



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Peekskill City School District	Dr. David Mauricio

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	<b>Rigorous Pre-K-12 Aligned Literacy Opportunities</b>
2	<b>Rigorous Pre-K-12 Aligned STEAM Opportunities</b>
3	<b>Improve our Data-Driven Processes and Resources</b>
4	<b>Whole Child Commitment (Social-Emotional Learning, Physical Activity)</b>
5	<b>Powerful Parent, Family and Community Partnerships</b>

**PRIORITY I** Rigorous Pre-K-12 Aligned Literacy

Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Equitable and Accelerated Literacy Achievement for ALL Students</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>Equitable literacy opportunities and accelerated literacy achievement for all students is one of the major pillars of our Strategic Plan - The Peekskill's Promise. The Peekskill Board of Education and the Superintendent of Schools along with all stakeholders have as a goal, rigorous and aligned prek-12 literacy opportunities.</p> <p>This emerged as something to prioritize as we continue to strive for improved literacy outcomes for all students, particularly students with disabilities and English language learners.</p> <p>Peekskill High School is a diverse population of students which includes 80% of students who are economically disadvantaged including 3% who identify as homeless, 17% of students who are English Language Learners and 16% of students with disabilities. We are committed to increasing literacy achievement for all of our students.</p> <p>This literacy goal fits into our district's long-term plans of implementing a Culturally Relevant and Sustaining Education Curriculum in literacy for prek-12. We are currently implementing a new literacy program that addresses the learning needs of our diverse learner population.</p> <p>We learned through our CSI and TSI SCEP committee work and the Equity Self-Reflection and Student Interviews that our students in grades 2-5 feel strongly that learning should be project-based, relevant to their homes and lives and cultures. All stakeholders agreed that the elements of meaningful learning, intentionality, belonging, identity, relationships and agency are critical for teaching and learning.</p>

Priority 1

This supports the SCEP commitments of the two identified schools as they both have literacy goals related to Culturally Responsive and Sustaining Education as one of their priority commitments.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Enhance our Tier I Literacy Program</p>	<ul style="list-style-type: none"> <li>● Continued implementation of new CRE literacy program in dual language</li> <li>● Select early adopters for new CRE literacy program in general education</li> <li>● Purchase class CRE libraries for every classroom prek-5</li> <li>● Create an aligned framework of instruction, assessment, progress monitoring and inquiry</li> <li>● Institute a framework for instructional rounds for the review and norming of data and regrouping of students</li> </ul>	<ul style="list-style-type: none"> <li>● Continued use of the DDI framework - Across buildings</li> <li>● Progress monitoring and benchmark assessment review</li> <li>● Continued review of subgroup data</li> <li>● Use of quality and efficacy review framework on a quarterly basis</li> <li>● creation of inquiry teams by building that will review data weekly</li> <li>● Use of inquiry based teams that will review units of study for modifications based on subgroup need</li> </ul>	<ul style="list-style-type: none"> <li>● Purchasing of K-5 aligned literacy program</li> <li>● Purchase of the Heggerty Phonics Program to support early literacy development</li> <li>● Continued professional development and training for teaching staff and building level administrators</li> <li>● Additional permanent substitute teachers on staff to support professional development</li> </ul>

