

Timestamp

Untitled Question

<b>LEA Name:</b>	Peekskill City School District
<b>BEDS Code:</b>	6615000010000

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 District Comprehensive Improvement Plan (DCIP)

<b>Contact Name</b>	Dr. David Mauricio	<b>Title</b>	Superintendent of Schools
<b>Phone</b>	914-7373-3300 ext.	<b>Email</b>	dmauricio@peekskillschools.org
<b>Website for Published Plan</b>			

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Dr. David Mauricio	07/15/2019
President, B.O.E. / Chancellor or Chancellor's Designee		Mrs. Maria Perriera	07/15/19

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

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 plans before they are approved.
  
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board (08/06/19) and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
  
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. 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).
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
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.

## District Leadership Team

**DISTRICT LEADERSHIP TEAM:** The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and implementation of the DCIP.

**Instructions:** List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
06/27/2019	District Office 1031 Elm Street/PCSD	07/12/19	Manhattanville College, Purchase, NY
06/28/2019	District Office 1031 Elm Street/PCSD	07/09/19	Hillcrest School, PCSD
July 2, 2019	District Office 1031 Elm Street, Peekskill, NY 10566	07/10/19	Hillcrest School, PCSD
July 9, 2019	Bear Mountain Lodge, Tompkins Cove, NY	07/11/19	Hillcrest School, PCSD
July 10, 2019	District Office 1031 Elm Street, Peekskill, NY 10566		

Name	Title / Organization	Signature
Dr. David Maurcio	Superintendent/ PCSD	scanned sheet for signature
Daniel Callahan	Assistant Superintendent/PCSD	scanned sheet for signature
Dr. Mary Foster	Assistant Superintendent/PCSD	scanned sheet for signature
Dr. Joseph Mosey	Assistant Superintendent/PCSD	scanned sheet for signature
Robin Zimmerman	Assistant Superintendent/PCSD	scanned sheet for signature
Ellen Gerace	Director of Special Services	scanned sheet for signature
Janice Reid	Director of Technology	scanned sheet for signature
Rodney Arthur	Principal of Peekskill High School	scanned sheet for signature
Jamal Lewis	Principal of Peekskill Middle School	scanned sheet for signature
Randy Lichtenwalner	Principal of Hillcrest School	scanned sheet for signature
Staci Woodley	Principal of Oakside School	scanned sheet for signature
Rebecca Aviles Rodriguez	Principal of Woodside School	scanned sheet for signature
Carmen Vargas	Principal of Uriah Hill School	scanned sheet for signature
Dr. Anchala Sobrin	Director of STEAM and Mathematics	scanned sheet for signature
Madeline Sanchez	Director of Multilingual Learners	scanned sheet for signature
Dr. Jenna Ferris	Assistant Principal Peekskill High School	scanned sheet for signature
Dr. Margie Daniels	Assistant Principal Peekskill High School	scanned sheet for signature
William Toro	Assistant Principal Peekskill High School	scanned sheet for signature
Dr. June Campolongo	Assistant Principal Peekskill Middle School	scanned sheet for signature
Courtney Simon	Assistant Principal Peekskill Middle School	scanned sheet for signature
Jaqueline Liburd	Assistant Principal Woodside School	scanned sheet for signature
Ann Narcissee Quinones	Assistant Principal Oakside School	scanned sheet for signature
Kelly LeFevre	CSE Chairperson	scanned sheet for signature
Mabel Vasquez	Psychologist	scanned sheet for signature
Leslie Detres	Parent and Pyschologist	scanned sheet for signature

