



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Peekskill City School District	Dr. David Mauricio

## 2025-2026 Summary of Priorities

In the space below, input the three to five District priorities for 2025-26 identified in this plan.

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

## PRIORITY I

### Our Priority

What will we prioritize to extend success in 2025-26?	Rigorous Pre-K-12 Aligned Literacy and Culturally Responsive Opportunities
<p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> <li>1. <i>How does this Priority fit into the District's vision, values and aspirations?</i></li> <li>2. <i>Why did this emerge as something to prioritize?</i></li> <li>3. <i>What makes this the right Priority to pursue?</i></li> <li>4. <i>How does this fit into other Priorities and the District's long-term plans?</i></li> <li>5. <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></li> <li>6. <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ol>	<p><b>Rigorous Pre-K-12 Aligned Literacy</b></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 62% of students who are economically disadvantaged including 3% who identify as homeless, 41% of students who are English Language Learners and 14% 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. Through our TSI SCEP committee work and student interviews, we have learned that students in grades 6–8 value project-based learning that is culturally relevant and rooted civic engagement. In response, our Middle School has taken intentional steps to align our instructional approach with these priorities. We have implemented a new assessment tool that enables us to measure student growth, identify learning gaps, and inform instruction. We have also established progress monitoring systems to ensure that student progress is tracked consistently and that targeted interventions are provided when necessary.</p> <p>To support a cohesive instructional pathway, we have engaged in vertical alignment sessions with our Grades 4–5 and Grades 9–12 schools. These sessions have focused on aligning priority standards in language arts and mathematics, ensuring continuity in skill development and instructional expectations across grade levels.</p> <p>Additionally, we are enhancing our curriculum design to increase the rigor and depth of learning for all students, with a specific focus on meeting the needs of learners with diverse abilities. This includes differentiated instructional strategies, scaffolded supports, and opportunities for enrichment, all embedded within thematic reading and</p>

## Priority 1

writing units that elevate student voice and emphasize culturally relevant, socially conscious learning experiences.

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.

### Culturally Responsive Sustainable Education

Culturally Responsive Education (CRE) is 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 PCSD CRE plan is aligned with the NYS CR-S Framework and includes three main areas of focus for the 25-26 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.

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Year-long job embedded coaching for all teachers PreK-5, Reading Specialists, Literacy Coaches & ENL Specialists.	<ul style="list-style-type: none"> <li>Job embedded coaching where teachers receive the following:               <ul style="list-style-type: none"> <li>1:1 time with the building's Literacy Coach</li> <li>In- classroom modeling of Research based best practices and ongoing literacy initiatives</li> <li>Grade level Professional Learning Community training with the American Reading Company consultant</li> <li>Extended Summer Professional Development opportunities for new staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher coverage on the days an ARC consultant is in the building to allow teachers ample opportunities to receive coaching</li> <li>Funding will be allocated to support summer training and planning for coaches and the orientation of new teaching staff</li> <li>Coverage for data meetings</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>○ Instructional coaching cycles</li> <li>○ Beginning of School Year professional development</li> <li>○ Intervisitation within and across schools</li> <li>○ Ongoing new teacher/early career teacher coaching cycles for ARC initiatives</li> <li>● Student and teacher data from the ARC SchoolPace data dashboard</li> <li>● Building level SchoolPace data meetings, Labsites and intervisitation to highlight and replicate best practice</li> </ul>	<ul style="list-style-type: none"> <li>● Coverage for intervisitation</li> </ul>
Job-embedded coaching for all teachers 6-12, Reading/Content & ENL Specialists.	<ul style="list-style-type: none"> <li>● Job-embedded coaching where teachers receive the following:               <ul style="list-style-type: none"> <li>○ 1:1 time with department leaders, Directors, and Bilingual Resource Specialist and consultants</li> <li>○ Grade-level, content area PLC sessions</li> <li>○ Summer Professional Development opportunities for new staff</li> </ul> </li> <li>● Review Data dashboards to disaggregate data</li> <li>● Building level disaggregated data (Student Management System, Tableau, NYSED)</li> </ul>	Teacher coverage provides ample opportunities to collaborate on data analysis: trends, patterns, problems of practice, and opportunities.
ARC Multi-Session professional development for leadership	<ul style="list-style-type: none"> <li>● Building and district leaders will engage in cross building visits followed by norming and debriefing sessions with the ARC consultant and through the framework and lens of inquiry based sessions and instructional rounds</li> <li>● 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</li> <li>● All district and building leaders and coaches will conduct regular calendarized deep-dive data meetings with each/all teachers in their building</li> <li>● Analysis and alignment of student writing samples data to drive further instruction and small group planning to advance movement along complex text continuum.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional PD days and job embedded coaching has been budgeted for.</li> <li>● All visits have been scheduled and calendarized</li> <li>● Framework and protocol for inquiry and instructional rounds has been created</li> <li>● “Planning Dates ” for building leaders to plan accordingly, check in and review progress with the ARC consultants and literacy coaches has been scheduled so that time can be fully capitalized on.</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>Writing analysis with rubric alignment and use of data to inform writing conferencing</li> <li>ARC consultant to provide professional development to self-contained teachers to address ways to address testing accommodations and modifications when using IRLA.</li> </ul>	
Library/resource inventory, including ARC materials	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>End of year meetings with teachers, building leaders &amp; ARC representatives for consumables needing replenishment for following school year</li> </ul>
Library/Resource inventory Grades 6-8	<ul style="list-style-type: none"> <li>Yearly inventory of the building's library</li> <li>Yearly inventory of classroom libraries</li> <li>Yearly collaborative projects between the Library Media specialist and ENL Specialists to continue to curate culturally responsive book offerings for students</li> <li>Use of interactive resources and tools to explore books such as Virtual Reality headset.</li> </ul>	<ul style="list-style-type: none"> <li>Surveying of ELA teachers, ENL &amp; Reading specialist</li> <li>Yearly ordering of new books to be added to the school library through various approved vendors.</li> <li>Continuous Professional Development for engaging learners in interactive resources</li> </ul>
Implement ENL Stand Alone Curriculum in grades 6-8 that is Culturally Responsive	<ul style="list-style-type: none"> <li>Middle school ENL teachers will participate in professional learning 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.</li> </ul>	<ul style="list-style-type: none"> <li>Funding has been put aside to support the Professional Learning and continued curriculum writing work.</li> </ul>
Enhance our Tier I Literacy Program	<ul style="list-style-type: none"> <li>Continued review and curation of CRE libraries for every classroom prek-5</li> <li>Continued focus on an aligned framework of instruction, assessment, progress monitoring and inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Continued PD of the Heggerty Phonics Program to support early literacy development</li> <li>Continued professional development and training</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>• Continue to deepen the framework for instructional rounds for the review and norming of data and regrouping of students</li> <li>• Continued use of the DDI framework - Across buildings</li> <li>• Continued 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 through the DDI process</li> <li>• Creation of Instructional Leadership Teams by building that will review data weekly:               <ul style="list-style-type: none"> <li>○ Ongoing planning and implementation of professional development according to building level needs</li> <li>○ Ongoing data meetings with administration to review data and form action plans</li> <li>○ Learning Walks in accordance to feedback given in enhancing the classroom learning environment</li> <li>○ Walkthroughs to continue supporting and improving best practices according to data meetings/action plans</li> <li>○ Use of MOSL data</li> <li>○ Use of quick checks</li> <li>○ AISWEB data analysis</li> <li>○ Action plans</li> <li>○</li> </ul> </li> <li>• Use of inquiry based teams that will review units of study for modifications based on subgroup need. Dual Language Teachers modify lessons to match their learners. Special education Instructional Coach and Special education teachers examine the IEPs of students to provide Specially Designed Instruction to scaffold and differentiate Tier 1 lessons. Data collection is reviewed to identify Tier 2 interventions.</li> </ul>	<p>for teaching staff and building level administrators on EDI, SDI, Foundations, and ARC</p> <ul style="list-style-type: none"> <li>• Additional permanent substitute teachers on staff to support professional development goals and time needed to meet for regular inquiry.</li> <li>• Continued use of the PLC model for strategic planning and efficacy review</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>• Continuance of SIOP strategy focus classes across all elementary grade levels.</li> <li>• SIOP Professional Development through the use of a professional learning community (PLC).</li> <li>• Continue EDI professional development</li> <li>• Continue grade level data meetings and strategic action planning</li> <li>• Continued weekly review of SchoolPace data with a focus on subgroup analysis</li> </ul>	
<b>Tier 1 Literacy (Grades 6-8)</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Create additional ELA enrichment programs aligned with literacy standards, using data from NYS ELA Scores and ELA District Assessment Data (NWEA MAP) to tailor these programs to student's needs.</li> <li>• Redesign of ELA curriculum to align with the Next Generation with the support of an outside ELA coach with the focus of culturally responsive lens and alignment throughout each grade that incorporate interdisciplinary opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Time will be allocated to create a meaningful agenda with outcomes</li> <li>• Funding allocation to purchase materials aligned to Tier I instruction</li> <li>• Additional ELA teachers to teach an ELA Enrichment class for Grade 8 students</li> </ul>
<b>Literacy Coaches</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Creation of Quick Checks and MOSL assessments aligned to priority standards</li> <li>• Coaches will lead analysis of MOSL and Quick Check data to inform instruction</li> <li>• Oversight of instructional pacing calendars</li> <li>• Oversight of AI Homework platform</li> <li>• Oversight of Master Student Data Sheet (data pulling)</li> <li>• Oversight of resource allocation and inventory</li> <li>• Updating building data tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Monies have been allocated in the PCSD budget to support the implementation of coaches for every elementary building.</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>• 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 t</li> <li>• RTI support and intervention</li> <li>• Special Education Instructional coach will continue to support teachers to identify intensive interventions and documentation to support RTI meetings.</li> <li>• Data analysis for action planning</li> <li>• Support for RTI Meetings</li> <li>• Meeting with Vendors and purchasing Literacy resources</li> <li>• Review of English Language Learner Tracker</li> <li>• Bi Weekly data reporting on IRLA/ENIL</li> <li>• Prepare for Home Communication of each upcoming Unit and Pre/Post Assessments</li> <li>• Support/Differentiated professional development</li> <li>• Assessing Progress on AIMSWEB and planning for next steps with Progress Monitoring</li> <li>• Continuously supporting Literacy teachers with resources needed throughout the school</li> <li>• Creating bilingual Writing Prompts for weekly Writing journals</li> <li>• Support teachers with analyzing MOSL data and create action plans based on data</li> <li>• Create Summer Homework Project guidelines and protocol</li> <li>• Analysis of NYSTP data, including standards analysis, gap analysis, and priority standards</li> <li>• Continue to deepen the Writer's Notebook Initiative with the creation of prompts &amp; professional development to staff and families</li> <li>• Support ENL teachers with planning</li> </ul>	
<b>Bilingual Resource Specialist Grades 6-8</b>	<ul style="list-style-type: none"> <li>• The ESL/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.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding has been allocated in the PCSD budget to support the implementation of the secondary bilingual Resource Specialist.</li> </ul>



Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>The BRS will facilitate school-wide and department level Professional Learning Communities based on data analysis</li> <li>The BRS will work with targeted groups of English language learners to accelerate the content areas and English language arts.</li> </ul>	
<b>Specialized Professional Development Clinics and Professional Learning communities Grades PreK-5</b>	<ul style="list-style-type: none"> <li>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</li> <li>Literacy Coaches participate in ARC webinars/Collaborative Networks</li> <li>Collab Cafe led by Sped Coach with participation from teachers/administrators</li> <li>SIOP PLC will be used to review data regularly to capture the momentum realized from BOY, MOY and EOY data in tandem with the regular review of our qualitative schoolpace dashboard.</li> </ul>	<ul style="list-style-type: none"> <li>Grant and general fund monies have been allocated for this purpose</li> </ul>
<b>Specialized Professional Learning Communities 6-12</b>	<ul style="list-style-type: none"> <li>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.</li> <li><b>Professional Learning Community (PLC)</b> is a collaborative group of educators who work together regularly to improve teaching practices and student learning. Rooted in a commitment to continuous improvement, PLCs provide a structured framework for teachers and staff to reflect on their work, share expertise, and implement evidence-based strategies.</li> <li>While PLCs have existed in previous years, next year the school will refine this strategy by implementing a structured PLC protocol, aligned to NWEA MAP Growth data, eDoctrina benchmarks, and NYS assessment standards. PLCs will meet on a weekly basis with dedicated facilitation and coaching support, and they will focus on planning tiered interventions, sharing high-impact strategies, and monitoring subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Grant and general funds have been allocated to support this process.</li> <li>Time to plan and gather data that supports the PLC's agenda</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<p>progress to ensure instructional equity across classrooms.</p> <ul style="list-style-type: none"> <li>● Form Professional Learning Communities (PLCs) with teachers, administrators, and stakeholders to analyze student data, identify trends, and develop targeted instructional strategies. Regular weekly meetings and standardized data protocols will guide discussions and action plans for addressing academic gaps, particularly for targeted subgroups.</li> </ul>	
Enhance our Tier II Literacy Program Grades preK-5	<ul style="list-style-type: none"> <li>● Utilize the MTSS process to target individual students' needs</li> <li>● Utilizing a structured and researched based Tier 2 intervention program</li> <li>● IRLA/ENIL toolkits, Foundations Double Dose, Heggerty, Just Words, Palabras a Su Paso, West Virginia Phonics, Bob books, Learning Dynamics, UFLI)</li> <li>● Ongoing professional development for classroom teachers anchored in the Science of Reading</li> <li>● Monitoring student progress through aimswebPlus, MOSLs, quick checks, and ARC data</li> <li>● Monitoring student progress through 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> <li>● AIS and special education teachers will regularly review data through the lens of effective, steady progress.</li> <li>● Regular analysis of MOSL for standards-based action planning and next steps</li> <li>● RTI- regular use of data to inform decisions about assigned interventions</li> <li>● Reviewing intervention data to determine efficacy of interventions and next steps</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 and Heggerty for grades preK-4 (double dose)</li> <li>● Targeted Tutoring</li> </ul>
Tier II Literacy (Grades 6-8)	<ul style="list-style-type: none"> <li>● Weekly Tier 2 Instruction Planning Meetings with department leaders to review data, refine practices, and align with standards utilizing the</li> </ul>	<ul style="list-style-type: none"> <li>● Create Edoctrina assessment to address Power Standard to ensure mastery</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<p>data analysis strategy of Study, Plan, Act and Assess and Refine</p> <ul style="list-style-type: none"> <li>Utilize Edoctrina to create and review assessments aligned with targeted literacy standards, and develop scaffolded support structures for Tier 2 instruction.</li> <li>Utilize E-doctrina as a progress monitoring system to identify Tier 2 students and assess standards based mastery.</li> <li>Regularly evaluate and adjust Tier 2 tools and programs to ensure effectiveness in meeting literacy standards.</li> </ul>	<ul style="list-style-type: none"> <li>Calendarize weekly Tier 2 instructional planning meetings.</li> <li>Funding for resources and necessary materials to facilitate the instructional planning and material development.</li> </ul>
Enhance our Tier III Literacy Program Grades preK-5	<ul style="list-style-type: none"> <li>Utilizing a structured and researched based Tier 3 intervention program for sects of our student population (Readwell and Fast Forward)</li> <li>Monitoring student progress through aimswebPlus</li> <li>Monitoring the assessments in the Tier III reading program, Read Well</li> <li>AIS and special education teachers will regularly review data through the lens of effective, steady progress.</li> <li>Regular analysis of MOSL (Measure of Student Learning Probes)</li> <li>Monitor and adapt intensive intervention protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for classroom teachers</li> <li>Continued use of PLC to review and analyze progress to support continued action planning</li> </ul>
Tier 3 Literacy (Grades 6-8)	<ul style="list-style-type: none"> <li>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</li> <li>Monitor student progress, evaluate the effectiveness of targeted tools, and plan necessary adjustments to support student needs.</li> <li>Utilizing a structured and researched based Tier 3 intervention program for sections of our student population (Fast Forward)</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for classroom teachers</li> <li>Continued use of PLC to review and analyze progress to support continued action planning</li> </ul>
Enhance our WIN Model Grades PreK-5	<ul style="list-style-type: none"> <li>Structuring a WIN model that focuses on the entry points of the learner</li> </ul>	<p>Culturally responsive literature</p> <ul style="list-style-type: none"> <li>Dedicated, scheduled WIN block</li> </ul>