Priority 1

			goals and time needed to meet for regular inquiry
Enhance our Tier II Literacy Program	<ul style="list-style-type: none"> <li>Utilizing a structured and researched based Tier 2 intervention program</li> <li>Provide professional development for classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring student progress through aimswebPlus</li> <li>End of unit Foundations assessment for students</li> <li>Institute a framework for instructional rounds for the review and norming of data and regrouping of students</li> </ul>	<ul style="list-style-type: none"> <li>Leveled Literacy Intervention</li> <li>Just words phonics program for grades 4-5</li> <li>Foundations for grades K-4 (double dose)</li> </ul>
Enhance our Tier III Literacy Program	<ul style="list-style-type: none"> <li>Utilizing a structured and researched based Tier 3 intervention program for sects of our student population</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring student progress through aimswebPlus</li> <li>Monitoring the assessments in the Tier III reading program, Read Well</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for classroom teachers</li> </ul>
Enhance our WIN Model	<ul style="list-style-type: none"> <li>Structuring a WIN model that focuses on the entry points of the learner</li> <li>Infusing PBL through rich literary opportunities for all subgroups based on entry point</li> <li>Utilizing a structured Tier 2 intervention program for sects of our student population</li> </ul>	<ul style="list-style-type: none"> <li>Monitor data on a bi-weekly basis by subgroup</li> <li>Use of inquiry based teams that specifically craft hallmarks for student growth and regroup students with intentionality for acceleration</li> </ul>	Culturally responsive literature <ul style="list-style-type: none"> <li>Dedicated, scheduled WIN block</li> <li>Teachers new to the programs will require training and professional development</li> </ul>
Enhance our literacy accelerated program	<ul style="list-style-type: none"> <li>Infusing PBL through rich literature on the next grade level standards for acceleration and enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Use of genre specific, student created rubrics</li> <li>Student presentations based on the NGLS Reading, writing,</li> </ul>	<ul style="list-style-type: none"> <li>CRE genre/author specific mentor texts</li> <li>Collaboration with the LMS and Field</li> </ul>

Priority 1

	<ul style="list-style-type: none"> <li>● Creating a framework for students to participate in a rigorous CRE genre and author study; allowing for deeper levels of differentiation and enrichment opportunities</li> </ul>	<p>listening, speaking and presentations standards.</p>	<p>Library will enhance our exploration and introduction to diverse authors and topics.</p> <ul style="list-style-type: none"> <li>● Visiting authors of diverse backgrounds and curated diverse lesson materials will be shared.</li> </ul>
<p>Implement a Research Based Dual Language program in grades 1, 3 and 5.</p>	<ul style="list-style-type: none"> <li>● Grades K, 2, 4 continue the implementation and monitoring and evaluation of the 20-21 research based dual language program</li> <li>● Implement the research based program in grades 1,3,5</li> </ul>	<ul style="list-style-type: none"> <li>● Job embedded coaching and training for teachers utilizing the program for grades K-5</li> <li>● Utilizing Schoolpace data dashboard to monitor student growth</li> <li>● Facilitate inquiry based meetings with teachers using student data</li> <li>● Teachers will conduct weekly progress monitoring sessions with students</li> </ul>	<ul style="list-style-type: none"> <li>● Allotting teachers time in schedule to progress monitor students</li> <li>● Additional permanent substitute teachers on staff to support professional development goals and time needed to meet for regular inquiry</li> <li>● Utilizing data points from the Schoolpace data dashboard</li> <li>● Continued support and learning through on-going professional development and coaching</li> </ul>

Priority 1

<p>Implement an afterschool literacy model that is engaging and supportive</p>	<ul style="list-style-type: none"> <li>● Modified units of study based on core curriculum that focuses on prioritized standards for targeted support</li> <li>● Direct explicit instruction in reading, writing with specific emphasis on skill and strategy approach</li> </ul>		<ul style="list-style-type: none"> <li>● Staffing to deliver the program after school</li> <li>● After school transportation</li> </ul>
<p>Culturally Responsive -Sustainable Education</p>	<ul style="list-style-type: none"> <li>● Culturally Responsive Education (CRE)</li> <li>● is infused in our curriculum, our programs, our materials</li> <li>● All new programs are vetted through a CRE lens</li> <li>● The district CRE Committee reviews all curricular changes through the Curriculum, Instruction and Assessment Protocols</li> </ul>	<ul style="list-style-type: none"> <li>● There is evidence of the infusion of Culturally Responsive Education in our curriculum that represents Black, Latino and women’s historical representations.</li> <li>● The curriculum adaptations are actually taught throughout the year.</li> </ul>	<p>Stanford University’s CRE curriculum</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

AIMs Web

**State Assessments - (ELA): - level of 3's & 4's**

2017-18 - Pre- COVID Pandemic (ALL); 23% (ELLs); 2% (SWDs); 21% (AA); 22% (H); 35% (W)

2018-2019 - Pre COVID Pandemic (ALL); 27% (ELLs); 5% (SWDs); 19% (AA); 27% (H); 42% (W)

**Aspirational Goals:**

2021-22 - 36% (ALL); 35% (ELLs); 13% (SWDs); 27% (AA); 35% (H)