Ana Bueno	Social Worker	scanned sheet for signature
Christine Buckman	Special Education Department Leader	scanned sheet for signature
Sadika Clarke	Student Support Coordinator	scanned sheet for signature
Marisa O'Leary	Parent/ PTO President	scanned sheet for signature
Mai Miksic	Parent and Pyschologist	scanned sheet for signature
Dr. Gerald Ardito	Pace University Professor/Math Consultant PCSD	scanned sheet for signature
Joseph Tama	Special Education Teacher	scanned sheet for signature
Karin Flores Reininger	Dual Language Teacher	scanned sheet for signature
Shannon Connor	Special Education Teacher	scanned sheet for signature
Cheryl Rivard	Special Education Teacher	scanned sheet for signature
Solia Alvarado	Teacher Assistant	scanned sheet for signature
Renee Hess	Teacher Assistant	scanned sheet for signature
Marlix Hernandez	Dual Language Teacher	scanned sheet for signature
Jamie Rossi	Parent	scanned sheet for signature

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	Teachers of children in the identified subgroups (Hillcrest- all students) and Oakside (African American students and students with disabilities) have offered their "voice" beginning with the February and March DTSDE on-site reviews, teacher focus groups, pre-planning survey documents, as well as through the K-12 insight district survey data. Teachers who serve on the DCIP planning committee supported this document and the plan to continue and refine the work from 2018-2019.
Parents with children from each identified subgroup.	Parents of children in the identified subgroups (Hillcrest- all students) and Oakside (African American students and students with disabilities) have offered their "voice" beginning with the February and March DTSDE on-site reviews and parent focus group meetings, as well as through PTO, and K-12 insight district survey data. Parents who serve on the DCIP planning committee supported this document and the plan to continue and refine the work from 2018-2019.
Secondary Schools: Students from each identified subgroup	Not applicable - Secondary Schools are in Good Standing

**Tenet 1: Systems and Organizations**

<b>A1. DTSDE Pillar</b>			Effective Systems and Organization
<b>A2. DTSDE Sub-Pillar (if applicable)</b>			
<b>B1. Baseline Data: Provide the most recently available information.</b>			During the 2018-2019 school year, under the leadership of the new Superintendent of Schools the district began to build the foundation in creating alignment between central office and the schools focusing on achieving the District's mission and goals.
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1</b>			By June 30, 2020, the PCSD will continue to increase alignment between schools supported by central office leaders working as a team to enact clear actions as measured by 90% of district leaders identifying improved support and alignment.
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>			The district leadership will continue to improve their support in creating alignment between central office and the schools focused on achieving the District's mission and goals.
<b>E1. Action Plan - August 2019 through January 2020</b>			
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>	
July 1, 2019	August 30, 2019	The Superintendent of Schools reviews the mission statement and core beliefs with all administrators. The administrators collectively discuss/reflect on how to accomplish the mission.	
August 1, 2019	January 30, 2020	The Assistant Superintendents of Elementary and Secondary Education work with school leadership teams to explore portfolio assessments for students that exemplifies their progress towards the mission.	
August 1, 2019	June 30, 2020	The Director of Technology develops an on-line student portfolio system.	
August 1, 2019	January 30, 2020	The Superintendent of Schools continues to work with district leaders and principals to improve the alignment between schools.	
August 28, 2019	January 30, 2020	The Superintendent with the support of the District Team will continue to lead school support meetings with each principal (at least quarterly).	
September 1, 2019	January 30, 2020	Assistant Superintendents will continue to conduct School Support Meetings on a weekly basis at each school and report back to the superintendent	
September 1, 2019	January 30, 2020	The District Comprehensive Transformation and Improvement Plan (DCIP) is monitored on a monthly basis by the Superintendent and cabinet members.	
September 1, 2019	January 30, 2020	DCIP tenet teams meet quarterly to review the progress of the tenet and course correct accordingly.	
August 1, 2019	January 30, 2020	The Assistant Superintendents/ District Team will assist the Superintendent of Schools to develop the District budget aligned to student needs and plan for upcoming projects.	
September 1, 2019	January 30, 2020	The "new" Athletic Director will develop and implement a plan to upgrade the athletic's program	

