

District Comprehensive Improvement Plan (DCIP)

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| District | Superintendent |
| Kingston City School District | Dr. Paul J. Padalino |

# 2024-25 Summary of Priorities

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

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| 1 | At KSCD, we are committed to ensuring that teaching and learning is meaningful and relevant, allows for students to see themselves reflected in teachers, leaders, curriculum, and learning materials |
| 2 | AT KCSD we are committed to ensuring that all schools experience **agency** by having the opportunity and authority to drive and shape the learning opportunities at their schools. |
| 3 | At KCSD, we are committed to ensuring that every child has intentionalopportunities to practice and build **social, emotional, and cognitive skills** that allow them to feel safe, respected, supported, and experience a true sense of belonging. |

# PRIORITY 1

## Our Priority

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| **What will we prioritize to extend success in 2024-25?** | **At KSCD, we are committed to ensuring that teaching and learning is meaningful and culturally relevant, allowing students to see themselves reflected in teachers, leaders, curriculum, and learning materials.** |
| **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?* | At KSCD, our commitment to ensuring that teaching and learning are meaningful and relevant is a top priority because it directly aligns with our district’s vision, values, and aspirations. Prioritizing meaningful and culturally relevant teaching and learning, where students see themselves reflected, is essential for fostering a sense of belonging, promoting equity, and achieving our district’s vision of excellence for all students.  We believe that when students see themselves reflected in teachers, leaders, curriculum, and learning materials, they are more likely to feel valued, respected, and engaged in their education. This priority emerged from our dedication to creating an inclusive and supportive environment where every student can thrive.  This focus is the right priority to pursue because it addresses the diverse needs of our student population and promotes equity and inclusion across all levels of our district. By prioritizing culturally responsive teaching and learning, we aim to close achievement gaps and ensure that all students have the opportunity to succeed.  Moreover, this priority complements our other strategic initiatives and long-term plans. It supports our ongoing efforts to enhance student engagement, foster a positive school climate, and improve overall academic outcomes.  This commitment is informed by insights gained from our Envision-Analyze-Listen activities in our TSI/ATSI/CSI schools and supports the SCEP Commitments of schools identified for TSI/ATSI/CSI. By addressing the unique challenges and needs of these schools, we can better support their improvement efforts and drive meaningful change. |

## Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
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| 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? |
| 1. District Data Protocol   Resources:  Sample Protocols  [4W’s Protocol](https://docs.google.com/document/d/1COXSDJ7pCWxEYZRbggU07ognnOYj5p8R/edit?usp=drive_link&ouid=103463172820153114269&rtpof=true&sd=true)  [What, So what, Now What Protocol](https://docs.google.com/document/d/1pb5ted_WpSla251riQsDi8PfvCK5TWMP/edit?usp=drive_link&ouid=103463172820153114269&rtpof=true&sd=true) | By implementing these strategies and ensuring the necessary resources are in place, KCSD will build a robust district data protocol that enhances data-driven decision-making, supports student development, and maintains data privacy and security.   1. **Implementing Comprehensive Data Collection Systems** We will develop and implement robust data collection systems to gather information on student performance, behavior, social-emotional development, and other key metrics. This will involve using digital tools and platforms to streamline data collection and ensure accuracy.   **Implementation:**   * **Standardized Metrics:** Develop standardized metrics and protocols for data collection across all schools. * **Training:** Provide training for teachers and staff on data collection methods and tools.  1. **Enhancing Data Analysis and Interpretation** We will build capacity for data analysis and interpretation to derive actionable insights from the collected data. This will involve training staff in data analytics and using data visualization tools to make information accessible and understandable.   **Implementation:**   * **Analytics Training:** Provide professional development for staff on data analysis techniques and tools. * **District Data Visualization:** Use data visualization tools to create dashboards and reports that present data in a user-friendly manner. * **Collaborative Analysis:** Encourage collaborative analysis sessions where teachers and administrators review and discuss data insights.  1. **Leveraging Data for Informed Decision-Making:** We will use data to inform decision-making at all levels of the district, from classroom instruction to district-wide policies. This will involve establishing a culture of data-driven decision-making and ensuring that data insights are used to guide practices and interventions.   **Implementation:**   * **Decision-Making Framework:** Develop a framework for data-driven decision-making that includes clear steps and criteria for using data insights. * **Policy Development:** Use data to identify trends and areas for improvement, guiding the development of policies and initiatives. * **Feedback Loops:** Establish feedback loops where data insights are shared with stakeholders and used to refine strategies and interventions. | * **Schedule:**   + Time allocated for training sessions and data entry. * **Space:**   + Access to technology and resources in classrooms and offices. * **Money:**   + Funding for data visualization tools and analytics training programs. * **Processes:**   + Establish clear guidelines and protocols for data collection.   + Develop protocols for regular data review and analysis sessions.   + Create protocols for incorporating data insights into decision-making.. * **Individuals:**   + IT support staff and data coordinators. Data analysts and trainers. |
| 1. District Wide Professional Development   [Sample Agenda](https://docs.google.com/document/d/1l0xlXCdhFhfITBnfXjMuOhg7tpB_kFfS/edit?usp=drive_link&ouid=103463172820153114269&rtpof=true&sd=true) | By implementing these strategies and ensuring the necessary resources are in place, KCSD will build a robust district-wide professional development program that enhances the skills and knowledge of our educators, supports student achievement, and fosters a positive, inclusive learning environment.   1. **Establishing a Comprehensive Professional Development Program**   We will create a structured and comprehensive professional development (PD) program that addresses the diverse needs of our educators, focusing on improving instructional practices, integrating technology, fostering social-emotional learning (SEL), and promoting equity and inclusion.  **Implementation:**   * **Needs Assessment:** Conduct regular assessments to identify the professional development needs of teachers and staff. * **PD Plan:** Develop an annual PD plan that includes workshops, seminars, online courses, and collaborative learning opportunities. * **Focus Areas:** Emphasize key areas such   + Support staff   + Restorative Practice   + ELL Strategies   + CRSE Strategies for Implementation   + Spanish Courses   **2. Promoting Collaborative Professional Learning Communities (PLCs)** We will foster a culture of collaboration among educators by promoting Professional Learning Communities (PLCs) where teachers can share best practices, engage in peer observations, and support each other’s professional growth.  **Implementation:**   * **PLCs Formation:** School sites will organize teachers into PLCs based on grade levels, subjects, or areas of interest. * **Regular Meetings:** School sites schedule regular PLC meetings for teachers to collaborate, plan, and reflect on their practices and use a district wide meeting agenda * **Facilitation:** Provide training for PLC leaders to effectively facilitate collaborative learning sessions. | * **Schedule:**   + Allocate dedicated time throughout the year for PD activities, including in-service days and after-school sessions. * **Space:**   + Utilize school facilities and online platforms for PD sessions. * **Money:**   + Budget for external trainers, online courses, and materials. * **Processes:**   + Establish a PD committee to plan, coordinate, and evaluate PD activities. * **Individuals:**   + PD coordinators, trainers, and instructional coaches. * **Schedule:**   + Designate regular meeting times for PLCs during school hours or after school. * **Space:**   + Provide meeting rooms and online collaboration tools for PLC activities. * **Money:**   + Fund facilitation training and resources for PLCs. * **Processes:**   + Develop guidelines and goals for PLCs to ensure productive collaboration. * **Individuals:**   + PLC leaders, facilitators, and instructional coaches. |
