



District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

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

PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?	Rigorous Pre-K-12 Aligned Literacy and Culturally Responsive Opportunities
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Rigorous Pre-K-12 Aligned Literacy</p> <p>Rigorous Pre-K-12 Aligned literacy opportunities and accelerated achievement for all students is one of the major pillars of our Strategic Plan - 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 80% of students who are economically disadvantaged including 2% who identify as homeless, 27% of students who are English Language Learners and 16% 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. We have launched a new literacy program that addresses the learning needs of our diverse learner population that supports our CRE goals in tandem with creating differentiated entry points for our scholars through the vehicle of complex text. We have learned through our CSI and TSI SCEP committee work and the Equity Self-Reflection and Student Interviews that our students in grades 2-5 feel strongly that learning should be project-based, culturally relevant with a focus on social justice and civic engagement. Our curricula honors this need and will support in deepening the authentic application and experiential learning our literacy units in reading and writing will provide. Our district is focusing on enhancing our curriculum with a lens of diversity and equity. 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 the two identified schools as they both have literacy goals related to Culturally Responsive and Sustaining Education as one of their priority commitments.</p> <p>Culturally Responsive Opportunities</p> <p>Culturally Responsive Education (CRE) is part of and aligned with the PCSD Peekskill Promise which outlines the district's visions and goals. The face of our community</p>

Priority 1

continues to change and evolve into a more diverse representation of a cross section of cultures and backgrounds. The District committed resources and appointed a full time Administrator of Equity and Diversity in 2019-2020 to support this important work. The PCSD CRE plan is aligned with the NYS CR-S Framework and includes three main areas of focus for the 22-23 SY: In order 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	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>ARC Year-long job embedded coaching for all teachers K-5, Reading Specialists & ENL Specialists.</p>	<ul style="list-style-type: none"> ● Job embedded coaching where teachers receive the following: <ul style="list-style-type: none"> ○ 1:1 time with the building’s ARC coach ○ Grade level PLC training with the ARC coach ○ Extended Summer Professional Development opportunities for new staff 	<ul style="list-style-type: none"> ● Student and teacher data from the ARC Schoolpace data dashboard ● Building level Schoolpace data 	<ul style="list-style-type: none"> ● Teacher coverage on the days an ARC coach is in the building to allow teachers ample opportunities to receive coaching
<p>ARC Multi-Session professional development for leadership</p>	<ul style="list-style-type: none"> ● Building leaders will engage in cross building visits followed by norming and debriefing sessions with the ARC Coach and through the framework and lens of inquiry based sessions and instructional rounds ● 1:1 Leadership sessions with the ARC coach to conduct 	<ul style="list-style-type: none"> ● Building level ARC data will evidence regular conferring, progress monitoring and goal setting through the SchoolPace dashboard ● All building leaders will conduct regular calendarized deep-dive data meetings with each/all teachers in their building 	<ul style="list-style-type: none"> ● Additional PD days and job embedded coaching has been budgeted for. ● All visits have been scheduled and calendared ● Framework and protocol for

Priority 1

	<p>deep-dives for each respective building</p>		<p>inquiry and instructional rounds has been created</p> <ul style="list-style-type: none"> ● “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.
<p>ARC library/resource inventory</p>	<ul style="list-style-type: none"> ● Yearly inventories for the classroom’s ARC libraries and the buildings’ lending libraries to ensure students have access to an array of levels from below grade level to above grade level in each class and building. 	<ul style="list-style-type: none"> ● Teacher outreach/survey for classroom literacy needs assessment ● End of year meetings with teachers, building leaders & ARC representatives for consumables needing replenishment for following school year 	
<p>Enhance our CRE libraries in schools</p>	<ul style="list-style-type: none"> ● Work with an outside consultant to select the appropriate texts and materials (focusing on Elementary schools this year). ● Collaborate with all leaders, staff, stakeholders for feedback on the books 	<ul style="list-style-type: none"> ● Google Surveys will be set- up in each of the CRE sections of the library to gain feedback and input from students and staff to ensure it has the desired impact of students feeling that they are represented in the text they are reading and 	<ul style="list-style-type: none"> ● Funding and time to order the books ● Designated space/area in each library to showcase and house the new CRE books

