New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Hudson City School District	Dr. Brian Bailey

School Key Strategies

What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?

Instructional Key Strategies	Schools
Multi-Tiered System of Supports (MTSS) using Branching Minds for Math	Hudson Junior High School
Multi-Tiered System of Supports (MTSS) using Branching Minds for ELA	Hudson Junior High School
Provide Tier 2 students in 7th grade with an additional daily math block	Hudson Junior High School
Focus on improving academic and organizational skills Implementing the AVID program in 6th and 7th grade	Hudson Junior High School
Reevaluate scheduling using data from Branching Minds for Math and ELA	Hudson Junior High School
Focusing on increasing attendance across the building	M.C. Smith Elementary School
Provide Faculty PD in preparations for Implementing the AVID program 2nd-5th grade to prepare for improving academic and organizational skills	M.C. Smith Elementary School

Bi-weekly PLC meetings among all grade levels; ELA coaching meetings; triannual data meetings; monthly MTSS meetings; and individualized MTSS meetings as needed	M.C. Smith Elementary School
Improving writing by committing to at least 15 minutes a day in all grades K–5 and expecting students to read each night at home and daily in class	M.C. Smith Elementary School
Increasing community involvement	M.C. Smith Elementary School
Non-Instructional Key Strategies	**Schools**
Implement Restorative Practices	Hudson Junior High School
Implement RULER and(Social-Emotional Learning Program)	Hudson Junior High School

District Support

What actions will the district lead to support improving teaching practices related to these key strategies?

Action	Person Responsible	When
Provide district-level coordination and oversight of MTSS implementation, including the use of Branching Minds to monitor Tier 1, Tier 2, and Tier 3 interventions at the elementary and junior high school levels.	Interim Executive Directors of Curriculum and Instruction , Superintendent, Executive Director of Business and Finance.	2025-2026 School Year
Support junior high school leaders in refining AIS and Tier 2 instructional schedules, including the additional daily math block for identified Grade 7 students, using student performance and progress-monitoring data.	Interim Executive Directors of Curriculum and Instruction , Superintendent, Executive Director of Business and Finance.	2025-2026 School Year
Facilitate and monitor consistent PLC structures, agendas, and data-review protocols aligned to bi-weekly PLC meetings, MTSS meetings, ELA coaching meetings, and data meetings at the elementary and junior high school levels.	Interim Executive Directors of Curriculum and Instruction , Superintendent, Executive Director of Business and Finance.	2025-2026 School Year
Provide instructional coaching, professional development, and technical support aligned to evidence-based literacy and mathematics practices, including daily writing expectations, small-group instruction, and targeted intervention strategies.	Interim Executive Directors of Curriculum and Instruction , Superintendent, Executive Director of Business and Finance.	2025-2026 School Year
Support implementation of Restorative Practices and the RULER social-emotional	Interim Executive Directors of Curriculum and Instruction ,	2025-2026 School Year

learning program at the junior high school and AVID organizational and academic skills development program at the elementary and junior high levels through professional development, coordination with external partners, and ongoing review of behavioral and climate data.	Superintendent, Executive Director of Business and Finance.	
Assist the elementary school in strengthening attendance systems through data analysis, family outreach supports, and coordination of attendance meetings and interventions aligned to the school's attendance-focused Key Strategy.	Interim Executive Directors of Curriculum and Instruction , Superintendent, Executive Director of Business and Finance. Manager of Instructional Technology	2025-2026 School Year

Measuring Success

What will the district look for as evidence of the success of the actions listed above?
Use the following sentence frame: "If we achieve [*Quantitative Data Target*] [*time reference of when you would want to see that*], then we will know we are making progress through these actions."
Examples:
- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions."*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions."*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions."*

If 85% of staff respond favorably to the survey question 'Teachers at this school have the opportunity to provide feedback and influence decisions' on the end-of-the-year survey, then we know we are making progress through these actions."