<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>		
		The district leadership will continue to build on improving their support in creating alignment between central office and the schools focused on achieving the District's mission and goals.
<b>G1. Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</b>
February 1, 2020	June 30, 2020	The Assistant Superintendents of Elementary and Secondary Education work with school leadership teams to develop a portfolio assessment for students in one content areathat exemplifies their progress towards the mission.
February 1, 2020	May 15, 2020	The Director of Technology develops an on-line student portfolio system.
February 1, 2020	June 30, 2020	The Superintendent of Schools continues to work with district leaders and principals to improve the alignment between schools.
February 1, 2020	May 30, 2020	The Superintendent with the support of the District Team will continue to lead school support meetings with each principal (at least quarterly).
February 1, 2020	May 30, 2020	Assistant Superintendents will continue to conduct School Support Meetings on a weekly basis at each school and report back to the Superintendent of Schools
February 1, 2020	June 30, 2020	The Disttirct Comprehensive Transformation and Improvement Plan (DCIP) is monitored on a monthly basis by the superintendent and cabinet members.
February 1, 2020	June 30, 2020	DCIP tenet teams meet quarterly to review the progress of the tenet and course correct accordingly.
February 1, 2020	April 15, 2020	The Assistant Superintendents/ District Team will continue to assist the Superintendent of Schools to develop the District budget aligned to student needs and plan for upcoming projects.
February 1, 2020	May 15, 2020	The "new" Athletic Director will develop and implement a plan to upgrade the athletic's program

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**



**REVIEWER FEEDBACK ON BENCHMARK(S)**

**REVIEWER FEEDBACK ON ACTIVITIES**

**Tenet 2: School Leadership**

<b>A1. DTSDE Pillar</b>			Effective District Leadership
<b>A2. DTSDE Sub-Pillar (if applicable)</b>			
<b>B1. Baseline Data: Provide the most recently available information.</b>			
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2</b>			By June 30, 2020, Peekskill City School district school leaders and teachers will improve the use of data analysis and action planning as
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>			Professional development for school leaders. Benchmark assessments that are entered into a common system for analysis that is timely. Data Dashboard that provides accurate, timely and visual data.
<b>E1. Action Plan - August 2019 through January 2020</b>			
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>	
July 1st, 2019	May 30th, 2020	The superintendent, supported by the assistant superintendents of elementary and secondary education, will nurture the development and implementation of the District's Five Big Rocks at each of the schools (The Five Big Rock Expectations of School Leaders: Create a Safe and Civil Environment; Using Data to Drive Decision Making; Visiting Classrooms Daily; Leading or Co-leading Common Planning Meetings; and Engaging Parents, Families and the Community)	
July 1st, 2019	October 15th, 2019	The Director of Technology will develop and implement a Data-Dashboard.	
July 1st, 2019	June 15th, 2020	District and school leaders, supported by the assistant superintendents of elementary and secondary education, will use various data sources to make decisions using the Driven by Data process.	
November 1st, 2019	May 30th, 2020	The superintendent, supported by the assistant superintendents of elementary and secondary education, will develop and implement the "Instructional Rounds" classroom visits process and provide feedback to school leaders and teachers.	
September 15th, 2019	June 15th, 2020	The superintendent of schools along with cabinet leaders will visit schools monthly to monitor progress on the Five Big Rocks; visit classrooms and provide guidance and supports to school leaders.	
September 15th,	June 15th, 2020	The assistant superintendents of elementary and secondary education will visit schools weekly to monitor progress on the	
September 15th,	May 30th, 2020	School leaders, supported by the assistant superintendents of elementary and secondary education, will lead common planning /	



**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

measured by a 20% improvement of the Driven by Data Survey provide to staff and school leaders.