**AIMs Web (Grades K-5)**

Aspirational Goals:

2021-2022 - Kindergarten: 26%; Grade 1: 22%; Grade 2: 41%; Grade 3: 32%; Grade 4: 51%; Grade 5: 49%



Priority 1

**SRI Literacy (Grade 6-12)**

2020-2021 Middle School Year End SRI Results

Grade 6 37% On or above 31% One Level Below 32% Two or More grade levels below

Grade 7 36% On or above 37% One Level Below 27% Two or More grade levels below

Grade 8 37% On or above 27% One Level Below 36% Two or More grade levels below

**2020-21 End of Year Reading Inventory Results Overview**

Grade	Students	Below Basic	Basic	Proficient	Advanced
6-8	716	39%	28%	15%	19%
6	252	38%	31%	13%	17%
7	212	41%	25%	16%	18%
8	252	37%	27%	15%	21%
9-12	697	30%	23%	34%	13%
9	233	33%	26%	24%	17%
10	189	23%	16%	50%	11%
11	250	30%	27%	32%	11%
12*	25	56%	16%	24%	4%

\*Only Special Education students and ELLs are tested in 12th grade.

Priority 1

<b>Results by Demographics</b>					
<b>Grade</b>	<b>Students</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
6-8 Special Education	103	70%	17%	8%	5%
6-8 ELL	147	76%	18%	5%	1%
6 Special Education	34	65%	24%	6%	6%
6 ELL	58	76%	24%	0%	0%
7 Special Education	27	78%	7%	15%	0%
7 ELL	50	78%	16%	4%	2%
8 Special Education	42	69%	19%	5%	7%
8 ELL	39	74%	13%	13%	0%
9-12 Special Education	117	61%	17%	20%	3%
9-12 ELL	91	85%	10%	5%	0%
9 Special Education	38	66%	13%	18%	3%
9 ELL	34	91%	6%	3%	0%
10 Special Education	23	61%	13%	22%	4%
10 ELL	23	78%	17%	4%	0%
11 Special Education	35	54%	26%	17%	3%
11 ELL	27	85%	7%	7%	0%
12 Special Education	21	62%	14%	24%	0%

Priority 1

12 ELL	7	71%	14%	14%	0%
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Note: Baseline data will be re-established after the pandemic this year.

**PRIORITY 2** Rigorous Pre-K-12 Aligned **Math** Opportunities

**Our Priority**

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority is one of the major pillars of our Strategic Plan - The Peekskill’s Promise. The Board of Education and Superintendent of Schools, with input from stakeholders groups, have prioritized the development of a rigorous, aligned, and culturally responsive PreK-12 Math program.</p> <p>This emerged as an area to prioritize based on NYS Math Assessment data as we strive to improve outcomes for all students, particularly students with disabilities. The Peekskill City School District serves a diverse population of students, approximately 80 % of whom are economically disadvantaged. The district is committed to increasing math achievement for all of our students.</p> <p>This Math goal fits into our district’s long-term plans of implementing a rigorous, aligned math program in all grades Prek-12. We are planning to implement a workshop model of math instruction in grades K-5 to address the wide range of abilities and needs in our diverse learner population.</p> <p>We learned through our CSI and TSI SCEP committee work and the Equity Self-Reflection and Student Interviews that our students in grades 2-5 feel strongly that learning should be project-based, relevant to their homes and lives and cultures. All stakeholders agreed that the elements of meaningful learning, intentionality, belonging, identity, relationships and agency are critical for teaching and learning.</p> <p>This supports the SCEP commitments of the two identified schools as they both have math goals related to Culturally Responsive and Sustaining Education as one of their priority commitments.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Enhance our Tier I Math Program</p>	<p>-Math Fluency - ensuring that students develop:</p> <ul style="list-style-type: none"> <li>● efficient and accurate methods for computing</li> <li>● capacity in a multiple strategies or methods to produce accurate answers</li> <li>● efficiency and flexibility in the computational methods they choose</li> </ul> <p>-Continued implementation of ZEARN (grades K-5) and Big Ideas (Grades 6-8) as the Tier I Math programs.</p> <p>-Continued implementation of Reflex Math (Grades 2-5) and Frax (Grades 4-5)</p> <p>-Continued Implementation of ALEKS (Grades 6-12)</p>	<ul style="list-style-type: none"> <li>● Zearn data will be monitored and reviewed regularly</li> <li>● We will use Aimsweb Plus Math for benchmarking (Fall, Winter, Spring)</li> <li>● Common formative (interim) assessments will also be used. Trimester assessments will be given in grades 3 - 5 and quarterly assessments will be given in grades 6-12.</li> <li>● Growth in student Aimsweb scores from Fall to Spring benchmarking (Grades K-8)</li> <li>● Improved performance on ALEKS diagnostic assessments (Grades 6-12)</li> <li>● Improved results on interim assessments (Grades 2-12)</li> <li>● Growth in student fluency results from Reflex Math (Grades 2-5) and Frax (Grades 4-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Zearn (K-5)</li> <li>● Reflex Math (2-5)</li> <li>● Frax (4-5)</li> <li>● Aimsweb Plus Math (K-8)</li> <li>● ALEKS (6-12)</li> <li>● Staff Development</li> </ul>

