District Comprehensive Improvement Plan (DCIP)

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

2023-24 Summary of Priorities

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

1	**Addressing Learning Loss/Improving Academic Outcomes**
2	**Social Emotional Well-Being**
3	**Addressing the Needs of Identified Student Subgroups**
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	The Kingston City School District commits to addressing learning loss as a result of the pandemic's effect and impact on the educational system and improving academic outcomes at all levels and for all students.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The pandemic has significantly impacted the effectiveness of providing educational experience, including the continued supports and resources needed to support the learning and growth of the whole child. The district's mission is educating, inspiring and graduating all students. Setting these high standards, identifying the specific expectations and communicating this collective intention with students, staff, caregivers, and the community in order to address the learning loss. It is imperative we strive to improve academic outcomes, for all students, with a focus on our identified subgroups in each school and districtwide. Although this learning loss has been addressed in some ways, the district and each schools' focus on who, what and how we approach this priority will be collaborative and developed to meet the specific needs of students. This will be determined based on trends from analyzing performance data and incorporated into the SCEP process for each school.

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?
Summer Programs	• Extended time for programming (K-8 extended the school	• Contractual compensation • Community contracts • Summer School Administrators • Communications & IT Depts

	day and length of the summer program) • Online tutorials modules for grades 5-7 for summer enrichment • Credit Recovery (gr. 10-12) though online program to allow students to recover credit over the summer (self-paced) • Partnering with community agencies for enhanced SEL (ex. Cornell Cooperative for Nutrition, Food, Cooking, etc.)	
Extended School Day	• Partnering with community agencies for enhanced SEL programming. • Academic and SEL support and enrichment • More intentional programming (KALP, TOPS, LAB programs) • Target subgroup populations • Add direct links and program information into documents • Include transition support for OSS students upon re-entry • Community outreach for additional support offerings • Include transition support for OSS students upon re-entry	• Contractual compensation • Community contracts

	• Community outreach for additional support offerings	
Credit Recovery	• Expanded programming for both middle schools • Expanded and continued programming at the Boys' and Girls' Club • Add links and details to website	• Contractual compensation • Licenses for additional students • Communications Dept
Transition Programs	• Enhanced orientation efforts • Programs for parents • Community and team building activities • Increase peer to peer support	• Contractual compensation • Volunteers • Planning • Refreshments
Teacher Strategies	• Learning targets • Data • Professional development	• Teacher support • Professional development
Reading/Phonics/Writing Curriculum inclusive of Multi-sensory Instruction	• PD for staff (aligned to inclusive of Montessori) • Implementation of the Fundations-Wilson Phonics into daily K-3 instruction • Implementation of Writer's Workshop K-1, 2-3	• PD • Contractual compensation • Creative scheduling
SS/Science with Literacy focus Curricula	• PD for staff (aligned to inclusive of Montessori)	• PD
Focus on Cohort Model	• Cohort teams individualize support for students • Progress Monitoring • Action plans developed	• Administrative supervision and evaluation of model
Curriculum Review/Adopt Culturally Relevant Curriculum	• Continued PD on CRE • Consultant to work with cadre of teachers • Differentiation of lessons and materials • Curriculum writing	• PD • Curriculum writing time • Contractual compensation • Contract with consultant
Increased Communication	• Embed hyperlinks into DCIP to pull directly from KCSD website	• Communications Dept

	Investigate other communication platforms for non-English speaking families • Implementation of New KCSD Website	Platform investigation of new website by Communications Dept, IT Dept, Ed 2DLaw Compliance Officer and Bilingual Family Workers

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.

KCSD will address learning loss by improving academic outcomes by increasing learning opportunities as measured by student attendance/engagement for students identified with greater than 10% chronic absenteeism by reducing this overall percentage by 1%. This data will be evaluated quarterly.

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)*
Student Attendance Data	Identify our baseline percentage, create a target goal and review quarterly through June 2024	
iReady ELA & Math (K-8)	Identify our baseline percentage in the Fall, create a target goal and review Winter and Spring data	
Graduation Rate	Ongoing monitoring	

Priority 1

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	The Kingston City School District commits to creating the conditions that foster strong relationships among caregivers, community, students and staff and a district/school climate and culture that values a sense of belonging and the physical, social and emotional well-being of everyone.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the District's vision, values and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The Kingston City School District's vision, mission values, aspirations and expected outcomes are only achieved through the positive, healthy and supportive relationships nurtured that value and respect both the physical and mental health of everyone.

