# District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---|---|
| **City School District of Albany** | Joseph Hochreiter |

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

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| 1 | **We are committed to fostering a culture of collaboration to improve student** outcomes and continue to accelerate learning whereby teachers and leaders will engage in **professional learning communities that focus on data-driven practices, instructional planning, and continued professional development.** |
| 2 | We are committed to increasing student proficiency and eradicating disproportionality in student growth and achievement by continuing to support school improvement efforts through implementing and monitoring our district's established systems in the areas of **Coaching**, **Instructional Leadership**, and **Professional Development for Leaders** with a focus on providing text and task at the grade-level demand through the lens of the standards and releasing the work of the lesson to the students, increasing their ownership of and agency in their learning. |
| 3 | We are committed to the implementation of our **Multi-Tiered Systems of Support (MTSS)** plan because we know that when student to student, and student to teacher relationships are caring and positive, all students can achieve overall success.  We are committed to fidelity in Tier 1 implementation for all staff by providing research-based professional development, and targeted support to staff responsible for Tier 2 and 3 implementation via feedback cycles and regular progress monitoring for academics, behavior, and attendance. |

# PRIORITY 1

## Our Priority

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|---|---|
| **What will we prioritize to extend success in 2023-24?** | We are committed to fostering a culture of collaboration to improve student outcomes and continue to accelerate learning whereby teachers and leaders will engage in **professional learning communities that focus on data-driven practices, instructional planning, and continued professional development.** |
| **Why is this a Priority?** *Things to potentially take into consideration when crafting this response:* <br><br> • *How does this Priority fit into the District's vision, values and aspirations?* <br> • *Why did this emerge as something to prioritize?* <br> • *What makes this the right Priority to pursue?* <br> • *How does this fit into other Priorities and the District's long-term plans?* <br> • *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?* <br> • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?* | PLCs are the right commitment as this model marries teachers' zone of proximal development with the capacity to continually coach them on effective assessment, analysis, and research based instructional strategies including culturally responsive practices. <br><br> PLCs also complement our coaching and instructional leadership model, which is identified as a top district priority by providing teachers a platform to make connections between content, strategies, assessment and student performance. <br><br> PLCs emerged as a research-based means to collectively grow teacher practice, analyze student data, engage in data cycles that are driven by common assessments. John Hattie's research suggests that collective teacher efficacy has an effect size of 1.57, far above the average effect size of 0.4 which indicates one year of instruction equals one year of growth. Our work as district and building leaders in supporting teachers has a profound capacity to positively impact our students by accelerating their learning thus making it the right commitment to pursue. <br><br> The work of PLCs and data teaming directly links to our district goals of increasing student achievement, strengthening student voice, closing achievement gaps, and enhancing the delivery of quality instruction by providing our teachers with high-level, meaningful professional development to promote student growth and proficiency. <br><br> All identified schools have commitments in their SCEPs that focus on enhancing instructional practices in the core content areas. The PLCs will receive professional development, planning and implementation support from instructional coaches, instructional supervisors and building administrators. |

## 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 | Providing common planning time to all grade-level teachers to facilitate the data cycle process, share best practices, lesson review for standards lift, and deliver professional development | • Common release time for teachers |
| Coaching Cycles | Providing instructional coaches to work directly with teachers in cycles of practice including modeling, co-teaching, planning, and resource development | • Funding for Instructional Coaches<br>• Instructional Coaching conferences for Instructional coaches at all levels |
| Data Teaming | • District Administrators and/or Instructional Coaches will provide teachers with training on implementing the data protocol and understanding the data reports that are available within eDoctrina.  Instructional Coaches will attend grade-level team meetings to assist teachers in utilizing the protocol.<br>• Teachers will engage in ongoing data cycles using formative and summative assessments to identify and remediate gaps<br>• District Administrators and/or Instructional Coaches will facilitate Benchmark analysis<br>• Teachers will engage in instructional planning and resource development in response to data analysis | • Common release time for teachers<br>• Funding for Instructional Coaches to facilitate process<br>• Funding for student assessment platform<br>• Implementation of data analysis process |
| Coordinated Master Scheduling | • Secondary: Synchronizing PLCs across secondary buildings, when possible, to provide opportunities for district-wide collaboration<br>• Elementary: 3x month CPT grade level meetings facilitate by Instructional Coach and/or Building Principals to foster collaborative data driven planning for Core and Interventions in ELA and Math | • Common release time for teachers and instructional coaches |
| Embedded Professional Development | • Sharing best practices of instructional tools, student voice, culturally responsive instruction, and data analysis to inform differentiation | • Release time for some professional development sessions<br>• Funding for Instructional Coaches and Interventionists |

