



District Comprehensive Improvement Plan

2026-27

District	Superintendent
Newburgh Enlarged City School District	Dr. Jackielyn Manning Campbell

Section I: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: <i>What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	NECSD defines high-quality, equitable, and adaptive Tier 1 instruction as standards-aligned, student-centered instruction that ensures all students have meaningful access to rigorous learning through active engagement, strong relationships, responsive teaching practices, and consistent instructional structures across classrooms. In every classroom, Tier 1 instruction should look and feel like a learning environment where: • Students are actively engaged in learning through discussion, collaboration, problem-solving, and meaningful participation rather than passive compliance. • Teachers serve as facilitators of learning by guiding instruction, modeling expectations and outcomes, monitoring understanding, and adjusting instruction based on student needs. • Student voice is prioritized through accountable talk, collaborative conversations, and opportunities for students to explain their thinking, ask questions, and lead portions of the learning process. • Instruction is differentiated and adaptive, providing multiple entry points and access opportunities so all learners can engage with grade-level standards and skills. • Clear systems, routines, and classroom structures create predictable, supportive environments where students understand expectations and instructional flow. • Teachers actively engage with students and move throughout the classroom to provide ongoing feedback, check for understanding, and build strong relationships that support learning and belonging. • Lessons are aligned to identified standards, learning targets, and skill development, with instructional strategies intentionally selected to promote mastery and transfer of learning. • Consistent instructional language and vocabulary are used across classrooms to support coherence, clarity, and student ownership of learning. • High levels of engagement are evident, with students doing the cognitive work through discussion, application, and reflection.
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Section 1: Definition of High-Quality Tier 1 Instruction

	Ultimately, effective Tier 1 instruction is characterized by rigorous, inclusive, and responsive teaching that maximizes learning opportunities for every student every day.
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Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instructional coaches**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop and distribute shared district tools** and protocols for collaborative planning, student work analysis, and data-driven instruction.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- **Invest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone trainings.

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Ensure building administration communicates and monitors faculty use of district curriculum maps (already developed) as the foundation for collaborative planning and instruction	The district will establish a uniform expectation that all faculty use the district-developed curriculum maps (housed on Google Drive) as the shared planning skeleton during collaborative time. This ensures that PLCs and planning sessions are anchored in	Goal: By October 2026, all instructional staff in NECSD are aware of, have access to, and are actively using district curriculum maps as the foundation for

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	standards-aligned, sequenced content rather than individual teacher planning in isolation. Implementation: - District Curriculum & Instruction office communicates the expectation in a written directive to all principals at the start of the school year, with a clear rationale tied to coherence and student outcomes. - Principals review the expectations with faculty during opening week professional development and include it in school-based professional learning norms. - Coaches model how to use curriculum maps as the anchor for unit planning and data analysis during the first PLC cycle of the year. - Quarterly building walkthroughs by administrators include a specific look-for: evidence that lesson plans and collaborative sessions are tied to the curriculum map. A district-level Curriculum Map Feedback Form is shared with principals to log updates, gaps, or alignment concerns for the C&I office to address.	lesson planning and collaborative planning sessions. Data & Monitoring: - Quarterly administrative walkthrough data includes curriculum map alignment as a specific indicator. - Lesson plan review cycles (conducted by coaches and administrators) track the percentage of plans visibly linked to the curriculum map. - Curriculum map usage analytics tracked via Google Drive access logs (view/edit activity by building). Improvement Indicators: 80% of lesson plans reviewed reflect alignment to district curriculum maps by December 2026. Reduction in instructional inconsistency across classrooms within the same grade level or course, as measured by common assessment alignment data.
Develop and distribute shared district tools and protocols for collaborative planning, student work analysis, and data-driven instruction.	The district will develop and disseminate a Collaborative Planning Toolkit so that schools do not have to invent their own systems. The toolkit reduces variability in the quality and structure of collaborative time across NECSD's schools. Implementation: - District C&I office, in collaboration with instructional coaches and teacher leaders, finalizes the toolkit by September 15, 2026. Toolkit includes PLC meeting protocol, student work analysis protocol, data team meeting template, lesson study cycle guide, and a collaborative planning norms agreement. - Protocols are introduced at the Opening PLC meetings and hosted on a shared district Google Drive folder accessible to all staff. - Coaches and/or administration facilitate the first use of each protocol with their assigned school teams and debrief implementation quality. - Instructional coaches, team facilitators, and instructional leadership teams will receive explicit training, modeling, guided practice, and ongoing feedback in facilitating these protocols so that the tools are implemented consistently and used to improve Tier 1 instruction rather than solely to document meetings. - Quarterly calibration sessions bring coaches together to review how protocols are being used and surface refinements.	Goal: By November 2026, all schools are using district-provided protocols consistently during collaborative planning time, reducing the need for schools to build their own systems and increasing the quality of collaborative sessions. Data & Monitoring: - Coach monthly implementation logs documents which protocols were used in each school and team. - PLC observation data (by coaches and administrators) assesses fidelity of protocol use. - End-of-semester teacher survey asks staff to rate the quality and usefulness of collaborative time. Improvement Indicators: 75% of teachers report that collaborative time is well-structured and focused on student learning (end-of-semester survey). Administration and Coaches report consistent protocol use in 80% of observed collaborative sessions by January 2027.