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

**REVIEWER FEEDBACK ON BENCHMARK(S)**

**REVIEWER FEEDBACK ON ACTIVITIES**

**Tenet 3: Curriculum**

<b>A1. DTSDE Pillar</b>			Effective Curriculum
<b>A2. DTSDE Sub-Pillar (if applicable)</b>			3B
<b>B1. Baseline Data: Provide the most recently available information.</b>			Curriculum review of all content areas identified the need to align to the Next Generation Standards and revise with the lens of the NYS CR-S Framework. The written curriculum is not yet open for public view and this is a goal of the district.
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3</b>			By June 30, 2020, the PCSD will ensure that the written curriculum is rigorous, aligned and culturally relevant from Pre-K-12 empowering all students to strive for excellence as life-long learners as measured by an aligned curriculum with interim assessment measures.
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>			Review of curriculum units showed the need to update all content areas with the Next Generation Learning Standards. Curriculum writers are working to increase the depth and breadth (subpillar 3B) of the curriculum maps to meet the needs of all students. (infusing CRS)
<b>E1. Action Plan - August 2019 through January 2020</b>			
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>	
August 2019	January 2020	Director of STEM/Mathematics reviews prek-12 math curricula for gaps and redundancies alignment to NGLS (Next Generation Learning Standards) ; makes recommendations for changes and revisions with math leaders	
August 2019	January 2020	Assistant Superintendent for Elementary and Director of STEM/Mathematics work with building leaders to purchase/design interim measures of math achievement k-5	
August 2019	January 2020	Math assessment data from interim assessment is collected and analyzed by January 2020 in grades K-5 by Director of STEM/Mathematics and building principals	
August 2019	January 2020	ELA curriculum is reviewed by Assistant Superintendent for Elementary for gaps, redundancies and alignment to NGLS and TC units of writing; recommendations for changes and revisions with literacy leaders and principals	
August 2019	October 2019	ELA curriculum is revised to include grade level texts read to and with ALL students	
August 2019	January 2020	Assistant Superintendent for Elementary Education with principals and literacy leaders examine ELA assessment data from interim assessments - Fountas and Pinnell and AIMSweb and A2i	
August 2019	September 2019	Curriculum Writing is done in all content areas to be aligned to NGLS and the CRS Framework.	
September 2019	October 2019	Middle School and High School create interim assessments based on the curriculum and schedule an assessment calendar to deliver them to students. Atlas is updated to reflect this.	
September 2019	January 2019	Instruction is given based on Rubicon Atlas curriculum, in grades 6 to 12, and assessed daily by teacher. Interim assessments are schedule, delivered and data is reviewed in January 2020.	
September 2019	December 2019	ASI for Secondary Education will meet with all core content instructors to review curriculum and instruction.	
September 2019	January 2020	Training and professional development on the CRS Framework.	

<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>	The % of Tier I students has increased grades K-8 and the % of Tier II and Tier III students has decreased by January 2020 as measured by Fountas and Pinnell and AIMSweb assessment data. Interim assessment data is analyzed and instruction is modified and refined to meet the students identified needs.
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**G1. Action Plan - January 2020 through June 2020**

<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</b>
January 2020	June 2020	Math NGLS aligned curriculum includes interim assessments prek-12
January 2020	June 2020	Interim assessments are analyzed for instructional decision making, including identifying possible curricular gaps from PreK to 12
January 2020	June 2020	ELA curriculum is fully aligned to NGLS and Teachers College Writing Units of Study
January 2020	June 2020	ELA curriculum includes grade level texts for all grades that are common for ALL students to maximize access to vocabulary and rich text for building background knowledge/comprehension
January 2020	June 2020	Interim assessment data Fountas and Pinnell, AIMSweb and A2i show increased growth in Tier I and decrease in Tier II and Tier III for ALL
January 2020	June 2020	Science curriculum is updated in Rubicon Atlas an our interim assessments can show evidence of no gaps in the curriculum.
January 2020	June 2020	Social Studies grade 6-12 have changed their interim assessments to match the new regents exams in Global and US History.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**



