learning. We request a written response to each of our requests along with recommendations to improve. We request the audit be conducted at the following schools: Balmville (Kindergarten through Grade 5) Vails Gate Steam Academy (Kindergarten through Grade 5) Meadow Hill (Kindergarten through Grade 8)		

	Heritage Middle School (Grade 6 through Grade 8) We request the audit be completed no later than March 17, 2023 and a report to the Board of Education be presented on Tuesday, April 11, 2023.		

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 2022-23 school year.

Using the baseline referenced above for teacher perceptions of voice in decision making, administer the same survey questions in spring, 2023. NECSD aims for a 10% increase in participation and a success rating of at least 85% on the survey questions.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Developing a culture of trust and a shared commitment for success through a collaboration between Central Cabinet and school admin and faculty/staff at South Middle School
Why is this a priority?	

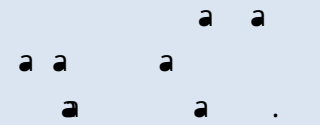
	ǒ The Central Cabinet will develop targeted, celebratory activities directly aligned with the achievement of success related to strategies identified in the SCEP

Key Strategies and Resources

STRATEGY	METHODS	GAUGE

how the Central Cabinet can support the faculty.

The Central Cabinet will coordinate the support.



Two Cycles of Rounds -
Fall and Spring

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Prioritize celebrating the growth and dedication of SMS students and staff	ŏ Ensure a member of Central administration is in attendance for any building-wide student demonstrations of learning or other celebrations ŏ Central administrative staff will host quarterly celebrations of professional learning/growth in the building	ŏ By mid-year, teachers and building staff will be reaching out to district leaders to come to watch, listen and learn at events that were not planned for.	ŏ Materials for celebration events.

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 2022-2023 school years.
ǒ Modified Instructional Rounds, problem of practice will be successful as measured by observational data from classroom visits ǒ A finalized Project Team Protocol will be adopted based on the pilot year

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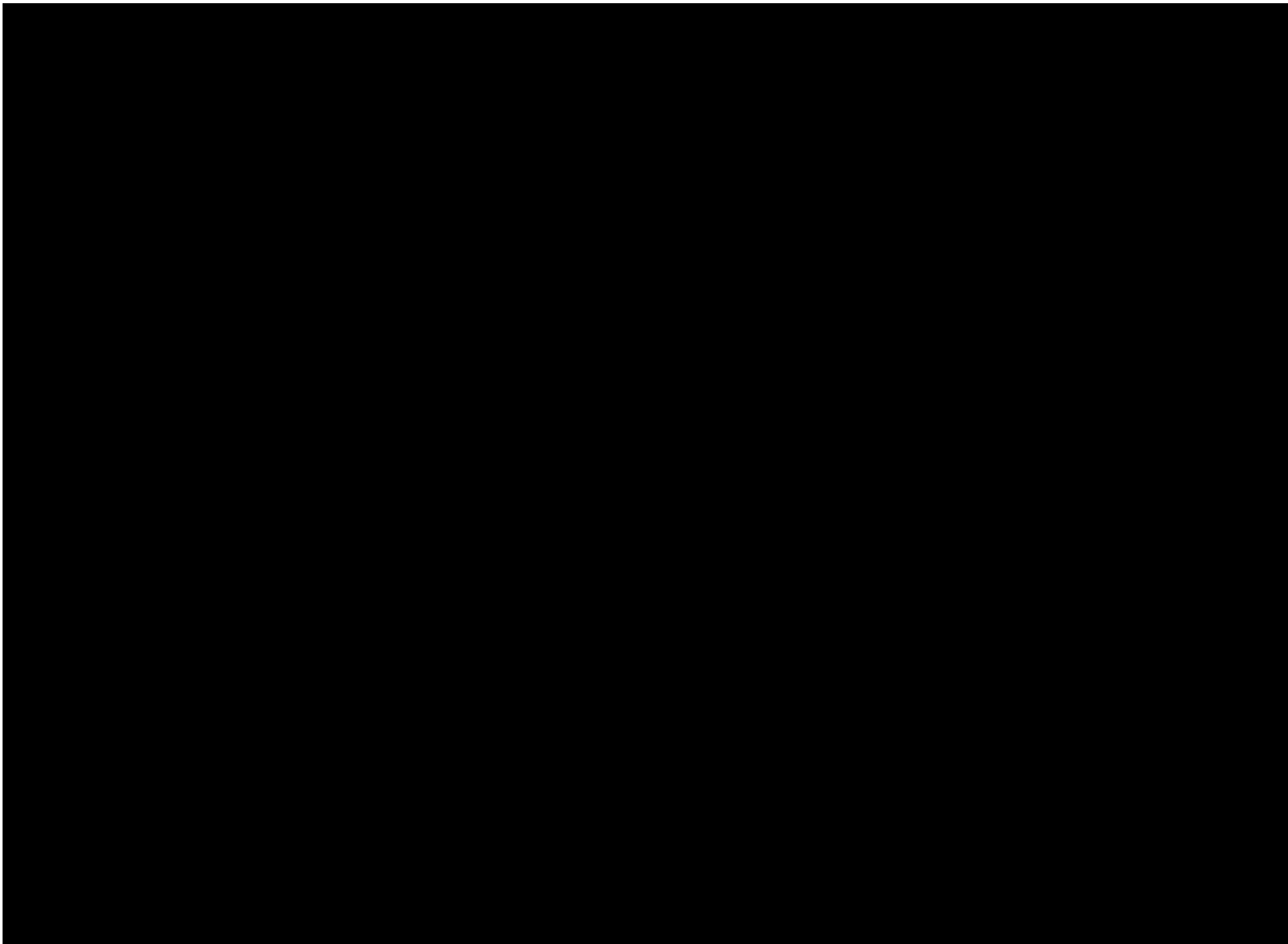
Stakeholder Participation

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)*
		District
Sarah Dudley Lemek	Instructional Services DIrector	BOCES
Barbara Tischler Hasite	Consultant	BOCES
Frank Desiervo	Parent	NFA Main
Dr, David Gallager	Higher Education	Mount Saint Mary College
Carole Mineo	Board President	District
Scott Prokosch	Principal	Meadow Hill
Stacy Moran	Newburgh Teacher Association	District
David Fu