Priority 1

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	<ul style="list-style-type: none"> <li>• Differentiated WIN period Pre-k thru 5th grade that focuses on the strength of the scholar</li> <li>• Infusing Project Based Learning through rich literary opportunities for all subgroups based on entry point</li> <li>• Utilizing a structured Tier 2-3 intervention program for sects of our student population</li> <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> <li>• Enrichment for students in project-based learning as well as literature circles.</li> <li>• Double dose during block</li> <li>• Targeted small group instruction</li> <li>• Focused Writing Groups</li> </ul>	<ul style="list-style-type: none"> <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 Project Based Learning through content area on the next gen grade level standards for acceleration and enrichment</li> <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> <li>• Use of genre specific, student created rubrics</li> <li>• Student presentations based on the NGLS Reading, writing, listening, speaking and presentations standards.</li> </ul>	<ul style="list-style-type: none"> <li>• CRE genre/author specific mentor texts</li> <li>• Collaboration with the LMS and Field Library will enhance our exploration and introduction to diverse authors and topics.</li> <li>• Visiting authors of diverse backgrounds and curated diverse lesson materials will be shared.</li> </ul>
CRS-E Restorative Practices Opportunities	<p>Our training will emphasize the following:</p> <ul style="list-style-type: none"> <li>• Overview of Restorative Justice: history, principles, and research</li> <li>• Restorative Justice and its connection to NYSED Social Emotional Learning Benchmarks, Mental Health Education Standards and Culturally Responsive Education Framework</li> <li>• The stages of systemic implementation including embedding into policy and Codes of Conduct</li> <li>• Action planning to support a mindful implementation process that includes key stakeholders</li> </ul>	<p>Training of PCSD staff NYSED (10/2025-12/2025)</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

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Additional ELA Enrichment and Academic Intervention Services (AIS) class in Grades 6-8	<p>This strategy involves expanding both enrichment opportunities for students performing at or above grade level and targeted intervention (AIS) for students who are below proficiency in English Language Arts. The goal is to meet diverse literacy needs by providing:</p> <ul style="list-style-type: none"> <li>• <b>Differentiated instruction</b> based on performance data (e.g., NWEA, eDoctrina, NYS assessments)</li> <li>• <b>Skill-based interventions</b> focusing on reading fluency, comprehension, vocabulary, and writing</li> <li>• <b>Enrichment instruction</b> that fosters critical thinking, academic discussion, advanced reading comprehension, and extended writing projects</li> </ul> <p>The strategy targets the achievement gap while also ensuring that high-performing students remain engaged and challenged.</p> <ul style="list-style-type: none"> <li>• Students need more personalized learning experiences that address both remediation and acceleration. By offering Literacy Enrichment Programs, the school can provide targeted intervention for students who are behind, while also offering extended learning and higher-level problem-solving opportunities for those ready to move ahead. This dual focus supports all learners and promotes equity by closing skill gaps and expanding access to rigorous instruction.</li> </ul>	<p>AIS ELA intervention teachers (certified)</p> <ul style="list-style-type: none"> <li>- Enrichment teacher(s) or ELA extension coordinator</li> <li>- Data coach or instructional specialist</li> <li>- Special education/ENL collaboration time</li> </ul> <p>Dedicated AIS/enrichment blocks built into daily/weekly schedule</p> <p>MTSS referral process</p> <ul style="list-style-type: none"> <li>- PLC data cycles tied to enrichment and intervention</li> <li>- Weekly coaching or planning time</li> </ul>

## 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 2025-26 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**

2023-2024

Grade 3 - (All) - 25%; (ELLs) 8%; (SWDs) 8%; (AA) 28%; (H) 20%; (W) 67%  
 Grade 4 - (All) - 24%; (ELLs) 7%; (SWDs) 4%; (AA) 27%; (H) 21%; (W) 57%  
 Grade 5 - (All) - 24%; (ELLs) 1%; (SWDs) 11%; (AA) 22%; (H) 19%; (W) 73%  
 Grade 6 - (All) - 19%; (ELLs) 2%; (SWDs) 8%; (AA) 26%; (H) 14%; (W) 54%  
 Grade 7 - (All) - 24%; (ELLs) 5%; (SWDs) 15%; (AA) 21%; (H) 24%; (W) 50%  
 Grade 8 - (All) - 28%; (ELLs) 2%; (SWDs) 0%; (AA) 21%; (H) 25%; (W) 58%

#### **2024-2025- 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** and **NWEA Map data** aspirational goals.

#### **Aimsweb plus (Grades K-5)**

2025-2026 - Aspirational Goals for at or above proficiency:

Kindergarten - 56% ; Grade 1 - 56%; Grade 2 - 46%; Grade 3 - 45%; Grade 4 - 48%, Grade 5 - 50%,

#### **Middle School NWEA Map Data 2024-2025 Data:**

**2024- 2025 Outcomes: ELA: Grade 6: 49%; Grade 7: 44%; and Grade 8: 43%;**

**2025 - 2026 Aspirational Outcomes: ELA: Grade 6: 60%; Grade 7: 60%; and Grade 8: 60%;**

#### **Targeted Improvement of Black Student**

Accountability score increased from a 1 to 2 in NYSED

- Increased Weighted Average Performance in ELA and Math From 55.7% to 82.7%

Increased Core Subject Performance

- From 74.7% to 87.6%

## 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	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Level progression in complex text is expected bi-weekly (Progress monitoring will be implemented bi-weekly - Beginning 9/2025)	Expected bi-weekly as of 10/2026	Upward trajectory in complex text is evidenced in schoolpace portal
Teacher will engage in consistent data review	Monthly - Data will be reviewed beginning 10/2026	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 10/2026	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><b><u>Broaden Program Analysis:</u></b> Evaluate a wider range of Literacy programs for effectiveness and identify additional targeted programs for Literacy</p> <p><b><u>Utilize Edocrina for Assessments and Progress Monitoring:</u></b> 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