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	Quarterly calibration sessions bring coaches together to review how protocols are being used and surface refinements.	
Protect and codify weekly collaborative planning time in all building master schedules	The district will issue a Master Scheduling Directive requiring all schools to embed a minimum of 45 minutes of protected, job-embedded collaborative planning per week or cycle for every instructional team — by grade level at the elementary level and by department at the secondary level. Implementation: - Assistant Superintendents for Curriculum & Instruction review and approve master schedules prior to the start of each school year to verify collaborative time is embedded. - A district-issued Collaborative Time Protocol document provides building administrators with a menu of structures (PLCs, lesson study, data teams) and a non-negotiables list. - Principals receive scheduling templates and guidance to protect collaborative blocks from being displaced by testing, assemblies, or compliance activities. The district's HR and operations teams align paraprofessional coverage and lunch schedules to support release of teacher teams.	Goal: 100% of NECSD schools have verified, embedded collaborative planning time in their master schedule by September 2026, sustained through June 2027. Data & Monitoring: - Master schedule audits completed by the district Curriculum & Instruction office each September. - Monthly principal walk-through logs confirm collaborative time is occurring as scheduled. - Mid-year staff survey measures whether teachers report having consistent, protected time for collaborative planning. Improvement Indicators: - Reduction in reported schedule conflicts that displace collaboration (target: <10% of weeks affected). Increase in teacher survey responses indicating regular access to collaborative time (target: 80% of staff by June 2027).
Provide instructional coaches to serve as the structural anchor for teacher success, connecting teachers to specialists (ENL, SPED, Behavior) as needed	Instructional coaches will serve as the primary point of coordination between classroom teachers and specialist staff (ENL, Special Education, School Psychologists/Behavior Specialists), ensuring that teacher support is integrated rather than siloed. Implementation: - Each coach maintains a caseload of teachers they support through regular co-planning and observation/debrief cycles (minimum bi-weekly contact with each teacher on caseload). - Coaches maintain a referral and consultation log to document when teachers are connected to ENL, SPED, or behavior specialists, and what follow-up occurs. - The district establishes a monthly Specialist Consultation Meeting structure where coaches, ENL leads, SPED leads, and behavior specialists review shared student cases and teacher support needs together. - A district Specialist Resource Directory is developed and shared with all coaches, listing key contacts, available services, and protocols for accessing each type of support. - Coaches participate in joint professional learning with ENL and SPED staff twice per year to build	Goal: By January 2027, all teachers working with significant populations of MLLs or students with disabilities have access to integrated coaching and specialist support, documented through consultation logs and co-planning records. Data & Monitoring: - Coach consultation logs reviewed monthly by the Coaching Coordinator to assess breadth and frequency of specialist connections. - Lesson plan feedback data tracks whether ENL/SPED differentiation is reflected in planning for identified classrooms. - Specialist utilization data (referrals made, consultations completed) tracked quarterly. Improvement Indicators: 80% of teachers supporting MLLs or SWDs report having received meaningful specialist consultation through their coach by June 2027.