Priority 2

<p>Implement a Tier II Math Program</p>	<p>Continued use of a data driven model to:</p> <ul style="list-style-type: none"> <li>● identify students who need additional support</li> <li>● ensure that appropriate, timely interventions are implemented</li> <li>● monitor progress towards established goals</li> </ul>	<ul style="list-style-type: none"> <li>● Growth in student Aimsweb scores from Fall to Spring benchmarking (Grades K-8)</li> <li>● Improved performance on ALEKS diagnostic assessments (Grades 6-12)</li> <li>● Improved results on interim assessments (Grades 2-12)</li> <li>● Growth in student fluency results from Reflex Math (Grades 2-5) and Frax (Grades 4-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Zearn (K-5)</li> <li>● Reflex Math (2-5)</li> <li>● Frax (4-5)</li> <li>● Aimsweb Plus Math (K-8)</li> <li>● ALEKS (6-12)</li> <li>● Staff Development</li> <li>● Staffing and transportation for after school program</li> </ul>
<p>Implement a Tier III Math Program</p>	<p>Continued use of a data driven model to:</p> <ul style="list-style-type: none"> <li>● identify students who need intensive support</li> <li>● design pull-out and after school programs to provide interventions</li> <li>● monitor progress towards established goals</li> </ul> <p>Addition of a 1.0 FTE Math Interventionist/AIS teacher in each building (K-12) for Tier III interventions</p>	<ul style="list-style-type: none"> <li>● Aimsweb Plus will be used for progress monitoring in grades K-5.</li> <li>● ALEKS will be used for progress monitoring in grades 6-12</li> </ul>	<ul style="list-style-type: none"> <li>● Additional 1.0 FTE x 5</li> <li>● Zearn (K-5)</li> <li>● Reflex Math (2-5)</li> <li>● Frax (4-5)</li> <li>● Aimsweb Plus Math (K-8)</li> <li>● ALEKS (6-12)</li> <li>● Staff Development</li> <li>● Staffing and transportation for after school program</li> </ul>
<p>Implement a Math Workshop Model (K-5)</p>	<ul style="list-style-type: none"> <li>● Revise master schedules to include a 60 minute math block for grades K-1 and a 90 minute math block for grades 2-5</li> <li>● Provide staff development on implementing a Math Workshop in grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>● Growth in student Aimsweb scores from Fall to Spring benchmarking (Grades K-5)</li> <li>● Improved results on interim assessments (Grades 2-5)</li> <li>● Growth in student fluency results from Reflex Math (Grades 2-5) and Frax (Grades 4-5)</li> </ul>	<ul style="list-style-type: none"> <li>● Zearn (K-5)</li> <li>● Reflex Math (2-5)</li> <li>● Frax (4-5)</li> <li>● Staff Development</li> <li>● Stipend, staffing, and transportation for after school program</li> </ul>

