



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Peekskill City School District	Dr. David Mauricio

2024-25 Summary of Priorities

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

1	Rigorous Pre-K-12 Aligned Literacy and Culturally Responsive Opportunities
2	Rigorous Pre-K-12 Aligned STEAM Opportunities
3	Improve Data-Driven Processes and Resources
4	Whole Child Commitment (Social-Emotional Supports, Physical Activity)
5	Powerful Parent, Family and Community Partnerships

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Rigorous Pre-K-12 Aligned Literacy and Culturally Responsive Opportunities</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Priority fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right Priority to pursue?</i> ● <i>How does this fit into other Priorities and the District’s long-term plans?</i> ● <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support?</i> ● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Rigorous Pre-K-12 Aligned Literacy</p> <p>Rigorous Pre-K-12 Aligned literacy opportunities and accelerated achievement for all students is one of the major pillars of our Strategic Plan embedded in The Peekskill Promise. This commitment 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. PCSD encompasses a diverse population of students which includes 69% of students who are economically disadvantaged including 1% who identify as homeless, 32% of students who are English Language Learners and 15% of students with disabilities. 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. Our literacy program addresses the learning needs of our diverse learner population and integrates our CRE goals in tandem with creating differentiated entry points for our scholars through the vehicle of complex text. We have learned through our TSI SCEP committee work and Student Interviews that our students in grades 6-8 feel strongly that learning should be project-based and culturally relevant with a focus on social justice and civic engagement. Our curricula honors this need and will support authentic teaching and learning experiences by deepening the application via thematic reading and writing units through a culturally relevant lens. Our district is focusing on enhancing our curriculum through the lens of diversity and equity. We have embarked on systemic diversity, equity and inclusion training for all key stakeholders and have set a standard for all classrooms to begin the work of unpacking DEI in a minimum of 1 unit of study. <i>All stakeholders agreed that the elements of meaningful learning, intentionality, belonging, identity, relationships and agency are critical for teaching and learning. This supports the SCEP commitments of our identified school as they have literacy goals related to Culturally Responsive and Sustaining Education as one of their priority commitments. This work will be grounded in the book read, “Unearthing Joy” by Gholdy Muhammad.</i></p>

Culturally Responsive Sustainable Education

Culturally Responsive Education (CRE) is part of and aligned with the PCSD Peekskill Promise which outlines the district’s visions and goals. The face of our community continues to change and evolve into a more diverse representation of a cross-section of cultures and backgrounds. The District has committed resources and appointed a full-time Director for CRE and Equity as of the 2019-2020 school year to support this important work. The PCSD CRE plan is aligned with the NYS CR-S Framework and includes three main areas of focus for the 24-25 SY. To enhance our warm and welcoming environment we need to continue to provide 1) professional development for staff on implicit bias’ and overall cultural competence 2) enhance our curriculum to become more culturally responsive and 3) ensure that all students have access to books, resources and materials that are reflective of their cultural/heritage and diverse backgrounds.

Culturally Responsive Opportunities

Success will be defined as 1) Students and staff reporting via the feedback that the new CRE books in the libraries are reflective of our student population and there is an increase in CRE knowledge 2) All newly adopted curricula 24-25 and beyond will be vetted via the new updated form to ensure that all curriculum is culturally responsive 3) All staff will report an increase in self-awareness, reflection and be more open to our differences as a learning community as a result of participating in the CRE training.

Throughout the year the school district will collect qualitative survey data to inform the next steps in supporting our CRE initiative to determine efficacy and coalescence with our literacy initiatives.

Restorative Practices Opportunities: As part of our CRSE, for the 24-25 school year our district will participate in professional learning pertaining to Restorative practices. Our training will emphasize the following:

- Overview of Restorative Justice: history, principles, and research
- Restorative Justice and its connection to NYSED Social Emotional Learning Benchmarks, Mental Health Education Standards and Culturally Responsive Education Framework
- The stages of systemic implementation including embedding into policy and Codes of Conduct
- Establishing accountability systems including Monthly Discipline Data Reporting and Monitoring
- Methods for holding school leaders accountable for implementation through hiring and evaluation protocols
- Ongoing funding and supports needed to ensure sustainability
- Action planning to support a mindful implementation process that includes key stakeholders

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Year-long job embedded coaching for all teachers K-5, Reading Specialists & ENL Specialists.</p>	<ul style="list-style-type: none"> ● Job embedded coaching where teachers receive the following: <ul style="list-style-type: none"> ○ 1:1 time with the building’s ARC coach ○ Grade level PLC training with the ARC coach ○ Extended Summer Professional Development opportunities for new staff ● Student and teacher data from the ARC Schoolpace data dashboard ● Building level Schoolpace data 	<p>Teacher coverage on the days an ARC coach is in the building to allow teachers ample opportunities to receive coaching Funding will be allocated to support summer training and planning for coaches and the orientation of new teaching staff</p>
<p>Job-embedded coaching for all teachers 6-12, Reading/Content & ENL Specialists.</p>	<ul style="list-style-type: none"> ● Job-embedded coaching where teachers receive the following: <ul style="list-style-type: none"> ○ 1:1 time with department leaders, Directors, and Bilingual Resource Specialist and consultants ○ Grade-level, content area PLC sessions ○ Summer Professional Development opportunities for new staff ● Review Data dashboards to disaggregate data ● Building level disaggregated data (Student Management System, Tableau, NYSED 	<p>Teacher coverage provides ample opportunities to collaborate on data analysis: trends, patterns, problems of practice, and opportunities.</p>
<p>ARC Multi-Session professional development for leadership</p>	<ul style="list-style-type: none"> ● Building leaders will engage in cross building visits followed by norming and debriefing sessions with the ARC Coach and through the framework and lens of inquiry based sessions and instructional rounds ● 1:1 Leadership sessions with the ARC coach to conduct deep-dives for each respective building. Building level ARC data will evidence regular conferring, progress monitoring and goal setting through the SchoolPace dashboard ● All building leaders and coaches will conduct regular calendarized deep-dive data meetings with each/all teachers in their building 	<ul style="list-style-type: none"> ● Additional PD days and job embedded coaching has been budgeted for. ● All visits have been scheduled and calendarized ● Framework and protocol for inquiry and instructional rounds has been created ● “Planning Dates ” for building leaders to plan accordingly, check in and review progress with the ARC consultants and