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	shared instructional language and collaborative support skills. Lesson plan feedback cycles include co-review by coaches and relevant specialists when a teacher's class has a significant population of MLLs or students with IEPs.	• Increase in the percentage of lesson plans reviewed that include documented differentiation strategies for MLLs and students with IEPs (target: from current baseline to 75% by June 2027). Reduction in teacher-reported uncertainty about how to access specialist support (staff survey).
Build the capacity of instructional coaches, team facilitators, and instructional leadership teams to lead the district's vision for high-quality Tier 1 instruction	The district will implement a coordinated, yearlong capacity-building model to ensure that instructional coaches, team facilitators, principals, and instructional leadership teams have the knowledge, skills, tools, and shared language necessary to lead, support, and monitor high-quality Tier 1 instruction. Professional learning will be grounded in the district's definition of high-quality Tier 1 instruction and aligned with district curriculum maps, instructional priorities, collaborative planning protocols, and school improvement goals. • Develop and communicate clearly defined roles and expectations for instructional coaches, team facilitators, principals, and instructional leadership team members. • Provide a districtwide summer or early-fall institute focused on the district's vision for Tier 1 instruction, curriculum alignment, standards-based planning, student engagement, academic discourse, differentiation, culturally responsive practices, and the use of formative assessment. • Establish monthly professional learning communities for instructional coaches and team facilitators focused on adult learning, facilitation skills, reflective questioning, coaching cycles, feedback practices, student work analysis, and content-specific pedagogy. • Provide quarterly professional learning and calibration sessions for principals and instructional leadership teams so leaders develop a shared understanding of instructional expectations and consistently identify evidence of high-quality Tier 1 instruction. • Use classroom videos, demonstration lessons, instructional rounds, walkthrough evidence, lesson plans, and student work to help leaders apply district instructional look-fors and distinguish between procedural compliance and meaningful instructional implementation. • Train instructional coaches and team facilitators to facilitate district protocols for collaborative planning, data inquiry, student	Goal: By June 2027, instructional coaches, team facilitators, and instructional leadership teams in every school will demonstrate increased capacity to facilitate collaborative learning, analyze evidence of student learning, provide actionable instructional feedback, and support consistent implementation of the district's vision for high-quality Tier 1 instruction. Data and Monitoring: • Attendance and participation records from district capacity-building sessions. • Pre-, midyear, and post-assessments of leadership knowledge and confidence related to high-quality Tier 1 instruction. • Coach and team facilitator implementation logs documenting coaching cycles, PLC facilitation, classroom support, and follow-up. • Calibration data from walkthroughs and instructional rounds to measure consistency in how leaders identify evidence of high-quality Tier 1 instruction. • Reviews of PLC agendas, collaborative planning products, lesson plans, student work analysis, and instructional leadership team meeting minutes. • Teacher feedback regarding the usefulness, consistency, and instructional relevance

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	work analysis, lesson study, and examination of equity and access. • Engage coaches, facilitators, and instructional leadership teams in recurring inquiry cycles in which they identify an instructional need, support teachers in implementing a targeted strategy, collect evidence, assess impact, and determine next steps. • Provide individualized support from district curriculum leaders, content specialists, special education leaders, and multilingual learner specialists when building-level teams require additional expertise. • Protect instructional coaches from routine administrative, substitute, testing, and compliance responsibilities that interfere with their primary responsibility of improving teaching and learning. • Conduct midyear and end-of-year reflection sessions to evaluate implementation, identify additional professional learning needs, and revise district supports.	of coaching and team-facilitated support. • Classroom walkthrough data measuring implementation of the district's Tier 1 instructional look-fors. • Student engagement, formative assessment, and common assessment data used to determine whether leadership support is contributing to improved classroom practice and student learning. Improvement Indicators: • 100% of instructional coaches, identified team facilitators, principals, and instructional leadership team members participate in initial district training and at least three quarterly calibration sessions. • 90% of schools implement recurring instructional inquiry or coaching cycles aligned with an identified Tier 1 instructional priority. • At least 80% agreement among district and building leaders when applying the district's Tier 1 instructional look-fors during calibration activities. • 80% of teachers report that coaching and collaborative team structures provide useful, actionable support for improving instruction. • Walkthrough data demonstrate increased and more consistent evidence of student engagement, academic discourse, standards alignment, checks for understanding, differentiation, and student ownership of learning by June 2027.
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District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation supports so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.
- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Equitably distribute instructional resources across all schools	The district will conduct a comprehensive Instructional Resource Equity Audit each August, examining the distribution of staffing, instructional materials, technology, and supplemental programs across all NECSD schools. Results will inform an annual Resource Allocation Framework grounded in student need. Implementation: • Audit scope includes certified staffing ratios, coach assignments, intervention personnel, technology devices and infrastructure, consumable instructional materials, access to electives and enrichment, and facility quality for instruction. • Data is disaggregated by school, grade level, and student subgroup (MLLs, SWDs, economically disadvantaged) to surface inequities that aggregate data obscures. • Analysis and planning is continuous: an ongoing tracker monitors programs, facilities, staffing schedules, and staff assignments across the year — not only at budget time.	Goal: By September 2026 and annually thereafter, 100% of NECSD schools have equitable access to instructional materials, qualified staffing, and support resources as defined by the district's adopted Resource Allocation Framework. Data & Monitoring: • Ongoing tracker reviewed quarterly by the C&I office across four domains: Programs, Facilities, Staffing Schedule, and Staff Assignments. • Resource gap closure rates tracked year-over-year (% of identified inequities addressed within 12 months). Improvement Indicators: • Reduction in resource disparity between highest- and

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	Cabinet-level review of resource equity data occurs each semester; principals present building-level resource needs to the Superintendent's team at the start of each school year.	lowest-resourced schools as measured by the equity audit. 100% of schools have access to the same core instructional materials, curriculum resources, and designated coaching support by June 2027.
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District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.
- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.
- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.
- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, supports, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