**REVIEWER FEEDBACK ON BENCHMARK(S)**

**REVIEWER FEEDBACK ON ACTIVITIES**

**Tenet 4: Instruction**

<b>A1. DTSDE Pillar</b>			Effective Instruction
<b>A2. DTSDE Sub-Pillar (if applicable)</b>			4 G Using Assessment and Feedback in Instruction
<b>B1. Baseline Data: Provide the most recently available information.</b>			Data available for instruction shows that there is a need to provide professional development for teachers in using assessments to check for understanding, measure student progress, provide feedback and identify gaps. Elementary- reading data as measured by Fountas and Pinnell Benchmark assessments show that students at Tier I are making one year's growth or more and are remaining in Tier 1. Secondary- improved Regents scores in the following content areas and anticipated growth in graduation rates.
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4</b>			By June 30, 2020, the PCSD will provide professional development specific to building needs and aligned to SCEPs by mapping out specific PD district plan as measured by teacher fidelity of implementation of PD strategies, methodologies, pedagogy specific to content area.
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>			PD- Foundations, TC writing, Literacy in general (all students accessing grade level texts), math instruction, feedback and assessment, DL teaching Spanish literacy
<b>E1. Action Plan - August 2019 through January 2020</b>			
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>	
August 2019	August 2019	Superintendent and Cabinet members will approve allocations for PD in the Consolidated Application aligned to Tenets	
July 2019	August 2019	The Assistant Superintendents shares a Google doc for building and district leaders to co-create a PD plan for the year	
August 2019	September 2019	The Assistant Superintendent for Elementary Education plans literacy PD for elementary pre-k-5 teachers PNW BOCES with literacy specialist at PNW BOCES.	
August 2019	September 2019	Director of MLLs and HVRBERN will work with high school teachers to implement identified PD in literacy and ENL strategies	
August 2019	September 2019	The Assistant Superintendent for Elementary Education and building principals prepare Lighthouse classroom schedules for teachers to observe evidence based literacy strategies in action, including full implementation cycle (observe, debrief, implement, review)	
August 2019	January 2020	Elementary principals implement the "WIN" model for differentiated instruction in ELA, with program, assessment plan, and review of student data.	
September 2019	January 2020	Building leaders in grades k-5 send teachers new to grade and all grade 3 teachers to Science 21 training and monitor new NGLS aligned science	
September 2019	January 2020	The secondary math teachers will receive professional development training in the new calculatos and the ALEKS program.	
September 2019	January 2020	The seconddary LOTE teachers will work with consultant Dr. Eddy on modalities and assessment. Articulated Performance Assessment Design in the Three Modes of Communication	
September 2019	January 2020	The secondary departments will get professional development in the CR-S framework from in district personnel.	

<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>	By January 2020, the district will be on track to reach its goal if professional development is evaluated by building and district leaders, practices are evident in classrooms as observed in walkthroughs and formal observations and if student achievement on interim assessments is showing increased numbers of students assessed at Tier 1 (on or above grade level).
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**G1. Action Plan - January 2020 through June 2020**

<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</b>
January 2020	June 2020	PD plan implemented for second half of the school year with evidence of implementation of new practices in classes documented in walkthroughs
January 2020	June 2020	Spring after school Peekskill Professional Development courses are implemented and teacher survey data indicates effectiveness of coursework.
January 2020	June 2020	Targeted BOCES and RBERN workshops attended by chosen stakeholders/teachers and ENL practices monitored and evaluated by Director of
January 2020	June 2020	As interim assessments are analyzed and student learning gaps discovered, targeted instructional PD opportunities are chosen for specific teachers.
May 2020	June 2020	PD survey is given to staff for reflection on what worked in 2019-2020 and to inform PD plan for 2020-2021.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

**REVIEWER FEEDBACK ON BENCHMARK(S)**

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<b><u>REVIEWER FEEDBACK ON ACTIVITIES</u></b>
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<b>A1. DTSDE Pillar</b>	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>	
<b>B1. Baseline Data: Provide the most recently available information.</b>	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5</b>	
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>	
<b>E1. Action Plan - August 2019 through January 2020</b>	
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>
August 1	October 1, 2019
July 1, 2019	October 1 2019
Jan 2020	March 2020
August 1 2019	September 1, 2019
August 2019	December 2019
August 2019	October 2019
September 2019	December 2019
August 2019	September 2019
September 2019	December 2019
August 2019	October 2019
September 2019	December 2019
August 2019	October 2019