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		literacy coaches has been scheduled so that time can be fully capitalized on.
ARC library/resource inventory	<ul style="list-style-type: none"> Yearly inventories for the classroom’s ARC libraries and the buildings’ lending libraries to ensure students have access to an array of levels from below grade level to above grade level in each class and building. Review of the alignment with current resources, units of study and outcomes to determine how resources should be amplified and revisited for cohesion and rigor 	<ul style="list-style-type: none"> End of year meetings with teachers, building leaders & ARC representatives for consumables needing replenishment for following school year
Library/Resource inventory Grades 6-8	<ul style="list-style-type: none"> Yearly inventory of the building’s library Yearly inventory of classroom libraries Yearly collaborative projects between the Library Media specialist and ENL Specialists to continue to curate culturally responsive book offerings for students 	<ul style="list-style-type: none"> Surveying of ELA teachers, ENL & Reading specialist Yearly ordering of new books to be added to the school library through various approved vendors.
Enhance our CRE libraries in schools	<ul style="list-style-type: none"> Work with an outside consultant to select the appropriate texts and materials Collaborate with all leaders, staff, stakeholders for feedback on the books Order the materials and stock the libraries PLC was created to incorporate all grade levels across the elementary team to ensure that all perspectives, voices, text complexity levels and points of entry are honored in curating our in class libraries to support our CRE and robust literacy initiatives Google Surveys will be set- up in each of the CRE sections of the library to gain feedback and input from students and staff to ensure it has the desired impact of students feeling that they are represented in the text they are reading and students/staff are learning about diversity. Interest surveys will be given to the students to determine level of engagement 	<ul style="list-style-type: none"> Funding and time to order the books Designated space/area in each library to showcase and house the new CRE books Funding has been allocated to specifically support the curation of CRE focused in classroom libraries
Update the Curriculum Implementation Form	<ul style="list-style-type: none"> Gain feedback from the district CRE committee to develop an appropriate Curriculum screening question Add a question about Culturally Responsiveness to the Educational Initiative Proposal Form to ensure that all new adopted courses/curriculum materials are culturally responsive All newly adopted curriculum moving forward, 24-25 and beyond will be diverse and represent our student population 	<ul style="list-style-type: none"> Access to the original CIA Form to be able to update and modify it Book read - <i>This work will be grounded in the book read, “Unearthing Joy” by Gholdy Muhammad.</i>

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<p>Implement ENL Stand Alone Curriculum in grades 6-8 that is Culturally Responsive</p>	<ul style="list-style-type: none"> ● Middle school ENL teachers will participate in professional development through Putnam Westchester BOCES where they will curate a four unit, year long, curriculum for stand alone classes that is based on global themes and grounded in text sets that are culturally responsive. 	<ul style="list-style-type: none"> ● Funding via Title III has been put aside to support the Professional Development and continued curriculum writing work.
<p>CRSE - Implicit Bias Training</p>	<ul style="list-style-type: none"> ● We will continue to work our contracted outside consultant ● Schedule PD sessions (Family Resource Center, Special Education and other “public facing staff” ● Collaborate with all district leaders and stakeholders ● Hold sessions with administrators, Board of Education Members, teaching staff and all stakeholders. ● A pre and post survey will be conducted with staff trained to measure increased self-awareness about biases and CRE practices in the workplace for those who participate in the training 	<ul style="list-style-type: none"> ● Funding for the consultant ● Contract with the consultant ● Time to plan and hold the sessions ● Time for feedback and reflection
<p>Enhance our Tier I Literacy Program</p>	<ul style="list-style-type: none"> ● Continued implementation of new CRE literacy program in dual language ● Continued review and curation of CRE libraries for every classroom prek-5 ● Create an aligned framework of instruction, assessment, progress monitoring and inquiry ● Continue to deepen the framework for instructional rounds for the review and norming of data and regrouping of students ● Continued use of the DDI framework - Across buildings ● Continued Progress monitoring and benchmark assessment review ● Continued review of subgroup data ● Use of quality and efficacy review framework on a quarterly basis through the DDI process ● creation of inquiry teams by building that will review data weekly ● Use of inquiry based teams that will review units of study for modifications based on subgroup need ● Creation of SIOP class across all elementary grade levels ● SIOP Professional Development ● Continues EDI professional development ● Continue grade level data meetings and action planning 	<ul style="list-style-type: none"> ● Continued PD of the Heggerty Phonics Program to support early literacy development ● Continued professional development and training for teaching staff and building level administrators on EDI, SDI, Foundations, and ARC ● Additional permanent substitute teachers on staff to support professional development goals and time needed to meet for regular inquiry. ● Continued use of the PLC model for strategic planning and efficacy review

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	<ul style="list-style-type: none"> Continued weekly review of Schoolpace Data with a focus on subgroup analysis 	
Tier 1 Literacy (Grades 6-8)	<ul style="list-style-type: none"> Weekly schedule of department meetings led by the ELA department leader, focusing on Tier 1 instructional practices. The meetings include collaborative planning, instructional strategy review, and student data analysis to enhance Tier 1 instruction for all students. 	<ul style="list-style-type: none"> Time will be allocated to create a meaningful agenda with outcomes Funding allocation to purchase materials aligned to Tier I instruction
Literacy Coaches	<ul style="list-style-type: none"> Coaches will push into classes daily, co-plan, provide feedback, create labsites and intervisitation schedules. They will run inquiry based debrief meetings to identify best practices Coaches will be responsible for reviewing quantitative and data that is produced through norm referenced progress monitoring and qualitative conferring data that will outline scholar movement through complex text 	<ul style="list-style-type: none"> Monies have been allocated in the PCSD budget to support the implementation of coaches for every elementary building.
Bilingual Resource Specialist Grades 6-8	<ul style="list-style-type: none"> The TESOL/Bilingual certified Bilingual Resource Specialist (BRS) will co-plan and co-teach with content area teachers, conduct student data-driven department meetings, and support cross-curricular teacher classroom visits. The BRS will facilitate school-wide and department level Professional Learning Communities The BRS will work with targeted groups of English language learners to accelerate the content areas and English language arts. 	<ul style="list-style-type: none"> Funding has been allocated in the PCSD budget to support the implementation of the secondary bilingual Resource Specialist.
Specialized Professional Development Clinics and Professional Learning communities Grades PK-5	<ul style="list-style-type: none"> Teachers will participate in paid professional development opportunities curated throughout the year during non-instructional days to strategically utilize the school year. Throughout the school year teachers will participate in PLC's that will focus on the use of data driven practices to elevate and accelerate learning Data will be regularly reviewed to capture the momentum realized from BOY,MOY and EOY data in tandem with the regular review of our qualitative schoolpace dashboard. Outcomes will be reviewed for acceleration and units of study will be revamped to deepen the rigor and provide interdisciplinary and multiple entry points for learning. 	<ul style="list-style-type: none"> Grant and general fund monies have been allocated for this purpose