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?
Mental Health Services	• All students will have access to Astor Clinics in buildings/campuses • All students have access to building level support teams • Increase behavioral supports for UPK • BARK – increase communications	• Contract with Astor
Trauma-informed Professional Learning	• Increase Professional Development for all staff	• Teachers • Therapists • All members of the school building

Increase Number of Registered Behavioral Technicians	• Ongoing Professional Development leading to certification as Registered Behavior Technician from the BCBA	• Ongoing support for RBTs
Continued Support for Addressing Student Attendance / Engagement	• Continue to expand the role of the Attendance SW position to support attendance/engagement at all levels	• Schedule • Expectations
Continue/Expand Restorative Practices work	• Parent sessions offered/planned • Building level teams will create plans to support individual buildings	• Teachers and staff identified • Training sessions planned • Contract with consultant
Increase Support for LGBTQ+ students and families	• GLSEN • Increase PD for teachers & admin	• PD
Student meals will include fresh fruit/vegetables - locally sourced	• Increased funding/support • Education programming • Consider expanding cultural food offerings	
Continues Access to Swim Lessons for All Students/Families	• All K-12 students will have access to YMCA &/or KHS pool for swimming instruction • Integrate swim lessons into elementary curriculum	• Staffing • Instructor pay • Contract with YMCA
Curriculum Review / Adopt Culturally Relevant Curricula	• Work with consultant centered around CRE inclusion in curricula during curriculum writing • Staff participation in curriculum modification and/or development	• Teachers and staff identified for curriculum writing • Contract with consultant
Continue to Expand Community Partnerships to support SEL (K-12)	Continue to contract with Community Partners to assist with SEL at all levels K-12	• Contract with Community Providers

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.

KCSD will support student social-emotional well-being by expanding mental health support services by adding an additional school-based clinic and increasing communication about services available to our students/families via multiple venues such as: flyers, text messages, website traffic (multiple languages).

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)
Increase in the number of students serviced through mental health support (both internal and external).	Quarterly caseload review Quarterly review of ISS/OSS data Quarterly review of DASA reports	
Parent Survey	Increased satisfaction with communication	
Website traffic	Ongoing monitoring	
KCSD texts and messaging	Ongoing monitoring	
Links added to DCIP and all KCSD communication for easy reference	Ongoing monitoring	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	The Kingston City School District commits to addressing the unique needs of our district's identified subgroups English Language Learners, Students with Disabilities, Economically Disadvantaged students, Black and Hispanic students.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The District will meet our vision and mission by identifying the unique needs of all student learners. All students will have a learning environment created where they can see themselves reflected in their teachers, leaders, curriculum and instruction. The District values the differentiation of approaches and lessons, with the necessary supports that are matched to student needs. The curriculum must be culturally responsive, inclusive of staff training/learning with continuous emphasis on developing a district staff who reflect our student and community demographic. District programming and resources must be allocated and accessible to all students without regulatory barriers.

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?
Implement and evaluate Instructional Program impact on identified subgroups	- Fast ForWord Reading intervention for SWD & ENL students - iReady – Implement MyPath individualized programming for tiered supports (K-8)	1:1 technology access - Build awareness - Professional Development for Teachers
Continue English Language Learner Outreach	- Increase awareness of Community Outreach workers to engage ENL students in education at all levels K-12 - Expand Community outreach to include tutoring	- Coordinators - Community Workers - Build awareness of the program