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| | <ul><li>Continuing the unpacking of content standards and curriculum with a focus on understanding the rigor and looks-fors within a given standard.</li><li>Embedding culturally diverse and responsive instruction into curricular units</li><li>Increasing the use of instructional technology to amplify student engagement and learning outcomes</li></ul> | (Math, ELA, ENL, Special Education, & Technology)<ul><li>Funding for instructional tools</li><li>Funding for conferences</li><li>Funding for consultant support</li></ul> |
| | | |

## 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 2023-24 school year.

1. Elementary: Qualitative data will be reviewed from CPT notes quarterly to determine growth on best practice instructional planning.
2. Secondary: 80% of teams will demonstrate growth in best practices using the district-developed Secondary CPT Continuum. Baseline data will be established during the initial visit to each CPT in Fall 2023.
3. For K-5, increase Fall to Spring CGP on NWEA Reading and Math Spring 2024 administrations to 65th percentile from the 57th percentile on NWEA Reading and 65th percentile from the 60th percentile on NWEA Math from Spring 2023.
4. For 6-8, increase Fall to Spring CGP on NWEA Reading and Math Spring 2024 administrations to 50th percentile from the 44th percentile on NWEA Reading; and 56th percentile from the 56th percentile on NWEA Math** from Spring 2023.
5. For Grades 9-12, increase proficiency rates on all gateway Regents exams by 3% above their respective three-year average.
6. For Grades 3-8, increase proficiency rates on 2024 NYS Math and ELA assessments by 3% above Spring 2023 results

**NWEA Math proposed to stay the same.  There was a 12 point increase that could be attributed to a confounding variable.  Students did not have access to calculators in Fall 2022, but calculators were introduced in Winter 2023 and Spring 2024 - the Winter to Spring GCP was a 5 point increase vs. the 12 points experienced from Fall to Spring

## 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria | When we would want to achieve that success criteria | What we ended up seeing *(complete after the date listed in the preceding column)* |
|---|---|---|
| CPT notes kept by team for each meeting and on file at each building | Ongoing | |
| Building and/or District Administrators will visit all team meetings to provide meaningful feedback and support to teacher teams in alignment with the data team model. | Monthly | |
| *Elementary:* CPT trend report quarterly created by Instructional Supervisor and Instructional Coaches to determine growth on best practice instructional planning | ELA & Math Coach meetings scheduled for: November 2023, January 2024, March 2024, May 2024 | |
| Teachers with support from Instructional Coaches and Administrators will analyze NWEA and local benchmarks to inform curriculum adjustments, identify high-leverage instructional practices, and/or the need for professional development | October 2023, January 2024, June 2024 | |
| *Secondary:* Instructional Supervisors and Directors will log CPT visits using the Secondary CPT Continuum to monitor successful implementation of best practice instructional planning. | Monthly | |
| Building and/or District Leaders will meet with Instructional Coaches to ensure curriculum implementation, need for further professional development, and/or support for individual teachers. | Monthly | |
| Surveys of staff after professional development offerings to guide further planning and identify additional supports where needed | Ongoing | |