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<p>Specialized Professional Learning Communities 6-12</p>	<ul style="list-style-type: none"> ● The staff will participate in professional learning communities and through the collaborative, staff will analyze data to identify best practices, instructional targets, and strategies through a culturally relevant approach. 	<ul style="list-style-type: none"> ● Grant and general funds have been allocated to support this process. ● Time to plan and gather data that supports the PLC's agenda
<p>Enhance our Tier II Literacy Program Grades K-5</p>	<ul style="list-style-type: none"> ● Utilizing a structured and researched based Tier 2 intervention program ● Provide professional development for classroom teachers ● Monitoring student progress through aimswebPlus ● End of unit Foundations assessment for students ● Institute a framework for instructional rounds for the review and norming of data and regrouping of students ● AIS and special education teachers will regularly review data through the lens of effective, steady progress. ● Regular analysis of MOSL 	<ul style="list-style-type: none"> ● Leveled Literacy Intervention ● Just words phonics program for grades 4-5 ● Foundations and Heggerty for grades K-4 (double dose) ● Targeted Tutoring
<p>Tier II Literacy (Grades 6-8)</p>	<ul style="list-style-type: none"> ● Weekly Tier 2 Instruction Planning Meetings with department leaders to review data, refine practices, and align with standards utilizing the data analysis strategy of Study, Plan, Act and Assess and Refine ● Utilize Edoctrina to create and review assessments aligned with targeted literacy standards, and develop scaffolded support structures for Tier 2 instruction. ● Utilize E-doctrina as a progress monitoring system to identify Tier 2 students and assess standards based mastery. ● Regularly evaluate and adjust Tier 2 tools and programs to ensure effectiveness in meeting literacy standards. 	<ul style="list-style-type: none"> ● Create Edoctrina assessment to address Power Standard to ensure mastery ● Calendarize weekly Tier 2 instructional planning meetings. ● Funding for resources and necessary materials to facilitate the instructional planning and material development.
<p>Enhance our Tier III Literacy Program Grades K-5</p>	<ul style="list-style-type: none"> ● Utilizing a structured and researched based Tier 3 intervention program for sects of our student population ● Monitoring student progress through aimswebPlus ● Monitoring the assessments in the Tier III reading program, Read Well ● AIS and special education teachers will regularly review data through the lens of effective, steady progress. ● Regular analysis of MOSL (Measure of Student Learning Probes) 	<ul style="list-style-type: none"> ● Provide professional development for classroom teachers ● Continued use of PLC to review and analyze progress to support continued action planning

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<p>Tier 3 Literacy (Grades 6-8)</p>	<ul style="list-style-type: none"> • Biweekly meetings with ELA teachers, AIS staff, and clinical staff to review and assess current Tier 2 literacy interventions utilizing the data analysis strategy of Study, Plan, Act and Assess and Refine • Monitor student progress, evaluate the effectiveness of targeted tools, and plan necessary adjustments to support student needs. 	
<p>Enhance our WIN Model Grades K-5</p>	<ul style="list-style-type: none"> • Structuring a WIN model that focuses on the entry points of the learner • Differentiated WIN period Pre-k thru 5th grade that focuses on the strength of the scholar • Infusing PBL through rich literary opportunities for all subgroups based on entry point • Utilizing a structured Tier 2 intervention program for sects of our student population • Monitor data on a bi-weekly basis by subgroup • Use of inquiry based teams that specifically craft hallmarks for student growth and regroup students with intentionality for acceleration 	<p>Culturally responsive literature</p> <ul style="list-style-type: none"> • Dedicated, scheduled WIN block • Teachers new to the programs will require training and professional development
<p>Enhance our literacy accelerated program</p>	<ul style="list-style-type: none"> • Infusing PBL through content area on the next gen grade level standards for acceleration and enrichment • Creating a framework for students to participate in a rigorous CRE genre and author study; allowing for deeper levels of differentiation and enrichment opportunities • Use of genre specific, student created rubrics • Student presentations based on the NGLS Reading, writing, listening, speaking and presentations standards. 	<ul style="list-style-type: none"> • CRE genre/author specific mentor texts • Collaboration with the LMS and Field Library will enhance our exploration and introduction to diverse authors and topics. • Visiting authors of diverse backgrounds and curated diverse lesson materials will be shared.
<p>CRS-E Restorative Practices Opportunities</p>	<p>Restorative Practices Opportunities: As part of our CRSE, for the 24-25 school year our district will participate in professional learning pertaining to Restorative practices. Our training will emphasize the following:</p> <ul style="list-style-type: none"> • Overview of Restorative Justice: history, principles, and research • Restorative Justice and its connection to NYSED Social Emotional Learning Benchmarks, Mental Health Education Standards and Culturally Responsive Education Framework • The stages of systemic implementation including embedding into policy and Codes of Conduct • Establishing accountability systems including Monthly Discipline Data Reporting and Monitoring • Methods for holding school leaders accountable for implementation through hiring and evaluation protocols 	<p>Training of PCSD staff NYSED (10/2024-12/2024)</p> <p>1:1 Training with PNWBOCES Consultants. Trainings will include peer observations; Resource distribution and Workshops; Analysis of data and coaching sessions</p>

Priority 1

- Ongoing funding and supports needed to ensure sustainability
- Action planning to support a mindful implementation process that includes key stakeholders

Measuring Success

END OF THE YEAR

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

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

Rigorous Pre-K-12 Aligned Literacy

The below figures delineate our NYSTP proficiency levels for last year. We will be analyzing our NYSTP data to align our quantitative and qualitative metrics to triangulate and identify specific areas of need. We are currently positioning our data driven efforts to move our scholar' growth aspirationally within a range of 8% to 10%.

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

2022-2023

Grade 3 - (All) - 23%; (ELLs) 1%; (SWDs) 3% ; (AA) 36% ; (H) 19%; (W) not reported %

Grade 4 - (All) - 33%; (ELLs) 10%; (SWDs) 25% ; (AA) 23% ; (H) 31%; (W) 75%

Grade 5 - (All) - 27%; (ELLs) 8%; (SWDs) 11% ; (AA) 25% ; (H) 23%; (W) 57%

Grade 6 - (All) - 26%; (ELLs) 6%; (SWDs) 7% ; (AA) 32% ; (H) 23%; (W) 44%

Grade 7 - (All) - 17%; (ELLs) 0%; (SWDs) 4% ; (AA) 9% ; (H) 14%; (W) 39%

Grade 8 - (All) - 30%; (ELLs) 0%; (SWDs) 13% ; (AA) 23% ; (H) 30%; (W) 45%

2023-2024- Results are still pending

Additionally, we expect to see a continued upward trajectory of growth towards closing the gap between PCSD scholars and their nationally normed peer groups as reflected below in our **aimsweb plus** aspirational goals.