Priority 1

	<ul style="list-style-type: none"> ● Order the materials and stock the libraries ● PLC was created to incorporate all grade levels across the elementary team to ensure that all perspectives, voices, text complexity levels and points of entry are honored in curating our in class libraries to support our CRE and robust literacy initiatives 	<p>students/staff are learning about diversity.</p> <ul style="list-style-type: none"> ● Interest surveys will be given to the students to determine level of engagement 	<ul style="list-style-type: none"> ● Funding has been allocated to specifically support the curation of CRE focused in classroom libraries
Update the Curriculum Implementation Form	<ul style="list-style-type: none"> ● Gain feedback from the district CRE committee to develop an appropriate Curriculum screening question ● Add a question about Culturally Responsiveness to the CIA Proposal Form to ensure that all new adopted courses/curriculum materials are culturally responsive 	<ul style="list-style-type: none"> ● All newly adopted curriculum moving forward 22-23 and beyond will be diverse and represent our student population 	<ul style="list-style-type: none"> ● Access to the original CIA Form to be able to update and modify it
Implicit Bias Training	<ul style="list-style-type: none"> ● Setting up a contract for outside consultant ● Scheduling the PD sessions ● Collaborate with all district leaders and stakeholders ● Hold the sessions (begin with administrators) 	<ul style="list-style-type: none"> ● A pre and post survey will be conducted with staff trained to measure increased self-awareness about biases and CRE practices in the workplace for those who participate in the training. 	<ul style="list-style-type: none"> ● Funding for the consultant ● Contract with the consultant ● Time to plan and hold the sessions ● Time for feedback and reflection

Priority 1

<p>Enhance our Tier I Literacy Program</p>	<ul style="list-style-type: none"> Continued implementation of new CRE literacy program in dual language Continued review and curation of CRE libraries for every classroom prek-5 Create an aligned framework of instruction, assessment, progress monitoring and inquiry Institute a framework for instructional rounds for the review and norming of data and regrouping of students 	<ul style="list-style-type: none"> Continued use of the DDI framework - Across buildings Progress monitoring and benchmark assessment review Continued review of subgroup data Use of quality and efficacy review framework on a quarterly basis creation of inquiry teams by building that will review data weekly Use of inquiry based teams that will review units of study for modifications based on subgroup need 	<ul style="list-style-type: none"> Continued PD of the Heggerty Phonics Program to support early literacy development Continued professional development and training for teaching staff and building level administrators on EDI, SDI, Foundations, Readwell, SONDAY and ARC Additional permanent substitute teachers on staff to support professional development goals and time needed to meet for regular inquiry
<p>Addition of Literacy Coaches</p>	<ul style="list-style-type: none"> Coaches will push in to classes daily, coplan, provide feedback, create labsites and intervisitation schedules and run inquiry meetings 	<ul style="list-style-type: none"> Coaches will be responsible for reviewing quantitative data that is produced through norm referenced progress monitoring and qualitative conferring data that will outline scholar movement through complex text 	<ul style="list-style-type: none"> Monies have been allocated in the PCSD budget to support the implementation of coaches for every elementary building.

Priority 1

			<ul style="list-style-type: none"> All coaches will follow a rotational schedule that is data driven to support our neediest cohorts.
<p>Specialized Professional Development Clinics and Professional Learning communities</p>	<ul style="list-style-type: none"> Teachers will participate in paid professional development opportunities that will be curated throughout the year during non instructional days in order to strategically utilize the school year. Throughout the school year teachers will participate in PLC that will focus on the use of data driven practices to elevate 	<ul style="list-style-type: none"> Data will be regularly reviewed to capture the momentum realized from BOY,MOY and EOY data in tandem with the regular review of our qualitative schoolpace dashboard. 	<ul style="list-style-type: none"> Grant and general fund monies have been allocated for this purpose
<p>Enhance our Tier II Literacy Program</p>	<ul style="list-style-type: none"> Utilizing a structured and researched based Tier 2 intervention program Provide professional development for classroom teachers 	<ul style="list-style-type: none"> Monitoring student progress through aimswebPlus End of unit Foundations assessment for students Institute a framework for instructional rounds for the review and norming of data and regrouping of students 	<ul style="list-style-type: none"> Leveled Literacy Intervention Just words phonics program for grades 4-5 Foundations and Heggerty for grades K-4 (double dose)
<p>Enhance our Tier III Literacy Program</p>	<ul style="list-style-type: none"> Utilizing a structured and researched based Tier 3 intervention program for sects of our student population 	<ul style="list-style-type: none"> Monitoring student progress through aimswebPlus Monitoring the assessments in the Tier III reading program, Read Well 	<ul style="list-style-type: none"> Provide professional development for classroom teachers