| 1. Instructional Learning Walks | By focusing on these elements, the district can effectively implement Instructional Learning Walks, fostering a culture of continuous improvement and professional growth among teachers.   1. **Planning and Preparation:**  * Develop a clear framework for the learning walks, including the focus areas, observation tools, and protocols. * Train administrators, instructional coaches, and teacher leaders on how to conduct learning walks effectively. * Require school leaders to create a regular learning walks schedule.  1. **Conducting the Learning Walks:**  * Observers visit classrooms for brief periods (10-15 minutes). * Observations focus on specific instructional practices aligned with school/district instructional practices * Collect data using standardized observation tools.  1. **Feedback and Reflection:**  * After the observations, hold debrief sessions with the observation team to discuss findings and insights using a uniform feedback tool. * Provide constructive feedback to teachers based on the observations. * Encourage teachers to reflect on the feedback and embed in classroom instruction.  1. **Continuous Improvement:**  * Use the data collected from learning walks to identify trends and areas for professional development. * Adjust instructional strategies and support based on the feedback from learning walks. * Share best practices and successful strategies across the school/district. | * **Schedule:**   + Allocate specific times for learning walks, ensuring minimal disruption to regular instructional time.   + Plan for debrief sessions and follow-up meetings. * **Space:**   + Ensure classrooms are accessible for observers without causing disruption. * **Money:**   + Budget for training sessions for observers.   + Allocate funds for observation tools and materials. * **Processes:**   + Develop clear protocols and guidelines for conducting learning walks.   + Establish a system for collecting, analyzing, and sharing data.   + Create a feedback loop to ensure continuous improvement and adjustment of strategies. * **Individuals:**   + Identify and train a team of administrators, instructional coaches, and teacher leaders to conduct learning walks.   + Engage teachers in the process by involving them in planning and feedback sessions. |
| 1. Culturally Responsive Sustaining Education (CRSE) Curriculum Audit   Resource:  [Culturally Responsive Score Card](https://aasb.org/wp-content/uploads/CRE-Scorecard-Revised-Aug-2020.pdf) | A CRSE Curriculum Audit involves systematically reviewing the district's curriculum to ensure it reflects and respects the diverse cultural backgrounds of all students. This process aims to embed an inclusive curriculum that promotes equity, embraces diversity, and sustains cultural responsiveness in teaching and learning. By focusing on these elements, the district can effectively implement a CRSE Curriculum Audit, fostering an inclusive and equitable educational environment that respects and celebrates cultural diversity.   1. **Planning and Preparation:**    * Establish a clear framework for the audit, including goals, timelines, and criteria for evaluation.    * Form an audit team consisting of curriculum specialists, teachers, administrators, students, and community representatives.    * Provide training on CRSE principles and the audit process. 2. **Review Process:**    * Collect and review current curriculum materials, including textbooks, lesson plans, and instructional resources.    * Evaluate the curriculum for cultural responsiveness, inclusivity, and representation of diverse perspectives.    * Identify gaps, biases, and areas needing improvement. 3. **Feedback and Recommendations:**    * Compile findings from the audit and prepare a comprehensive report.    * Share the report with stakeholders, including teachers, administrators, and the community.    * Develop specific recommendations for curriculum revisions and enhancements. 4. **Implementation and Monitoring:**    * Revise curriculum materials based on audit recommendations.    * Integrate CRSE principles into new curriculum development and instructional practices.    * Monitor the implementation of changes and gather feedback from teachers and students.    * Provide ongoing professional development to support teachers in delivering a culturally responsive curriculum. | **Schedule:**   * + Develop a detailed timeline for the audit process, including review periods, feedback sessions, and implementation phases.   + Allocate time for regular meetings of the audit team and professional development sessions.   **Space:**   * + Designate spaces for the audit team to review materials and hold discussions.   + Ensure access to necessary resources, such as libraries, digital archives, and collaboration tools.   **Money:**   * + Budget for training sessions on CRSE principles and the audit process.   + Allocate funds for purchasing new curriculum materials and resources that reflect audit recommendations.   + Consider stipends or incentives for audit team members and teachers involved in the implementation process.   **Processes:**   * + Develop clear protocols and guidelines for conducting the curriculum audit.   + Establish a system for collecting, analyzing, and sharing data from the audit.   + Create a feedback loop to ensure continuous improvement and adjustment of the curriculum based on audit findings.   **Individuals:**   * + Identify and train a diverse audit team, including curriculum specialists, teachers, administrators, and community representatives.   + Engage teachers in the audit process by involving them in reviewing materials and providing feedback.   + Appoint a coordinator to oversee the audit process and ensure consistency across the district. |
| 1. District Wide Assessment Audit | A District-Wide Assessment Audit involves a thorough evaluation of the district's assessment practices and tools to ensure they are fair, comprehensive, and aligned with educational standards and student needs. The goal is to improve the effectiveness of assessments in measuring student learning and informing instruction.   1. **Planning and Preparation:**    * Establish a clear framework for the audit,    * Form an audit team consisting of assessment specialists, teachers, administrators, and other stakeholders.    * Provide training on assessment principles and the audit process. 2. **Review Process:**    * Collect and review current assessment tools and practices, including formative, summative, and standardized assessments that are currently administered in schools..    * Evaluate the alignment of assessments with curriculum standards and instructional goals.    * Analyze the validity, reliability, and fairness of the assessments.    * Identify gaps, redundancies, and areas needing improvement. 3. **Feedback and Recommendations:**    * Compile findings from the audit and prepare a comprehensive report to share with stakeholders, including teachers, administrators, and the community.    * Develop specific recommendations for revising assessment tools and practices. 4. **Implementation and Monitoring:**    * Revise assessment tools and practices based on audit recommendations.    * Integrate revised assessments into the district wide instructional framework.    * Monitor the implementation of changes and gather feedback from teachers and students. | **Schedule:**   * + Develop a detailed timeline for the audit process, including review periods, feedback sessions, and implementation phases.   + Allocate time for regular meetings of the audit team and professional development sessions.   **Space:**   * + Designate spaces for the audit team to review materials and hold discussions.   + Ensure access to necessary resources, such as data analysis tools and collaboration platforms.   **Money:**   * + Budget for training sessions on assessment principles and the audit process.   + Allocate funds for developing or purchasing new assessment tools and resources.   + Consider stipends or incentives for audit team members and teachers involved in the implementation process.   **Processes:**   * + Develop clear protocols and guidelines for conducting the assessment audit.   + Establish a system for collecting, analyzing, and sharing data from the audit.   + Create a feedback loop to ensure continuous improvement and adjustment of assessment practices based on audit findings.   **Individuals:**   * + Identify and train a diverse audit team, including assessment specialists, teachers, administrators, and other stakeholders.   + Engage teachers in the audit process by involving them in reviewing assessment tools and providing feedback.   + Appoint a coordinator to oversee the audit process and ensure consistency across the district |