What will we prioritize to extend success in 2025-26?	Rigorous PreK-12 Aligned STEAM/Math Opportunities
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> <li>7. How does this Priority fit into the District's vision, values and aspirations?</li> <li>8. Why did this emerge as something to prioritize?</li> <li>9. What makes this the right Priority to pursue?</li> <li>10. How does this fit into other Priorities and the District's long-term plans?</li> <li>11. 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?</li> <li>12. In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ol>	<p>This priority continues to be a major pillar of our Strategic Plan - The Peekskill's Promise. The Board of Education and Superintendent of Schools, with input from stakeholder groups, continue to prioritize the development of a rigorous, aligned, and culturally responsive PreK-12 Math program infused with robust STEAM opportunities for all students. This initiative aims to create an inclusive and equitable educational environment that meets the diverse needs of all students. By utilizing insights from assessment data and community feedback, we are prioritizing targeted improvements in math proficiency, particularly for English language learners and students with disabilities.</p> <p>Key strategies include refining our Tier 1 Language Arts and Math Program through structured instructional models, such as Explicit Direct Instruction and Building Thinking Classrooms, to foster engagement and critical thinking. We will enhance our Tier II Language Arts and Math Program with targeted interventions and after-school support for struggling students. The Math Enrichment Programs will be expanded to include engaging projects and competitions, while a supportive mathematics environment will be established through increased access to intervention services and tutoring options.</p> <p>Additionally, we will implement a Comprehensive Interdisciplinary STEAM Program, focusing on project-based learning and innovative technology integration, such as VR tools, Robotics, and Computer Programming. Professional development for staff will be prioritized to ensure effective implementation of these strategies. Through these comprehensive efforts, we aim to create a dynamic learning environment that prepares every student for future success, fostering a culture of excellence, equity, and innovation.</p> <p>These initiatives directly support the SCEP Commitments of our Middle School identified for TSI by promoting academic rigor, culturally responsive education, student and family engagement, and relevance in learning. Data-driven decision-making will guide targeted interventions for students below proficiency levels, while ongoing professional learning will equip educators with effective instructional</p>



## Priority 2

strategies. The creation of Professional Learning Communities and increased access to resources will further ensure equitable support for all students.

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Refinement of the Tier 1 Math Program	<ul style="list-style-type: none"> <li>● Refinement of the Math Workshop Model in Grades K-5 to ensure: <ul style="list-style-type: none"> <li>○ Fidelity to the time allotted for Math instruction (60 minutes in Grades K-1, and 90 minutes in Grades 2-5).</li> <li>○ Structured station rotations including differentiated small group instruction, collaborative problem-solving opportunities, fluency practice, and effective use of technology.</li> <li>○ Commitment to the Tier 1 Math curriculum (Zearn) with a minimum of 120 minutes per week of student engagement.</li> </ul> </li> <li>● Implementation of: <ul style="list-style-type: none"> <li>○ Explicit Direct Instruction for Grades K-5: <ul style="list-style-type: none"> <li>■ Use of systematic lesson structures to ensure clarity and engagement.</li> </ul> </li> <li>○ Building Thinking Classrooms in Grades 6-12: <ul style="list-style-type: none"> <li>■ Creating collaborative learning environments that encourage problem-solving and critical thinking.</li> </ul> </li> <li>○ WIN Blocks in Grades K-5 for targeted intervention.</li> </ul> </li> <li>● Focused interventions: <ul style="list-style-type: none"> <li>○ Enhanced Math fact fluency interventions incorporating Reflex Math for Grades 1, 6, and 7, and FRAX for Grades 3-8.</li> <li>○ Continued use of IXL and ALEKS to support targeted subgroup needs.</li> </ul> </li> <li>● Monitoring and assessment:</li> </ul>	<ul style="list-style-type: none"> <li>● Zearn (K-5)</li> <li>● Reflex Math (1-7)</li> <li>● IXL (4-5)</li> <li>● Frax (3-8)</li> <li>● Aimsweb Plus Math (K-5)</li> <li>● ALEKS (6-12)</li> <li>● Computer Science Standards (K-8)</li> <li>● Additional Professional Development for staff on Explicit Direct Instruction and Building Thinking Classrooms.</li> </ul>

Priority 2

	<ul style="list-style-type: none"> <li>○ Aimsweb Plus Math benchmarking in Fall, Winter, and Spring for Grades K-5.</li> <li>○ Weekly progress monitoring using survey-level assessments on Aimsweb Plus for Math in Grades K-5.</li> <li>○ Common formative unit assessments and growth tracking through MOSL assessments.</li> <li>● Implementation of NWEA Map diagnostics assessments to inform instruction 3 times a year grades 6-8 for Mathematics and Algebra.</li> <li>○ Using Edocrina for progress monitoring.</li> <li>● Aligned grading practices for common math courses (7-12)</li> </ul>	
Refinement of our Tier II Math Program	<ul style="list-style-type: none"> <li>● Implementation of ALEKS in Algebra 1.5 or 2.0 and Geometry (Analytic) classes at the High School.</li> <li>● Targeted small group interventions for students below the 35th percentile in Aimsweb benchmarking.</li> <li>● After-school remediation support for identified students.</li> <li>● ALEKS progress reports to track individual student growth.</li> <li>● Ongoing monitoring through NWEA assessments for Grades 6-12.</li> </ul>	<ul style="list-style-type: none"> <li>● Aimsweb Plus Math (K-5)</li> <li>● NWEA (6-12)</li> <li>● ALEKS (6-12)</li> <li>● Math in WIN block at the Elementary School</li> <li>● Additional Math Interventionists - 1.0 FTE x 3</li> </ul>
Enhancement of K-8 Math Enrichment Program	<ul style="list-style-type: none"> <li>● Development and implementation of a math enrichment program for Grades K, 1, and 6-8.</li> <li>● Increased participation in Math-based projects during district STEAM fairs.</li> <li>● Participation in:</li> <li>● MOEMS (Math Olympiad for Elementary and Middle School) for Grades 3-8.</li> <li>● Math Counts for Grades 6-8.</li> <li>● Implementation of a Math-Science and STEAM symposium for Grades Pre-K through 12 to showcase project-based learning.</li> <li>● Creation of additional Math Enrichment class (6-8) for all students</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Development for enrichment program facilitators.</li> <li>● Stipends for Math Clubs for Grades 3-8.</li> <li>● Stipend, staffing, and transportation for after-school programs.</li> <li>● Beast Academy Accounts (K-6) and AoPS resources for Grades 6-8.</li> <li>● Enrichment support courses (6-8)</li> </ul>
Provide a supportive Mathematics environment based on student needs with an equity lens	<ul style="list-style-type: none"> <li>● Increase sections of Academic Intervention Services for students below proficiency on the NYSED Math Assessment.</li> <li>● Increase sections of Accelerated Mathematics and Algebra for 8th grade to build capacity.</li> <li>● Implement course recommendation criteria for Accelerated math (6-8)</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing training for intervention teachers on the latest instructional strategies.</li> <li>● Purchase of tailored intervention resources.</li> <li>● Access to formative assessment tools for</li> </ul>