# PRIORITY 2

## Our Priority

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| **What will we prioritize to extend success in 2023-24?** | We are committed to increasing student proficiency and eradicating disproportionality in student growth and achievement by continuing to support school improvement efforts through implementing and monitoring our district's established systems in the areas of **Coaching**, **Instructional Leadership**, and **Professional Development for Leaders** with a focus on providing text and task at the grade-level demand through the lens of the standards and releasing the work of the lesson to the students, increasing their ownership of and agency in their learning. |
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>• *How does this Priority fit into the District's vision, values and aspirations?*<br>• *Why did this emerge as something to prioritize?*<br>• *What makes this the right Priority to pursue?*<br>• *How does this fit into other Priorities and the District's long-term plans?*<br>• *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?*<br>• *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?* | Our district's vision and mission outline our goals of providing engaging learning experiences via a robust educational program. This year's district-wide focus on standards-aligned, rigorous curriculum and student ownership of their learning is aligned with the district's goals and will enable us to close the gap between our instructional intentions and our students' outcomes.<br><br>This priority - district-wide coaching, instructional leadership, and professional development for leaders - will support our building-level SCEP commitments using a strengths-based approach that supports teacher and leader growth through inquiry, discourse, and collaboration as we continue implementation of culturally responsive and standards-aligned curricula, research-based instructional practices, and student-centered engaging learning experiences.<br><br>The work around coaching, instructional leadership, and professional development for leaders is supported by district-wide structures such as our classroom visits and walkthroughs, which engage coaches and leaders in constructive and collaborative feedback with our classroom teachers. In 2022-23 instructional leaders completed 268 walkthroughs and 3,124 classroom visits across both the elementary and secondary levels. Our coaching and leadership model also complements our PLC model, which is identified as a top district priority by providing teachers a platform to make connections between content, strategies, assessment and student performance.<br><br>Elementary NWEA data shows that schools generally reached at least 50% their Conditional Growth Percentile in both ELA and Math, with some schools far exceeding this goal. At the middle level, NWEA data scores in Reading are below the 50% Conditional Growth Percentile and though the Math CGP is 56%, the data may be skewed by the confounding variable of introducing the use of a calculator on the exam. The data from State testing is not yet available but will be a part of the measures to ensure our intentions around the |

instructional coaching, leadership, and professional development match the outcomes for student achievement.

In the district's longitudinal survey, students have provided feedback around the following indicators which relate directly to the areas of curriculum, instruction, and assessment and tie directly into the district's implementation of its systems around coaching and instructional leadership.

**Areas of Strength:**

*Elementary:*
- We work with partners, or in groups in my class. (85.0%; up from 83.5%)
- My teachers explain things clearly when I make mistakes in class or on a test. (82.5%; down from 83.2%)
- My teachers tell us to ask questions. (75.3%; down from 78.3%)

**Emerging Areas of Strength:**

*Elementary:*
- My Principal / Assistant Principal visits my class. (70.0%; up from 69.2%)
- Students say the curricula is relevant to their interests and background. (69.5%; up from 63.8%)

*Secondary:*
- In class, we often work with partners, or in groups. (46.0%; up from 32.7%)
- We have a positive classroom environment that supports learning. (53.4%; up from 53.2%)
- My teachers explain things in different ways so that all students learn. (60.3%; up from 58.1%)

**Possible Risks:**

*Secondary:*
- Our school curriculum (work) is challenging. (46.1%; down from 47.7%)
- Students say the curricula is relevant to their interests and background. (40.1%; up from 38.1%)

For this priority, our goal is to focus on the emerging strengths and possible risks to ensure students begin to view these indicators as assets.