| 1. Districtwide Learning Strategies to increase of rigor of instruction   Resources”  [Sample Planning/Instructional Model](https://docs.google.com/document/d/1QViY5sbs9rAoiPXBybGChM0A_g7PwcoA/edit?usp=sharing&ouid=103463172820153114269&rtpof=true&sd=true)  [Gradual Release Model](https://drive.google.com/file/d/1R1DHuEZCO-JDK_1qs-GeQ3M3F71JPc8Q/view?usp=drive_link) | By following this comprehensive process, the district will effectively implement learning strategies to increase the rigor of instruction, leading to enhanced student learning outcomes and better preparation for future academic and career challenges.Planning and Preparation  * + Define the district wide goals, objectives, and expected outcomes for increasing instructional rigor.   + Develop a timeline with key milestones and deliverables.   + Identify the criteria for evaluating the success of the initiative.   + Assemble a diverse team including curriculum specialists, instructional coaches, teachers, and administrators.   + Ensure representation from various grade levels and subject areas.  Implement Rigorous Strategies:  * + Embed activities that promote analysis, evaluation, and creation into lesson plans and assessments.   + Develop interdisciplinary projects that connect learning to real-world contexts.   + Encourage the use of Socratic questioning, inquiry-based learning, and collaborative group work.   + Integrate technology to enhance the rigor and engagement of lessons.   + Use formative assessments to gauge student understanding and adjust instruction accordingly.   + Provide timely and constructive feedback to students to guide their learning.  1. **Professional Development**    * Schedule regular professional development workshops focused on rigorous instructional strategies.    * Offer training on formative assessment techniques to monitor and support student progress    * Provide initial training on the principles of rigor, including frameworks such as Bloom's Taxonomy and Webb's Depth of Knowledge.    * Introduce project-based learning, inquiry-based learning, and other strategies that promote higher-order thinking.   **Coaching and Support:**   * + Provide instructional coaching to offer personalized support and feedback to teachers.   + Establish professional learning communities (PLCs) for teachers to share best practices and collaborate on rigorous instruction. | Schedule  * + Allocate dedicated days for workshops and training sessions on rigorous instructional strategies.   + Schedule regular professional learning community (PLC) meetings for teachers to collaborate and share best practices.   + Set aside time for regular classroom observations and feedback sessions.  Space  * + Designate specific areas for conducting training workshops and professional development sessions.   + Ensure these spaces are equipped with necessary technology and resources for effective learning  Money  * + Allocate funds for training programs, workshops, and external consultants specializing in rigorous instruction.   + Budget for travel and conference attendance for teachers to learn from best practices and innovations in education.   + Invest in updated curriculum materials that emphasize higher-order thinking skills and real-world problem-solving.   + Purchase technology tools and resources that support rigorous instructional strategies.   + Provide funding for tutoring, mentoring programs, and other support services for students who need additional help.   + Offer stipends or incentives for teachers who participate in additional training or take on leadership roles in implementing rigorous instructional strategies.  Processes  * + Create guidelines for classroom observations and feedback to ensure consistency and effectiveness.   + Develop processes for collecting and analyzing data on student performance to inform instructional practices.   + Implement systems for tracking the progress of professional development and its impact on instructional rigor.   + Establish a feedback loop that includes regular reflection and adjustment based on observations, data, and teacher input.   + Create mechanisms for teachers to share successful strategies and collaborate on continuous improvement efforts.  Individuals  * + Form a team of curriculum specialists, instructional coaches, and teacher leaders to spearhead the initiative.   + Appoint a coordinator to oversee the implementation and ensure consistency across the district.   + Identify and train individuals to lead professional development sessions and provide ongoing support to teachers.   + Utilize external experts and consultants as needed to provide specialized training and insights.   + Provide training for support staff to ensure they can effectively contribute to the initiative. |
| 1. Districtwide Satisfaction Survey | By creating and administering a survey that focused key areas, the strategy aims to create a more effective, inclusive, and supportive educational environment within the district.Districtwide Satisfaction SurveyImplementation:Explore surveys by Panorama or InsightSurvey will be created/Determined for districtSurveys will be distributed to all stakeholders.Results will be analyzed, and action plans will be developed based on the feedback.Regular follow-ups will be conducted to assess the impact of implemented changes.  * + Survey results posted on District website. * **Key Focus Area in Survey**  Curriculum and LearningSchool SafetySchool Culture and BelongingSystem Wide Processes | Schedule:Time allocation for survey review, creation, distribution, and analysis.Periodic scheduling for follow-up surveys.Space:Meeting spaces for survey planning and result discussion.Money:Budget for survey tools and software.Funds for data analysis services or hiring consultants if needed.Processes:Established protocols for survey distribution and data collection.Procedures for analyzing and utilizing feedback.Individuals:Team of administrators and staff to develop and distribute surveys.Analysts or consultants to interpret survey data |