Quantitative Data Target	Time Reference of When You Would Want to See That
If we achieve measurable growth on NWEA Math and ELA assessments for students receiving Tier 2 and Tier 3 interventions by mid-year and end-of-year, then we will know we are making progress in strengthening MTSS implementation across the district.	Mid-year and end-of-year
If we achieve a decrease in chronic absenteeism among elementary students by the end of the 2025–2026 school year, then we will know attendance-focused strategies and family support systems are improving student engagement.	By the end of the 2025–2026 school year
If students receiving an additional daily Tier 2 math block in Grade 7 demonstrate	By the end of the 2025–2026 school year

greater growth on NWEA and NYS Math assessments by the end of the 2025–2026 school year than comparable peers not receiving the intervention, then we will know the targeted instructional support is improving student outcomes.	
If students participating in AVID program improve performance on NYS ELA and Math assessments by the end of the 2025–2026 school year then we know targeted academic and organizational support is contributing to improved student perfomance	By the end of the 2025–2026 school year
If behavioral referral data shows a reduction in social-emotional and behavior-related incidents at the junior high school by mid-year and end-of-year, then we will know that implementation of Restorative Practices and the RULER social-emotional learning program is improving school climate.	Mid-year and end-of-year
If PLC documentation demonstrates instructional adjustments based on analysis of student performance data throughout the 2025–2026 school year, then we will know that PLC structures are supporting improved instructional practice.	Throughout the 2025-2026 school year

Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is the district's plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own district wide vision for instruction?

Statement about how many times we will meet per year, observations, stakeholder diversity (parents, a student, staff, administrators, etc.)
The DCIP Team will meet (3) times this year, January, March and May.

Equitable Distribution of Resources

What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

A Grants Review Committee will be created to conduct a resource allocation review districtwide to monitor alignment to existing plans and sustainability.

What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

The School Report Card 2022 documents a 15% Teacher Turnover rate across the District with an increased percentage of 17% for Teachers employed 5 or less years. The Hudson City School District remains committed to attracting and retaining highly qualified educators who are dedicated to student achievement and equity. Through targeted recruitment strategies, competitive compensation, mentoring programs for new teachers, and ongoing professional development, we continue to foster a supportive environment where talented educators can thrive and grow within our district.

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)*
Brian Bailey	Superintendent	HCSD
Derek Reardon	Principal	High School
Kenny Behr	Principal	Middle School
Mark Benniman	Principal	Elementary School
Alyssa Sabatino	Interim Executive Director	Teaching and Learning
Chante Brooks	Executive Director	Human Resources
Christi Ferri	Executive Director	Business and Finance
Cheryl Rabinowitz	Executive Director	Instructional Technology
Lynne Pampel	Interim Executive Director	Teaching and Learning
Deanna James-Hughes	Director	Student Services
Amanda Grubler	BOE Member/Parent	
Tiffany Martin	Parent	Elementary School
Wayne Francis	Teacher Assistant	HCSD
Shannon Sullivan	Teacher	High School
Labonna Prova	Student	High School
Marlena Peduzzi	Teacher	HCSD
Leslie Coons	Secretary to the Supt.	HCSD
Carrie Patch	Assistant Principal	Junior High School
Lakia Walker	Parent	HCSD
Alicia McCagg	Teacher	Junior High School

Our Team's Process

Kim Hunt	Employee	High School

Meeting Dates

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

Meeting Date	Location
July 21, 2025	High School

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 have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers participated in Building Level School Improvement Grant Planning and District Level School Improvement Planning Activities. All plans are aligned. Teachers engage in progress monitoring activities aligned with all plans in PLC and BLT meetings.
Parents with children from each identified subgroup	Parents were included in district and building level planning meetings.
Secondary Schools: Students from each identified subgroup	Students were included in district and building level planning meetings.

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 posted on the district's website and easily accessible when navigating the website.

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 this document to DCIP@nysed.gov by July 1, 2025.

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).