



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hudson City School District	Dr. Juliette Pennyman

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

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 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 implementations via feedback cycles and regular progress monitoring for academics, behavior, and attendance.
3	We commit to ensuring that all students and staff develop social-emotional teaching and learning skills that enable them to identify their emotions and initiate self-regulation strategies by fostering relationships between adults and students to ensure that students feel they have advocates and are supported.
4	We are committed to reducing the gap between our intentions and outcomes by increasing student proficiency and reducing disproportionality in student performance among subgroups by enhancing our delivery of instruction through project-based learning .
5	

Priority 1

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>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 (PLCs) that focus on data-driven practices, instructional planning, and continued professional development.</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>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.</p> <p>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.</p> <p>PLCs emerged as a research-based means to collectively grow teacher practice, analyze student data and 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.</p> <p>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.</p> <p>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.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Learning Communities</p>	<p>Providing common planning time to all grade-level teachers/department chairs to facilitate the data cycle process, share best practices, lesson review for standards lift, and deliver professional development</p>	<p>Common planning time (CPT) for teachers</p>
<p>Coaching Cycles</p>	<p>Providing instructional coaches/building leaders/grade level chairs/department chairs to work directly with teachers in cycles of practice including modeling, co-teaching, planning, and resource development</p>	<p>Funding for Instructional Coaches/Building leaders/grade level/department chairs Professional development</p> <p>Instructional Coaches/Building leaders/grade level/department chairs conferences, workshops, seminars (in person or virtual) at all levels</p>
<p>Data Teaming</p>	<p>District Administrators and/or Instructional Coaches/Building leaders/ grade level/department chairs will provide teachers with training on implementing the data protocol and understanding the data reports.</p> <p>Designated curriculum leaders will attend grade-level team meetings to assist teachers in utilizing the protocol.</p> <p>Teachers will engage in ongoing data cycles using formative and summative assessments to identify and remediate gaps</p> <p>District and Building Administrators and/or Instructional Coaches/Building leaders/grade level/department chairs will facilitate Benchmark analysis</p> <p>Teachers will engage in instructional</p>	<p>Common release time for Teachers</p> <p>Funding for Instructional Coaches/Building leaders/grade level/department chairs to facilitate process</p> <p>Funding for student assessment platform</p> <p>Implementation of data analysis process</p>

Priority 1

	planning and resource development in response to data analysis	
Coordinated Master Scheduling	<p>Elementary: 2x month CPT grade level meetings facilitate by Instructional Coach/Grade level chairs and/or Building Principals (or designee) to foster collaborative data driven planning for Core Instruction and Interventions in ELA and Math</p> <p>Secondary: Synchronizing PLCs across secondary buildings to ensure opportunities for district-wide collaboration on a quarterly basis</p>	Common planning time (CPT) for teachers and instructional coaches/building leaders
Embedded Professional Development	<p>Sharing best practices of instructional tools, student voice, culturally responsive instruction, and data analysis to inform differentiation</p> <p>Unpack the content area standards and curriculum with a focus on understanding the rigor and looks-fors within a given standard</p> <p>Embedding culturally diverse and responsive instruction into curricular units</p> <p>Increasing the use of instructional technology to amplify student engagement and learning outcomes</p>	<p>Release time for some professional development sessions</p> <p>Funding for Instructional Coaches/Building leaders/ grade level/department chairs and Interventionists and professional development (Math, ELA, ENL, Special Education, & Technology)</p> <p>Funding for instructional Tools</p> <p>Funding for conferences</p> <p>Funding for consultant support</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Priority 1

Elementary: Qualitative data will be reviewed from CPT notes quarterly to determine growth on best practice instructional planning.
 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 2024.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
CPT notes kept by team for each meeting and on file for each building (via Google shared files)	Ongoing	
Building and/or District Administrators (or designee) 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 Coaches/Building leaders/ grade level/department chairs to determine growth on best practices instructional planning	ELA & Math Coach/Instructional Leadership meetings scheduled for: November 2024, January 2025, March 2025, May 2025	
Teachers with support from Instructional Coaches/Grade level leads/Department Chairs and Administrators will analyze Formative assessment data, progress monitoring data and local benchmarks to inform curriculum adjustments, identify high-leverage instructional practices, and/or the need for professional development	October 2024, January 2025 June 2025	
Secondary: Instructional Coaches/Department Chairs/Building leaders will log CPT visits using the	Monthly	