## Priority 2

		<p>tracking student growth.</p> <ul style="list-style-type: none"> <li>Establishment of after-school or weekend tutoring sessions for additional support.</li> <li>Offer a Summer Math Institute focused on curriculum development.</li> </ul>
Implementation of a robust and aligned STEAM program	<ul style="list-style-type: none"> <li>Data-driven model to identify students ready for enhanced curriculum.</li> <li>Opportunities for enrichment through problem-solving/project-based learning.</li> <li>Establishment of a Problem-Based Learning (PBL) Fellowship Program to train teachers.</li> <li>Use of Beast Academy and Defined Learning Platform to challenge student thinking.</li> <li>Implementation of VR headsets to enhance science instruction in the classroom.</li> <li>Increased participation in problem-solving competitions and STEAM fairs.</li> <li>Implementation of Computer Science Standards</li> <li>Implementation of after school Robotics program</li> </ul>	<ul style="list-style-type: none"> <li>Math Club at all buildings (Grades K-12).</li> <li>Beast Academy subscriptions (Grades K-5).</li> <li>Defined Learning access (Grades 4-12).</li> <li>Art of Problem Solving Resources (Grades 6-8).</li> <li>Stipends and staffing for PBL Fellowship and after-school programs.</li> <li>Purchase of instructional resources, including Building Thinking Classrooms.</li> </ul>

## 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 2025-26 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:  
2023-2024:

Grade 3 - (All) - 43%; (ELLs) 31%; (SWDs) 11% ; (AA) 40% ; (H) 40%; (W) 67%

## Priority 2

Grade 4 - (All) - 35%; (ELLs) 31%; (SWDs) 4% ; (AA) 37% ; (H) 34%; (W) 57%  
 Grade 5 - (All) - 33%; (ELLs) 12%; (SWDs) 43% ; (AA) 34% ; (H) 32%; (W) 40%  
 Grade 6 - (All) - 24%; (ELLs) 5%; (SWDs) 12% ; (AA) 36% ; (H) 16%; (W) 73%  
 Grade 7 - (All) - 33%; (ELLs) 11%; (SWDs) 21% ; (AA) 30% ; (H) 33%; (W) 50%  
 Grade 8 - (All) - 27%; (ELLs) 5%; (SWDs) 17% ; (AA) 27% ; (H) 22%; (W) 56%

### **2024-2025- Results are still pending**

We will be analyzing our NYSTP data to identify specific areas of need. Our 2025-2026 aspirational goals are to utilize data driven efforts and interventions to increase our proficiency levels by eight to ten percent.

**Aimswest Plus Math benchmarking-percentage of students in Tier 1 (at or above 65th percentile) and NWEA Map Growth (Middle School) BOY and EOY growth in proficiency from one level to another in ELA and Math:**

**2024-2025 Aspirational Outcomes:** Kindergarten: 62%; Grade 1: 59%; Grade 2: 47%; Grade 3: 50%; Grade 4: 51%; Grade 5: 57%;

### **AIMSWEB UPDATE VALUES BELOW:**

**2025-2026 Aspirational Outcomes:** Kindergarten: %; Grade 1: %; Grade 2: %; Grade 3: %; Grade 4: %; Grade 5: %;

### **Middle School NWEA Map Data 2024-2025 Data:**

**2024- 2025 Outcomes: Math:** Grade 6: 59%; Grade 7: 61%; and Grade 8: 57%;

**2025 - 2026 Aspirational Outcomes: Math:** Grade 6: 65%; Grade 7: 65%; and Grade 8: 65%;

## **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	<b>What we ended up seeing</b> <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 biweekly (Progress monitoring will be implemented biweekly - Beginning 9/2025)	Expected every 3 to 4 weeks as of 10/2025	
Teacher will engage in consistent data analysis through Data Inquiry Teams	Monthly - Data will be reviewed beginning 10/2025	
Action plans will be implemented	In 6 week cycles - All action planning will be	

Priority 2

	implemented and reviewed - Beginning 10/2025	
--	---	--

## PRIORITY 3

### Our Priority

What will we prioritize to extend success in 2025-26?	Improve Data-Driven Processes and Resources
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> <li>13. How does this Priority fit into the District's vision, values and aspirations?</li> <li>14. Why did this emerge as something to prioritize?</li> <li>15. What makes this the right Priority to pursue?</li> <li>16. How does this fit into other Priorities and the District's long-term plans?</li> <li>17. 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?</li> <li>18. In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ol>	<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. This item arose as a priority based on evidence which suggests that data driven decision making can lead to school improvement. 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 student 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 continue to support all schools within the district to engage in meaningful and rigorous data based decision making. It is equally important to authentically engage our students in meaningful, relevant and rigorous learning to address the needs of our Middle School with a TSI 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
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continued Enhancement of our Data Dashboards	<ul style="list-style-type: none"> <li>● Provide additional PD for administrators on what data is provided on the dashboards</li> <li>● Provide continued PD for administrators on the use of customized dashboards for the purpose of supporting subgroup analysis.</li> <li>● Establish regularly scheduled data dashboard meetings for the curation of additional ad hoc reports (data views).</li> <li>● The creation and expansion of the evidence based behavioral components of the PBIS system ( Big 7) of behavior referrals to monitor, analyze and support building level administrative teams in making decisions to improve the school environment.</li> <li>● Create one page for all dashboards to be located - (My Data Dashboard Page in IC)</li> <li>● Continued expansion of the import data from various dashboards / assessments and sources into Infinite Campus (student management system) and Tableau (dashboard) to make it more intuitive.</li> <li>● Continued support of the administrative and pedagogical staff to ensure an increase of usage, application and data based decision making to inform practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Scheduled focused time to meet with staff to determine the needs for the dashboards and determine the impact that each dashboard will have on the various stakeholders within the district.</li> <li>● Scheduled focused time to build, test, and verify accuracy of dashboards.</li> <li>● Schedule focused time to train staff including administrators, clinicians, teachers, and other support staff on how to appropriately and efficiently navigate the dashboard and use it for data-based decision making.</li> <li>● Continue financial partnership with Infinite Campus and CCS.</li> <li>● Allocation of appropriate spaces and calendar time for training.</li> <li>● Continued review and analysis of budgetary allocations to ensure timely completion of dashboards and consistency in oversight.</li> <li>● Continued funding for the Instruction Technology Coach, Database Specialist, and Technology Department.</li> </ul>

### Priority 3

Aligned Data Meetings	<ul style="list-style-type: none"> <li>● Ongoing Data Review Meetings by School using district data protocol</li> <li>● All data meetings will 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</li> <li>● District leaders identify a consistent format for data charts during review meetings.</li> <li>● Presentations depict alignment between schools.</li> <li>● Progress and areas of growth are visible for skills and subgroups between schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing Data Review at the following levels: school level, department level, elementary/secondary, and district-wide.</li> <li>● Data Review Book Study - a continued professional learning community approach to utilizing Driven By Data by Bambrick-Santoyo</li> <li>● Regular norming around <ul style="list-style-type: none"> <li>○ Which data points are analyzed</li> <li>○ How the data points are analyzed</li> <li>○ How data is visualized</li> <li>○ How action plans are created and executed</li> <li>○ How action plans are progress monitored</li> <li>○ Measuring the efficacy of the action plans and determining next steps</li> </ul> </li> <li>● School support visits - Data Check Ins</li> </ul>
Implementation of Ed-Tech tools to support the timeliness of analysis, feedback and action planning.	<p>Continued use of tools such as:</p> <ul style="list-style-type: none"> <li>● NWEA MAP</li> <li>● E-doctrina</li> <li>● Aimsweb</li> <li>● SchoolPace</li> <li>● UniqLearn</li> <li>● Lexia</li> <li>● Achieve 3000</li> <li>● IXL</li> </ul>	<ul style="list-style-type: none"> <li>● Time to determine relevant assessment tools needed to support learning gaps and achievement levels.</li> <li>● Funding analysis and allocation to fund e-platforms on a yearly basis</li> <li>● Continued review and analysis of usage for gauging efficacy.</li> <li>● Continued funding and time allocation and space for professional development.</li> </ul>
Grade and Building Level Professional Learning Communities (PLCs) focused on strengthening data analysis practices in Grade 6-8.	<p>Teachers and staff will review data and action plans within grade level/department meetings/PLC opportunities.</p> <p>Teachers and staff will learn how to:</p> <ul style="list-style-type: none"> <li>● manipulate data to inform instruction</li> <li>● review exemplars student work samples to create</li> </ul>	<ul style="list-style-type: none"> <li>● Scheduled focus time to review data and action plan within grade level/department meetings/PLC opportunities.</li> <li>● Training time for the teachers and staff to learn how to manipulate data in ways which will make it easier to inform instruction.</li> </ul>



