



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Pine Bush Central School District	Brian P. Dunn

2023-24 Summary of Priorities

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

1	Data Collection and Implementation to Drive Curriculum and Instruction
2	Chronic Absenteeism
3	Parent and Family Engagement
4	
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2023-24?	Data Collection and Implementation to Drive Curriculum and Instruction
Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i> - 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 Pine Bush Central School District is committed to participating in and implementing professional development in all content areas in order to increase rigor and expectations by using data to drive instruction which is more individualized, student-centered and inquiry based, to ultimately grow independent learners. This priority emerged due to minimal participation during remote learning and quarantines during the 2020-2022 school years. Student learning gaps increased and a greater number of students fell one or two grade levels behind. This ties into addressing absenteeism and parent and family engagement. Both of which are vital to student success. The data that is collected will allow us to provide more individualized instruction, close learning gaps created through remote learning, and allow for student growth as independent learners. Data-Driven Instruction is part of the SCEPs for ELA and math for setting high expectations and building rigor into the curriculum.

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?
The district will have a data collection process that is consistent across all buildings.	Each grade level/department will utilize a uniform process for data analysis—Data-Wise. Staff members will be trained in 5Lab, a data dashboard.	Teachers will need time to write common assessments, analyze data from assessments, diagnostic tests and benchmarks.
Grade levels/Departments will select an essential question focused on data in order to improve/inform/target instruction.	Departments by grade level will select an essential question focused on data in order to improve/inform/target instruction. On-going data collection, pre/post-test analysis	Teachers will need time to work with grade level/department colleagues.
Embedded professional development to enhance instruction in ELA and math and data-driven instruction.	Teachers will participate in professional development that will create more inquiry-based instruction, student choice, and student-centered instruction. This will include making	Funding for staff developers, and substitutes during embedded PD will be required to complete this work.

Priority 1

	the curriculum relevant to real-world situations, as well as address specific student needs. Benchmarks, pre /post assessments, ongoing data collection, immediate feedback, and coaching within the classroom. Administrators will utilize formal and informal observations to monitor while holding teachers accountable to ensure the PD is implemented with fidelity.	
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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. 90% of teachers will consistently collect and analyze data to support building/district learning goals.
2. 85% of students will meet 100% of their yearly growth as measured by the iReady diagnostic test in both Math and Reading.
3. By the end of the 2023-24 School Year, grades 3-8 New York State Testing Results across all students and subgroups will show: The number of students scoring at Level 2 will increase by 20% from previously scoring Level 1; AND the number of students scoring at Level 3 will increase by 20% from previously scoring Level 2.

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)
50% of teachers will have collected and analyzed data by the end of the first quarter/trimester.	November 30, 2023	
75% of teachers will have collected and analyzed data by the end of the second quarter/trimester.	March 22, 2024	
85% of students in grades 2-5 will have used iReady Reading and Math a minimum of 180 minutes.	November 10, 2023	

Priority 1

85% of students in grades 6-8 will have used iReady Reading a minimum of 120 minutes	November 10, 2023	
At least 75% of students in grades K-8 will meet 50% of their yearly growth as measured by the second administration of the iReady diagnostic in reading and math	February 2, 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24? Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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?	Chronic Absenteeism The Pine Bush Central School District is committed to providing all students with a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged. Attendance is directly related to student achievement and social-emotional well-being. Due to ESSA accountability measures, and student academic, social-emotional, and college/career readiness needs, our district has prioritized reducing our chronic absenteeism rates. Positive school attendance will allow students to take advantage of all the other opportunities the district is providing. When students are at school they are engaged in learning, and their needs are being monitored so that programming can be provided as needed. Student attendance allows for positive socialization skills provided by School Counselors and SEL curriculum.
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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?
Increase education and communication about chronic absenteeism at all grade levels.	Administrators and school staff will create programming and communication tools that are age-appropriate for their students. The district will use social media to promote awareness of chronic absenteeism. The district will provide regular contact to caregivers indicating students' attendance status. The district will utilize ParentSquare as a means of communication with families, as well as a data dashboard to accurately track data.	School staff requires additional time to make connections for parent outreach. Each school will require its own resources based on the programming and communication tools they are using. The District Communications Specialist will be responsible for utilizing social media to promote awareness of the importance of school attendance.
Providing a school environment where students and families feel welcomed and supported.	School staff will welcome students and families to come into the school at the beginning of the school year.	School staff will need time and money for planning and participating in orientation and

Priority 2

	School staff will maintain contact with families and students through phone calls, home visits, ParentSquare, etc.	open house. School Counselors, School Psychologists, school Social Worker, Principal & Assistant Principals will help support this process.
Conduct home visits to chronically absent students for whom other interventions have been unsuccessful.	School staff will create a protocol for identifying students for whom initial interventions have been unsuccessful and are in need of more targeted / personal encouragement to attend school regularly. Support staff and administrators will visit the homes of these students with the goal of determining reasons for the student's lack of attendance and collaborating with families to create a workable plan to get the student to school regularly.	Support staff and administration will need time to determine criteria that qualify a student for a home visit and a clear protocol for safely conducting the home visit itself. Those conducting the home visits will need time during the day to actually conduct the visits. Additional training will be necessary to familiarize the staff conducting the visits with community resources available to these families in need that may assist in eliminating some of the roadblocks to regular school attendance.