Aimsweb plus (Grades K-8)

2024-2025 - Aspirational Goals for at or above proficiency:

Kindergarten - 56% ; Grade 1 - 56%; Grade 2 - 46%; Grade 3 - 45%; Grade 4 - 48%, Grade 5 - 50%, Grade 6-38%, Grade 7 - 50%, Grade 8 - 44%

Priority 1

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Level progression in complex text is expected biweekly (Progress monitoring will be implemented biweekly - Beginning 9/2024)	Expected every 3 to 4 weeks as of 10/2024	Upward trajectory in complex text is evidenced in schoolpace portal
Teacher will engage in consistent data review	Monthly - Data will be reviewed beginning 10/2024	Data review yields strategic pathways for improvement and pivots monthly
Action plans will be implemented	In 6 week cycles - All action planning will be implemented and reviewed - Beginning 10/2024	All action plans will provide a tiered overview of success that signals the need and pathway for differentiated approaches beyond tier 1 supports
Literacy Grades 6- 8	<p><u>Broaden Program Analysis:</u> Evaluate a wider range of Literacy programs for effectiveness and identify additional targeted programs for Literacy</p> <p><u>Utilize Edocrina for Assessments and Progress Monitoring:</u> Use Edocrina as a school-wide tool for creating and reviewing assessments aligned with targeted literacy standards, and for ongoing progress monitoring of Tier 2 students.</p>	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Rigorous Pre-K-12 Aligned STEAM/Math Opportunities</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<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 infused with robust STEAM opportunities for all students.</p> <p>This emerged as an area to prioritize based on NYSTP Math Assessment and Aimsweb Plus Math Data. We continue to strive to improve Math proficiency outcomes for all students with specific focus on English language learners and students with disabilities. This Math goal fits into our district's long-term plans of implementing a rigorous, aligned math program in all grades Prek-12 and the district's commitment to increasing math achievement for all of our students. We have refined our implementation of the math workshop model of instruction in grades K-5 to address the wide range of abilities and needs in our diverse learner population.</p> <p>Additionally, the district seeks to provide rich and rigorous STEAM experiences for our students in all grades. This will be accomplished by implementing age appropriate project based learning programs at each school building.</p> <p>We learned through our TSI SCEP committee work and Student Interviews that our students in grades 6-8 feel strongly that learning should be project-based, relevant to their home life and culture. All stakeholders agreed that the elements of meaningful learning, intentionality, belonging, identity, relationships and agency are critical for teaching and learning. This supports the SCEP commitments of our identified school as they have math goals related to Culturally Responsive and Sustaining Education as one of their priority commitments.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Refinement of the Tier 1 Math Program</p>	<ul style="list-style-type: none"> ● Refinement of the Math Workshop Model in Grades K-5 to ensure: <ul style="list-style-type: none"> ○ fidelity to the time allotted for Math instruction (60 minutes in Grades K-1, and 90 minutes in Grades 2-5) ○ structured station rotations to include differentiated small group instruction, collaborative problem solving opportunities, fluency practice, and effective use of available technology. ○ fidelity to the Tier 1 Math curriculum (Zearn) including use of Zearn’s professional development platform for instructional planning and a minimum of 120 minutes per week of student use. ● Continued implementation of Engage NY Module and Zearn Missions for Grades K-5 and Big Ideas for grades 6-8 as the Tier 1 Math Program. ● Refined implementation of Math fact fluency interventions in grades K-8 including: <ul style="list-style-type: none"> ○ paper based drills for Grades K-1; ○ introduction of Reflex Math in Grades 1, 6 and 7; ○ continued use of Reflex Math in Grades 2-5 introduction of FRAX for grades 3, 6, 7, and 8; and ○ continued use of FRAX in grades 4 and 5 ○ Continued use of IXL web based application and its data platform for targeted subgroup support ● Continued implementation of ALEKS for all students in Grades 6-8 ● Zearn usage data, (120 minutes per week for all students) ● Aimsweb Plus Math benchmarking (Fall, Winter, Spring) in Grades K-8. 	<ul style="list-style-type: none"> ● Zearn (K-5) ● Reflex Math (1-7) ● IXL (4-5) ● Frax (3-8) ● Aimsweb Plus Math (K-8) ● ALEKS (6-12) ● Staff Development

Priority 2

	<ul style="list-style-type: none"> ● Biweekly progress monitoring using survey level assessments on Aimsweb Plus for Math in grades K-5. ● Common formative unit assessments to monitor curriculum progress and standards mastery in grades K-12. ● MOSL assessments in grades K - 5 and quarterly assessments in grades 6-12. ● Growth in student Aimsweb scores from Fall to Spring benchmarking (Grades K-8) ● Improved performance on ALEKS diagnostic assessments (Grades 6-12) ● Growth in student fluency results from Reflex Math (Grades 1-7) and Frax (Grades 3-8) 	
<p>Refinement of our Tier II Math Program</p>	<ul style="list-style-type: none"> ● Continued implementation of ALEKS in Algebra 1.5 or 2.0 classes at the High School ● Implementation of ALEKS in Geometry (Analytic) classes at the High School ● Targeted small group intensive intervention support for students scoring below 35th percentile in Aimsweb benchmarking ● After school remediation support for identified students ● ALEKS pie progress reports ● Aimsweb Plus benchmarking and progress monitoring reports 	<ul style="list-style-type: none"> ● Aimsweb Plus Math (K-8) ● ALEKS (6-12) ● Additional Math Interventionists - 1.0 FTE x 3
<p>Enhancement of Elementary Math Enrichment Program</p>	<ul style="list-style-type: none"> ● Continued implementation of a math enrichment program for all students in grades 2-5. ● Development and implementation of a math enrichment program for students in grades K, 1 and 6-8. ● Student progress in the Art of Problem Solving's Beast Academy learning platform. ● Increased student participation via Math based projects in the District's STEAM fairs ● Participation in MOEMS (Math Olympiad for Elementary and Middle School) for Grades 3-8 ● Participation in Math Counts for grades 6-8 ● Implementation of a Math-Science and STEAM symposium/exposition in grades pre-k thru 12 to highlight project based curricular pivots and units of study 	<ul style="list-style-type: none"> ● Staff Development ● Stipends (x2) of Math Clubs for students in grades 3-8 ● Stipend, staffing, and transportation for after school program ● Beast Academy Accounts (K-6) ● AoPS resources for Grades 6-8