Priority 3

	<p>normed feedback, grading and action steps.</p> <ul style="list-style-type: none"><li>● review subgroup data for strategic and targeted action planning</li><li>● inform tiered interventions</li><li>● gauge efficacy of interventions</li><li>● review and inform pacing, reteaching and intentional spiral review throughout the curriculum</li></ul>	
--	--	--

## 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 2025-26 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 utilize MOSL data through EDOCTRINA to facilitate drill down and target group analysis.
  - 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"> <li>○ 80% of administrators will indicate Common Formative</li> </ul>	Review of assessment manipulation and creation will be conducted during our quarterly district level data meetings. MOSL assessments will be	Quarterly review will result in district wrap around interventions that will be provided by :

Priority 3

Assessments are Implemented with the use of Edoctrina	reviewed and quantified in the Edoctrina portal - October 2025 thru May 2026	<ul style="list-style-type: none"> <li>○ Math and Literacy coaches/ department leaders</li> <li>○ Instructional technology specialist</li> <li>○ Assistant Principals, Director of STEAM</li> </ul>
<ul style="list-style-type: none"> <li>○ 80% of administrators will indicate the data is immediately provided</li> </ul>	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 2025 thru May 2026	<p>Quarterly review will result in district wrap around interventions that will be provided by :</p> <ul style="list-style-type: none"> <li>● Math and Literacy coaches/department leaders</li> <li>● Instructional technology specialist</li> <li>● Assistant Principals, Director of STEAM</li> <li>● Data Specialist</li> </ul>
<ul style="list-style-type: none"> <li>○ 80% of administrators will indicate Test-in-hand and deep analysis occurs</li> </ul>	Quarterly review of Edoctrina implementation and mastery will be assessed - conducted during our quarterly district level data meetings - October 2025 thru May 2026	<p>Quarterly review will result in district wrap around interventions that will be provided by :</p> <ul style="list-style-type: none"> <li>○ Math and Literacy coaches/department leaders</li> <li>○ Instructional technologist specialist</li> <li>○ Assistant Principals/ Director of STEAM</li> </ul>

## 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 2025-26?	Whole Child Commitment (Social-Emotional Supports, Physical Activity)
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ol style="list-style-type: none"> <li>19. How does this Priority fit into the District's vision, values and aspirations?</li> <li>20. Why did this emerge as something to prioritize?</li> <li>21. What makes this the right Priority to pursue?</li> <li>22. How does this fit into other Priorities and the District's long-term plans?</li> <li>23. 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?</li> <li>24. In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ol>	<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>This year we have intentionally reviewed several data points in our behavior attendance and classroom matrix to highlight at risk students and determine areas where the whole child commitment can be expanded . In doing so we have constructed mechanisms to enhance the multi tiered systems of support model in our PBIS structure. This was manifested to reduce behavior referrals and suspensions for all students and to address specific subgroups. The focus on TIER 1 practices serves as the overall mechanism to create proactive solutions to enhance the overall culture and well being of PCSD scholars.</p> <p>The SEL priorities that the district will focus on during the 25-26 SY are:</p> <ol style="list-style-type: none"> <li>1. Enhance and expand student Leadership and Mentorship Opportunities and peer to peer mentorship             <ol style="list-style-type: none"> <li>i. MBK Program 4-12</li> <li>ii. MSK 6-12</li> <li>iii. Student Council 3-12</li> <li>iv. Youth Advocacy Days in Albany 6-12</li> <li>v. Empowering Youth Voice, Elevating students awareness to advocacy</li> <li>vi. Advocacy on local and state levels</li> <li>vii. Superintendent Youth advisory council</li> </ol> </li> <li>2. Enhance the PHS Tier III DropOut Prevention Program.</li> <li>3. Tier I Alignment of the Zones of Regulation curriculum from Pre-k to grade 5</li> <li>4. Tier I Implementation of the ReThink SEL Curriculum Pre-K-12</li> <li>5. TCIS training will continue to be offered with job-embedded coaching with the support of in-house trainers.</li> <li>6. Aligned PBIS implementation across buildings</li> </ol>

#### Priority 4

7. Aligned behavioral supports through Commitment to Character
8. commitment to creating an intentionally affirming environment through highlighting our inclusive practices and diversity
9. commitment to community meetings that incorporates the responsive and sanctuary model in grades Pre-k thru 5
10. Specially designed newcomer program to provide adaptive support, sense of belonging, and the proactive curation of community.

During the 24-25 SY, 665 out of 860, 77% students completed the K-12 insight survey at the Middle School. Of the total number of students that took the survey, 78% of Middle School students who completed the survey reported that they work hard even in the face of major challenges or crises. 69% of Middle School scholars reported that mental health supports do in fact contribute to their sense of safety. 84% 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 continue to 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.

#### Celebrations -

Our whole child commitment is manifested through a myriad of partnerships that are curated through the grade levels. The goal of the partnerships and cross grade and building collaborations are designed to bridge student experiences through an intentional approach to foster community, build student autonomy and elevate student voice. (athletes reading, honor society, band collaboration, art dpt collaboration)

#### Cross community relationships:

- School based mental Health
- Black Diamonds
- Peekskill Police Department
- Peekskill Fire Department
- Sun River Health
- Margaret's Place
- Westchester Mediation
- Grandparents United
- Westchester Community College (parent engagement)

#### Priority 4

- City of Peekskill Youth Bureau
- CODA Supports/Student Assistance Services (PHS-MS)

At Hillcrest Elementary, teachers have developed a Bonus Room. The Bonus Room is a space where students have the opportunity to interact with peers who are outside of their social circles. This group is composed of various students with diverse contributing characteristics. In the group of students, there is a leader, students who are at-risk academically, students who are socially isolated, and students who are seen as leaders within their peer group but are nervous about asking for help. This group serves two purposes. The first is to engage students through learning and build their academic strengths. The other intended purpose is to build socialization and create a sense of belonging for students who have difficulty forming and maintaining relationships.

At Peekskill Middle School, staff have developed a Morning Check-In group. The Morning Check-In Group at Peekskill Middle School (PKMS) is a targeted support initiative designed to assist students who are experiencing academic challenges and/or social-emotional barriers to success. Held before the start of the school day, this group provides students with a safe, structured space to receive personalized guidance, set daily, weekly and monthly goals, and build positive relationships with caring adults.