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Increase student awareness of and access to programs and opportunities across all schools	The district will develop and implement districtwide communications and outreach strategy ensuring that all students — particularly those from historically underrepresented subgroups — are aware of and actively connected to the full range of available programs, pathways, and support services. Implementation: • Develop a District Opportunity Catalog (digital and print) published at the start of each school year, listing all available academic programs, enrichment courses, athletics, arts, clubs, career pathways, dual enrollment, and support services available across NECSD. Available in the district's top five home languages. • Create a districtwide student-facing communication strategy using multiple channels: school-based advisory/homeroom announcements, digital displays, student newsletters, social media, and SMS/app-based notifications through the ParentSquare or equivalent platform. • Launch a 'Know Your Options' annual campaign each September at all schools, with student-led presentations, peer ambassador programs, and grade-level opportunity fairs that highlight programs matched to student interests. • Counselors at every school conduct a minimum of one individual or small-group opportunity-awareness conversation with each student per semester, using a Student Interest and Opportunity Alignment tool to match students to programs. • Family engagement events are redesigned to include an explicit program awareness component: parents and guardians receive the Opportunity Catalog and can speak directly with program leads at each event. • Participation data is tracked by program, school, grade level, and student subgroup each semester — used to identify and address gaps in access. Student support staff (counselors, social workers, family liaisons) are trained to actively connect disengaged students to programs as a re-engagement strategy.	Goal: By January 2027, all NECSD students and families are aware of available programs and opportunities through multiple communication channels. By June 2027, participation in enrichment, extracurricular, and pathway programs increases, with measurable reductions in subgroup participation gaps. Data & Monitoring: • Student and family surveys (administered in October and April) measure awareness of available programs and perceived access barriers. • Participation data tracked each semester by school, program, grade level, and student subgroup (race/ethnicity, MLL status, SWD status, economic status). • Counselor logs document opportunity-alignment conversations completed per student. Improvement Indicators: • Increase in student survey responses indicating awareness of district programs (target: 75% of students report awareness by June 2027, up from baseline). • Measurable increase in enrollment and participation in enrichment, arts, athletics, and pathway programs — disaggregated by subgroup. Reduction in participation gaps between highest- and lowest-participating student subgroups by a minimum of 15 percentage points by June 2027.
Develop and implement a districtwide Multi-Tiered System of Supports (MTSS) framework with clear referral pathways, intervention options, and progress-monitoring tools	The district will design and implement a coherent, districtwide MTSS framework that integrates academic, behavioral, social-emotional, and attendance supports into a single, tiered system — providing every school with clear structures, referral pathways, and progress-monitoring tools rather than leaving individual schools to design their own approaches. Implementation: • Establish a District MTSS Leadership Team (co-led by C&I, Special Education, and Pupil Personnel Services) to design and steward the districtwide framework. Team meets monthly.	Goal: By January 2027, all NECSD schools are operating within the district MTSS framework with consistent SST structures, referral pathways, and progress-monitoring practices. By June 2027, data shows earlier identification of students needing support and improved outcomes for students receiving Tier 2 and Tier 3 interventions. Data & Monitoring:

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	- Develop and publish the NECSO MTSS Framework document: a comprehensive guide for schools defining Tier 1 universal supports, Tier 2 targeted group interventions, and Tier 3 intensive individualized supports across academic, behavioral, social-emotional, and attendance domains. - Establish a districtwide Student Support Team (SST) protocol with a standardized referral form, meeting structure, documentation system, and timeline expectations — so referral processes are consistent across all schools. - Develop a district Intervention Menu listing evidence-based intervention programs available at each tier across content areas (literacy, math) and domains (SEL, attendance, behavior), including eligibility criteria and access procedures. - Implement a districtwide progress-monitoring calendar: all students receiving Tier 2 or Tier 3 supports are assessed on a defined schedule, with data reviewed at school-based SST meetings and reported to district leadership quarterly. - Provide professional development for all building principals, counselors, and support staff on the MTSS framework, referral protocol, and their specific roles within it at the Opening Superintendent Conference Day. District-level MTSS data is reviewed quarterly by the District Leadership Team to identify schools needing additional capacity and to ensure consistent implementation across buildings.	- School-level MTSS implementation fidelity checks conducted by district MTSS team each semester. - SST referral rates, timeliness of referral-to-service, and intervention completion rates tracked quarterly. - Progress monitoring data for all Tier 2/3 students reviewed quarterly by the district MTSS team. - Early warning system data (attendance, behavior, academic flags) reviewed monthly at both school and district level. Improvement Indicators: 100% of schools have an active, meeting SST structure with documented referrals and progress monitoring by February 2027. - Reduction in the time between initial student concern and intervention placement (target: referral to service within 10 school days). Measurable academic, attendance, or behavioral improvement in 65% or more of students receiving Tier 2 supports by June 2027.
Fund translation and family engagement infrastructure so schools can communicate consistently with families across languages, cultures, and contexts	The district will build and sustain a centralized translation, interpretation, and family engagement infrastructure — ensuring that all families, regardless of home language or cultural background, have full access to information about their children's education, available programs, and support services. Implementation: - The district designates a Director of Family and Community Engagement responsible for coordinating family engagement strategy, translation services, and community liaison functions district wide. - All district communications (letters, newsletters, event invitations, report cards, DCIP summaries, program catalogs) are translated into the district's top language Spanish and others identified through the home language survey. - The district contracts with a qualified interpretation services provider for all conferences, IEP meetings, disciplinary hearings, family engagement events, and school board meetings. - A district Family Engagement Calendar is developed and shared at the start of each school year, scheduling events at varied times (morning, afternoon, evening) and locations (schools,	Goal: By October 2026, all district communications are consistently translated into the top five home languages and interpretation services are accessible at all family-facing events. By June 2027, family engagement survey data shows significant improvement in families' sense of being informed, welcomed, and connected to their child's school. Data & Monitoring: - Translation compliance audit: percentage of district communications available in top five home languages — reviewed quarterly by the Family Engagement Director. - Interpretation request and fulfillment log: number of requests, languages, and fulfillment.

