



District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Hyde Park Central School District	Dr. Pedro Roman

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.
2	Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.
3	Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.</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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Through the use of an extensive, district-wide needs assessment and monitoring process conducted by both the District Leadership Team (Internal and External Stakeholders) and the Instructional District Leadership Team, Priority Area 1 works to ensure that all academic pursuits are both aligned with the attributes of the Portrait of the Hyde Park Learner/Employee, NYSED Standards, and were applied in a consistent, equitable, and accessible way. This provides a direct connection between this Priority Area and the Mission, Vision, and Core Values of the district. Further, this Priority Area is consistent with the 5 Strategic Planning Areas that will shape the District’s work now and into the future.</p> <p>This Priority Area 1 was developed by aggregating the needs assessments conducted by all 6 of the school buildings, which consisted of a whole staff review of site-based data (Demographic, Student Performance, Perceptual). The comprehensive needs assessments at the district level and by Ralph R. Smith Elementary, which is identified as TSI for students with disabilities. The needs assessments highlighted several areas that supported the inclusion of this Priority Area. Specifically:</p> <ul style="list-style-type: none"> • Reading scores for K-5 students fall significantly below the New York State (NYS) average. • Students in third grade demonstrated 26% proficiency on the New York State ELA exam in 2024. • Students continue to feel that they don’t have as much say in what they learn and how they show what they learn. • The District’s poverty rate continues to increase. <p>This Priority Area directly supports <i>Ralph R. Smith’s Key Strategy focusing on High Quality Instructional Materials aligned to the Science of Reading, with the goal to significantly improve the academic achievement of students’ literacy skills.</i></p>

Priority 1

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>Evidence-Based Instructional Methods:</p> <p>High Impact Teaching Strategies (HITS)</p> <p>Goals</p> <p>Explicit Instruction</p> <p>Feedback</p>	<p>We will implement three High-Impact Teaching Strategies (HITS) across all classrooms, from Kindergarten through Twelfth Grade. We will provide training to all teachers during our professional development days, department meetings, and faculty meetings.</p>	<p>Title I School Improvement funds will be used to support the purchase of the Art and Science of Teaching, by Robert Marzano. In addition, Title I School Improvement funds will be used to provide professional learning sessions to members of the District Instructional Leadership Team.</p> <p>District Leaders will engage in a professional learning community to develop their instructional leadership skills in High Impact Teaching Strategies, participate in learning walks to collect data on implementation, and provide school-wide feedback to staff.</p>
<p>High Quality Instructional Materials:</p> <p>Core literacy materials for all students in grades Kindergarten through Fifth Grade with a high focus on Tier One Intervention</p>	<p>We will adopt and implement a new resource for core literacy instruction in grades K-5. These materials directly align with the New York State Early Literacy Instructional Strategies, state rubrics, and instructional methods identified in the Science of Reading research, and provide differentiated support for neurodivergent and multilingual learners.</p>	<p>Title I School Improvement funds and General Funds will be used to purchase instructional materials for all classrooms. General funds will be used to provide monthly embedded coaching sessions for all teachers in Kindergarten through fifth grade. Additionally, Title I School Improvement funds will be utilized to provide targeted coaching on differentiating instruction for teachers of neurodivergent learners.</p>

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 2025-26 school year.

- Evidence-Based Instructional Methods:** High Impact Teaching Strategies (HITS) Goals, Explicit Instruction, Feedback
- 100% of teachers will engage in 5-8 learning sessions focused on the identified High Impact Teaching Strategies
 - The identified High Impact Instructional Strategies will be consistently implemented in 90% of all classrooms, K-12 as evidenced by walk-through data.
 - There will be an overall 10-15% increase in student performance on common classroom assessments and projects.

High Quality Instructional Materials: Core literacy materials for all students in grades Kindergarten through Fifth Grade with a high focus on Tier One Intervention

- Newly purchased literacy materials will be in all classrooms.
- All teachers in grades Kindergarten through Fifth Grade will engage in 8 to 10 coaching sessions.
- Materials for neurodivergent students will be curated during specialized coaching sessions.
- Students in third through fifth grade who are part of the subpopulation, Students with Disabilities, will demonstrate a 5% increase in literacy skills, as measured by the New York State ELA examination, and a 10% increase in Growth performance, as measured by the NWEA MAP Growth Assessment.
- All students in grades Kindergarten through Fifth Grade will demonstrate a 5%-10% increase in Achievement and Growth percentiles as demonstrated by the NWEA Growth Assessment in Reading.
- All students in third grade will demonstrate a 10%-15% increase in overall performance as indicated on the New York State ELA Assessment for Third Grade.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
100% of teachers will engage in 5-8 learning sessions focused on the identified High Impact Teaching Strategies	Fall 2025	
The identified High Impact Instructional Strategies will be consistently implemented in	Spring 2026	

