New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Port Chester-Rye UFSD	Aurelia L. Henriquez, Ed.D.

2022-23 Summary of Priorities

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

1	**Develop each school's mission and establish a process for ongoing school improvement in alignment with the District Mission and Strategic Plan; build professional capacity to model and operationalize the mission at every level of the organization.**
2	**Distribute leadership and share accountability between and among stakeholders at each school building and at the district level to create a culture of high trust (TRUST).**
3	**Create a culture of inclusivity to provide all students with fair, just, and personalized learning and growth opportunities.**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	**Develop each school's mission and establish a process for ongoing school improvement in alignment with the District Mission and Strategic Plan; build professional capacity to model and operationalize the mission at every level of the organization.**
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* o *In what ways does this support the SCEP commitments of your identified school(s)?*	This is a priority because it aligns with a commitment made by our identified school (Port Chester Middle School) and is also key in building-level implementation of the District Strategic Focus Areas below. The mission of the Port Chester School District, through an active partnership among community, parents, staff, and students, is to develop responsible and self-sufficient citizens who value cultural diversity, are creative and adaptable, and possess the self-esteem, motivation, and skills to continue individual growth, think critically, and communicate effectively. **District Strategic Focus Areas:** 1: Powerful Teaching, Leading, and Learning Evidence-based Decision Making, Data Informed Culture, Inclusive Excellence, Collaborative Decision Making, Opportunities for Voice, Instructional Monitoring and Support, Multiple Pathways to Graduation, Closing the Achievement Gap, Early Learning, Responsive Instruction, SEL/Mindfulness, and Academic Rigor 2: Family, Student and Community Engagement/Connectedness Multiple Opportunities to Collaborate, Transparency, Opportunities for Student and Community Voice, Inclusive, and Data Informed Culture 3: Fiscal Planning and Facilities

	Ethical Governance and Transparency, Data Informed Decision Making, Safe Schools, Transparent Conversations/Planning, and Short Term and Long Term Planning 4: Improve Communication Family & Community Empowerment, Family and Community Engagement, Responsive Communication, Use of Multiple Platforms to Communicate, and Equitable Access to Information

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Gather and Demonstrate Support for District Goals	School and district leaders will collect and assess the status of existing school and district level documents so that collaborative processes to define the vision and mission can be implemented, to include: gathering input from various stakeholders, building consensus, and developing buy-in.	• Leaders will be able to cite examples of how district goals have been supported by stakeholders.	Leader time and actions
Inspire Ownership of and Attainment of District Goals	School leaders will play an important role in inspiring members of the school community to be ambitious in setting the vision and mission and then routinely reminding them to keep expectations high.	• Teachers will be able to indicate that they feel ownership over district goals and are inspired to assist in the attainment of them.	Leader time and actions
Implement District Goals Effectively	School leaders will explore research and best practices aligned with Professional Standards for Education Leaders (PSEL) to develop understandings of how schools bring to life and use their vision and mission to guide strategic decisions related to such matters as curricular	• School leaders will be able to cite examples of how they have supported the implementation of district goals in their buildings.	Leader time and actions

	programs, school wide pedagogical philosophies, and resource allocation, and how to use the vision and mission to guide daily decisions in meaningful ways, such as how to address a particular student's concern, or structure agendas for student assemblies and staff meetings.		
Articulate District Goals and How They Are Reflected in District Practices	District and school leaders will collect and collate the symbols, habits, and rituals that exist at the elementary, middle, and high schools according to purpose, scope, frequency, and impact, and reviewed for alignment with the mission and vision as it is now defined at the district and school level, and in preparation for leading work on mission and vision development.	● Building leaders will be able to articulate how district goals are reflected in their buildings.	Leader time and actions

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.
Anchored in the District's Strategic Plan, actions will stem from leaders and classroom practitioners to further each element of the District's Strategic Plan.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	**Distribute leadership and share accountability between and among stakeholders at each school building and at the district level to create a culture of high trust (TRUST).**
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* o *In what ways does this support the SCEP commitments of your identified school(s)?*	This is a priority because it expounds upon the district's values and aspirations beyond our vision of "Success For Every Student." ● T = Teach: Teach everyone in the school district about the shared vision, mission, and goals. Discuss shared ownership and how we will collaborate to make improvements. Make the work as transparent as possible. ● R = Reward: Make sure reward systems align with District values and goals. Celebrate small successes in the priority areas identified in this plan. Reward and Acknowledge the contributions of all who work towards these common goals. ● U = Unconditional Support: Encourage innovation. Create an environment where mistakes are opportunities to learn, not to punish. Give employees permission to "think outside the box." ● S = Share Information: Communicate clearly and frequently. ● T = Trustworthy: Make commitments and keep them.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Support Teacher and Student Agency	School leaders will gather examples of opportunities when staff members and students have been engaged in projects that align with their strengths and interests and how they were mentored and supported in the development of their leadership skills.	● Examples will be able to be provided of student agency and teacher agency ● Teachers and students will express that they have more agency	Leader time and actions Changes to teacher practice
Support Instructional Leadership	When stakeholders generate ideas, school leaders will encourage and expect them to see initiatives through by guiding them with questions about how the initiative supports students and the mission, and by leveraging resources to support the work. Responsibility, accountability, and deliverables will be clearly stated and actioned.	● Administrators will be able to cite teacher-led initiatives that they supported	Leader time and actions Teacher time and actions
Support Teacher Growth	School leaders will ensure that teachers receive feedback on their practice and have access to professional development that aligns with their areas of need.	● Teachers will report that they have received feedback on their practice and access to desirable professional development opportunities	Leader time and actions Teacher time and actions Professional Development