Priority 2

	<ul style="list-style-type: none"> <li>• Monitor and revise Math Workshop framework &amp; protocols throughout the year</li> </ul>		
Enhance our Math accelerated program (WIN)	<p>Continued use of a data driven model to:</p> <ul style="list-style-type: none"> <li>• identify students who are ready for an enhanced grade level curriculum</li> <li>• provide opportunities for enrichment and deeper learning through problem solving/project based learning scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Beast Academy to challenge student thinking and problem solving</li> <li>• Increased participation in regular building-wide problem-solving competitions/challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Math Club at all buildings (Grades 2-12)</li> <li>• Beast Academy subscriptions (Grades 2-5)</li> <li>• Defined Learning access (Grades 4-12)</li> </ul>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

**State Assessments - (Math):**

2017-18 Pre COVID Pandemic- 24% (ALL); 7% (ELLs); 2% (SWDs); 21% (AA); 22% (H) 41% (W)

2018-19 Pre COVID Pandemic- 28% (ALL); 11% (ELLs); 5% (SWDs); 19% (AA); 27% (H) 53% (W)

**Aspirational Goals:**

2021-22 - 36% (ALL); 19% (ELLs); 13% (SWDs); 27% (AA); 35% (H)

**AIMs Web (Grades K-8)**

## Priority 2

### **Aspirational Goals:**

**2021-2022 - Kindergarten: 29%; Grade 1: 36%; Grade 2: 36%; Grade 3: 31%; Grade 4: 29%; Grade 5: 38%; Grade 6: 26%; Grade 7: 42%; Grade 8: 38%**

Note: Baseline data will be re-established after the pandemic



## PRIORITY 3 Improve our Data Driven Practices and Resources

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Continued Improvement of our Data Dashboard to drive our teaching and decision making</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The use of data, process and resources is one of the top priorities for the Board of Education. It is driven by the notion that when we use the information available to us at the district, school and classroom level to drive our decision making and (re) teaching practices, we value the time spent on assessment and can significantly improve our outcomes. In all of our schools, including our identified schools, it is critical that we focus on our subgroup’s achievement. Various data points show progress and reveal that our Peekskill’s Promise is having a positive impact. However, our data indicate that English language learners, special education students and our male students of color require additional resources, interventions and greater student / family engagement. They also require that we build on their assets to accelerate their learning for which we know that they are capable of accomplishing. Our goal is to excel, move our CSI and TSI schools to good standing and beyond. Equally important, it is an opportunity to authentically engage our students in meaningful, relevant and rigorous learning.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Enhance our Data Dashboard</p>	<ul style="list-style-type: none"> <li>● Provide additional PD for administrators on what data is provided on the dashboard</li> <li>● Provide PD for administrators on building a dashboard customized for their viewing</li> <li>● Establish regularly scheduled data dashboard meetings for building additional vizzes (data views)</li> <li>● Create one page for all dashboards to be located</li> <li>● Import data from various dashboards / assessments into Infinite Campus (student management system) and Tableau (dashboard) to make it more intuitive.</li> </ul>	<ul style="list-style-type: none"> <li>● Increased number of visits to the Tableau Dashboard</li> <li>● Administrators and staff report using the dashboard on a frequent basis to drive their decision making.</li> <li>● Driven by Data Survey continues to improve in relevant areas related to use of data</li> </ul>	<ul style="list-style-type: none"> <li>● Add Tableau to the ServiceNOW helpdesk so that requests for data views and additional PD can be made in the system</li> <li>● Schedule PD sessions (i.e. Administrators summer retreat, on boarding of new admin)</li> <li>● Schedule Tableau Meetings with district and building admin.</li> </ul>
<p>Aligned Data Meetings</p>	<p>Quarterly Data Review Meetings by School District leaders identify a consistent format for data charts during review meetings.</p>	<p>Presentations depict alignment between schools.</p>	<p>Quarterly Data Review Meetings Master Slides  Data Review Book Study (see below)</p>

Priority 3

		Progress and areas of growth are visible for skills and subgroups between schools.	
Enhance our Data Driven Practices	Book study to guide our practices Professional Development on Data Driven Instruction / Decisions	Bi-monthly professional development (Ad Council); Monthly school visits; Winter / Spring Data Practices Survey	Driven by Data Survey Quarterly Meetings School visits - Data Check Ins
Data Equity Report Card	Enhance and monitor our school data profile document  Create a report card for elementary schools	Sub-group data improves; Accountability data improves; TSI School becomes Good Standing; CSI School progresses toward Good Standing	District-created MS / HS equity report card  Search external resources
Data Turn Around Time	Diminish the time to provide data to staff for analysis	The amount of time from the assessment to the time teachers have the data to be analyzed is reduced to three days or less.	Technology software to provide immediate data to staff.
Deep Analysis of Data	Enhance our analysis of student work.	Teachers are observed dissecting student data using work samples. Data charts show evidence of this practice.	Professional Development of Student Work Analysis.