Instructional Coaching, Leadership, and Professional Development for Leaders is a priority that supports district-wide instruction in a variety of ways. We believe that the support from our instructional leaders - in coaching and in administrative roles - will enable our hard working educators to better align their text and task with the grade-level

demand of the standards and to plan instruction that centers the student and facilitates their ownership of and agency in their learning. This is the right commitment because it builds upon the existing research-based work and prioritizes implementing strong instructional strategies with fidelity and accelerating learning to close opportunity gaps for our students as we strive to eradicate disproportionality.

## 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? |
| **Instructional Coaching** | Instructional Coaches will:<br>• provide teachers and teacher teams with embedded professional development on effective instructional strategies and assessment analysis using an action research model.<br>• support teachers in deepening their understanding of how to:<br>  ○ foster cognitive engagement at the grade-level demand through the lens of the standards with a focus on text and task complexity (ELA/Social Studies). conceptual understanding and problem-solving (Math), and phenomenon-based learning (Science).<br>  ○ promote student voice, autonomy, and ownership for learning by shifting the work of the lesson to the students where they carry the cognitive load and engage in productive struggle both independently and in collaboration with their peers.<br>• support the development and implementation of consistent curriculum throughout the district, with a particular focus on cognitive engagement and student voice. | • funds dedicated to maintaining the instructional coach role<br>• funds dedicated to support professional development for teacher leaders (both formal and informal)<br>• time dedicated to coaching development and planning, including resource development and modification, collaborative planning, assessment development and analysis, and sharing of best practices |

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| | • model the mindset and pedagogy of culturally responsive practitioners committed to educational equity.<br><br>Peer Assistant Review Coaches will:<br>• support teachers in implementing effective instructional strategies by observing a teacher and providing feedback.<br>• provide new and struggling teachers with targeted support in building essential instructional skills.<br><br>Instructional Technology Coaches will:<br>• facilitate embedded professional development aligned to district goals around teacher use of educational technology to enhance instruction.<br>• support teacher integration of software tools that engage students in differentiated learning of standards-aligned content and skills. | |
| **Instructional Leadership** | Building and District Leaders will:<br>• directly support teachers and teacher teams with a focus on classroom visits, instructional walkthroughs, and cycles of inquiry in alignment with teacher and building goals related to high-leverage instructional practices that promote equity and culturally responsive pedagogy.<br>• maintain a systemic format for conducting and analyzing visits and walkthroughs that highlight areas of focus, grow teacher instructional practice, and foster complete cycles of inquiry.<br>• conduct paired/group visits and walkthroughs to support and calibrate instructional leadership practices.<br>• promote and monitor opportunities at the classroom, school, and district level that amplify student voice.<br><br>All Instructional Supervisors will:<br>• lead the implementation of standards-driven curricula that promotes | • time and funds dedicated to support all facets of professional development for Instructional leaders (both formal and informal)<br>• time dedicated for collegial paired/group walkthroughs including pre/post meetings to review areas of focus<br>• maintain the Microsoft Teams platform environment for the purpose of collecting and analyzing teacher feedback data |

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| | educational equity - the notion that it is a student's right to grade-level text and task through the lens of the standard, and it is the adults who are responsible for scaffolding up to the standards when students arrive with unfinished learning.<br><br>Humanities Instructional Supervisors will:<br>• lead the development and implementation of standards-driven curricula that is culturally responsive and thereby explicitly inclusive of the people, perspectives, and voices that have been historically excluded from texts utilized in schools in order to hone historical thinking skills and develop a critical literacy lens.<br>• promote and monitor opportunities to explore enduring issues/themes and social justice topics that are relevant to our students and their lived experiences in order to activate voice, develop agency, and promote civic readiness. | |
| **Leadership Development** | Building and District Leaders will:<br>• deliver and engage in professional development with a particular focus on educational equity, culturally responsive practice, and high leverage instructional practices.<br>• engage in inquiry at the teacher, team, and leadership level to deepen our capacity to lead difficult conversations about instructional practice and its relationship to student outcomes, and in particular, conversations about bias and the impact that bias has on the details of teaching and learning.<br><br>The Office of Professional Review will:<br>• deliver professional development with a particular focus on key APPR indicators for the purpose of calibrating instructional leaders through the lens of teacher evaluation and hosting discourse on best practices related to professional review. | • time and funds dedicated to support professional development for Instructional leaders (both formal and informal)<br>• maintain the Microsoft Teams platform environment for the purpose of harvesting and analyzing teacher feedback |