Support Teacher Voice	School leaders will seek feedback from teachers.	● School leaders will be able to cite examples of when they sought teacher feedback	Leader time and actions Teacher time and actions
Support Teacher Collaborative Use of Data	Teacher team structures will allow faculty to collaborate for the improvement of student learning opportunities and to strengthen instructional practices. Historically this time was defined by the teams, however, adding a unifying structure such as Data Study will bring purpose, accountability, and clarity to the work.	● Teachers will report more collaboration when it comes to data regarding student learning	Leader time and actions Teacher time and actions Changes to teacher practice
Support Student Collaboration	In the classroom, teachers will facilitate structures for students to collaborate and learn together.	● Teachers will be able to cite examples of how they structured learning opportunities for students to work and learn collaboratively	Teacher time and actions Changes to teacher practice
Support Teacher Collaboration for Planning	School leaders will assess what systems - such as common planning time and protocols - are in place in their school to enable teams to continuously innovate and collaboratively improve their choices about curriculum and instruction across subjects and grade levels.	● School leaders will be able to cite examples of when they provided time for teachers to collaborate for the purposes of planning	Leader time and actions Teacher time and actions
Support Analysis and Strategic Planning by Teachers	School leaders will assess the extent to which individual teachers have the ability to access and analyze assessment and other relevant student data and be accountable for using this information to drive instructional planning and lesson development.	● Teachers will be able to cite examples of when they utilized student data to inform instructional planning.	Leader time and actions Teacher time and actions

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.
Stakeholders will report the opportunity for involvement in authentic decision-making. Stakeholders will report more collaboration with others. Teachers will report having more access to student data and opportunities to influence and be held accountable for student data.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	**Create a culture of inclusivity to provide all students with fair, just, and personalized learning and growth opportunities.**
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* o *In what ways does this support the SCEP commitments of your identified school(s)?*	This is a priority because it aligns with a commitment made by our identified school (Port Chester Middle School). We commit to continue to develop a positive social-emotional school culture that is inclusive of all, safe, and nurturing. With the return of students to the first full, uninterrupted school year since the pandemic began, we observed a variety of social-emotional concerns for both students and staff, alike. In order to promote a culture of inclusivity and fair, just, and personalized learning, social-emotional needs must be proactively addressed. Students' social-emotional health is directly connected to their ability to learn and their success both socially and academically. Some students need to relearn how to attend school and interact with others in person. Restorative practices are being explored to reframe punitive reactive discipline to collaborative problem-solving to meet our students' needs. We are committed to continuing to emphasize a social-emotional focus.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review of existing systems, practices, and policies	A comprehensive review of existing systems, practices, and policies at each school will take place to make sure that each student feels valued and that at least one adult - a teacher, administrator, or staff member recognizes the student's individual needs.	● More students and staff will report feeling valued ● More students will report that their individual needs are being met	Leader time and actions Teacher time and actions
Deeper study of practices of concern	School leaders will guide the review and study of school practices for any instances in which practices have a negative influence on certain groups of students.	● Identification of practices having a negative influence on certain groups ● Addressing identified practices to mitigate or eliminate their negative influence	Leader time and actions Changes to practice
Examine cognitive biases embedded in practices	The diagnostic process will use data study and collaborative inquiry to examine formal school policies, levels for student learning, access to resources, and staff biases.	● Mitigate identified biases ● standardize measures of student learning ● Guarantee equitable access to resources	Leader time and actions Teacher time and actions
Support SEL	The district will continue to support social-emotional learning via the work of social workers and school psychologists and trauma-informed practices.	● Fewer student disciplinary infractions ● Greater student sense of belonging	Leader time and actions Teacher time and actions Professional development

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.
A reduction in the number of students, parents, and staff who believe that students are treated differently based on demographic factors. A reduction in the number of students, parents, and staff who believe that instructional materials do not reflect students' cultural backgrounds, ethnicity, and identity.