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Currently, our Data Driven Practices survey (Bambrick-Santoyo) identified the following:

- Our district leaders have been improving their practices each year
- Our growth areas are as follows:
  - Immediate turn around of data provided to staff
  - Test-in-Hand and Deep Analysis PD
  -
- Data Targets:
  - 62% of administrators will indicate Common Formative Assessments are Implemented
    - Aspirational Goal: 72%
  - 31% of administrators will indicate the data is immediately provided
    - Aspirational Goal: 41%
  - 44% of administrators will indicate Test-in-hand and deep analysis occurs
    - Aspirational Goal: 54%

**PRIORITY 4 Whole Child Commitment (Social-emotional Learning, Physical Activity)**

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

**Our Priority**

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Implement and facilitate with fidelity a collegial environment that is intentional in supporting and educating the whole child with an understanding that relationships are a “must have” for the growth of young people.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority is one of the major pillars of our Strategic Plan - The Peekskill’s Promise. The PHS is committed to focusing on the Whole Child and providing academic, social and emotional support services and interventions. In order to achieve academic success and be lifelong learners in a global society which is part of the district’s mission statement, students need support in all areas to address challenges and areas of need. Due to COVID-19 and being in remote, hybrid, and in person models throughout the past 18 months and not having all students and staff together full time in the buildings has caused students, families, and staff stress and anxiety among other emotional responses that require social emotional support in recovering from the traumatic impact of COVID. The priority of social emotional learning includes increasing school attendance which is the foundation and a necessity in order to access learning and improve outcomes for students. The district is committed to increasing Tier II and Tier III supports such as mentoring opportunities (MBK/GEMs) to increase bonding to school and help to monitor students attendance, behavior and class performance (ABC data) of students in these groups. The district and school buildings that are identified have DCIP and SCEP alignment and all support SEL practices.</p>

Priority 4

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Social-Emotional Learning Focus - Welcoming all of our students back to in-person learning.</p>	<ul style="list-style-type: none"> <li>• Each building will have a SEL re-entry plan to support the full in person return of students including an opening day/week of warm and welcoming celebrations and team building activities to build relationships and make connections.</li> <li>• PCSD PPS Dept will have transition support services available for students who need SEL support.</li> <li>• Each building will have a MTSS menu of interventions and support for students and families and support plans will be entered into RTI Direct.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student and parent feedback on the K-12 Insight Survey (baseline data 2020-21 and new survey January 2022)</li> <li>• Superintendent’s Student Advisory Council focus groups and feedback</li> <li>• PPS Data Team meetings monthly to monitor ABC Data (attendance, behavior and class performance data) when students’ SEL needs are met attendance and performance will increase.</li> </ul>	<ul style="list-style-type: none"> <li>• Supplies and Materials: Signs, posters and materials for main entrances and welcome back campaigns and Sept building trips, events and activities</li> <li>• Administrative and bldg liaison to support to implement SEL checklist and priorities.</li> <li>• Designated Teaching Assistant and clinical staff to support the transitional support program</li> </ul>
<p>Attendance</p>	<p>Implement and monitor a multi-tiered system approach to improve attendance; a tier I attendance matters campaign and tier II and III supports and</p>	<ul style="list-style-type: none"> <li>• Use infinite campus Tableau monthly to track and monitor district wide attendance by grade</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign supplies and materials</li> <li>• Administrative and bldg liaison to support to</li> </ul>