The program is facilitated by a member of the PKMS administrative team, including the Assistant Principal, in close partnership with the Peekskill Youth Bureau. Together, they will provide consistent mentorship, academic support, and wellness check-ins that help students feel seen, supported, and prepared to engage in their learning.

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Use of Zones of Regulation common language Prek-8 and Calming Corners with fidelity	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	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.

Priority 4

	<p>All teachers will have calming corners k-5 set up in their classrooms as evidenced by a walk through tool</p> <p>Consistent, developmentally appropriate use of student calming spaces pre-K-5.</p> <p>Increased use of common language throughout the school community Prek-8</p> <p>Grades 6-8 PKMS utilizes Guidance Counselors and Clinicians for students to regulate and readjust throughout their school day</p>	
Implementation and use of ReThink - SEL Curriculum implemented in grades PrK--12	<p>Implementation of the SEL ReThink Curriculum through:</p> <ul style="list-style-type: none"> <li>• Scheduled classroom lessons</li> <li>• PBIS Assemblies</li> <li>• Town halls</li> <li>• Advisory Sessions</li> <li>• Counseling Sessions</li> <li>• Reflection Room</li> </ul>	<ul style="list-style-type: none"> <li>• Social Emotional Wellness Committee Sessions</li> <li>• Establish a Prek-12 implementation plan</li> <li>• Create presentation toolkit and present during Superintendent's Conference Day</li> <li>• Provide Professional Learning on ReThink SEL Curriculum to staff</li> </ul>
Enhance Student Leadership and Mentorship Opportunities and Peer to Peer Mentors	<p>Continued expansion of the GEM's Girls Empowerment and Sisterhood program</p> <ul style="list-style-type: none"> <li>• continued alignment and refinement of PKMS and PKHS GEMs Program</li> </ul> <p>Continued expansion of MBK programs from grades 4-12 across three school buildings.</p> <ul style="list-style-type: none"> <li>• MBK programs will hold quarterly planning meetings as evidenced by attendance sheets to enhance alignment and resources allocation</li> </ul> <p>Continued expansion of the Bonus Room programs from 4th-5th grade</p> <ul style="list-style-type: none"> <li>• Bonus room will hold meetings twice a week with</li> </ul>	<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

	students and weekly teacher meetings. This will be evidenced by attendance sheets and resource alignment.	
Continued implementation of grade level community meetings pre-k thru 5  PHS commitment to Town Halls  PKMS Commitment to Town Halls  Superintendent Youth Advisory Council	<ul style="list-style-type: none"> <li>● Pre-k thru 5 - Community Meetings in morning first 15 minutes of the day</li> <li>● 6-12 <i>Ongoing SEL</i> Town Hall</li> <li>● Ongoing - Quarterly basis</li> </ul>	<ul style="list-style-type: none"> <li>● Clinical teams will present bi-monthly and monthly Rethink Ed lessons</li> </ul>
TCIS training and job-embedded Coaching	<ul style="list-style-type: none"> <li>● Certified district trainers will provide ongoing training for staff.</li> <li>● Ensure that all staff members complete assessment to establish certification process through Cornell University.</li> <li>● Ensure that all participants complete the required minimum of 4 day training</li> <li>● Use of a TCIS consultant in pre-k-12 to provide real time feedback during crisis situations</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase training materials for all participants.</li> <li>● Allocate funding for training sessions</li> </ul>
Culturally Responsive Professional Learning (6 - 8)	<ul style="list-style-type: none"> <li>● Partnering with BOCES consultants will provide specialized training in culturally responsive teaching and restorative practices.</li> <li>● The goal is to build educators' skills through ongoing workshops, resource distribution, and expanded support structures for effective implementation.</li> </ul> <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>● Conducting regular workshops led by BOCES experts, where educators</li> </ul>	<ul style="list-style-type: none"> <li>● Create feedback forms and evaluation tools for workshops and coaching sessions.</li> <li>● Establish methods for assessing the impact of training and adjusting strategies based on feedback and performance data</li> <li>● Develop a comprehensive schedule for monthly faculty workshops, coaching sessions.</li> <li>● Allocate funds for BOCES consultant fees, purchase training materials, and provide resources for classroom implementation.</li> </ul>



Priority 4

	<p>will engage in learning and application of culturally responsive and restorative practices.</p> <ul style="list-style-type: none"> <li>● Increasing the frequency of coaching sessions to address the root cause of behaviors and provide immediate and targeted interventions.</li> <li>● Introducing peer observation opportunities, and providing additional resources to support continuous growth and improvement in these areas.</li> </ul>	
<p>Advancement Via Individual Determination (AVID) Implementation (6-8)</p>	<ul style="list-style-type: none"> <li>● <b>AVID (Advancement Via Individual Determination)</b> is a nationally recognized system designed to prepare all students for college readiness and success through proven instructional strategies, professional development, and a focus on closing the achievement gap.</li> <li>● AVID's focus on building academic and social and emotional behaviors such as time management, note-taking (e.g., Cornell Notes), and goal setting—strategies that research shows lead to improved academic outcomes.</li> <li>● For one period a day, students will receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses through Executive Functioning and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Dedicated AVID Elective Period:</b> Time in the master schedule for the AVID elective class, ideally daily or several times per week.</li> <li>● <b>Time for Collaboration:</b> Common planning time for AVID site teams and content area teachers to align strategies.</li> <li>● <b>Professional Development Time:</b> Days set aside for AVID training (e.g., AVID Summer Institute, site-based PD).</li> </ul>

## Priority 4

	organization skills. Topic including, organization binders, how to compose an email, agenda to name a few	
--	---	--

## 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 2025-26 school year

Priority #4 success will be defined as the following:

- Staff and students will report an increased knowledge and usage of the SEI Rethink and Zones of Regulation common language Prek-8 across the vast majority of classrooms.
- Staff and students will report an increase in the use of calming spaces K-8 as evidenced by walk through tool data across the vast majority of classrooms.
- Continued expansion and development of the Bonus Room program will be evidenced by students attendance and improvements in student grade proficiency.
- Continued expansion of the GEMS program will be evidenced through monthly sign in sheets
- Continued alignment and refinement 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, and student surveys.
- There will be an increase in students enrolled in the dropout prevention program as evidenced through the monitoring of attendance and evaluated through a trends analysis.
- 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	By November of 2025 all classes will continue to implement and deepen practices for social emotional regulation	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

Priority 4

	By December 2025, all PreK to 12 will continue to utilize the established calming space and matrix for Zones in place	<p>implementation and use of Rethink and Zones of regulations.</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	By September of 2025 all classes will implement the lesson matrix and schedule for SEL lessons using Rethink resources.	<p>The Director of Student Services and clinical team will meet regularly with building leaders to ensure that ongoing professional learning and intervisitation is supporting the implementation of the SEL Rethink curriculum in tandem with the suggested scheduling in each school building.</p> <p>The ReThink lessons will be implemented and Clinical Staff/counselors will provide continued training throughout the district.</p>
Alignment of GEMS and MBK	By November of 2025 will continue to coordinate a matrix of alignment for program implementation in the 25-26 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 2025-26?	Powerful Parent, Family and Community Partnerships
<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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>For the 2025–2026 school year, the Peekskill City School District (PCSD) remains deeply committed to fostering powerful partnerships with parents, families, and the broader community, a core focus embedded in one of the five strategic areas of the Peekskill Promise. As we continue this work, our goal is to strengthen opportunities for meaningful family input that informs and enhances district programming, ensuring that services are responsive, inclusive, and reflective of community needs.</p> <p>To advance this commitment, we will prioritize the following key actions:</p> <ol style="list-style-type: none"> <li>1. Fully implement electronic feedback forms (e-tickets) following all parent workshops and district events to capture family voice, evaluate program effectiveness, and promote participant choice.</li> <li>2. Launch the district-wide “Welcome to PCSD” video to ensure all new families and students receive a consistent, warm, and informative introduction to our school community.</li> <li>3. Collect feedback from newly registered families on the district’s registration experience using a structured e-ticket and K12-Insight survey to identify areas for improvement and increase accessibility.</li> </ol> <p>These initiatives are designed to create a more transparent, welcoming, and responsive district culture where every family feels heard and valued.</p> <p><b><i>How does this Priority fit into the District's vision, values and aspirations? Alignment and commitment to the Peekskill Promise pillars as well as the following mission and beliefs:</i></b></p> <p><b><i>OUR MISSION:</i></b></p> <p>...is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.</p>