Priority 1

<p>Secondary CPT Continuum to monitor successful implementation of best practice instructional planning.</p>		
<p>Building and/or District Leaders (Designee) will meet with Instructional Coaches/Grade level leads or Department Chairs to ensure curriculum implementation, need for further professional development, and/or support for individual teachers.</p> <p>Surveys of staff after professional development offerings to guide further planning and identify additional supports where needed</p>	<p>Monthly</p> <p>Ongoing</p>	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>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 implementations via feedback cycles and regular progress monitoring for academics, behavior, and attendance.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Multi-Tiered Systems of Supports- MTSS</p> <p>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.</p> <p>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 has been inconsistent in each of the three schools. Tier 2-3 meetings have had consistency concerns due to scheduling conflicts and instructional support issues.</p> <p>This work fits into the district’s vision and mission of working in partnership with our community, to advance the intellectual, social and emotional development of all students to prepare them for college, career and citizenship while embracing all students and inspiring them to achieve their personal best as Blue Hawks and beyond.</p> <p>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:</p>

Priority 2

	<p>Science Links Social-Emotional-Learning (SEL) to Student Gains</p> <ul style="list-style-type: none"> • Social-emotional skills • Improved attitudes about self, others, and school • Positive classroom behavior • 11 percentile-point gain on standardized achievement tests and Reduced <p>Risks for Failure:</p> <ul style="list-style-type: none"> • Conduct problems • Emotional distress <p>Progress Monitoring and Outcomes: This priority is focused on the fidelity of Tiered Interventions as part of the MTSS process.</p> <p>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.</p> <p>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.</p>
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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?
MTSS Implementation	<p>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.</p> <p>Data to be reviewed on a regular basis includes a universal</p>	<p>An active district team: district wide behavior support personnel, social workers MTSS data coordinator, Administrators (designee), Student Support Services and MTSS consultant/professional development, other designated personnel and support (as</p>

Priority 2

	<p>screeener, progress monitoring trends, return on intervention, attendance, behaviors and academics.</p> <ul style="list-style-type: none"> • MTSS software (Branching Minds) • T1 and 2/3 meeting walk-through document utilized to develop consistency and promote best practice. • ES/MS/HS level tracking document completed monthly. • Student Support Service team members are engaged in ongoing training on intervention matrix and implementation of evidence and research-based interventions, with progress monitoring <p>PD with building leaders on tiered interventions, MTSS process, referral to CSE, and maximizing student support services team resources/schedules</p> <ul style="list-style-type: none"> • Bi-Monthly Social Emotional Behavioral (SEB) Team meetings along with MTSS team meetings to align initiatives and provide technical assistance • Elementary and Secondary level Common Planning Times (CPT) continue to be utilized for MTSS. CPT is also used for teachers to review and plan their lesson for SEL (RULER). 	<p>determined by the Superintendent)</p> <ul style="list-style-type: none"> • Time for the district team to support both the core (T1) and Tier 2/3 teams in decision making and facilitation at the building level • A rotational schedule of support is utilized at the building level • Common Planning Time • PPS/Student Support Services Department meetings to ensure consistent training on and implementation of interventions • Regular meetings with Student Support Services personnel and MTSS team <p><i>May need to create a separate SEB team</i></p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year. The DCIP team will meet quarterly to review progress toward meeting district goals. The DCIP team will analyze SCEP data based on the reporting structure of the identified school.

Quantitative Data 2024-2025

1. 3% Decrease in Out of School Suspension Rate
2. 3% Decrease in Chronic Absenteeism

Qualitative Data 2024-2025

1. 100% Building implementation of the RULER K-12 social-emotional program as evidenced by the pacing guides (self-assessment) to support MTSS implementation
2. Improve identified district survey indicators
3. 80% of walkthroughs show evidence of Tier 1 fidelity of MTSS strategies 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
MTSS Implementation <ul style="list-style-type: none"> • Data Review (universal screener, attendance, behaviors, academics) • Monthly meetings (various) • Walkthrough and CPT monitoring • Training on intervention matrix • De-escalation techniques for all staff 	3x/year formative assessment of District data compiled: October January May/June <ul style="list-style-type: none"> • ongoing • ongoing • fall semester • ongoing 	
RULER curriculum implementation <ul style="list-style-type: none"> • Walkthrough Data – evidence of 	3x/year (School level) October	