## Measuring Success

### **END OF THE YEAR**

#### What will success look like for this Priority at the end of the year?

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year. |
| **Anticipate observing typical growth rates for all students:**   * Reading: Increase from 56% to 60% * Math: increase from 52% to 55%%   **Aim for observing stretch growth rates for all students**   * Reading: Increase from 26% to 30% * Math: Increase from 19% to 25%   A**im for proficiency levels among all students to reach:**   * Reading: increase from 45% to 50% * Math: increase from 34% to 40%   Subgroup improvements, targeting a 5% increase in math proficiency and a 5% increase in reading proficiency |

### **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 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)*** |
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| * + - 1. **District Data Protocol** * The Data Review Protocol that was chosen and provided to school with specific instruction of use and when to use * The Platform (i-Ready) from which to pull data is identified and access is available to stakeholders responsible for reporting and compiling information per the timeline * The name(s) of district personnel who will own the work * How data was to be disseminated to parents, students and community after each administration * A Calendar of Data Review Meetings including location | November 2024 |  |
| * The survey Data of schools on the use on the Data Protocol | February 2025 |  |
| * + - 1. **District Wide Professional Development** * The overall PD vision and rationale shared with all schools that include   + Accountability measures   + equitable access for all stakeholders   + Yearlong PD Calendar with prioritized topics, dates, locations | November 2024 |  |
| * Themes and Trends from PD Feedback Data | February 2025 |  |
| * + - 1. **Instructional Learning Walks** * Walkthrough “Lookfors” as a District aligned to the district wide learning strategies * A plan to train school leaders and help principal turnkey the information at the school sites/Minimum expectations for walkthroughs at the school building * A google/teams form for leaders to enter walkthrough data * A schedule of Principal Meetings to discuss walkthrough data on a regular basis | November 2024 |  |
|
| * Trends and Themes from walkthrough data | February 2025 |  |
| * + - 1. **CRSE Curriculum Audit:** * CRSE Curricular Audit logistics:   + The decision on the order of curricular resources that will be reviewed over the next 1 year, 3 years, and 5 years | November 2024 |  |
| * Review Protocol Tool selected * The names and roles of the of the audit team * A calendar of meeting dates for when and where the process will take place | February 2025 |  |
| * + - 1. **District Wide Assessment Audit:** * Decide if all students will be tested on i-ready in K-8 (including honor’s students who take high school regents) * Decide if all students will be tested for the state assessment (i.e. middle students who take high school regents) * Provide names and roles of the of the audit team * Provide calendar of meeting dates for when and where the process will take place * Select/Create Assessment Review Protocol Tool | November 2024 |  |
| * A one-page document outlining how the state assessment benefits students, the school and the district. | February 2025 |  |
| * + - 1. **Districtwide Learning Strategies to increase of Rigor of instruction** * A one-page document of district wide learning expectations for all school | November 2024 |  |
| * Evidence that strategies are being implemented in schools | February 2024 |  |
| * + - 1. **Districtwide Survey** * Purchased a survey that can be used in all schools (Insight, Panaroma) | November 2024 |  |
| * District Survey Results | February 2025 |  |

# PRIORITY 2

## Our Priority

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| **What will we prioritize to extend success in 2024-25?** | **AT KCSD we are committed to ensuring that all schools experience agency by having the opportunity and authority to drive and shape the learning opportunities at their schools.** |
| **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?* | At KCSD, our commitment to school agency is about empowering schools to shape their educational pathways and ensure that all students have access to high-quality, personalized learning experiences. Additionally, it is a priority because it aligns with our district’s vision of empowering educators and fostering innovative, student-centered learning environments.  This priority emerged as a key focus through our continuous efforts to enhance educational outcomes and respond to the unique needs of each school community. By giving schools the autonomy to tailor their educational approaches, we enable them to be more responsive and adaptive to their students' specific needs, promoting a culture of ownership and accountability.  Pursuing this priority is essential because it encourages schools to leverage their strengths, innovate, and implement strategies that are most effective for their students. This approach not only enhances student engagement and achievement but also builds a stronger, more cohesive educational community.  This priority fits seamlessly into our other strategic goals and long-term plans by fostering a culture of collaboration and shared leadership. It supports our overarching mission to provide high-quality education that meets the diverse needs of our student population.  This commitment is informed by the insights gained from our Envision-Analyze-Listen activities and supports the SCEP Commitments of our TSI, ATSI, or CSI, schools. By granting these schools the agency to drive their improvement efforts, we empower them to address their unique challenges effectively and make meaningful progress. |