## Priority 5

WE BELIEVE THAT: all people can learn, contribute and have value  
embracing and understanding cultural diversity is imperative to  
strengthening and enriching a school community  
when a school community provides a respectful, safe, supportive,  
resource-rich environment, people thrive and meet their goals  
a school district excels when strong partnerships exist among families,  
schools and community  
educating the whole child will develop life-long learners who are  
compassionate, confident, critical thinkers  
a school district is responsible for aligning and carrying out the  
conditions for learning, leadership and commitment

- to ensure that all scholars and families have their needs met in order to succeed academically and social emotionally
- that families are included in the educational journey
- the whole child and family unit is developed supported throughout the educational journey
- addressing inequities in the system
- supporting families through engagement - leveraging their cultural backgrounds
- engaging families through ensure the prioritization of attendance and the importance of school home partnerships
- ensuring that we are establishing a safe inclusive warm and welcoming environment to foster positive behavior and emotional wellness.
- utilizing the community school model to support and uplift the family system through ongoing access to adult educational forums to ...
- Leveraging community based partnerships to ensure that families have access to continuous growth in a variety of ways like; adult education, mental health, extended day afterschool programming, early childhood education, access to basic needs; food, shelter, clothing and hygiene support and medical assistance.

*Why did this emerge as something to prioritize?*

Research shows that the partnerships between families and schools are strengthened it yields higher academic rewards (looking at student protective factors - Catalano) k-12 survey data will be reviewed to identify areas of strengths and areas of growth.

*What makes this the right Priority to pursue?*

Continuing to foster powerful and meaningful family relationships to increase success for scholars.

*How does this fit into other Priorities and the District's long-term plans?*

The five pillars of the promise dictate and mandate that we ensure that every stakeholder have a role in the success of our students

- graduation rate

Priority 5

- preventive measure proactively taken to minimize drop out through our Pre-K - 12th alignment
- leveraging community resources approach to sustain and uplift the family

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue to collect Parent and Family Input to adjust programming and better meet their needs	<ul style="list-style-type: none"> <li>• Use E-Tickets for every Parent workshop and program</li> <li>• Analyze the e-ticket data monthly to adjust Fall, Winter, Spring programming</li> <li>• Enact action planning based on data to refine programming efforts.</li> <li>• Provide additional check in and focus group options to ensure that active outreach is ongoing for families who have participated in workshops.</li> <li>• K-12 Insight Survey</li> </ul>	<p>Time to develop, implement and analyze the e-ticket data</p> <p>Time to collaborate with contractors, vendors and presenters to make adjustments based on parent/family feedback</p> <p>Assemble a focus group team to ensure that data is being regularly reviewed.</p>
Continued saturation and communication of Family Resource Center programming and supports that are available for the community. (ie; adult education classes, early childhood literacy classes, Parent and scholar support services and distribution of basic needs)	<ul style="list-style-type: none"> <li>• Distribution of flyers</li> <li>• Inclusion in district robo emails and newsletters inclusive of the Superintendents weekly communication.</li> <li>• Distribution of information to all district schools</li> <li>• Distribution of information at established community events such as: Saturday Academy, Back to School Nights, Multicultural events, PTC's, PLT meetings, and strategic outreach to churches, daycares, Library, Youth Bureau etc.</li> </ul>	<p>Time to develop flyers</p> <p>Creation of an ongoing calendar of events</p> <p>Meetings with community partners, building principals and all relevant stakeholders</p> <p>Collaboration with the District Business office to allocate all pertinent funding</p>
Alignment and Refinement of the Parent Leadership Team	<ul style="list-style-type: none"> <li>• Each building will have a designated PLT, inclusive of the Parent and Community Liaison, and will meet on a regular basis in order to elevate and</li> </ul>	<p>Calendarizing time to meet with each school based PLT committee</p>

## Priority 5

	<p>deepen parent, community, and school engagement.</p> <ul style="list-style-type: none"> <li>● Each school will develop specific goals for their PLT based on their specific needs.</li> <li>● PLT will meet regularly with the Parent Family Community Liaison</li> <li>● Parent and Family Community Liaison will work closely with PLT representatives from each school to assess and determine district-wide need and action steps that would best serve families and the community.</li> <li>● PLT will regularly review and assess avenues to increase and monitor parental engagement.</li> <li>● Pre and post assessment will be completed to assess the goals of the PLT</li> <li>● An on going agenda and slide deck for all PLT agendas will be shared across buildings</li> <li>● ASI and PFC will actively recruit parents who represent all subgroups for the PLTs at each school at designated events.</li> </ul>	to ensure alignment of vision and mission

## 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 2025-26 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
- 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 24-25 school year
- Parents will report improved communication from the district on surveys and exit tickets

## Priority 5

- 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	<b>What we ended up seeing</b> <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 2025 all services and classes for the community will 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 2025 we will launch the districts welcome video 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 2025 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 (if applicable)
Dr. Rebecca Aviles Rodriguez	Assistant Superintendent for C & I	District
Dr. Eudes S. Budhai	Assistant Superintendent for C & I	District
Donald Peters	Principal	Peekskill Middle School
William Toro	Assistant Principal	Peekskill Middle School
Iris Sepulveda	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. Bridget Holloman	Parent Resource Liaison	District
Glenda Sanchez	Director	District
Ms. Staci Woodley	Principal	WES
Ms. Ana Budds	Principal	OES
Ms. Melissa Russo	Principal	UHES
Ms. Crystal Hernandez	Principal	HES

### Our Team's Process

<b>Dr. Jenna Ferris</b>	<b>Principal</b>	<b>PKHS</b>
<b>Dr. Margie Daniels</b>	<b>Director of Inclusive Practices</b>	<b>District</b>
<b>Dr. James Gordon</b>	<b>Administrator for Restorative Practices</b>	<b>HES/PKMS</b>
<b>Michael Alfano</b>	<b>Instructional Technology Coach</b>	<b>District</b>

## Meeting Dates

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

<b>Meeting Date</b>	<b>Location</b>
6/14/2025	PCSD - MS
6/16/2025	PCSD - MS
6/20/2025	PCSD - MS
6/21/2025	PCSD - MS
6/22/2025	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.

<b>Stakeholder group</b>	<b>How have the perspectives of this group have been incorporated into the DCIP?</b>
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.

## Stakeholder Participation

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.
Secondary Schools: Students from each identified subgroup	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.

## 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](mailto:DCIP@nysed.gov) by July 1, 2025, 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).