## 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 2023-24 school year.

- K-8 NWEA Fall to Spring Math and ELA Conditional Growth Percentile
  - K-5 ELA 57th to 65th
  - K-5 Math 60th to 65th
  - 6-8 ELA 44th to 50th
  - 6-8 Math 56th to 56th (confounding variable)
- 3-8 NYS ELA & Math assessments - improve by 3%
- 9-12 Regents exam proficiency - improve by 3%
- Improve identified survey indicators by 3%
- For K-5, increase the combined total of classroom visits from 1677 in 22-23 to 2,500 in 23-24
- For 6-12, increase the combined total of classroom visits from 1447 in 22-23 to 2,500 in 23-24; walkthroughs from 208 to 300

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria | 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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| Building and District Administrators will visit all classroom teachers to provide meaningful feedback and support to teachers in alignment to rigorous standards and prioritizing student-centered instruction. | Monthly | |
| With support from Instructional Coaches and Administrators, teachers will analyze NWEA and local benchmarks to inform curriculum adjustments, identify high-leverage instructional practices, and/or the need for professional development. | October 2023, January 2024, June 2024 (NWEA); Ongoing (Local benchmarks) | |
| Building and District Administrators will log classroom visits and walkthroughs using the Microsoft Teams tool to monitor successful implementation of standards-aligned and student-centered instruction. | Monthly | |

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| Building and/or District Leaders will meet with Instructional Coaches to ensure curriculum implementation, need for further professional development, and/or support for individual teachers. | Monthly | |
| Surveys of instructional staff and leadership personnel after professional development offerings to guide further planning and identify additional supports where needed. | Ongoing | |

# PRIORITY 3

## Our Priority

| What will we prioritize to extend success in 2023-24? | We are committed to the implementation of our **Multi-Tiered Systems of Support (MTSS)** plan because we know that when student to student, and student to teacher relationships are caring and positive, all students can achieve overall success. We are committed to fidelity in Tier 1 implementation for all staff by providing research-based professional development, and targeted support to staff responsible for Tier 2 and 3 implementation via feedback cycles and regular progress monitoring for academics, behavior, and attendance. |
|---|---|
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br><br>• *How does this Priority fit into the District's vision, values and aspirations?*<br>• *Why did this emerge as something to prioritize?*<br>• *What makes this the right Priority to pursue?*<br>• *How does this fit into other Priorities and the District's long-term plans?*<br>• *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?*<br>• *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?* | Multi-Tiered Systems of Supports- MTSS<br><br>The New York State Every Student Success Act (ESSA) plan incorporates the principles of multi-tiered systems of support (MTSS) as a framework for both academic and behavioral instruction. MTSS is grounded in the belief that all students can learn and all school professionals are responsive to the academic and behavioral needs of all students. Supporting the whole child, including the social-emotional well-being and academic achievement, continues to be a district priority. Providing Tier 1 support (SEL) has been inconsistent in most schools, and Tier 2-3 meetings have had fidelity issues.<br><br>This work fits into the district's vision and mission of excellence with caring relationships, and learning opportunities that are meaningful and equitable, allowing students to reach their full potential.<br><br>This priority is the right commitment and is supported by research. According to the Yale Center for Emotional Intelligence, a meta-analysis of 213 studies with 270K students in K-12 revealed:<br><br>Science Links Social-Emotional-Learning (SEL) to Student Gains:<br>• Social-emotional skills<br>• Improved attitudes about self, others, and school<br>• Positive classroom behavior<br>• 11 percentile-point gain on standardized achievement tests and Reduced<br><br>Risks for Failure:<br>• Conduct problems<br>• Emotional distress<br><br>Progress Monitoring and Outcomes: This priority is focused on the fidelity of Tiered Interventions as part of the MTSS process. The priority focuses on creating methods to continuously improve the MTSS process by implementing a feedback mechanism to adequately |

measure the effectiveness and implementation of interventions by examining student outcomes on an individual and group basis.