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	community centers, faith-based institutions) to maximize accessibility. Parent Square is fully implemented district-wide, with staff trained to use translation features and two-way communication tools. Families are supported in activating accounts in their home language. Annual Family Engagement Survey (administered in English and all translated home languages) measures family-reported sense of welcome, communication quality, and barriers to participation.	- Parent Square activation rates tracked for Pilot schools identified. - Annual Family Engagement Survey results disaggregated by home language, school, and student subgroup. Improvement Indicators: 30% increase in the use of translated and available in top home languages by January 2026. - Increase in family engagement survey scores, particularly among non-English-speaking families (target: 20-point increase in 'feel informed and welcome' rating by June 2027). ParentSquare family activation rate reaches 75% district-wide by June 2027.
Maximize student use of diverse academic and enrichment offerings at the high school level	The district will conduct a comprehensive review of current high school program offerings, analyze student access and enrollment patterns, and redesign scheduling structures to reduce conflicts that prevent students from accessing elective, enrichment, and pathway programming. Implementation: - The district convenes a High School Opportunity Access Task Force (including principals, counselors, department chairs, students, and parents) to audit current HS course offerings, dual enrollment opportunities, AP/IB courses, CTE pathways, arts electives, and enrichment programs. - An enrollment equity analysis is conducted each spring, identifying which student subgroups are over- or under-represented in advanced, enrichment, and elective courses — and surfacing the scheduling, prerequisite, or awareness barriers driving disparities. - Master scheduling guidance is revised to require that enrichment, arts, and pathway courses are offered at multiple period slots to reduce conflicts with required academic courses and sports. - A High School Course Selection and Guidance Protocol is established, ensuring counselors use the district's Student Interest and Opportunity Alignment tool during scheduling conversations to actively encourage and support student enrollment in elective and enrichment courses. - The district expands dual enrollment partnerships with SUNY Orange and Mount Saint Mary College, making college-credit coursework accessible to a broader range of students — including those not yet in AP courses. Student voice is embedded in program review: annual HS student survey asks about scheduling conflicts,	Goal: By September 2026, scheduling conflicts in enrichment and elective programming are identified and addressed. By June 2027, enrollment in elective, enrichment, and pathway programs increase across the high school, with measurable reductions in subgroup participation gaps. Data & Monitoring: - Annual enrollment equity analysis disaggregated by subgroup, course type, and department. - Scheduling conflict data: number of students who cannot access desired elective/enrichment courses due to schedule conflicts — tracked each registration cycle. - Student survey data on awareness, interest, and access to HS offerings (administered each spring). - Dual enrollment participation rates by subgroup tracked each semester. Improvement Indicators: - Reduction in reported scheduling conflicts preventing students from accessing enrichment and elective courses (target: 30% reduction by June 2027). - Increase in enrollment in elective, enrichment, dual enrollment, and pathway courses — disaggregated by subgroup.