Priority 4

	interventions for students with at-risk and chronic attendance	<ul style="list-style-type: none"> <li>● Overall increased attendance by 3%</li> </ul>	implement SEL checklist and priorities
MBK	Continue to organize a robust after-school mentoring program with regular meetings and events for young males of color	<ul style="list-style-type: none"> <li>● MBK students will <b>achieve</b> good standing ESSA attendance, pass 3+ classes and have zero superintendent hearing suspensions for the 2021-22 school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff mentors</li> <li>● Funding for trips, guest speakers and events</li> <li>● Meeting space</li> </ul>
GEMs	Continue to organize a robust after-school mentoring program with regular meetings and events for young females	<ul style="list-style-type: none"> <li>● GEM students <b>maintain</b> good standing with ESSA attendance, passing all classes and have zero suspension for the 2021-22 school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff mentors</li> <li>● Funding for trips, guest speakers and events</li> <li>● Meeting space</li> </ul>
Tier III Interventions	Create and implement an intensive mentorship program for students in need of tier III support ages 16-21 to include drop out prevention activities and work readiness skill development.	<ul style="list-style-type: none"> <li>● Reduction of drop out rate by 2%</li> <li>● Improve graduation rate within 4 years by 2%</li> </ul>	<ul style="list-style-type: none"> <li>● Staff mentors</li> <li>● Funding for trips, guest speakers and events</li> <li>● Meeting space</li> </ul>



## Measuring Success About:

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- SEL Welcome Back Events will have been held at every building district wide
- All main entrances and lobbies will have warm and welcoming signs in multiple languages
- Increase student and parent feedback on the K-12 Insight Survey about Warm and Welcoming Environments
- Positive focus group feedback from Student Advisory Council about Warm and Welcoming Environments
- Improved school attendance by 3% district wide
- PPS District Data Team and Program Leaders will measure student success by monitoring ABC (Attendance, Behavior and Class Performance) of the MBK and GEMs students
- An established intensive mentorship program providing Tler III supports will have met quarterly with sign in sheets and student support plans.
- Attendance rate should improve by three (3) percent in 2021-22.

## PRIORITY 5 Powerful Parent, Family and Community Partnerships

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

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority is one of the major pillars of our Strategic Plan - The Peekskill’s Promise. The District had a grand reopening of the Parent Family Resource Center in November 2020. It is a district priority to upgrade parent communication starting at the registration process so that all families have access to and know how to check their students grades, report cards, communicate effectively with teachers and staff, check websites for upcoming events and use the district app. We want to increase communication in multiple modalities and during the pandemic many families experienced job loss and financial insecurity and therefore do not always have access to internet or data plans on cell phones to rely on electronic forms of communication so we want to ensure flyers and other forums. All schools that are identified have SCEP plans that are aligned with the DCIP.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Culturally Responsive Parent Education Programs</p>	<p>Planning multilingual parent education programs- that includes <i>Parent University</i>, FAFSA, Transition Night for Special Education Program, Afterschool Programs at PHS</p>	<p>Exit tickets will be provided after workshops - feedback will be used to amend workshops and schedule.</p> <p>Review of Parent Attendance will be done 4 times (Nov, Jan, March, May), and a year to gauge parent participation</p>	<p>Resources needed : Schedule programs for the year (both at the PRC and in the school)</p> <p>Budget to sponsor Parent Workshops for presentation fees</p> <p>work in collaboration with buildings to schedule workshops/outreach</p>
<p>Parent Communication Upgrade</p>	<p>Upgrade Website, Computer and In Design</p>	<p>Access number of participants who have viewed the site, increased number of participants participating in program, PRC inquiry form regarding website use</p>	<p>Resources needed: Budget to support Tech TA support</p> <p>Computer Tech TA to redesign the website, design a monthly interactive calendar with registration access</p>