## 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? |
| 1. Shared Decision-Making Teams | According to New York State Education Department policy, *100.11 Participation of parents and teachers in school-based planning and shared decision making*, a Shared Decision Making Committee is a mandatory committee required for all districts and schools. The committee must meet once a month at each school, and is composed of teachers, parents, administrators, and community members. The purpose of SDMC is to work together on activities and initiatives that benefit the total student body.  Kingston City School district will ensure that it has a Shared Decision-Making Team (SDMT) in addition to the Building Leadership Team. The District will ensure that SDMT requirements, as outlined by NYSED, are met and guidelines, meeting dates and minutes are posted on the district and school websites  The **School Shared Decision-Making Teams** will consist of the following members:   * + Principal (Chairperson)   + Additional school-level administrators (e.g. Operations Principals, Assistant Principals)   + Teachers, at least half identified by the Kingston teacher Federation (KTF)) or in a manner prescribed by the teacher association and others identified by the Principal; or, the teacher leaders/ representatives of departments within a school (e.g. high school department chairs)   + Parents (1-3) identified by the official parent organization or by the principal with the approval of the official parent organization   + Two or more additional staff (from ESP, CSEA or Non-aligned), and others identified by the Principal   + One student representative (optional)   + Community member or local business representative (optional)   The following are examples of topics, including but not limited to, that may be addressed by the  School SDMTs:   * + Improving educational performance and student support;   + Analyzing a wide range of information, data and educational research findings;   + Employing a continuous school improvement process;   + Monitoring and evaluating any applicable school-wide plans;   + Promoting parent/teacher involvement and engagement;   + Improving communication and culture;   + Other school-related issues as determined by the Team;   + Recommendations to the District Team for facilitating and improving shared decision making at the school level.   + SEL and Special Education   As chairperson, the principal drafts an agenda which is approved by the School SDMT at the beginning of each meeting so that members have the opportunity to suggest topics for consideration at future meetings. Minutes are taken at each School SDMT meeting and posted to the school’s SDMT webpage.  The **District Shared Decision-Making Team** consists of the following members:   * + Deputy Superintendent for Teaching and Learning or designee (chairperson)   + Kingston Teachers Federation President or designee   + School Employees Association President or designee   + Administrators Association President or designee   + District Parent-Teacher-Student Association (PTSA) President or designee   + One representative from each school SDMT (identified by each SDMT)   + Additional members, representatives, students and/or community members as determined by the District Team   As chairperson, the Deputy Superintendent for Teaching and Learning drafts an agenda which is approved by the District SDMT at the beginning of each meeting so that members have the opportunity to suggest topics for consideration at future meetings. Minutes are taken at each District SDMT meeting and posted to the SDMT website.  The purpose of the District SDMT is as follows:   * + Monitor and review the shared decision-making process at the school level, ensuring that it is effective and taking place with fidelity;   + Receive feedback and concerns from the SDMTs and general public related to improving shared decision making at the school level;   + Recommend to the Superintendent and Board of Education changes to enhance shared decision making at the school level;   + Assist schools with assembling and maintaining active SDMTs;   + Assist and support the SDMTs in achieving their goals and meeting their requirements.   + Discuss district-wide matters and make recommendations for the forwarding of individual issues or topics to/recommend the creation of other committees or teams;   + Complete the Biennial Review of Shared Decision Making for submission to the Board of Education   + Dispute resolution will be resolved within the committee. Those that cannot be resolved informally through collegial discussion will follow the steps outlined in Part 100.11 of the Commissioner’s Regulations. | Schedule  * + Allocate time for monthly School SDMT (Shared Decision-Making Team) meetings.   + Schedule monthly District SDMT meetings, ensuring they do not conflict with school-level meetings.   + Set time for the principal and/or Assistant Superintendent to draft and review agendas prior to meetings.   + Allow time at the beginning of each meeting for members to suggest topics for future consideration.   + Establish regular communication intervals for updates and information sharing between school SDMTs and the District SDMT.  Space  * + Designate meeting spaces at each school for SDMT meetings that are accessible and equipped with necessary technology (e.g., projectors, internet access).   + Reserve a central location for District SDMT meetings.   + Ensure space on the district and school websites for posting meeting dates, agendas, and minutes.  Money  * + Allocate funds for training SDMT members on shared decision-making processes and collaborative practices.   + Budget for professional development related to data analysis, educational research, and continuous school improvement.   + Budget for stipends or incentives for SDMT members, particularly those who take on additional responsibilities.   + Allocate funds for communication materials to keep the school community informed about SDMT activities.  Processes  * + Establish clear protocols and guidelines for the functioning of School and District SDMTs, including agenda setting, minute taking, and data sharing.   + Create standardized templates for meeting agendas and minutes.   + Implement processes for collecting and analyzing data to inform decision-making.   + Ensure regular reporting mechanisms for sharing data insights with SDMT members and the wider school community.   + Develop a system for gathering feedback from SDMT members and the school community on the effectiveness of the shared decision-making process.   + Create a continuous improvement loop to adjust strategies based on feedback and evaluation results.  Individuals  * + Provide training for SDMT members on collaborative decision-making, data analysis, and educational research.   + Offer ongoing support and resources to assist SDMT members in fulfilling their roles effectively.   + Form SDMTs at each school with the specified composition of members.   + Establish the District SDMT with representatives from each School SDMT and other key stakeholders. |
| 1. Student Leadership Opportunities | The district aims to ensure that all schools have a Student Government/Ambassador Program that empower students by providing them with opportunities to develop leadership skills, represent their peers, and contribute to school decision-making processes. This program aims to foster a sense of responsibility, civic engagement, and community involvement among students.    **Planning and Preparation:**   * Define the goals and objectives of the Student Government/Ambassador Program. * Establish the structure of the program, including roles (i.e. member of BLT), responsibilities, and election or selection processes. * Develop a detailed implementation plan with timelines and key milestones. * Create positions such as President, Vice President, Secretary, Treasurer, and Ambassadors. * Develop clear job descriptions and responsibilities for each position. * Determine the selection process, whether through elections, appointments, or a combination. * Provide leadership training and development workshops for student leaders. * Offer ongoing mentorship and support from teachers and administrators. * Organize team-building activities to foster collaboration and unity among student leaders.   **Evaluation and Feedback:**   * Establish mechanisms for regular evaluation of the program’s effectiveness. * Gather feedback from students, teachers, and administrators to make continuous improvements. * Celebrate the achievements and contributions of student leaders. | **Schedule:**   * + Allocate time for regular student government meetings, training sessions, and planning activities.   + Ensure flexibility in scheduling to accommodate the availability of student leaders.   **Space:**   * + Provide designated spaces for student government meetings and activities.   + Ensure access to necessary technology and resources for effective meetings and event planning.   **Money:**   * + Budget for training and development workshops for student leaders.   + Allocate funds for student-led initiatives, events, and community service projects.   + Provide financial support for materials and resources needed for program activities.   **Processes:**   * + Create systems for collecting and analyzing feedback from students and other stakeholders.   **Individuals:**   * + Identify and appoint a district advisor to oversee the Student Government /Ambassador Program. |