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.

By the end of the 2023-24 school year, the chronic absenteeism rate will indicate a decrease by at least 3% over the 2022-23 rate.

Goals:

Pine Bush High School: 21.6%

STARS: 69.9%

Circleville Middle School: 16.9%

Crispell Middle School: 16.7%

Circleville Elementary School: 21.4%

EJ Russell Elementary School: 13.9%

Pakanasink Elementary School: 27.5%

Pine Bush Elementary School: 24.5%

Priority 2

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 <i>(complete after the date listed in the preceding column)</i>
Programming and communication tools will be created and implemented by a district attendance committee.	10/31/23	
Each building will have regularly scheduled Student Support Staff Meetings where data will be reviewed and action steps will be put in place to address individual students. Buildings can schedule parent meetings, home visits, or other interventions as needed.	On-going	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Parent and Family Engagement
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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 Pine Bush Central School District prioritizes parent and family engagement to strengthen our school community. As a district, parent and family engagement is crucial to the success of our students and building(s). Parent and family engagement is the umbrella where, with high engagement, all of the other priorities can also advance. The District needs to provide a safe and nurturing environment where students and families feel comfortable reaching out for support. Additionally, PBCSD staff need to be aware of inequities in order to be culturally responsive in the classroom. This priority supports the SCEP commitments by engaging families in their child's education. When families and communities are active members in their student's education, attendance rates increase, engagement in academics increases, and there is a positive social-emotional learning environment in every 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?
Develop authentic connections with students and their families.	Staff members will personally invite families to the school-wide events. The district will invite parents to community events. Parent/family engagement tables will be set up at event(s) to hand out pertinent information to parents/families. Encourage PTA/PTO participation in attendance at school event(s).	The District Communications Specialist will share information on the District's Website/social media. PBCSD staff will individually call targeted parents/families to attend events. Time is needed for parent outreach.
Offering alternatives to in-person attendance to conferences/ meetings, etc.	PTA and district/building level committee meetings will offer Google Meet so parents who are unable to attend in person can still participate.	Equipment to offer Google Meet.

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	Teachers will offer Google Meet to parents as an alternative to an in-person parent/teacher conference.	
Implementation of ParentSquare as a district-wide communication tool.	All faculty and staff will utilize the ParentSquare platform to communicate directly with parents and families.	Training opportunities for staff members Time for parents to familiarize themselves with the platform.
Develop authentic relationships/partnerships with local businesses and community organizations	Include local businesses/clubs (PTA/PTO, Tri-County Prevention Coalition, Boys and Girls Club, Boy and Girl Scouts, Industry of Council partners, etc.) in district-wide school events to help encourage a higher number of family attendees during events.	Assistant Superintendent for Instruction and the Executive Director of HR will work with building administrators and social workers to create stronger relationships with business owners and community groups in the district.
Continue to offer Rosetta Stone to any family in the district as a way to allow them to learn another language.	Inform families of this opportunity via school messaging, ParentSquare, social media, website and phone calls.	Building principals and teachers will ensure families within their building are aware of this offering. The district's Public Information Specialist will ensure families are informed about Rosetta Stone via ParentSquare, social media, website and phone calls.

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. Plan and execute a minimum of two school-wide community events led by the admin/teachers and/or volunteers at each building.
2. 45% of families in the community attend at least one school-wide event.

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)
One school-wide community event will be held by the end of the first semester.	January 31, 2024	
At least 23% of families will attend one school-wide event by the end of the first semester.	January 31, 2024	

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Amy Brockner	Assistant Superintendent for Instruction	District
Mary Ann Wilson	Consultant	District
Aaron Hopmayer	Principal	PBHS
Kelly Cooke	English Department Chairperson	PBHS
Michael Ciarelli	Math Department Chairperson	PBHS
Michael Smith	Middle Level Content Leader	CMS
Brian Breheny	Principal	PAK
Kristin Slover	Principal	CES
Samantha Mossman	Middle Level Content Leader	CMS
Lisa Repke	Middle Level Content Leader	CMS
Romulo Gabriel	Middle Level Content Leader	CVMS
Amy Zupetz	Parent	PBHS
Christopher Passudetti	PBTA President	PBHS/All Teachers
Anthony Muia	Assistant Principal	EJR
Katie Hennessey	Assistant Director of Special Programs	District
Carly Cintron-Kaye	Special Education Teacher	CMS
Heather Mowen	Teacher	EJR

Meeting Dates

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

Stakeholder Participation

Meeting Date	Location
June 20, 2023	Virtual
July 17, 2023	District Office
July 31, 2023	Virtual

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 content area leaders/teachers from the middle level (3 from a TSI school) and an elementary teacher from the other TSI school are on the DCIP team. Two are also a part of the SCEP teams (one from each TSI school).
Parents with children from each identified subgroup	Parents actively participated on both the Crispell Middle School and EJ Russell Elementary School (TSIs) SCEP development teams. Information gleaned from the SCEPs was used in the development of this document.
Secondary Schools: Students from each identified subgroup	N/A

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 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).