Priority 2

<p>Provide a supportive Mathematics environment based on student needs with an equity lens</p>	<ul style="list-style-type: none"> ● Increase the sections of Academic Intervention Services for students scoring below proficiency on the NYSED Math Assessment. ● Increase the sections of Accelerated Mathematics to build capacity ● Increase the sections of Algebra for 8th grade 	<ul style="list-style-type: none"> ● Ongoing training for intervention teachers on the latest instructional strategies and data-driven decision-making. ● Purchase of intervention resources tailored to students' needs. ● Access to formative assessment tools and progress monitoring to track student growth and adjust instruction accordingly. ● Establishing after-school or weekend tutoring sessions to provide extra support. ● Offer a Summer Math Institute to engage in Curriculum Development.
<p>Implementation of a robust and aligned STEAM program</p>	<p>Continued use of a data driven model to:</p> <ul style="list-style-type: none"> ● identify students who are ready for a enhanced grade level curriculum ● provide opportunities for enrichment and deeper learning through problem solving/project based learning scenarios <p>Establishment of a Problem Based Learning (PBL) Fellowship Program to train teachers/leaders to:</p> <ul style="list-style-type: none"> ● facilitate learning scenarios rooted in the United Nations goals for sustainable development ● supervise and guide students during and after school in collaborative problem solving and research. ● Use of Beast Academy to challenge student thinking and problem solving ● Use of Defined Learning Platform ● Increased participation in regular district/building-wide problem-solving competitions/challenges and STEAM fairs 	<ul style="list-style-type: none"> ● Math Club at all buildings (Grades K-12) ● Beast Academy subscriptions (Grades K-5) ● Defined Learning access (Grades 4-12) ● Art of Problem Solving Resources (Grades 6-8) ● Stipend, staffing for PBL Fellowship ● Stipend, staffing, and transportation for after school program ● Stipend designation for STEAM leaders ● Purchase Books, Building Thinking Classrooms, Teaching

		Math to Multilingual Learners K-8

Measuring Success

END OF THE YEAR

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

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

Aspirational Goals for Math:

State Assessment Results:

The below figures delineate our proficiency levels (**level of 3's & 4's**) for NYSTP results: 2022-2023:

- Grade 3 - (All) - 40%; (ELLs) 28%; (SWDs) 10% ; (AA) 39% ; (H) 39%; (W) % not reported
- Grade 4 - (All) - 35%; (ELLs) 16%; (SWDs) 17% ; (AA) 24% ; (H) 33%; (W) 69%
- Grade 5 - (All) - 36%; (ELLs) 14%; (SWDs) 24% ; (AA) 36% ; (H) 30%; (W) 86%
- Grade 6 - (All) - 18%; (ELLs) 6%; (SWDs) 3% ; (AA) 28% ; (H) 16%; (W) 25%
- Grade 7 - (All) - 22%; (ELLs) 1%; (SWDs) 13% ; (AA) 21% ; (H) 18%; (W) 67%
- Grade 8 - (All) - 29%; (ELLs) 2%; (SWDs) 5% ; (AA) 29% ; (H) 25%; (W) 80%

2023-2024- Results are still pending

We will be analyzing our NYSTP data to identify specific areas of need. Our 2024-2025 aspirational goals are to utilize data driven efforts and interventions to increase our proficiency levels by eight to ten percent.

Aimsweb Plus Math benchmarking-percentage of students in Tier 1 (at or above 65th percentile):

2024-2025 Aspirational Outcomes: Kindergarten: 62%; Grade 1: 59%; Grade 2: 47%; Grade 3: 50%; Grade 4: 51%; Grade 5: 57%; Grade 6: 35%; Grade 7: 55%; and Grade 8: 49%

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Socratic problem solving and fast fact fluency progression in targeted math strands is	Expected every 3 to 4 weeks as of 10/2024	

Priority 2

expected biweekly (Progress monitoring will be implemented biweekly - Beginning 9/2024)		
Teacher will engage in consistent data review	Monthly - Data will be reviewed beginning 10/2024	
Action plans will be implemented	In 6 week cycles - All action planning will be implemented and reviewed - Beginning 10/2024	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Improve Data-Driven Processes and Resources</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The use of data, process and resources is one of the top priorities for the Board of Education. We have deepened our approach and ability to use data by broadening and complimenting the use of qualitative and quantitative data. Our use of data is driven by the desire to serve the whole child and intrinsically understand the gaps that need continual support so that we can develop our scholars into 21st century citizens and adequately prepare them for college and career readiness. We value the time spent on assessment and have put structures in place to immediately analyze the data to significantly improve our outcomes. In all of our schools, including our identified school, it is critical that we focus on our subgroup achievement. Various data points show progress and reveal that our Peekskill’s Promise is having a positive impact. However, our data continues to indicate that English language learners, special education students and our male students of color require additional resources, interventions and greater student / family engagement. We are examining best practices using an asset based approach in concert with specifically examining individual students' profiles to exponentially capitalize on best practices and promote them throughout our district for the good of all. Our goal is to accelerate learning and to continue the support our formerly ATSI school which is now in good standing. Equally important, it is an opportunity to authentically engage our students in meaningful, relevant and rigorous learning to address the needs of our Middle School in TSI and PTSI designation. This year we are expanding our focus to ensure that all students are given opportunities to soar and benefit from rigorous STEAM based learning and dedicated targeted teaching blocks for intervention and acceleration for learning. We will continue to deepen our use of instructional rounds/learning walks and in doing so have identified lab-sites to support our inquiry based approach, to continually highlight best practices and to provide our teachers with in-house examples for teaching and learning. This model has been especially successful in supporting our teachers to grow professionally and engage in reflective practice.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continued Enhancement of our Data Dashboard</p>	<ul style="list-style-type: none"> ● Provide additional PD for administrators on what data is provided on the dashboard ● Provide continued PD for administrators on the use of customized dashboards for the purpose of supporting subgroup analysis ● Establish regularly scheduled data dashboard meetings for the curation of additional ad hoc reports (data views) ● Create one page for all dashboards to be located ● Import data from various dashboards / assessments into Infinite Campus (student management system) and Tableau (dashboard) to make it more intuitive. ● Increased number of visits to the Tableau Dashboard to drive their decision making. 	<ul style="list-style-type: none"> ● Add Tableau to the ServiceNOW helpdesk so that requests for data views and additional PD can be made in the system ● Schedule PD sessions (i.e. Administrators summer retreat, on boarding of new admin) ● Schedule Tableau Meetings with district and building admin.
<p>Aligned Data Meetings</p>	<ul style="list-style-type: none"> ● Quarterly Data Review Meetings by School using district data protocol ● All data meetings with be consistently formulaic in their approach; ie standardized template for analysis, consistent subgroup review, consistent review of academic, social emotional and attendance data for targeted intervention ● District leaders identify a consistent format for data 	<p>Quarterly Data Review Meetings Master Slides</p> <p>Data Review Book Study</p>