Priority 2

implementation • Staff survey Site-based meetings – review meeting minutes	January May/June 2x/year (District) Summary data: December June	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We commit to ensuring that all students develop social-emotional teaching and learning skills that enable them to identify their emotions and initiate self-regulation strategies by fostering relationships between adults and students to ensure that students feel they have advocates and are supported.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>RULER implemented District wide</p> <p>The RULER Emotional Intelligence program, developed by the Yale Center for Emotional Intelligence, focuses on enhancing emotional skills in schools and organizations. It aims to improve well-being, academic performance, and social relationships by teaching individuals how to Recognize, Understand, Label, Express, and Regulate emotions (RULER). The program integrates evidence-based practices into curricula and professional development. RULER promotes a positive school climate and supports the development of empathy, conflict resolution, and decision-making skills. It has been implemented in numerous schools worldwide, demonstrating significant benefits in emotional and academic outcomes.</p> <p>Through the implementation of RULER, our students will be able to clearly identify their emotions and initiate self-regulation strategies prior to escalation. Additionally, our students will be able access their support system to resolve conflicts or issues. We envision that our Tier 3 scholars will be able to use additional support systems to also navigate de-escalation techniques. Finally, we will use Branching Minds as a set of resources for teachers and students to access techniques and strategies at Tier 1, Tier 2 and Tier 3 of our SEL and MTSS processes.</p> <p>The vision of the Hudson City School District is to create an inclusive learning environment that honors the many passions, cultures and talents of the students. As a learning community, stakeholders are committed to learning, exploring and achieving together. The social-emotional learning of students, faculty and staff is critical in the process of improving the District. Implementing RULER district-wide aligns with our</p>

Priority 3

mission of embracing all students and inspiring them to achieve their personal best as Blue Hawkes and beyond.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>RULER- Social Emotional validated curriculum</p>	<ul style="list-style-type: none"> • Teaching students the four anchors of RULER (Charter, Mood Meter, Blueprint and Meta -Moment) • Explicit teaching of social emotional lessons to all students k-12 • Utilizing “Core Routines” as regular embedded strategies in the classrooms and staff charter posted and classroom charters in all classrooms • Fidelity to RULER scope and sequence guidance document and incorporation throughout core and encore classes • RULER overview for all new staff 	<p>Materials for RULER such as posters and lessons, books</p> <ul style="list-style-type: none"> • Ongoing professional development and consultation from SST and RULER implementation team members. <p>Evidence/observations in walkthroughs/CPT/other settings of:</p> <ul style="list-style-type: none"> • RULER materials posted on walls • Specific RULER lessons to students • Teachers referring to anchors, mood meter and meta-moment in classrooms as a live document in walkthrough and evaluation documents
<p>Social-Emotional Behavioral Initiative Alignment</p>	<p>Explicitly aligning MTSS with RULER and trauma-informed care best practice</p> <ul style="list-style-type: none"> • Explicit teaching and reteaching rules and expectations, to include teaching to specific behavioral trends in discipline data (weapons, violence, drug possession, threats) • Use of positive behavior rewards system • Bimonthly MTSS team meetings to provide technical assistance to buildings • Biweekly office hours with District-wide 	<p>Time for the District-level team to develop the MTSS/RULER alignment</p> <p>Bi-weekly district team meetings to promote K-12 alignment of MTSS and SEL</p> <p>Support for Branching Minds</p>

Priority 3

	<p>Behavior Support Personnel/Social worker to provide technical assistance</p> <ul style="list-style-type: none"> • Secondary: document created to measure implementation <p>Evidence/observations in walkthroughs/CPT/other settings of:</p> <ul style="list-style-type: none"> • Teachers explicitly teaching rules, expectations to the students • Visuals of the District’s SEL core beliefs posted in walls and in halls. • Praise or redirection specific language used by all staff • Positive behavior rewards system in place and utilized 	
<p>Fidelity Monitoring</p>	<p>Administrators conducting walkthroughs in each classroom to monitor RULER/MTSS Tier 1 fidelity</p> <p>Evidence of:</p> <ul style="list-style-type: none"> • Mood meter • Blueprint • Meta-moment • Charter 	<p>Tier 1 Fidelity Checklists</p> <p>Classroom/Hallway fidelity checklist</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