	• Include Bilingual Family Workers in building meetings	
Continue SIFE/ Newcomer Supports	• Utilize a program and track data for First Generation College bound students • Utilize a program and track data, facilitate all programming and planning for ELL population	• Space • Expectations • Flex-time • PD on Bridges
Continue to Develop Parent Academies	• Work with stakeholders to create a list of topics to be covered • Create a schedule for academies • Secure staff and community partners to assist (where applicable) • Identify key district personnel for continued communication • Develop multilingual focus group to identify needs (2-way dialogue)	• Space/locations • Time • Supplies • Contractual compensation • Food
Continue RtI Speech Intervention	• Provide Speech Improvement for all K/1 students in need	• Maintain staff of SLPs
Continue Professional Learning-Devereux	• Staff participation in professional development • Further refinement and development in MTSS • Development of a peer review committee • Restorative Practices	• Contractual Compensation • Space for de-escalation
Professional Learning-Increased Student Engagement	• Staff PD	• Contractual Compensation • Contract Providers
Increase Communication about Community Resources	• Investigate other communication platforms	• Platform investigation by Communications Dept, IT Dept, Ed 2D Law Compliance Officer

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.

KCSD will increase supports to address the needs of identified student subgroups by increasing awareness of community outreach and diversifying interventions to increase academic proficiency as seen in IReady, ISS/OSS, attendance, and graduation rate.

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)*
Increasing the number of Community Partnerships to support student learning	Quarterly review of number of students accessing these supports Quarterly review of ISS/OSS data iReady ELA & Math (K-8) and Local Assessments (9-12) Attendance data Graduation rate for 2024	
Increase communication about community resources	Quarterly review of website "traffic" Annual review of KCSD Culture & Climate Survey	

Priority 4

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)*
Dr. Paul J. Padalino	Superintendent	KCSD
Kirk Reinhardt	Deputy Superintendent	KCSD
MaryBeth Bonville	Asst. Supt./Secondary	KCSD
Dr. Stacia P. Felicello	Asst. Supt./ Elementary	KCSD
Dr. Alissa Oliveto	Director of Teaching & Learning	KCSD
Beth Lewis-Jackson	Director of Special Ed	KCSD
Kathy Sellitti	Director of Diversity, Equity & Inclusion	KCSD
Steven Spicer	BOE- President	BOE
Marie Anderson	BOE - Trustee	BOE
Dan Whalen	Director, Boys & Girls Club	
Dr. Rachel Scorca	Principal, KHS	KHS
Andrew Sheber	Principal, MCM	MCM
Shellian Heredia	Assistant Principal, JWB	JWB
Edith Schwimmer	Social Worker	KHS
Colleen Connors	ENL Teacher	Edson
Jodi Clemente	Teaching Assistant	Chambers

Wanda LoBianco	Principal, GW	GW
Jennifer Gribbin	Assistant Director	KCSD
Erin Nelson	Principal, Myer	Myer
Laura Sagan	Assistant Director	KCSD
Jana Conti	Assistant Director/UPK	Meagher UPK/KCSD
Jacqueline Mann	Instructional Coach	MCM
Kathleen Lowell	Principal, Edson	Edson
Chris Stein	Parent	Myer
Robyn Tiano	Parent	KHS
Erin Hilgart	Parent	GW
Stephanie Kearns	Parent	Crosby
Stacy Sainsbury	Parent	MCM
Michelle Kafel-Cintron	Parent	Myer
Alix Cutrone	Parent	KHS
Susan Dallies	Parent	MCM/KHS
Ninette Warner	Cornell Cooperative Extension	Edson
Laurie Berrios	Parent	JWB
Erica Brown	Parent/Radio Kingston	KHS
William Olsen	Parent	Crosby
Rebecca Leibowitz	Parent	JWB
Andre Lewis	Pastor, Point of Praise Church	
Kait McNamee	Cornell Cooperative Extension-4H	
Denise Hanlon	Parent	KHS
Nicole Murray-Lewis	Parent	Edson
Julie Jones	Family of Woodstock	

Meeting Dates

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

Meeting Date	Location
July 11, 2023	KHS W-214
October 19, 2023	KHS W-214
February 22, 2024	KHS W-214

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	All stakeholders participated in the development of the DCIP & TSI/ATSI SCEPs.
Parents with children from each identified subgroup	All stakeholders participated in the development of the DCIP & TSI/ATSI SCEPs.
Secondary Schools: Students from each identified subgroup	All stakeholders participated in the development of the DCIP & TSI/ATSI SCEPs.

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 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).