Priority 1

<p>Enhance our WIN Model</p>	<ul style="list-style-type: none"> ● Structuring a WIN model that focuses on the entry points of the learner ● Infusing PBL through rich literary opportunities for all subgroups based on entry point ● Utilizing a structured Tier 2 intervention program for sects of our student population 	<ul style="list-style-type: none"> ● Monitor data on a bi-weekly basis by subgroup ● Use of inquiry based teams that specifically craft hallmarks for student growth and regroup students with intentionality for acceleration 	<p>Culturally responsive literature</p> <ul style="list-style-type: none"> ● Dedicated, scheduled WIN block ● Teachers new to the programs will require training and professional development
<p>Enhance our literacy accelerated program</p>	<ul style="list-style-type: none"> ● Infusing PBL through rich literature on the next grade level standards for acceleration and enrichment ● Creating a framework for students to participate in a rigorous CRE genre and author study; allowing for deeper levels of differentiation and enrichment opportunities 	<ul style="list-style-type: none"> ● Use of genre specific, student created rubrics ● Student presentations based on the NGLS Reading, writing, listening, speaking and presentations standards. 	<ul style="list-style-type: none"> ● CRE genre/author specific mentor texts ● Collaboration with the LMS and Field Library will enhance our exploration and introduction to diverse authors and topics. ● Visiting authors of diverse backgrounds and curated diverse lesson materials will be shared.

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Rigorous Pre-K-12 Aligned Literacy

The below figures delineate our proficiency levels pre pandemic. 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

2017-2018 - Pre- COVID Pandemic (ALL); 23% (ELLs); 2% (SWDs); 21% (AA); 22% (H); 35% (W)

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

2021-2022 Results: Pending NYSED Results

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** data

Aimsweb plus (Grades K-5)

2021-2022 - Results for at or above proficiency: Kindergarten - 48%, Grade 1 - 35%, Grade 2 - 36%, Grade 3 - 47%, Grade 4 - 35%, Grade 5 - 61%

2022-2023 - Aspirational Goals for at or above proficiency:

Kindergarten - 56% ; Grade 1 - 43%; Grade 2 - 44%; Grade 3 - 55%; Grade 4 - 43%, Grade 5 - 69%

Priority 1

SRI Data

Grade	Students	Below Basic	Basic	Proficient	Advanced
6-8	761	44%	25%	15%	16%
6	271	48%	29%	14%	9%
7	258	40%	24%	14%	22%
8	232	45%	20%	19%	16%
9-12	723	37%	24%	28%	11%
9	261	37%	22%	25%	16%
10	238	33%	23%	33%	11%
11	197	37%	29%	26%	8%
12	27	85%	4%	11%	0
*12th grade only Special Ed Tests					

Culturally Responsive Opportunities

Success will be defined as: 1) Students and staff reporting via the feedback that the new CRE books in the libraries are reflective of our student population and there is an increase in CRE knowledge 2) All newly adopted curriculum 22-23 and beyond will be vetted via the new updated form to ensure that all curriculum is culturally responsive 3) All staff will report an increase in self-awareness, reflection and be more open to our differences as a learning community as a result of participating in the CRE trainings.

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

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Rigorous Pre-K-12 Aligned STEAM/Math Opportunities
<p style="text-align: center;">Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This priority is one of the major pillars of our Strategic Plan - The Peekskill’s Promise. The Board of Education and Superintendent of Schools, with input from stakeholders groups, have prioritized the development of a rigorous, aligned, and culturally responsive PreK-12 Math program and robust STEAM opportunities for all students.</p> <p>This emerged as an area to prioritize based on 2018-2018 NYS Math Assessment data and 2021-2022 Aimsweb Plus Math Data. We continue to strive to improve Math proficiency outcomes for all students. particularly students with disabilities. The Peekskill City School District serves a diverse population of students, approximately 80 % of whom are economically disadvantaged. The district is committed to increasing math achievement for all of our students.</p> <p>This Math goal fits into our district’s long-term plans of implementing a rigorous, aligned math program in all grades Prek-12. We are planning to refine our implementation of a workshop model of math instruction in grades K-5 to address the wide range of abilities and needs in our diverse learner population.</p> <p>Additionally, the district seeks to provide rich and rigorous STEAM experiences for our students in all grades. This will be accomplished by implementing age appropriate project based learning programs at each school building.</p> <p>We learned through our CSI and TSI SCEP committee work and the Equity Self-Reflection and Student Interviews that our students in grades 2-5 feel strongly that learning should be project-based, relevant to their homes and lives and cultures. All stakeholders agreed that the elements of meaningful</p>