- 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

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THROUGHOUT THE YEAR

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Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
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RULER curriculum implementation <ul style="list-style-type: none"> • Walkthrough Data – evidence of implementation • Staff survey 	<ul style="list-style-type: none"> • 3x/year (School level) October January May/June • 2x/year (District) December June 	
Social-Emotional behavioral Initiative alignment <ul style="list-style-type: none"> • MTSS meetings notes review 	Bi-monthly (School) Quarterly (District)	

Priority 3

• Hallway fidelity check data		

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We are committed to reducing the gap between our intentions and outcomes by increasing student proficiency and reducing disproportionality in student performance among subgroups by enhancing our delivery of instruction through project-based learning.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>As a district, we provide our students with a rigorous and engaging educational experience that prepares them for success in college, career, and life. We are committed to implementing project-based learning (PBL) across our curriculum and grade levels.</p> <p>Through PBL, our students will have the opportunity to apply their knowledge and skills to solve real-world challenges and problems. They will work collaboratively in teams, developing critical thinking, communication, and project management abilities. PBL allows students to take ownership of their learning, pursue their interests and passions, and develop crucial 21st century skills.</p> <p>As we utilize PBL, we aim to develop self-motivated learners who can critically analyze information, creatively solve problems, effectively communicate ideas, and productively collaborate with others. We believe PBL provides authentic learning experiences that will allow our students to thrive in our rapidly changing world.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>

Priority 4

<p>Professional Development and Training</p>	<p>Assessment of Needs: Conduct a needs assessment to understand the current level of understanding and experience with PBL among teachers and staff.</p> <p>Development of Training Programs: Create comprehensive training programs that cover the fundamentals of PBL, including planning, execution, assessment, and reflection.</p> <p>Workshops and Seminars: Organize regular workshops and seminars led by experienced PBL educators and experts.</p> <p>Mentorship and Coaching: Establish a mentorship program where experienced PBL teachers can support and guide their colleagues.</p> <p>Ongoing Support: Provide continuous professional development opportunities, including refresher courses and advanced PBL strategies.</p>	<p>Funding for training programs and professional development activities.</p> <p>Access to PBL experts and consultants.</p> <p>Training materials and resources, such as books, online courses, and toolkits.</p> <p>Time allocated for teachers to attend training sessions and collaborate.</p>
<p>Curriculum Integration and Development</p>	<p>Curriculum Mapping: Align PBL projects with state and district standards to ensure they meet educational requirements. Select programs to deliver PBL in the most efficient manner.</p> <p>Interdisciplinary Projects: Design projects that integrate multiple subjects, encouraging a holistic learning approach.</p> <p>Collaborative Planning: Facilitate collaboration among teachers to develop and plan interdisciplinary PBL units.</p> <p>Pilot Programs: Start with pilot programs at all three levels in select classrooms or grades to test and refine the PBL approach.</p> <p>Evaluation and Feedback: Collect and analyze data on the effectiveness of PBL projects and use feedback to improve future implementations.</p>	<p>Curriculum planning tools and software.</p> <p>Access to a library of successful PBL project examples and templates.</p> <p>Collaboration platforms for teachers to share ideas and resources.</p> <p>Funding for pilot programs and evaluation processes.</p> <p>Funding for materials, professional resources.</p> <p>Professional development for rubric creation best practices to ensure sound metrics for success in accordance with individual needs of students.</p>

Priority 4

	Project Based Implementation Plan that aligns with grade level standards, including professional development, timeline, budget, development of rubric, communication to students and families based on best practices.	Site visits to other schools that have successful models of PBL.
Community and Stakeholder Engagement	<p>Awareness Campaign: Conduct an awareness campaign to inform parents, students, and community members about the benefits and goals of PBL.</p> <p>Partnerships with Local Organizations: Establish partnerships with local businesses, organizations, and higher education institutions to provide real-world context and resources for PBL projects.</p> <p>Parent and Community Involvement: Involve parents and community members in PBL projects through volunteer opportunities, guest speaking, and project presentations.</p> <p>Showcase Events: Organize events where students can present their PBL projects to the community, fostering a sense of pride and accomplishment.</p> <p>Feedback Mechanisms: Create channels for parents and community members to provide feedback on PBL implementation and outcomes.</p>	<p>Communication tools and platforms for outreach and engagement.</p> <p>Marketing materials, such as brochures and informational videos.</p> <p>Partnerships with local businesses, non-profits, and higher education institutions.</p> <p>Venues and resources for showcase events.</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

Priority 4

By strategically focusing on professional development, curriculum integration, and community engagement, a K-12 school district can effectively implement PBL, providing students with engaging, real-world learning experiences.