Priority 1

90% of all classrooms, K-12 as evidenced by walk-through data.		
There will be an overall 10-15% increase in student performance on common classroom assessments and projects.	Spring 2026	
Newly purchased literacy materials will be in all classrooms.	Fall 2026	
All teachers in grades Kindergarten through Fifth Grade will engage in 8 to 10 coaching sessions.	Spring 2026	
Students in third through fifth grade who are part of the subpopulation, Students with Disabilities, will demonstrate a 5% increase in literacy skills, as measured by the New York State ELA examination, and a 10% increase in Growth performance, as measured by the NWEA MAP Growth Assessment.	Spring 2026	
All students in grades Kindergarten through Fifth Grade will demonstrate a 5%-10% increase in Achievement and Growth percentiles as demonstrated by the NWEA Growth Assessment in Reading.	Spring 2026	
All students in third grade will demonstrate a 10%-15% increase in overall performance as indicated on the New York State ELA Assessment for Third Grade.	Spring 2026	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.</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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>In order to continue to improve student outcomes and to increase regular staff and student attendance, there is a need to better collaborate both internally and externally to build engagement. Additionally, the difficult challenges faced by school districts can only be solved when both families and the schools work together. By doing this we will highlight the Portrait of the Hyde Park Learner and Employee (Adaptable Innovator & Responsible Citizen).</p> <p>The District Plan for 2025-2026 will focus on bringing the attributes of the portrait to life by expanding last year’s focus on Community Schools and Restorative Practices. In addition, we have added the focus on Professional Learning Communities to build a strong sense of collective efficacy, which has the highest effect size on student performance. In addition to district-focused efforts, the DCIP plan will directly support <i>Ralph R. Smith’s Key Strategy, “Expanding Access to High Quality Out-of-School Programs</i>. Through these combined efforts, we will continue to foster an environment that supports character development while strengthening interpersonal relationships and school connectedness.</p>

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?
Professional Learning Communities	District Instructional Leadership Team members will engage in a monthly professional learning sessions focused on the identified High Impact Teaching Strategies, review walkthrough data, and student performance data. As a learning community,	Title I funds will be used to support the training and implementation of the identified teaching strategies and purchase a copy of the, “New Art and Science of Teaching, by Robert Marzano.

Priority 2

	they will reflect on their identified goals, current status, and make any necessary revisions as we continue to strive to meet the end-of-year goals.	
Leadership Development	Franklin Covey Education- Leaders will engage in two days of learning focused on building institutional trust and using the 4DX model for identifying, developing and monitoring goals.	Title I funds will be used to support the training and purchase of supporting resources.
Leadership Development	2EDUK8 LLC - Dr. L. Oliver Robinson Leaders will engage in learning focused on key areas of leadership to include: Professional Standards for Leaders, Emotional Labor of Being a Leader, Leadership Style, When Leadership Spells Danger, Reflective Leadership, Executive (Systems) Leadership, Leadership Perspective, Essentials of Leadership, Empowered Leadership, Leadership and High Expectations.	Title I funds will be used to support the training and purchase of supporting resources.
Community Schools	The district will continue to support our Community Schools Initiative with the implementation of our Family/School Liaisons and monthly Saturday events for families. The focus will be on improving family engagement and addressing chronic absenteeism.	Other grant funding will be used to support this initiative.
Restorative Practices	Two staff members in each building will provide ongoing professional learning to all staff on restorative practices. This is part of an effort to reduce the number of suspensions for insubordination and disorderly conduct.	General funds will be used to support this initiative.

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 2025-26 school year.

Professional Learning Communities:

- All administrators are engaged in a professional learning community focused on the high-impact teaching strategies on a monthly basis.
- 90% of all classrooms, K-12, will implement the identified high-impact instructional strategies (goals, explicit instruction, feedback) as evidenced by walkthrough data shared during the monthly PLC.

Priority 2

- The members of the District Instructional Leadership Committee will engage in a professional learning committee focused on the identified high-impact teaching strategies and implement them in their classroom settings.
- Students will demonstrate an overall increase of 10%-15% in academic performance as indicated by classroom assessments and projects.

Community Schools:

- The District will continue to offer high-quality enrichment through our Saturday Academy. In addition, we will focus on offering supports for families such as resume building and parenting classes. Our goal is to increase family engagement and to address chronic absenteeism.