Priority 2

	<p>learning, intentionality, belonging, identity, relationships and agency are critical for teaching and learning. This supports the SCEP commitments of the two identified schools as they both have math goals related to Culturally Responsive and Sustaining Education as one of their priority commitments.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Refinement of the Tier 1 Math Program</p>	<ul style="list-style-type: none"> ● Refinement of the Math Workshop Model in Grades K-5 to ensure: <ul style="list-style-type: none"> ○ fidelity to the time allotted for Math instruction (60 minutes in Grades K-1, and 90 minutes in Grades 2-5) ○ structured station rotations to include differentiated small group instruction, collaborative problem solving opportunities, fluency 	<ul style="list-style-type: none"> ● Zearn usage data, (120 minutes per week for all students) ● Aimsweb Plus Math benchmarking (Fall, Winter, Spring) in Grades K-8. ● Biweekly progress monitoring using survey level assessments on Aimsweb Plus for Math in grades K-5. ● Common formative unit assessments to monitor curriculum progress and standards mastery in grades K-12. 	<ul style="list-style-type: none"> ● Zearn (K-5) ● Reflex Math (1-7) ● Frax (3-8) ● Aimsweb Plus Math (K-8) ● ALEKS (6-12) ● Staff Development

Priority 2

	<p>practice, and effective use of available technology.</p> <ul style="list-style-type: none"> ○ fidelity to the Tier 1 Math curriculum (Zearn) including use of Zearn’s professional development platform for instructional planning and a minimum of 120 minutes per week of student use. ● Continued implementation of Zearn for Grades K-5 and Big Ideas for grades 6-8 as the Tier 1 Math Program. ● Refined implementation of Math fact fluency interventions in grades K-8 including: <ul style="list-style-type: none"> ○ paper based drills for Grades K-1; ○ introduction of Reflex Math in Grades 1, 6 and 7; ○ continued use of Reflex Math in Grades 2-5 introduction of FRAX for grades 3, 6, 7, and 8; and ○ continued use of FRAX in grades 4 and 5 ● Continued implementation of ALEKS for all students in Grades 6-8 	<ul style="list-style-type: none"> ● Trimester assessments in grades K - 5 and quarterly assessments in grades 6-12. ● Growth in student Aimsweb scores from Fall to Spring benchmarking (Grades K-8) ● Improved performance on ALEKS diagnostic assessments (Grades 6-12) ● Improved results on interim assessments (Grades K-12) ● Growth in student fluency results from Reflex Math (Grades 1-7) and Frax (Grades 3-8) 	
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Priority 2

<p>Refinement of our Tier II Math Program</p>	<ul style="list-style-type: none"> Continued implementation of ALEKS in Algebra 1.5 or 2.0 classes at the High School Implementation of ALEKS in Geometry (Analytic) classes at the High School Targeted small group intensive intervention support for students scoring below 35th percentile in Aimsweb benchmarking After school remediation support for identified students 	<ul style="list-style-type: none"> ALEKS pie progress reports Aimsweb Plus benchmarking and progress monitoring reports 	<ul style="list-style-type: none"> Aimsweb Plus Math (K-8) ALEKS (6-12) Additional Math Interventionists - 1.0 FTE x 3
<p>Enhancement of Elementary Math Enrichment Program</p>	<ul style="list-style-type: none"> Continued implementation of a math enrichment program for all students in grades 2-5. Development and implementation of a math enrichment program for students in grades K, 1 and 6-8. 	<ul style="list-style-type: none"> Student progress in the Art of Problem Solving's Beast Academy learning platform. Increased student participation via Math based projects in the District's STEAM fairs Participation in MOEMS (Math Olympiad for Elementary and Middle School) for Grades 3-8 Participation in Math Counts for grades 6-8 	<ul style="list-style-type: none"> Staff Development Stipends (x2) of Math Clubs for students in grades 3-8 Stipend, staffing, and transportation for after school program Beast Academy Accounts (K-6) AoPS resources for Grades 6-8
<p>Implementation of a robust and aligned STEAM program</p>	<p>Continued use of a data driven model to:</p> <ul style="list-style-type: none"> identify students who are ready for an enhanced grade level curriculum provide opportunities for enrichment and deeper 	<ul style="list-style-type: none"> Use of Beast Academy to challenge student thinking and problem solving Use of Defined Learning Platform Increased participation in regular district/building-wide 	<ul style="list-style-type: none"> Math Club at all buildings (Grades K-12) Beast Academy subscriptions (Grades K-5)