**F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.**

**G1. Action Plan - January 2020 through June 2020**

<b><u>G2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>G3. End Date:</u> Identify the projected end date for each activity.</b>
Jan 2020	June 2020
Jan 2020	June 2020
Jan 2020	
Jan 2020	June 2020
Jan 2020	June 2020
Jan 2020	June 2020
Jan 2020	June 2020
Feb 2020	May 2020
Jan 2020	June 2020

**Tenet 5: Social-Emotional Learning**

**Effective System of Social-Emotional Learning**

Currently, 0% of student have an electronic student success plan. Interventions and supports are recorded on individual documents and forms.

By June 2020, 100% of students identified as being in need of academic, social, emotional and or behavioral interventions and supports will have an electronic student success plan that is implemented and easily shared with teachers, staff and parents.

The district needs a pre-k 12 multi tiered system of supports to identify all students in need of services and be able to use data to monitor the effectiveness of intervention and improve social, emotional developmental health for all students.

**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**

**DISTRICT ALIGNMENT AND MTSS**

1. The Director of Special Services and Coordinator for Student Support Services will conduct a Kick off meeting to launch MTSS district wide with the intended impact to implement a prek-12 aligned tiered system.
2. Coordinator for Student Support Services will support buildings in implementing the new electronic system by attending two RTI meetings per building with the intended impact of building capacity of RTI Teams to utilize the RTI Direct system to effectively implement and progress monitor RTI interventions.
3. Director of Special Services and Tenet 5 team will determine the most appropriate Pre-K-12 social emotional learning curriculum with the intended impact to provide students with explicit teaching around Social Emotional learning to increase student achievement, behavior and self awareness.
4. Coordinator for Student Support Services and Tenet 5 team will disseminate Students Success Plan with the intended impact to provide the district with a resource that outlines all tiered interventions and supports offered throughout the school district.
5. The Director of Technology in collaboration with building leaders will ensure that suspension, behavior referrals and attendance data is properly entered into Infinite Campus by providing training to Tech TAs, secretaries and others who are responsible for data entry. Intended impact is to obtain accurate data.

**ATTENDANCE**

1. The Coordinator for Student Support Services will launch the Attendance 5 point plan in conjunction with building support teams with the intended impact of increasing attendance by 2%
2. Coordinator for Student Support Services will conduct quarterly audits of Staff PLP input with the intended impact to ensure fidelity in the reporting of attendance concerns
3. Coordinator for Student Support Services will obtain scripted messages from key stakeholders with the intended impact to cultivate the message of the importance of regular attendance to student and families.

**DIVERSITY PLAN**

1. Coordinator for Student Support Services will launch Guardians of Equity campaign district wide with the intended impact to provide teachers with thought provoking content that encourages reflection about culturally responsive instruction and student interactions.
2. Coordinator for Student Support Services and Guardians of Equity team will design a teacher resource kit with the intended impact to provide teachers with a resource to ensure culturally responsive instruction and student interactions.
3. Coordinator for Student Support Services will coordinate 6 meetings throughout the school year with the intended impact is to increase teachers awareness and implement culturally responsive practices.

**Groups**

1. Coordinator for Student Support Services will select outside partner to facilitate a evidenced based curriculum with girls from the secondary level with the intended impact to provide girls on the secondary level with enrichment and mentorship opportunities.



By January 2020, PCSD will be on track to meeting their goal is 100% of selected staff are trained in RTI Direct to ensure that each student who is in need of an intervention or support will have an individualized plan in place with the intended impact to ensure fidelity of interventions and open up communication between student, school and parent. Buildings will have an updated attendance board that reflects their school PBIS efforts and provides a clear and consistent message around attendance improvement. Buildings will have an active Guardians of Equity Campaign that is evident by targeted visuals in teacher spaces.