Priority 5

<p>Outreach - Parent and Family Community Ambassadors and Parent/jFamily Facilitators per building</p>	<p>Hiring ambassadors that are responsible for sectors of our community to do grassroots outreach (word of mouth and flyers) and disseminate information</p> <p>Hiring School based Facilitators to provide monthly informational programs in each school (ENL Parent U, Newcomer Parent Series, on a monthly basis in each school)</p>	<p>Exit Ticket after workshops/programs/services</p> <p>Review of Parent Attendance will be done 4 times (Nov, Jan, March, May), and a year to gauge parent participation in individual schools</p>	<p><b>Resources:</b></p> <p>Funding to hire ambassadors/school based facilitators</p> <p>Scheduling of program/workshops in collaboration with school</p>
<p><b>Improve our Parent Registration Process</b></p>	<p>School Welcome Videos</p>	<p>Feedback form on registration process</p>	<p>Resources:</p> <p>developing folders, brochures, informational materials</p>
<p><b>“Why choose Peekskill” campaign Launched</b></p>	<p>Form a committee to develop a campaign to highlight PCSD Peekskill Promise, commitment to excellence and learning opportunities and programs.</p> <p>Develop and launch media campaigns to reach all sectors of the community.</p>	<p>Add a question in the registration packet to inquire about why families choose Peekskill schools / community.</p>	<p>Resources:</p> <p>Budget for media campaign</p> <p>Form committee to script and record the media campaign</p> <p>Develop an outreach plan to disseminate finished video</p>

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- Increased numbers of participants accessing services, programs at the Parent Resource Center in comparison to 2020-21 school year
- All programs and workshops will have attendees and sign in sheets with exit tickets
- Parents will report improved communication from the district on surveys and exit tickets
- Focus groups that share positive feedback on programs, services at PRC
- Registration center will have new packets and welcome video materials
- PCSD will have a new “Why Choose Peekskill” campaign video completed and shared with the community at large

## Stakeholder Participation

### Background

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

### Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. David Mauricio	Superintendent	District Level
Dr. Mary Foster	Assistant Superintendent	District Level
Dan Callahan	Assistant Superintendent	District Level
Rebecca Aviles-Rodriguez	Assistant Superintendent	District Level
Dr. Anchala Sobrin	Director of STEM	District Level
Dr. Margie Daniels	Administrator of Equity and Diversity	District Level
Madeline Sanchez	Director of Multilingual Programs & World Languages	District Level
Ellen Gerace	Director of Special Services	District Level
Maria Olivier-Flores	Parent, Family & Community Liaison	District Wide
Janice Reid	Director of Technology	District Level
<b><u>Superintendent's Student Advisory Committee:</u></b> Janira M.; Ariana O; Anthony E;	High School Students	Peekskill High School

Our Team's Process

Lila F; August V; Daniela B; Brennan H; Steven A; Jerrel T; Serene M; Malik F; Shemar B; Isabella L; Gibrill S; Tyler R; Litzi R; Alexis F; Edwin R; Katherine Q; Destiny P; Rosa N; Lamar K; Kendall C; Jayla W; Azaria J; Kya J; Elijah R; James G; Christopher B; Kiara M; Wendy P; Donovan K; Ezekiel J; Lavone M; Afua Y.		
Karen Faulkner	Community Partner / Inner Being Yoga	NA
Jenna Ferris	Parent	NA
Jenny Chapa	Parent	Elementary Level
Alexandra Erazno	Parent	Elementary Level
Wilfredo Morel	Parent / Community Partner Arts 10566	
Annette Kirleu	Community Partner / Inner Being Yoga	
Felix Flores	Community Partner / Manhattanville	
Mirna Handelman	Community Partner / Sunriver Healthcare	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
<b>June 14, 2021</b>	Virtual Meeting
<b>June 18, 2021</b>	PCSD Central Office
<b>June 29, 2021</b>	PCSD Family Resource Center
<b>June 30, 2021</b>	Virtual Meeting

### Districts with TSI Schools Only

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

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	The principal leads a School Leadership Team which incorporates various teachers who support all students and identified sub-groups. The SLT's recommendations are brought to the assistant superintendent and the superintendent during monthly school visits and during weekly principal's meetings. The information and input is then used to enhance our strategic plan (Peekskill's Promise).
Parents with children from each identified subgroup	Parents are engaged in various committees to provide input to school and district leaders. Parents are involved in the development of the School Comprehensive Educational Plan (SCEP).
Secondary Schools: Students from each identified subgroup	This year, the District established a Superintendent's Student Advisory Committee which involves students from our high school. The committee meets



### Stakeholder Participation

	on a monthly basis to discuss health and safety, culturally responsive education and other key items that they are interested in as part of their educational experience.
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## Submission Assurances

### Submission Assurances

#### Directions

Place an "X" in the box next to each item prior to submission.

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

#### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).