A focus of this priority is to implement a system of check-points of the action steps that will assess the frequency, type, and intensity of the academic, attendance, and behavioral intervention connected to specific students to ensure fidelity.

This work supports the district's long-term commitment to equity and Culturally Responsive Education. SCEP commitments of identified schools focus on the academic and social-emotional well-being of all students. This work will further support the identified goals, specific to building.

## 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? |
| MTSS Implementation | A tiered system of interventions and supports devised of an MTSS core and Tier 2/3 teams who monitor building, classroom, and individual student data to make adjustments and match services to demonstrated need. <ul><li>Data to be reviewed on a regular basis includes SRSS Universal screener (for K-8 pilot schools), attendance, behaviors and academics.</li><li>Link-It MTSS software pilot (at least one MS and one elementary school)</li><li>K-12 district team meets weekly to promote alignment of SEB initiatives</li><li>T1 and 2/3 meeting walk-through document utilized to develop consistency and promote best practice.</li><li>Middle level tracking document completed monthly.</li><li>SST members are engaged in ongoing training on intervention matrix and implementation of evidence and research-based interventions, with progress monitoring</li></ul> | <ul><li>An active district team: district wide behavior specialists, MTSS data coordinator, Assistant Director, and Director of PPS, and MTSS consultant</li><li>Time for the district team to support both the core and tier 2/3 teams in decision making and facilitation at the building level</li><li>A rotational schedule of support is utilized at the building level</li><li>Common Planning Time</li><li>PPS Department meetings to ensure consistent training on and implementation of interventions</li><li>Regular meetings with Assistant Director/Director of PPS, Home School Coordinators, and Attendance Teachers</li></ul> |

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| | • PD with building leaders on tiered interventions, MTSS process, referral to CSE, and maximizing SST team resources/schedules<br>• Monthly HSC and McKinney-Vento team meetings with Assistant Director<br>• Bi-Monthly Social Emotional Behavioral (SEB) Team meetings to align initiatives and provide technical assistance<br>• Middle level Common Planning times continue to be utilized for MTSS with BS and Pyschs pushing in.  CPT is also used for teachers to review and plan their lesson for RULER<br>• High School CPT has been used for their RULER rollout to review and plan for RULER lessons.  HS CPT is also being used to update and receive feedback from the HS's new MTSS subgroups. | |
| RULER- Social Emotional validated curriculum | • Teaching students the four anchors of RULER (Charter, Mood Meter, Blueprint and Meta -Moment)<br>• Explicit teaching of social emotional lessons to all students k-12<br>• Utilizing "Core Routines" as regular embedded strategies in the classrooms<br>• Fidelity to RULER scope and sequence guidance document and incorporation throughout core and encore classes<br>• RULER overview for all new staff | • Materials for RULER such as posters and lessons, books<br>• Ongoing professional development and consultation from SST and RULER implementation team members.<br><br>Evidence/observations in walkthroughs/CPT/other settings of:<br>• RULER materials posted on walls<br>• Specific RULER lessons to students<br>• Teachers referring to anchors, mood meter and meta-moment in classrooms as a live document in walkthrough and evaluation documents |
| Social-Emotional Behavioral Initiative Alignment | • Explicitly aligning PBIS with RULER and trauma-informed care best practice<br>• Explicit teaching and reeteaching of three B's rules and expectations, to include | • Time for the District-level team to develop the PBIS/RULER alignment |