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	awareness of offerings, interest in courses not currently available, and barriers to participation.	Student survey shows increased awareness of and satisfaction with available high school programming.
Support music and arts continuity from Middle School to High School by reducing the participation drop-off between grade bands	The district will investigate and actively address the documented decline in student participation in music and arts between the middle and high school years — examining scheduling conflicts, competing interests, lack of awareness of continuation pathways, and the transition experience — and develop targeted strategies to retain students in arts programs through high school. Implementation: - Conduct a Music and Arts Participation Analysis tracking cohorts of students who participated in music and arts at the MS level and following their enrollment decisions in HS arts programs — disaggregated by school, grade, and subgroup. - Administer a student survey to current 8th and 9th graders asking why students did or did not continue arts participation at the HS level — identifying specific barriers (scheduling, awareness, peer influence, perceived relevance, competing activities). - Investigate scheduling conflicts between HS arts courses and required academic courses, sports, and other extracurriculars — and redesign scheduling at the affected high schools to offer arts courses at times accessible to students with competing commitments. - Develop a MS-to-HS Arts Transition Campaign implemented in 7th and 8th grade: school counselors, arts teachers, and HS arts program representatives visit MS students to discuss continuation pathways, audition processes, and the value of sustained arts participation on college applications and personal development. - Establish HS-to-MS arts mentorship connections: high school music and arts students visit middle schools to perform, share their experiences, and encourage younger students to continue. Peer influence is a primary driver of the continuation decision. - Create pathways that recognize and celebrate MS arts achievement in the HS context — including honors ensemble placement, direct placement into intermediate-level courses without re-audition barriers, and early acknowledgment of multi-year arts commitment. Partner with community arts organizations to provide after-school and weekend continuation options for students whose schedules prevent in-school arts participation.	Goal: By June 2027, the drop-off rate in music and arts participation between MS and HS is measurably reduced. Annual participation data by grade band and subgroup shows a sustained increase in the percentage of students who continue arts involvement from 8th through 10th grade. Data & Monitoring: - Annual MS-to-HS arts participation tracking: cohort analysis comparing MS arts enrollment to HS arts enrollment for the same student group. - Student survey responses on reasons for non-continuation — tracked annually to measure whether targeted barriers are being reduced. - Scheduling conflict data for HS arts courses reviewed each registration cycle. - Participation in MS-to-HS Transition Campaign events tracked by building and grade. Improvement Indicators: - Measurable reduction in the MS-to-HS arts participation drop-off rate (baseline established in fall 2026; target: 20% reduction in drop-off by June 2027). - Increase in HS music and arts course enrollment, particularly in grades 9 and 10 — disaggregated by subgroup. - Student survey shows decreased identification of scheduling conflicts as the primary barrier to arts continuation. Community arts partnership participation provides access for students unable to access in-school programs (tracked by enrollment in partner programs).

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District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.
- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.
- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.
- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation supports** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.
- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
Align staffing and student support availability to attendance needs,	The district will audit student support staff availability across all schools, ensure staffing meets student need rather than uniform formulas, and establish clear	Align staffing and student support availability to attendance needs,

Section 2: District Actions to Support Structures

including consistent coverage when support staff are absent	protocols for maintaining attendance support functions when key staff are absent — recognizing that adult attendance instability directly affects the consistency of student attendance interventions. Staffing Audit & Needs-Based Allocation: • Conduct an annual Student Support Staffing Audit each August: document counselor, social worker, family liaison, and attendance coordinator assignments by school; calculate staff-to-student ratios; compare to enrollment, chronic absenteeism rate, and subgroup need data for each building. • Use audit findings to reallocate or request additional positions for schools with the greatest attendance need and lowest support staffing ratios. • Ensure every school has a designated Attendance Coordinator (not an additional duty for an overloaded counselor) whose primary responsibility includes daily attendance review and Tier 1/2 outreach. Correlating Adult & Student Attendance — Establishing Review Periods: • Monthly review: The district Pupil Personnel Services office compiles side-by-side data on adult absences (teachers, counselors, social workers, family liaisons) and student attendance rates for the same school and time period. • When a school's adult absence rate spikes, the District Attendance Coordinator proactively contacts the principal within five school days to assess impact on student support coverage and trigger backup protocols. • Quarterly Cabinet review examines the correlation between school-level adult attendance stability and student chronic absenteeism trends — using findings to inform staffing and substitute coverage investment decisions. Front-Facing Staff Training: • All building secretaries, attendance clerks, cafeteria staff, and safety officers receive annual training (minimum 2 hours) on: non-punitive attendance messaging, welcoming returning students, recognizing signs of disengagement or school avoidance, and who to notify when a student shares a barrier to attendance. • Training is provided during August opening days and reinforced through a brief mid-year refresher in January. Consistent language and messaging across all front-facing staff — ensuring students and families experience the same supportive tone whether speaking to a bus driver, secretary, or principal.	including consistent coverage when support staff are absent
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Section 2: District Actions to Support Structures