Priority 3

	<p>charts during review meetings.</p> <ul style="list-style-type: none"> ● Presentations depict alignment between schools. ● Progress and areas of growth are visible for skills and subgroups between schools. 	
Enhance our Data Driven Practices	<p>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</p>	<p>Purchase and conduct book study with <i>Street Data</i> for administrators Driven by Data Survey Quarterly Meetings School visits - Data Check Ins</p>
Data Equity Report Card	<p>Enhance and monitor our school data profile document</p> <p>Create a report card for elementary schools</p> <p>normed language matrix for supporting behavior is created and introduced</p>	<p>District-created MS / HS equity report card</p> <p>Search external resources</p>
Data Turnaround Time	<p>Diminish the time to provide data to staff for analysis</p> <p>The amount of time from the assessment to the time teachers have the data to be analyzed is reduced to three days or less.</p>	<p>Technology software to provide immediate data to staff.</p>
Deep Analysis of Data	<p>Enhance our analysis of student work.</p> <p>Teachers are observed dissecting student data using work samples. Data charts show evidence of this practice.</p>	<p>Professional Development of Student Work Analysis.</p>

Measuring Success

END OF THE YEAR

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

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

Currently, our data driven practices are supported by the body of work and framework curated by Paul Bambrick-Santoyo. We continue to grow in our granular use of data to support sub group growth and in the management and creation of dashboards that have supported the refinement of our lens in identifying gaps in learning and exercising drill down analysis to support decision making. Our self assessment in these areas indicate the following:

- Our district leaders have been improving their practices each year
- Our growth and focus areas continue to be the need for the immediate turnaround of data provided to staff
- Continued growth and work around Test-in-Hand through the implementation and use of E-doctrina
- Continue growth and focus on cycles of continuous improvement in sub group analysis

We have continued to deepen our use of various data tools to facilitate the immediate turn around of data. We will continue to expand the use of this application (E-doctrina) by all staff pre-k to 12 to support the norming and expectations around the analysis of data. Additionally, this tool will amplify the ability to use exemplars and real time data, to support our inquiry and professional learning communities so that our conversations and targeted actions for students are timely and strategic.

- Data Targets: Aspirational Goals:
 - 80% of administrators will indicate Common Formative Assessments are Implemented with the use of Edoctrina
 - 80% of administrators will indicate the data is immediately provided
 - 80% of administrators will indicate Test-in-hand and deep analysis occurs

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
<ul style="list-style-type: none"> ○ 80% of administrators will indicate Common Formative Assessments are 	Review of assessment manipulation and creation will be conducted during our quarterly district level data meetings. MOSL assessments will be reviewed and quantified in the	Quarterly review will result in district wrap around interventions that will be provided by : <ul style="list-style-type: none"> ○ Math and Literacy coaches/ department leaders

Priority 3

<p>Implemented with the use of Edoctrina</p>	<p>Edoctrina portal - October 2024 thru May 2025</p>	<ul style="list-style-type: none"> ○ Instructional technology specialist ○ Director of STEAM
<ul style="list-style-type: none"> ○ 80% of administrators will indicate the data is immediately provided 	<p>Quarterly review of Tableau use and implementation and mastery will be assessed - This review will be conducted during our quarterly district level data meetings - October 2024 thru May 2025</p>	<p>Quarterly review will result in district wrap around interventions that will be provided by :</p> <ul style="list-style-type: none"> ● Math and Literacy coaches/department leaders ● Instructional technology specialist ● Director of STEAM ● Data Specialist
<ul style="list-style-type: none"> ○ 80% of administrators will indicate Test-in-hand and deep analysis occurs 	<p>Quarterly review of Edoctrina implementation and mastery will be assessed - conducted during our quarterly district level data meetings - October 2024 thru May 2025</p>	<p>Quarterly review will result in district wrap around interventions that will be provided by :</p> <ul style="list-style-type: none"> ○ Math and Literacy coaches/department leaders ○ Instructional technologist specialist ○ Director of STEAM