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| | teaching to specific behavioral trends in discipline data (weapons, violence, drug possession, threats)<br>• Use of positive behavior rewards system<br>• Bimonthly SEB team meetings to provide technical assistance to buildings<br>• Biweekly office hours with District-wide Behavior Specialists to provide technical assistance<br>• Secondary - Hallway fidelity check document created to measure implementation<br><br>Evidence/observations in walkthroughs/CPT/other settings of:<br>• Teachers explicitly teaching rules, expectations to the students<br>• Visuals of the three Bs posted in walls and in halls.<br>• Praise or redirection specific language used by all staff<br>• Positive behavior rewards system in place and utilized | • Weekly district team meetings to promote K-12 alignment of SEB |
| Fidelity Monitoring | Administrators conducting walkthroughs in each classroom to monitor RULER/PBIS Tier 1 fidelity<br><br>Evidence of:<br>• Mood meter<br>• Blueprint<br>• Meta-moment<br>• Charter<br>• 3 Bs -<br>    • Be Safe<br>    • Be Respectful<br>    • Be Responsible<br>• Power BI<br>• Data Dashboard | • Tier 1 Fidelity Checklists not yet live in PowerBi<br>• Hallway fidelity checklist is now live in Teams (secondary) |

## 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 2023-24 school year.

Quantitative Data 2023-2024
1. 3% Decrease in Out of School Suspension Rate (from 11% in 22-23)
2. 3% Decrease in Chronic Absenteeism (from 39% in 22-23)

Qualitative Data 2023-2024
1. 100% Building implementation of the RULER K-12 social-emotional program as evidenced by the pacing guides (self-assessment)
2. Improve identified district survey indicators
3. 80% of walkthroughs show evidence of Tier 1 fidelity of RULER implementation

References:
Ruler is a systemic approach to Social Emotional Development developed at the YALE Center of Emotional intelligence. https://www.ycei.org/ruler

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria | When we would want to achieve that success criteria | What we ended up seeing *(complete after the date listed in the preceding column)* |
|---|---|---|
| MTSS Implementation<br>• Data Review (SRSS screener, attendance, behaviors, academics)<br>• Monthly meetings (various)<br>• Walkthrough and CPT monitoring<br>• Training on intervention matrix<br>• De-escalation techniques for all staff | • 3x/year – Oct., January, April<br>• ongoing<br>• ongoing<br>• fall semester<br>• ongoing | |
| RULER curriculum implementation<br>• Walkthrough Data – evidence of implementation<br>• Staff survey | • 3x/year<br><br>• 1x/year (District) | |
| Social-Emotional behavioral Initiative alignment<br>• SEB meetings notes review<br>• Hallway fidelity check data | • Bi-monthly<br>• Monthly | |

# 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) |
|------|------|------------------------|
| Joseph Hochreiter | Superintendent | District |
| Karen Bechdol | Asst. Superintendent | District |
| Lori McKenna | Asst. Superintendent | District |
| Cecily Wilson-Turner | Asst. Superintendent | District |
| Kent Baker | Asst. Superintendent | District |
| Rebecca Zimmerman | Parent | Albany HS |
| Marilyn Scott | Parent | Arbor Hill |
| Corie Hart-Nelson | Teacher | Hackett |
| Bridget Smith | Teacher/Literacy Coach | North Albany |
| Ashley Dillon | Teacher | Myers MS |
| Doranda Addison | Teacher/Math Coach | Giffen |
| Susan Tuminaro | Teacher/Math coach | Myers MS |
| Kayla Williams | Teacher/Math Coach | TOAST |
| Jeff Gilchrist | RtI/MTSS Coordinator | District |
| Tanya Pennock | RtI/MTSS Coordinator | District |
| Jillian Gonch | DW Behavior Specialist | District |
| Marcia Bouchard | DW Behavior Specialist | District |
| Migdalia Torres | Social Worker | Giffen Elementary |
| Rosalyn Gaines-Harrell | Principal | Arbor Hill Elementary |
| Frank DelSignore | Priority 1 Team Lead; Instructional Supervisor for Secondary Math & Business | District |
| Sara McGraw | Priority 1 Team Lead; Instructional Supervisor for Elementary STEM | District |
| Michele Bridgewater | Priority 1; School Improvement Director | District |
| Elaine Griessler | Priority 1: Director of Special Education | District |
| Robert LaCasse | Priority 1: Instructional Supervisor for Social Studies & World Language | District |
| Jennifer Houlihan | Priority 2 Team Lead; Instructional Supervisor for Secondary ELA, Rdg., Library | District |