Restorative Practices:

The District has trained 9 staff members to lead professional development in restorative practices throughout the school year. The training will focus on using affective statements and questions as well as circles. This is part of an initiative aimed at reducing suspensions district-wide.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
100% of administrators will engage in a monthly professional learning community focused on the high-impact instructional strategies (goals, explicit instruction, and feedback).	June 2026	
90% of all classrooms, K-12, will implement the identified high-impact instructional strategies (goals, explicit instruction, feedback) as evidenced by walkthrough data shared during the monthly PLC.	June 2026	
The members of the District Instructional Leadership Committee will engage in a Professional Learning Community focused on the identified high-impact teaching strategies and implement them in their classroom	June 2026	

Priority 2

settings. This committee will meet 5-8 times throughout the school year.		
Students will demonstrate an overall increase of 10%-15% in academic performance as indicated by classroom assessments and projects.	June 2026	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.</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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports? 	<p>With the adoption of the Portrait of the Hyde Park Learner (Summer 2023) and the addition of an updated Mission, Vision, and Core Values (Summer 2024) this Priority Area is designed to create common ways to operationalize our Vision. By using a common MTSS Framework and data analysis protocol, committing to progress monitoring all goals in this plan, and aligning our work across the organization, we intend to systematize the work of school and district improvement.</p> <p>Therefore, the District Plan for 2025-2026 will focus on expanding our work specific to our MTSS systems, structures, and processes. Additionally, we will enhance our progress monitoring through the implementation of the comprehensive Student Analytics Data Platform.</p> <p>In addition to district-focused efforts, the DCIP plan will directly support <i>Ralph R. Smith’s Key Strategy, “Multi-Tiered Systems of Supports Integrated (MTSS-I)</i>. Through these combined efforts, we will continue to foster an environment that works to remove barriers for all students through data-based decision-making, intervention identification, and progress monitoring.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p> <p>MTSS (System & Structures)</p>	<p>What does this strategy entail? What will implementation look like in our district?</p> <p>The district’s MTSS Committee will develop a district MTSS plan that outlines the system and structure of the MTSS process.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <p>Other grant funding will be used to support this initiative.</p>

Priority 3

	<p>In addition, the district will implement Branching Minds as its MTSS monitoring platform. All MTSS Building Teams will be trained in Branching Minds.</p>	
<p>We will implement Student Analytics as the district's data platform.</p>	<p>All staff will be trained and use the Student Analytics platform during each Superintendent's Conference Day, where two hours will be scheduled for buildings to engage in the Data for Continuous Improvement Process.</p>	<p>Title I School Improvement Funds will be used to provide professional learning for district leaders on the Student Analytics Platform.</p>

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 2025-26 school year.

MTSS (Systems and Structures):

- 100% of the staff will use Student Analytics to engage in the Data for Continuous Improvement process during four of the scheduled Superintendent Conference Days.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
100% of the staff will use Student Analytics to engage in the Data for Continuous Improvement process during four of the scheduled Superintendent Conference Days.	March 2026	
100% of the staff will be familiar with the systems and structures outlined in the District's MTSS Manual.	October 2026	

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>
Dr. Pedro Roman	Superintendent	District
Jessica Turner	Deputy Superintendent	District
Melissa Lawson	Assistant Superintendent Pupil Services	District
Jennifer Criser-Eighmy	Director of Humanities	District
Kimberly Knisell	Director of Math and Science	District
Joanna Murphy	Director of Special Education	District
Matthew Darling	Principal	Ralph R. Smith Elementary
District Leadership Team	District and Community Decision Making Team	K-12 Students, and Community Representation
Instructional District Leadership Team	District-Wide Decision Making Team	K-12 Representation
Professional Learning Committee	District and outside agency decision making team	K-12 Representation, Community and Agency Partners
Literacy Innovation Team	District-Wide Decision Making Team	K-6 Representation

Meeting Dates

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

Meeting Date	Location
District Leadership Team Dates: 4/3/2025, 4/24/2025, 6/5/2025	District Office Conference Room
Instructional District Leadership Team Dates: 1/14/2025, 3/18/2025, 5/29/2025	District Office Conference Room
Professional Development Committee: 11/13/2025, 2/26/2025, 3/26/2025, 7/10/2025	District Office Conference Room
Parent/Teacher/Student Survey Dates: November 4, 2024 - through - December 4, 2024	Virtual (466 Parents, 1902 Students (Grade 3-12), and 311 Staff)
SCEP Team Meeting Dates: 10/30/2024, 1/31/2025, 3/28/2025, 5/9/2025, 5/14/2025	Ralph R. Smith Elementary School & FDR Library

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	Key SCEP team members participated in the DCIP meetings and planning process. Once the Priorities and Key Strategies were identified, the DCIP and SCEP teams worked collaboratively to incorporate the building team's feedback into the DCIP Plan.
Parents with children from each identified subgroup	Parents from Ralph R. Smooth were invited to the DCIP Community Feedback and Engagement Sessions and feedback gathered at these sessions were incorporated into the DCIP Plan.
Secondary Schools: Students from each identified subgroup	NA: Only Ralph R. Smith Elementary School has been identified as TSI for the 2024-2025 school year.

Submission Assurances

Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be posted on the district's website and easily accessible when navigating the website.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 1, 2025, 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).