## 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. |
| * 100% of schools in the district have a Shared Decision-Making Team and all of them have current meeting dates and minutes posted on the school and district Websites * KCSD has established a Shared Decision-Making Team and current meeting dates and minutes are posted on the district website * District has Shared Decision-Making Team Guidelines, including membership requirements and meeting protocols, defined and posted on the district website * 100% of schools will have a Student Government or Ambassador program |

### **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 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)* |
| --- | --- | --- |
| * + - 1. **Shared Decision-Making Teams** * District Guidelines for SDMT are posted on website * Current meeting minutes and agendas posted on website * Each school and the district have an SDMT Membership Roster * SDMT will address two concerns identified by parents and students | **November 2024** |  |
| * SDMT will share updates regarding concerns identified by students and parents earlier in the year | **February 2025** |  |
| 1. **Student Leadership Opportunities**  * District Guidelines for Student Government and Ambassador Programs will be created and shared with each school * Leadership training plans, dates, and location for the Student Government/Ambassador Training Program | **November 2024** |  |
| * Sign in sheet from SGA training * Sign in sheet and meeting minutes from BLT meetings that students attended * Pictures, student reflections, or sign in sheets from the skill building or community service projects in which they have participated | February 2025 |  |

# PRIORITY 3

## Our Priority

|  |  |
| --- | --- |
| **What will we prioritize to extend success in 2024-25?** | **At KCSD, we are committed to ensuring that every child has intentional opportunities to practice and build social, emotional, and cognitive skills that allow them to feel affirmed, worthy, safe, respected, supported, and experience a true sense of belonging.** |
| **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?* | At KCSD, our commitment to ensuring that every child has intentional opportunities to practice and build social, emotional, and cognitive skills is a priority because it aligns with our district’s vision of fostering well-rounded, resilient, and successful students. We believe that a holistic approach to education, which addresses the social, emotional, and cognitive development of each child, is essential for creating a safe, respectful, and supportive learning environment where every student feels a true sense of belonging.  This priority emerged as a response to the increasing recognition of the importance of social-emotional learning (SEL) in student development and academic success. Research and feedback from our community have shown that students who develop strong social and emotional skills are better equipped to handle challenges, engage positively with peers and educators, and achieve their academic goals. Pursuing this priority is essential because it not only enhances students' well-being and academic performance but also builds a positive school culture where all students feel valued and included. By integrating SEL into our curriculum and daily practices, we support the development of critical life skills such as empathy, self-regulation, and problem-solving.  This priority fits into our other strategic goals and long-term plans by promoting a comprehensive approach to student development. It complements our efforts to improve academic outcomes, foster inclusive environments, and support the overall growth of our students. Ensuring that SEL is a fundamental part of our educational approach helps create a cohesive and supportive learning community.  For our schools identified for TSI, ATSI, or CSI, this commitment is particularly relevant and was influenced by what we learned through the Envision-Analyze-Listen activities in these schools and supports the SCEP Commitments of these schools. By prioritizing SEL, we address the specific needs and challenges of these schools, providing targeted support that promotes student success and well-being. |

## 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? |
| 1. Districtwide Social Emotional Learning (SEL) curriculum  Resources  [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc)   * [CASEL](https://casel.org/fundamentals-of-sel/?gclid=CjwKCAjw65-zBhBkEiwAjrqRMGcpR0gZiID0pgTOnrLUDI0xs9x63n1STBi-hk4kOpBWrPqquzZhjRoCarEQAvD_BwE) (Collaborative for Academic, Social, and Emotional Learning): Explore the CASEL curriculum, which is widely recognized for its evidence-based approach to SEL. * [CharacterStrong:](https://characterstrong.com/) Investigate the CharacterStrong curriculum as an alternative option known for its emphasis on character development and social-emotional skills. * [Choose Love](https://chooselovemovement.org/)  - Investigate the Choose Love curriculum as an alternative option known for its emphasis on character development and social-emotional skills. * [Move This World](https://www.movethisworld.com/) - Investigate the Move This World curriculum as an alternative option known for its emphasis n character development and social emotional skills. | A District-Wide Social Emotional Learning (SEL) Curriculum aims to integrate social-emotional learning into the daily educational experience of all students. The goal is to create a supportive, inclusive, and emotionally intelligent school environment that enhances academic performance and overall well-being.  **Planning and Preparation:**   * + Form a district-wide SEL planning committee comprised of district and school-based administrators   + Establish a district wide definition of SEL and SEL expectations   + Review what has been established in the district around SEL and determine if it can be used   + Select or review evidence-based SEL curriculum that aligns with district goals and state standards.   + Find schools that are implementing curriculum and make visits to see the program in the schools.   + Investigate SEL Surveys ([Panaroma](https://drive.google.com/file/d/1Mkl2yTyQZpjFftzJx7faKL70yPK5Iant/view?usp=sharing))   **Professional Development:**   * + Provide comprehensive training for teachers, administrators, and support staff on SEL principles and instructional strategies.   + Offer ongoing professional development opportunities, including workshops, coaching, and online resources.   + Train all staff to model SEL skills and create emotionally supportive environment including the classroom, play areas, lunch room and school bus.   **Implementation:**   * + Roll out the SEL curriculum   + Ensure consistent implementation across all schools in the district.   **Family and Community Engagement:**   * + Educate parents and community members about the importance of SEL and the district’s implementation plans.   + Provide resources and workshops for families to support SEL at home.   + Partner with community organizations to enhance SEL initiatives and provide additional support services.   **Monitoring and Evaluation:**   * + Develop metrics and tools to assess the effectiveness of the SEL curriculum.   + Collect and analyze data on student outcomes, such as emotional well-being, behavior, and academic performance.   + Adjust the curriculum and implementation strategies based on feedback and evaluation results. | **Schedule:**   * + Schedule regular meetings for the SEL planning committee to review progress and make adjustments.   **Space:**   * + Provide designated spaces for SEL training and professional development workshops.   **Money:**   * + Budget for purchasing or developing an SEL curriculum and related instructional materials.   + Allocate funds for professional development and training programs.   + Consider stipends or incentives for staff members who take on additional SEL responsibilities.   **Processes:**   * + Develop clear protocols and guidelines for implementing and integrating SEL into the curriculum.   + Establish systems for data collection, analysis, and reporting to monitor SEL outcomes.   + Create a feedback loop to ensure continuous improvement and adaptation of the SEL curriculum based on stakeholder input and evaluation results.   **Individuals:**   * + Form an SEL planning committee with diverse representation from educators, administrators, counselors, parents, and community members.   + Identify and train SEL coordinators or champions at each school to lead and support implementation efforts.   + Engage teachers, counselors, and support staff in ongoing professional development and training. |