Establish a districtwide attendance response framework integrating academic, social-emotional, and mental health problem-solving — with clear thresholds, proactive interventions, and defined escalation steps before any punitive measures are applied	The district will adopt and implement a formal Multi-Tiered Attendance Response Framework ensuring that every student who begins to disengage receives a proactive, supportive response based on defined thresholds — and that punitive or legal measures are only considered after documented tiered supports have been attempted and have not produced improvement. Threshold-Based Identification System: • The district configures PowerSchool to automatically flag students at each of three thresholds: 5% absence (early concern), 10% absence (emerging chronic), and 20% absence (chronic). Flags are visible in real time to principals, counselors, and the district Attendance Coordinator. • A Threshold Response Protocol document is adopted district-wide, specifying: who responds at each level, what action is taken, within what timeframe, and what must be documented before escalating to the next tier. Tiered Response Structure: • Tier 1 — Universal Prevention: Positive school culture, morning welcome routines, attendance recognition (individual, class, and school-wide), family awareness messaging, community outreach campaigns (in home languages, with community partners). All students, all schools, all year. • Tier 2 — Early Intervention (5–9% absence): Personal outreach call or visit within 48 hours of threshold crossing. Counselor or family liaison conducts root-cause conversation with family. Student receives a brief daily check-in. No punitive action at this stage. Documented in attendance tracker. • Tier 2+ — Targeted Support (10–19% absence): Formal Attendance Improvement Meeting with student and family. Root-cause barrier assessment (transportation, health, housing, anxiety/trauma, school climate). Individualized Attendance Plan developed. Check-in/check-out assigned. Referral to appropriate supports (mental health, family liaison, community services). Weekly monitoring. • Tier 3 — Intensive Case Management (20%+ absence): School Social Worker leads individualized case. Student Support Team convened within 5 school days. Community agency referrals activated. Home visit conducted if phone contact is unsuccessful. District Attendance Coordinator notified. • Escalation — After Documented Tier 2 & Tier 3 Without Improvement: Formal written notification to family per Education Law. Referral to district Attendance Officer. If no improvement after further documented outreach: referral to Orange County DSS or Family Court under	Establish a districtwide attendance response framework integrating academic, social-emotional, and mental health problem-solving — with clear thresholds, proactive interventions, and defined escalation steps before any punitive measures are applied
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Section 2: District Actions to Support Structures

	Education Law §3213. Full documentation of all prior interventions required before referral. Community Messaging & Proactive Outreach: • Distribute attendance awareness materials — translated into all home languages — in partnership with Orange County DSS, community health centers, faith-based organizations, and the Newburgh Free Library at three key moments: start of year (September), post-winter break (January), and post-spring break (April). • Messaging explains: what chronic absenteeism means, how it affects student outcomes, what supports the district offers, and how families can access help. Tone is supportive and informational — not threatening. Student-facing messaging connects attendance to personal goals, future opportunity, and belonging — embedded in advisory/homeroom throughout the year.	
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Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (required)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, **MUST** be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps **AND** the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

Inequity	Inequitable substitute fill rates across schools We recognize that substitute coverage fill rates are inequitable across schools with certain schools like NWS and HOH having significantly higher fill rates while schools like Balmville and elementary schools remain chronically underfilled and to mitigate this, we will audit substitute request processes, identify root causes of fill rate disparities, and implement a districtwide substitute management protocol.	
Actions to reduce the Data Gap	Person Responsible	When
Root Cause Analysis (September–October 2026): • Pull school-by-school substitute fill rate data from the sub management system for the past two school years, disaggregated by school, day of week, position type, and notice lead time. • Identify whether disparities are driven by geographic proximity of available substitutes, timing of request submission, school culture factors, or systemic assignment/preference patterns. • Conduct interviews with building secretaries, assistant principals, and HR staff at both high-fill and low-fill schools to surface process differences. Process Standardization (November 2026):	Human Resources / Deputy Superintendent, in coordination with Building Principals	Root cause analysis: Sept–Oct 2026 Protocol adopted: Nov 2026 Recruitment campaign: Oct 2026–Jan 2027 Monthly monitoring: ongoing