3% increase in class participation (as determined by district)

3% increase in attendance

3% increase in student engagement (Student survey)

3% increase in family participation in family nights, parent conferences, etc.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
Student survey data Formative assessment data Teacher planning documentation Photos and videos documenting student choice and voice in hands-on learning (PBL)	Technology: Adequate technology infrastructure, including computers, tablets, internet access, and software tools for project management and collaboration. Funding: Grants, district funding, or sponsorships to support training, resources, and project implementation. Administrative Support: Strong support from school and district administration to champion PBL and provide the necessary backing.	

Priority 4

	Assessment Tools: Development or procurement of assessment tools tailored to PBL to measure student progress and project outcomes effectively.	

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. Juliette Pennyman	Superintendent	Hudson City School District
Dr. Tia Pressey	Manager of Diversity, Equity and Inclusion	Hudson City School District
Mark Brenneman	Principal	M.C. Smith Elementary
Carrie Patch	Associate Principal	M.C. Smith Elementary
Kristen Strothmann	Associate Principal	M.C. Smith Elementary
Kimberly Cruger	ELL teacher	M.C. Smith Elementary
Allison Hagner	Reading Specialist	M.C. Smith Elementary
Jill Hanley	Classroom teacher	M.C. Smith Elementary
Amanda Reyome	Classroom teacher	M.C. Smith Elementary
Megan Sullivan	Classroom teacher	M.C. Smith Elementary
Marlena Peduzzi	District Literacy Coordinator	M.C. Smith Elementary
Kate Treacy	Parent Advocate	M.C. Smith Elementary

Name	Role	School <i>(if applicable)</i>
Rhode Cooper	Principal	Hudson City Junior High School

Our Team's Process

Kim Carnegie	Director of Student Services	Hudson City School District
Kenny Behr	Assistant Principal	Hudson City Junior High School
Mollie Zucker	Assistant Principal	Bluehawk Acedemy
Dr. Julia Coryell	ELL Teacher	Hudson City Junior High School
Angela Spanakos	Special Education Teacher	Hudson City Junior High School
Lakia Walker	Parent Advocate	Hudson City Junior High School
Andrea Simmons	Teacher Assistant	Hudson City Junior High School
Derek Reardon	Principal	Hudson City High School
Philip Campbell	Assistant Principal	Hudson City High School
Cheryl Rabinowitz	Manager of Instructional Technology	Hudson City High School
Katherine Vera	School Psychologist	Hudson City High School
Lisa Schmitt	Special Education Teacher/ Dept Chair SpEd	Hudson City High School
Mary Conroy	General Education Teacher. Language Dept.	Hudson City High School
Jill Turner	Parent Advocate	Hudson City High School

Our Team's Process

Meeting Dates

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

Meeting Date	Location
March 12, 25 2024	M.C. Smith Elementary School Library
April 4, 8, 15, 22, 29	M.C. Smith Elementary School Library
May 6, 13, 20	M.C. Smith Elementary School Library
June 3	M.C. Smith Elementary School Library

Districts with Schools Identified for TSI/ATSI Support Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	<p>The buildings identified teachers and staff to serve on the SCEP team. 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.</p> <p>Teams worked collaboratively to determine the data-driven priorities, key strategies and resources needed to be implemented to achieve the goals of the SCEPs.</p>
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. The same parents served on the DCIP team to ensure continuity and alignment between the school comprehensive education plans and the district comprehensive improvement plan.

Stakeholder Participation

<p>Secondary Schools: Students from each identified subgroup</p>	<p>Students were actively engaged in the SCEP process, at both the elementary and the secondary levels through surveys and interviews to gather their perspectives. Student perspectives were collected and reflected in the building SCEP. The SCEP trends drive DCIP development.</p>
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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, 2024, 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).