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)*
Mitchell Combs, Ph.D.	Deputy Superintendent	PCRUFSD
Joseph Durney, Ed.D.	Consultant, Former PCRUFSD Deputy Superintendent of Schools, Community member, and Parent	Port Chester
Ivan Tolentino	Principal	Thomas A. Edison Elementary School
Rosa Taylor	Principal	Park Avenue Elementary School
Judy Diaz	Principal	John F. Kennedy Elementary School
Sam Ortiz	Principal	King Street Elementary School
Patrick Swift	Principal	Port Chester Middle School
Luke Sotherden	Principal	Port Chester High School
Colleen Carroll, Ed.D.	Assistant Superintendent for Curriculum and Instruction	PCRUFSD

Felipe Orozco	Director of ELL and Bilingual Programs	PCRUFSD
Tatiana Memoli	Director of Special Education	PCRUFSD
Michael Ritacco	Director of Technology	PCRUFSD
Diantha Barone	Assistant Principal	Port Chester Middle School
Joseph Capalbo	Assistant Principal	Port Chester Middle School
Christine Rascona	Assistant Principal	Port Chester Middle School
Sara Morabito	Grade 6 Reading Teacher	Port Chester Middle School
Juanita Mitchell	Grade 6 Mathematics Teacher	Port Chester Middle School
Erika Clerc	Grade 6 Science Teacher	Port Chester Middle School
Rebecca Mynio	Grade 7 ELA Teacher	Port Chester Middle School
Brenda Burke	Grade 7 ELA Teacher	Port Chester Middle School
Laurie Halstead	Grade 7 ELA/Special Education Teacher	Port Chester Middle School
Aaron Warren	Grade 7 Mathematics Teacher	Port Chester Middle School
Lauren Ryder	Grade 8 Mathematics Teacher	Port Chester Middle School
Phil Mutino	Teacher Assistant	Port Chester Middle School
Sandra Villanova	Teacher Assistant and Parent	Port Chester Middle School
Katie Smook	School Counselor	Port Chester Middle School
Amy Aristy	Social Worker	PCRUFSD
Laura Luzzi	Parent	Port Chester

Meeting Dates

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

Meeting Date	Location
November 2021: Star Renaissance Data Dive Meetings with district leadership and each building principal (math and literacy/reading) to inform DCIP work	Thomas A. Edison Elementary School, Park Avenue Elementary School, John F. Kennedy Elementary School, King Street Elementary School, Port Chester Middle School, and Port Chester High School
January 6, 2022	Port Chester Middle School
January 12, 2022	Port Chester Middle School
January 13, 2022 (Leadership Team Meeting)	Port Chester Middle School
January 21, 2022	Port Chester Middle School
January 28, 2022	Port Chester Middle School
February 11, 2022	Port Chester Middle School
February 17, 2022 (Leadership Team Meeting)	Port Chester Middle School
February 18, 2022	Port Chester Middle School
March 11, 2022	Port Chester Middle School
March 17, 2022 (Leadership Team Meeting)	Port Chester Middle School
March 18, 2022	Port Chester Middle School
March 25, 2022	Port Chester Middle School
April 1, 2022	Port Chester Middle School
April 8, 2022	Port Chester Middle School

April 21, 2022 (Leadership Team Meeting)	Port Chester Middle School
April 22, 2022	Port Chester Middle School
April 29, 2022	Port Chester Middle School
May 2, 2022	Port Chester Middle School
May 6, 2022	Port Chester Middle School
May 13, 2022	Port Chester Middle School
May 16, 2022	Port Chester Middle School
May 19, 2022 (Leadership Team Meeting)	Port Chester Middle School
May/June 2022: Data Inquiry Meetings to Review End-of-Year Reports on student performance on Star Renaissance testing (math and literacy/reading)	Thomas A. Edison Elementary School, Park Avenue Elementary School, John F. Kennedy Elementary School, King Street Elementary School, Port Chester Middle School, and Port Chester High School
June 2, 2022	Port Chester Middle School
June 12, 2022	Port Chester Middle School
June 16, 2022 (Leadership Team Meeting)	Port Chester Middle School
June 17, 2022	Port Chester Middle School
June 20, 2022	Port Chester Middle School
June 21, 2022	Port Chester Middle School
June 22, 2022	Port Chester Middle School
June 27, 2022	Port Chester Middle School
June 28, 2022	Virtual Meeting

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Survey Results and Focus Groups
Parents with children from each identified subgroup	Survey Results and Focus Groups
Secondary Schools: Students from each identified subgroup	Survey Results and Focus Groups

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 made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

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 August 1, 2022, 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).