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2024-25?	Whole Child Commitment (Social-Emotional Supports, Physical Activity)
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Priority fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right Priority to pursue?</i> ● <i>How does this fit into other Priorities and the District’s long-term plans?</i> ● <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> ● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The PCSD has a Peekskill Promise that outlines the five main areas of focus as a district that is aligned with the district’s mission and vision. Social Emotional Learning (SEL) is part of this Promise. Over the past several years, SEL has been a top priority for the Peekskill School District most especially post pandemic. There has been a significant increase in students needing social and emotional support.</p> <p>The SEL priorities that the district will focus on during the 24-25 SY are:</p> <ol style="list-style-type: none"> 1. alignment of the Zones of Regulation curriculum to PKMS through the use and adaptation of the ReThink Ed lesson matrix 2. Enhance and expand Teen Leadership and Mentorship Programs 3. Enhance the PHS Tier III DropOut Prevention Program. 4. Tier I Alignment of the Zones of Regulation curriculum from Pre-k to 5th Grade 5. Tier I Implementation of the ReThink SEL Curriculum Pre-K-12 6. Enhance and expand Teen Leadership and Mentorship Programs 7. TCIS training will continue to be offered with job-embedded coaching with the support of in-house trainers. <p>During the 23-24 SY, 586 out of 855 69% students completed the K-12 insight survey at the Middle School. Of the total number of students that took the survey, 77% of Middle School students who completed the survey reported that they work hard even in the face of major challenges or crises. 48% of Middle School scholars reported that mental health supports do in fact contribute to their sense of safety. 83% of Middle School scholars reported they feel that their teacher wants them to do their very best. We will continue to deepen the use and implementation of PBIS to help improve school culture and supportive relationships. The district will implement an SEL Curriculum-ReThink K-12 to increase student outcomes so that scholars can benefit from a welcoming and affirming environment. Hence, be more focused and productive in the face of adversities and challenges. We will continue to align the MBK, Girls Empowerment MS program, and My Sister’s Circle to help improve and support students towards positive outcomes while supporting them in building community and healthy school based relationships.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Use Zones of Regulation common language Prek-8 and Calming Corners with fidelity at the PreK to 5 level</p> <p>Use Zones of Regulation common language Prek-5 and Calming Corners with fidelity at the Grades PreK to 5.</p>	<p>Replenish the Prek-5 Zones of Regulation Supplies and Materials; order new curriculum for PKMS and hold a minimum of 1 training for new staff and a refresher for all staff Prek-5</p> <p>All teachers will have calming corners k-5 set up in their classrooms as evidenced by a walk through tool</p> <p>Increased student use of calming corners K-5</p> <p>Increased use of common language throughout the school community Prek-5</p>	<p>Funding and time to order Zones Posters, Bean Bag Chairs and Sensory Tools Update of the CRE Walk through tool to include SEL/Zones evidence</p>
<p>Implementation and use of ReThink - SEL Curriculum implemented in grades PrK--12</p>	<p>Implementation of the SEL ReThink Curriculum through:</p> <ul style="list-style-type: none"> ● Scheduled classroom visits ● Town halls ● Advisory Sessions ● Counseling Sessions ● Reflection Room ● Co-Curricular Clubs 	<ul style="list-style-type: none"> ● Social Emotional Wellness Committee Sessions ● Establish a Prek-12 implementation plan ● Create presentation toolkit and present during Superintendent's Conference Day ● Provide Professional Learning on ReThink SEL Curriculum to staff
<p>Enhance Teen Leadership and Mentorship Programs</p>	<p>Expand the GEM's Girls Empowerment and Sisterhood program from PHS to PKMS.</p> <ul style="list-style-type: none"> ● PKMS will have an established GEMS aligned program with a core group of students that meets monthly as evidenced by attendance sheets. 	<p>Funding for a GEMs MS leader position; supplies and materials for GEMs activities and trips</p> <p>Time built into the schedule for quarterly MBK planning meetings</p> <p>Allocate more funds for My Sister's Circle and continue to expand on the current curriculum.</p>

Priority 4

	<p>Align MBK programs from grades 4-12 across three school buildings.</p> <ul style="list-style-type: none"> ● MBK programs will hold quarterly planning meetings as evidenced by attendance sheets to enhance alignment and resources allocation <p>PKMS has an established “My Sister’s Circle” program with a core group of students that meets daily as evidenced by attendance sheets.</p> <p>The three school buildings (Hillcrest, PKMS and PHS) that run MBK programs will hold quarterly planning meetings as evidenced by attendance sheets to enhance alignment and resources allocation</p>	
<p>Implementation of an SEL advisory period pre-k thru 12</p> <p>Implementation of bi-weekly SEL Town Hall meeting</p>	<ul style="list-style-type: none"> ● Pre-k thru 5 - Community Meetings in morning first 15 minutes of the day ● Use of a **QR CODE** <i>Check in: google form</i> ● <i>Creation of an SEL Town Hall:</i> ● Bi-Weekly SEL/Upcoming events 	<ul style="list-style-type: none"> ● SEL Screeners: Conducted 2 x week ● Clinical teams will present monthly Rethink lessons through Town Halls sessions
<p>TCIS training and job-embedded Coaching</p>	<ul style="list-style-type: none"> ● Certified district trainers will provide training for staff. ● Ensure that all staff members complete assessment to establish certification process through Cornell University. ● Ensure that all participants complete the required minimum of 4 day training ● Use of a TCIS consultant in pre-k 5 to provide real time feedback during crisis situations 	<ul style="list-style-type: none"> ● Purchase training materials for all participants. ● Allocate funding for training sessions
<p>Culturally Responsive Professional Learning (6 - 8)</p>	<ul style="list-style-type: none"> ● Partnering with BOCES consultants will provide 	

Priority 4

	<p>specialized training in culturally responsive teaching and restorative practices.</p> <ul style="list-style-type: none">● The goal is to build educators' skills through ongoing workshops, resource distribution, and expanded support structures for effective implementation. <p>Implementation</p> <ul style="list-style-type: none">- Conducting regular workshops led by BOCES experts, where educators will engage in learning and application of culturally responsive teaching strategies and restorative practices.- Increasing the frequency of coaching sessions by CRE Consultants- Introducing peer observation opportunities, and providing additional resources to support continuous growth and improvement in these areas.	<ul style="list-style-type: none">● Create feedback forms and evaluation tools for workshops and coaching sessions.● Establish methods for assessing the impact of training and adjusting strategies based on feedback and performance data● Develop a comprehensive schedule for monthly faculty workshops, coaching sessions.● Allocate funds for BOCES consultant fees, purchase training materials, and provide resources for classroom implementation.
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Measuring Success

END OF THE YEAR

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

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

Priority #4 success will be defined as the following:

- Staff and students will report an increase knowledge and usage of the Zones of Regulation common language Prek-5
- Staff and students will report an increase in the use of calming corners K-5 as evidenced by walk through tool data
- Expansion of the GEMS program will be evidenced through monthly sign in sheets

Priority 4

- Alignment of the MBK and GEMS programs in grades 4-12 will be evidenced through the agenda, minutes and activities planned throughout the year that will document and align the vision of both programs.
- There will be an increase in students enrolled in the dropout prevention program as evidenced through the monitoring of attendance.
- There will be an increase in students' overall reporting that they can better face challenges and crises as evidenced by responses on the next District Wide K-12 Insight Survey.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)
Zones Of Regulation Implementation Pre-k thru 5	<p>By November of 2024 all classes should have a calming corner and matrix for Zones in place</p> <p>By December 2024, all PreK to 5 classes should have a calming corner and matrix for Zones in place</p>	<p>The Director of Student Services and the clinical team will meet regularly with building leaders to ensure that ongoing professional development and intervisitation is supporting the implementation and use of the Zones.</p> <p>The Director of Special Services will meet with the elementary counselors quarterly to review progress on implementation and ongoing alignment of Prek-5 and ensure distribution of materials to ensure all classrooms are properly set up.</p>
SEL Curriculum implemented in grades 6-12 to align in graduated form with the Zones of Regulation	<p>By November of 2024 all classes should have a lesson matrix and schedule for SEL lesson implementation</p> <p>By July 2024, all schools Prek-12 will have a full implementation plan developed and shared with all faculty and staff for implementation at the beginning of the school year.</p>	<p>The Director of Student Services and clinical team will meet regularly with building leaders to ensure that ongoing professional development and intervisitation is supporting the implementation of the SEL curriculum in tandem with the suggested rotation encore scheduling.</p> <p>The Assistant Superintendents and Building principals will discuss ReThink Roll Out and implementation plans during weekly Admin Elementary and Secondary Team meetings. Principles and Clinical Staff/counselors will share one</p>

Priority 4

		Overview ReThink Full Faculty Presentation for all staff Prek-12
Alignment of GEMS and MBK	By November of 2024 both program coordinators have a matrix of alignment created for execution in the 24-25 school year.	The Administrator for Equity and Diversity will meet regularly with all stipend leaders to ensure a matrix of alignment has been created and programmed.