**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**

**DISTRICT ALIGNMENT AND MTSS**

1. Coordinator for Student Support Services will conduct quarterly audits of Staff PLP input with the intended impact to ensure fidelity in the reporting of attendance concerns.
2. Coordinator for Student Support Services will progress monitor buildings to ensure data is entered into RTI system with fidelity with the intended impact to provide support.
3. The Director of Technology in collaboration with building leaders will ensure the fidelity of data input around suspension, behavior referrals and attendance data with the intended impact to gather accurate data to drive supports and interventions.

**ATTENDANCE**

1. The Coordinator for Student Support Services will support buildings in the implementation of the Attendance Awareness campaign with the intended impact to increase awareness around attendance.
3. The Coordinator for Student Support Services will to schedule quarterly calls from key stakeholders around attendance with the intended impact to remind families about the importance of attendance.
2. Coordinator for Student Support Services will continue to ensure implementation of BOE attendance policy to ensure all staff are in compliance with district wide expectations.

**DIVERSITY PLAN**

1. Coordinator for Student Support Services will progress monitor Guardians of Equity campaign with the intended impact to support buildings in dissemination and implementation of campaign.
2. Coordinator for Student Support Services will meet with Guardian's of Equity team to develop policies/plan/strategies around culturally responsive education and...

**GROUPS**

Coordinator for Student Support Services, Director of Multilingual Learners and teacher leader will hold quarterly meetings for young girls at the High School. The intended impact is to improve student achievement and self awareness





<b>A1. DTSDE Pillar</b>	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>	
<b>B1. Baseline Data: Provide the most recently available information.</b>	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6</b>	
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>	
<b>E1. Action Plan - August 2019 through Jan</b>	
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>
August 2019	October 2019
September 2019	Dec 2019
August 2019	Nov 2019
August 2019	Oct 2019
Sept 2019	Dec 2019
Sept 2019	Dec 2019
Sept 2019	Dec 2019
Sept 2019	Jan 2020
Sept 2019	Jan 2020
Sept 2019	Dec 2019
August 2019	Dec 2019

**F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.**

**G1. Action Plan - January 2020 through Ju**

<b>G2. Start Date: Identify the projected start date for each activity.</b>	<b>G3. End Date: Identify the projected end date for each activity.</b>
Jan 2020	June 2020
Jan 2020	June 2020
Jan 2020	June 2020
March 2020	June 2020
Jan 2020	June 2020
Jan 2020	June 2020
Jan 2020	June 2020

**Tenet 6: Parent and Community Engagement**

**Effective Family and Community Engagement**

During the 2018-19 school year 198 parent consultants were provided at the Parent Resource Center and an average of 10 parents/guardians attended each class.

By June 30, 2020, the PCSD will have a 50% increase of parent, family consultants and attendance at parent education workshops and classes at the Parent Resource Center.

All parents are not engaged with the District and are not taking full advantage of the opportunities to actively participate in the District's events, workshops, collaboration meetings which includes access to resources and communication tools.

**January 2020**

**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**

The Parent, Family and Community Liaison (PFCL) will utilize the new PCSD communication outreach plan that was developed in 2018-19 to communicate and share all events, activities, programs and classes at the Parent Resource Center. The intended impact is to increase participation and parent education.

The Basics committee members (campaign focused on birth to age 3) will work in collaboration with the new Back to Basics (community campaign focused on parent education for pre-teens and teens ages 10-21) committee members and hold two meetings in the Fall and two meetings in the Spring to offer a full continuum of parent awareness activities. The intended impact is align age birth to 21 campaign efforts to raise awareness about the importance of parental involvement and school readiness.