Section 3: Addressing Inequities

• Adopt a districtwide Substitute Management Protocol establishing uniform job posting lead times, standardized sub request language, and expectations for how long-term absences (3+ days) are escalated for district-level coverage coordination. • Require all schools to enter substitute requests in the district's sub management system by a standard cut-off time each day to maximize fill opportunity. • Establish a 'Sub Priority Code' system within Frontline that flags chronically underfilled schools, automatically prioritizing them in substitute matching algorithms. Substitute Recruitment & Pipeline (October 2026–January 2027): • Conduct a targeted substitute recruitment campaign in fall 2026, including partnership with SUNY Orange, Mount Saint Mary College, and Orange-Ulster BOCES to recruit certified teaching students as per-diem substitutes. • Offer a tiered substitute daily rate incentive: substitutes who accept assignments at chronically underfilled schools receive a differential pay supplement (\$15–\$25/day above base rate), funded through Title I. • Maintain a dedicated long-term substitute pool for schools with the highest teacher absence rates, ensuring continuity of instruction. Data Monitoring (Ongoing): • HR Director produces a monthly Sub Fill Rate Report disaggregated by school, position, and reason for absence — reviewed by the Deputy Superintendent.		
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Structural Supports to Reduce Absence Impact: • Work with building principals at low-fill schools to develop robust internal coverage plans that distribute responsibility across staff rather than defaulting to single coverage options. • Monitor teacher absence rates at low-fill schools monthly — if a school's average teacher absences exceed the district average by 5+ days, a formal HR review is initiated to address root causes. Provide principals with real-time fill rate dashboards so they can plan proactively rather than reactively each morning.	Human Resources / Building Principals at affected schools	Beginning September 2026; ongoing through June 2027

Districts with inequities related to the following data points MUST have a plan to mitigate the identified inequity.

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Section 3: Addressing Inequities

- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- % of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Feel free to copy and paste the table for each Inequity being addressed.

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

Inequity	Percentage of teachers with fewer than 3 years' experience is 20+ percentage points higher in CSI/ATSI/TSI schools than in LSI schools We recognize that CSI/ATSI/TSI-identified schools carry a disproportionate concentration of early-career and high-turnover teachers compared to LSI schools — and that this instructional instability directly undermines student achievement in our highest-need buildings. To mitigate this, we will implement targeted retention incentives, strengthen induction support, and actively manage staffing assignments to ensure our most experienced educators are equitably distributed across all schools.	
Actions to reduce the Data Gap	Person Responsible	When
Staffing Assignment Review (August 2026 and annually): • Conduct an annual Teacher Experience Equity Audit in August: map the distribution of teachers by years of experience across all schools, identifying schools where early-career concentration exceeds the district average by 20+ points. • Establish a district staffing assignment policy that explicitly considers experience equity: when filling vacancies, HR prioritizes placing experienced teachers in CSI/ATSI/TSI schools and incentivizes voluntary transfers through salary supplements. • No CSI/ATSI/TSI school receives a disproportionate share of first-year teachers without a formal review and approval by the Deputy Superintendent. Retention Incentives for High-Need Schools (October 2026): • Implement a Teacher Retention Incentive Program: experienced teachers (4+ years) who commit to a 2-year placement at a CSI/ATSI/TSI school receive a \$3,000–\$5,000 annual stipend, funded through Title I. • Offer loan forgiveness navigation support and TEACH Grant counseling for early-career teachers at high-need schools. • Develop a Teacher Career Pathway at CSI schools — mentorship, leadership roles (mentor teacher,	Deputy Superintendent / Assistant Superintendent of C&I/ Human Resources	Equity audit: August 2026 and annual Retention incentives: October 2026 Induction supports: September 2026, ongoing

Section 3: Addressing Inequities

curriculum lead), and embedded PD opportunities that make high-need schools attractive to talented educators. Strengthened Induction for Early-Career Teachers at CSI Schools (September 2026): - All first- and second-year teachers at CSI/ATSI/TSI schools are assigned a veteran mentor teacher from within the building, with structured bi-weekly meeting time protected in the master schedule. - Early-career teachers at CSI schools receive an additional 2 coaching cycles per month from the district instructional coach (above the school-wide baseline), recognizing that their instructional development requires more intensive support. Reduce non-instructional duty loads for first-year teachers at CSI schools in year 1, allowing them to focus on instructional growth.		
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
- Assign at least one veteran instructional coach exclusively to each CSI/ATSI/TSI school — not shared across multiple buildings. - Provide principals at affected schools with a weekly HR staffing check-in during the first semester to monitor vacancies, long-term absences, and coverage gaps. - Prioritize CSI/ATSI/TSI schools in the allocation of curriculum specialists, content coaches, and external professional development contracts. - Create a peer support network connecting teachers at CSI schools with veteran mentors from across the district — building a sense of professional community and reducing isolation. Supply affected schools with structured curriculum resources and unit planning guides that reduce the burden on early-career teachers to independently plan standards-aligned instruction.	Deputy Superintendent / Assistant Superintendent of C&I/ Human Resources	Beginning September 2026; reviewed each semester

Feel free to copy and paste the table for each Inequity being addressed.

Funding Inequity (optional)

Districts that would like to leverage Title I, 1003 School Improvement Funding to explore how to better equitably distribute resources across the district should complete this section below. This section is optional.

DISTRICT ACTION		METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this action entail?		What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Section 3: Addressing Inequities

Feel free to copy and paste the table for each Inequity being addressed.