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2024-25?	Powerful Parent, Family and Community Partnerships
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The PCSD is committed to powerful parent, family and community partnerships as evidenced by one of the five strategic areas embedded in the Peekskill Promise. As we move forward, we want to increase our ability to gain parent and family input on programming and their view on services and programs that are provided so that we can make adjustments to better meet their needs. The three priorities for the 24-25 SY are:</p> <ol style="list-style-type: none"> 1) fully implementing electronic feedback forms (e-tickets) after all parent workshops and programs throughout the year to gain feedback and parent and participants voice and choice. 2) develop and share a district wide welcome to PCSD video for all new students and families 3) obtain feedback on the registration process from new families via an e-ticket

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Gain Parent and Family Input to adjust programming and better meet their needs</p>	<p>Use E-Tickets for every Parent workshop and program Analyze the e-ticket data monthly to adjust Fall, Winter, Spring programming</p> <p>Increase # of completed surveys after workshops and classes</p>	<p>Time to develop, implement and analyze the e-ticket data Time to collaborate with contractors, vendors and presenters to make adjustments based on parent/family feedback</p>

Priority 5

	Increase # of parents and families reporting that their needs are being met and addressed via district programming	
Welcome to PCSD video	<ul style="list-style-type: none"> Meet with a group of new parents to find out what general information they would like to see included in a welcome video Meet with District videographer to outline the welcome video agenda Film the video Share the video with new families and stakeholders Increase # of families reporting positive enrollment process at the registrar after watching the welcome video and receiving their welcome orientation S'mores News letter 	<p>Time to meet with a focus group</p> <p>Time to craft and film the video</p>
Enhance the registration process	<p>Obtain feedback on the registration process for new families/students; they will complete a survey upon entering the district to give us feedback on how to better support their transition to a new school community</p> <p>Increased # of families who complete the registrar survey and report a positive experience</p>	<p>Time to train the registrar on turn keying the survey to ensure all parents/families complete it upon the completion of the registration process</p> <p>Time to analyze the survey results and make adjustments accordingly</p>

Measuring Success

END OF THE YEAR

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

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

For Priority #5 success will look like the following:

- E-tickets will be completed for all Parent Center Classes and Workshops and programming will be adjusted based on feedback

Priority 5

- A welcome school video will be completed and shared with all new families and staff members to support a positive school registration process.
- Increased numbers of participants accessing services, programs at the Parent Resource Center in comparison to 2024-25 school year
- Parents will report improved communication from the district on surveys and exit tickets
- Focus groups that share positive feedback on programs, services at PRC will be conducted and cataloged throughout the year
- 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

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Gain Parent and Family Input to adjust programming and better meet their needs	By October of 2024 all services and classes for the community should be calendarized and placed in a menu for posting on the website and distribution	The Director of LEAP and Coordinator for the Parent Resource Center will meet regularly with community members to ensure that all feedback data is being captured and analyzed..
Welcome to PCSD video	By September of 2024 the welcome video will be completed for distribution through our communication platforms and placed on the websites.	The Director of LEAP and Coordinator for the Parent Resource Center will work collaboratively to ensure that all promotional and informational material is disseminated bilingually.
Enhance the registration process	By October of 2024 all intake registration data collected in e-tickets will be sorted and analyzed to support refinement of registration practices.	The Director of LEAP and Coordinator for the Parent Resource Center will work collaboratively to ensure that the registration team has reviewed feedback received and is working towards implementing the feedback from a reflective stance.

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. Rebecca Aviles Rodriguez	Assistant Superintendent for C & I	District
Eudes S. Budhai	Assistant Superintendent for C & I	District
Donald Peters	Principal	Peekskill Middle School
William Toro	Assistant Principal	Peekskill Middle School
Iris Pagan	Assistant Principal	Peekskill Middle School
Ms. Carbough	Parent	Peekskill Middle School
Ms. Kearse	Teacher	Peekskill Middle School
Ms. Luongo	Teacher	Peekskill Middle School
Ms. McKay	Teacher	Peekskill Middle School
Mr. Fernandez	School Counselor	Peekskill Middle School
Ms. Dietres	School Psychologist	Peekskill Middle School
Dr. Kern Mojica	Director	District
Dr. Margie Daniels	Director	District
Dr. Madeline Diamond	Director	District
Glenda Sanchez	Director	District
Ellen Gerace	Director	District

Meeting Dates

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

Meeting Date	Location
6/14/2024	PCSD - MS
6/16/2024	PCSD - MS
6/20/2024	PCSD - MS
6/21/2024	PCSD - MS
6/22/2024	PCSD - MS

Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers were supported in the review of k-12 insight data, NYSTP and norm referenced data to triangulate and review trends and determine highest areas of need that are in line with the Peekskill Promise. Their viewpoints and perspectives are supported through the articulated need and desire to continue to support our scholars with a focus on robust experiences and the refinement and use of best practices to accelerate learning.
Parents with children from each identified subgroup	Parents were supported in the review of k-12 insight data, NYSTP and norm referenced data to triangulate and review trends and determine highest areas of need that are in line with the Peekskill Promise. Their viewpoints and perspectives were honored through dialogue and several work sessions that helped the district to deepen our understanding for systemic alignment in our academic and social emotional learning practices. Parents also articulated the need and desire to continue to support our scholars with a focus on robust experiences and the refinement and use of best practices to accelerate learning.

Stakeholder Participation

<p>Secondary Schools: Students from each identified subgroup</p>	<p>All identified subgroups participated in the k-12 insight survey. Their responses helped to guide the decisions and actions taken to continue to deepen best practices that uplift and uphold our commitment to robust and rigorous learning experiences as well as our commitment to the whole child and social emotional learning and wellness.</p>
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Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, the following documents:

1. DCIP Planning Document
2. DCIP

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