The PFCL will meet with each parent group bi-annually ( including PTO, SEPTO, etc) to gather input into all parent programming and offerings at the Parent Resource Center. The intended impact is to increase parent voice in planning all parent programs, events, activities to ensure that services meet their needs.

The PFCL will use the logic model to strategically inform the planning and development of programming at the Parent Resource Center. The intended impact is to provide a menu of programs that will meet the needs of our families.

The PFCL and building leaders will gather monthly data on all parent events, activities, workshops, classes and activities by including exit tickets/surveys and/or taking attendance at the end of each session/meeting. The intended impact is to gather parent feedback and adjust services/programs accordingly.

The PFCL will meet quarterly with all community partners who work within the PCSD school system. The intended impact is to strength and align all services.

The PFLC will arrange a site visit to a full service community school district with a group of key parent and school stakeholders. The intended impact is learn about stategies and programming that can be replicated at PCSD.

The PFLC will expland all parent education course offerings at the Parent Resource Center to include Spanish and English as a second language, GED/TASC classes and others based on parent need and input. The intended impact is to provide adult literacy and graduation equivilancy opportunities for all families to increase their education so they can in turn support their children's education.

The PFLC will explore grant opportunities to expand the PCSD professional development schools (PDS) partnership with Manhattanville College. The intended impact is to provide on site professional development for staff, parents and have access to conferences and workshops.

The PFLC will expland all parent education course offerings at the Parent Resource Center to include Spanish and English as a second language, GED/TASC classes and others based on parent need and input. The intended impact is to provide adult literacy and graduation equivilancy opportunities for all families to increase their education so they can in turn support their children's education.

The PFCL will hold a meeting with all community partners who provide supports, donations and in-kind contributes to the district and participate in our Saturday Academy Program. The intended impact is to coordinate outside agency involvement in our community schools initiative.

The district will see increase parent engagement and educational opportunities by all parent and family groups by mid-year. The exit ticket and survey data obtained by January 2020 will inform the activities planned for January 2020-June 2020.

**ine 2020**

**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**

The Basics committee members (campaign focused on birth to age 3) will work in collaboration with the new Back to Basics (community campaign focused on parent education for pre-teens and teens ages 10-21) committee members and hold two meetings in the Fall and two meetings in the Spring to offer a full continuum of parent awareness activities. The intended impact is align age birth to 21 campaign efforts to raise awareness about the importance of parental involvement and school readiness.

The PFCL will meet with each parent group bi-annually ( including PTO, SEPTO, etc) to gather input into all parent programming and offerings at the Parent Resource Center. The intended impact is to increase parent voice in planning all parent programs, events, activities to ensure that services meet their needs.

The PFCL and building leaders will gather monthly data on all parent events, activities, workshops, classes and activities by including exit tickets/surveys and/or taking attendance at the end of each session/meeting. The intended impact is to gather parent feedback and adjust services/programs accordingly.

The PFCL will work in collaboration with the Assistant Superintendent of Elementary Education to disseminate information to parents/guardians to education families about grade level curriculum unit topics and expectations. The intended impact is for parents/guardians to be able to support their child's learning at home.

The PFCL will meet quarterly with all community partners who work within the PCSD school system. The intended impact is to strength and align all services.

The PFCL with a key stakeholder group will explore all components of the community schools model and outline all steps and logistics involved with the implementation of a school-based health center. The intended impact is to increase the services and supports within the school district and work toward becoming a full service commuity school district.

The PFCL will hold a meeting with all community partners who provide supports, donations and in-kind contributes to the district and participate in our Saturday Academy Program.

The intended impact is to coordinate outside agency involvement in our community schools initiative.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

**REVIEWER FEEDBACK ON BENCHMARK(S)**



<b><u>REVIEWER FEEDBACK ON ACTIVITIES</u></b>

**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Peekskill City School District	Target District	\$50,000

  

<b>Name of CSI/TSI School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
Hillcrest School	CSI	\$100,000
Oakside School	TSI	\$50,000
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$200,000</b>