## 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. |
| * + 100% of school will have received a district wide definition of Social Emotional Learning (SEL) and SEL expectations.   + The selected districtwide SEL curriculum is piloted in a minimum of 3 schools with plans for districtwide implementation. |

### **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 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)*** |
| 1. **Districtwide Social Emotional Learning (SEL) curriculum**  * Members of the district-wide SEL planning committee comprised of district and school-based administrators * SEL Meeting Schedule * A district wide definition of SEL and SEL expectations * A review of SEL practices already established in the district and determine if it can be used * Investigate SEL Surveys ([Panaroma](https://drive.google.com/file/d/1Mkl2yTyQZpjFftzJx7faKL70yPK5Iant/view?usp=sharing)) | November 2024 |  |
| * Name of Program Selected * Names of Pilot Schools selected to implement SEL Curriculum | February 2024 |  |

# 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)* |
| --- | --- | --- |
| Paul Padalino | Superintendent | KSCD |
| Kirk Reinhardt | Deputy Superintendent of Teaching and Learning | KSCD |
| Stacia Felicello | Assistant Superintendent – Elementary Education | KSCD |
| Lynnette Williams | Assistant Superintendent – Secondary Education | KSCD |
| Sharifa Carbon | Assistant Superintendent - Finance | KSCD |
| Wanda LoBianco | Principal – | George Washington Elementary |
| Beth Bonville | Assistant Superintendent | KSCD |
| Jenn Beesmer | Teacher | Robert Graves |
| Chris Stein | Parent | Crosby |
| Rebecca Leibowitz | Parent/Community Member | KHS |
| Shellian Heredia | Assistant Principal | Bailey Middle |
| Susan Dallies | Parent | KHS |
| Kathleen Lowell | Principal | Edson Elementary |
| Jennifer Gribbin | Assistant Director | KCSD |
| Alix Cutrone | Parent | KHS |
| Benny Jiang | Student | KHS |
| Steven Spicer | Board Trustee | KCSD |
| Ninette Warner | Community Partner |  |
| Marie Anderson | Board President | KCSD |
| Stephanie Kearns | Parent |  |
| Erin Hilgart | Parent |  |
| Erica Brown | Parent/Community Partner |  |
| Latina Khalil-Hairston | Assistant Director | KSCD |
| Erin Nelson | Principial | Myer ELementary |
| Allisa Oliveto | Assistant Superintendent | KSCD |
| Lauriw Berrios | Parent | KHS |

## Meeting Dates

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

|  |  |
| --- | --- |
| Meeting Date | Location |
| June 25, 2024 | KSCD District Office |
| June 27, 2024 | Kingston High School |

## 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 have the perspectives of this group been incorporated into the DCIP? |
| --- | --- |
| Teachers responsible for teaching each identified subgroup | Teachers participated in a focus group to provide insights on different perspectives within their schools through an onsite needs assessment. The information gathered from these groups was incorporated into each school's SCEP (School Comprehensive Education Plan). Each school's SCEP Plan was then reviewed and integrated into the district's DCIP (District Comprehensive Improvement Plan) |
| Parents with children from each identified subgroup | Parents participated in a focus group to provide insights on different perspectives within their schools through an onsite needs assessment. The information gathered from these groups was incorporated into each school's SCEP (School Comprehensive Education Plan). Each school's SCEP Plan was then reviewed and integrated into the district's DCIP (District Comprehensive Improvement Plan) |
| Secondary Schools: Students from each identified subgroup | Students participated in a focus group to provide insights on different perspectives within their schools through an onsite needs assessment. The information gathered from these groups was incorporated into each school's SCEP (School Comprehensive Education Plan). Each school's SCEP Plan was then reviewed and integrated into the district's DCIP (District Comprehensive Improvement Plan) |

# 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](mailto: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).