| Amanda Powers | Priority 2 Team Lead; Instructional Supervisor for Secondary Science, Tech & FACS | District |
|---|---|---|
| Elizabeth Morphy | Priority 2; Instructional Supervisor for Elementary ELA, Rdg., Library | District |
| Shana Barber | Priority 2; Director of Professional Review and Testing Coordinator | District |
| Tom Giglio | Priority 2; Director of ENL and Refugee Services | District |
| Christina LeBrecht | Priority 2; Asst. Director of Special Education | District |
| Kerri Canzone-Ball | Priority 3: Team Lead; Director of PPS | District |
| Michael Panetta | Priority 3 Team Lead; Asst. Dir. of PPS | District |
| Patricia Wolfe-Cordova | Priority 3 Team Lead; Director of Data and Accountability | District |
| Karla McDowell | Priority 3; Asst. Dir. PPS | District |

# Meeting Dates

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

| Meeting Dates | Location |
|---|---|
| July 14 (Priority 2) | Tony Clement Center |
| July 17 (Priority 3) | Harriet Gibbons |
| July 24 (Priority 1 – 2 meetings) | Virtual |
| July 27 (Priority 2) | Tony Clement Center |
| July 31 (Priority 3) | Harriet Gibbons |
| August 2 (Full Committee) | Virtual |
| August 24 (Board of Education Presentation) | Harriet Gibbons Media Center |

# Districts with Schools Identified for TSI/ATSI Supports 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 | Instructional Supervisors who were co-leaders on Priorities 1 & 2, also served on the building level committees with teachers and administrators to develop the SCEP academic goals. Likewise, Student Support Services staff who led the Priority 3 work, were also represented at the building level PPS teams that developed the SCEP MTSS goals, inclusive of teachers. In this way, the buildings identified the specific outcomes desired at the building level, alongside district personnel, who in turn were able to leverage that information into our comprehensive DCIP designed to support buildings. |

| | |
|---|---|
| | In addition, PD survey results have been incorporated into the DCIP.  Our PD Plan teacher survey was completed by 454 APSTA staff (about 50% of staff – conducted in spring 2022).  The top 3 PD subjects for PD were: Content PD, Student Engagement, and Differentiation.  This aligns with the Priorities of the DCIP reflected in PLCs, Coaching and MTSS work.

The 2023 districtwide DTSDE survey responses collected at the district level did not experience any great level of variability from 2022.  Students continue to need strong levels of social emotional support, which is reflected in our Priority 3. These needs are identified by teachers and also reflected in the students' responses at the building level. |
| Parents with children from each identified subgroup | Parents were involved in the development of the SCEPs at the building level, as reflected on all building SCEP documents.

Two parents did a review of the DCIP; one of these parents provided extensive feedback and asked clarifying questions that resulted in tweaks to our document. |
| Secondary Schools: Students from each identified subgroup | Students are actively engaged in the SCEP process, particularly at the secondary level when their perspectives are collected and reflected in the building SCEP.  The SCEP trends drive DCIP development.

- Students feel empowered by their Student Equity Team participation where their voices are heard and valued
- Students want engaging and robust academic work
- Students continue to express the need for social-emotional support and recognition of their own individuality. |

# 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, 2023, 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).