Priority 2

	<p>learning through problem solving/project based learning scenarios</p> <p>Establishment of a Problem Based Learning (PBL) Fellowship Program to train teachers/leaders to:</p> <ul style="list-style-type: none"> ● facilitate learning scenarios rooted in the United Nations goals for sustainable development ● supervise and guide students during and after school in collaborative problem solving and research. 	<p>problem-solving competitions/challenges and STEAM fairs</p>	<ul style="list-style-type: none"> ● Defined Learning access (Grades 4-12) ● Art of Problem Solving Resources (Grades 6-8) ● Stipend, staffing for PBL Fellowship ● Stipend, staffing, and transportation for after school program

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Aspirational Goals for Math:

State Assessment Results:

The below figures delineate our proficiency levels pre pandemic.

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

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

2021-2022 Results: Pending NYSED release of data.

We will be analyzing our NYSTP data to identify specific areas of need. Our 2022-2023 aspirational goals are to utilize data driven efforts and interventions to increase our proficiency levels by eight to ten percent.

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

2021-2022 Results: Kindergarten: 55%; Grade 1: 57%; Grade 2: 46%; Grade 3: 66%; Grade 4: 53%; Grade 5: 56%; Grade 6: 66%; Grade 7: 87%; and Grade 8: 69%

2022-2023 Aspirational Outcomes: Kindergarten: 63%; Grade 1: 65%; Grade 2: 54%; Grade 3: 74%; Grade 4: 61%; Grade 5: 64%; Grade 6: 74%; Grade 7: 95%; and Grade 8:77%

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Improve Data-Driven Processes and Resources
<p style="text-align: center;">Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The use of data, process and resources is one of the top priorities for the Board of Education. We have deepened our approach and ability to use data by broadening and complimenting the use of qualitative and quantitative data. Our use of data is driven by the desire to serve the whole child and intrinsically understand the gaps that need continual support so that we can develop our scholars into 21st century citizens and adequately prepare them for college and career readiness. We value the time spent on assessment and have put structures in place to immediately analyze that data to significantly improve our outcomes. In all of our schools, including our identified schools, it is critical that we focus on our subgroup achievement. Various data points show progress and reveal that our Peekskill’s Promise is having a positive impact. However, our data continues to indicate that English language learners, special education students and our male students of color require additional resources, interventions and greater student / family engagement. We are examining best practices using an asset based approach in concert with specifically examining individual students’ profiles to exponentially capitalize on best practices and promote them throughout our district for the good of all. Our goal is to excel, move our CSI and TSI schools to good standing and beyond. Equally important, it is an opportunity to authentically engage our students in meaningful, relevant and rigorous learning. 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 which we call our WIN block for learning. We have begun our use of instructional rounds and in doing so have identified lab-sites on every grade to support our inquiry based approach</p>

Priority 3

to continually highlight best practices and to provide our teachers with in-house exemplars for teaching and learning. This model has been especially successful in supporting our teachers to grow professionally and engage in reflective practice

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continued Enhancement of our Data Dashboard</p>	<ul style="list-style-type: none"> ● Provide additional PD for administrators on what data is provided on the dashboard ● Provide continued PD for administrators on the use of customized dashboards for the purpose of supporting subgroup analysis ● Establish regularly scheduled data dashboard meetings for the curation of additional vizzes (data views) ● Create one page for all dashboards to be located ● Import data from various dashboards / assessments into Infinite Campus (student management system) and Tableau (dashboard) to make it more intuitive. 	<ul style="list-style-type: none"> ● Increased number of visits to the Tableau Dashboard ● Administrators and staff report using the dashboard on a frequent basis to drive their decision making. ● Driven by Data Survey continues to improve in relevant areas related to use of data 	<ul style="list-style-type: none"> ● Add Tableau to the ServiceNOW helpdesk so that requests for data views and additional PD can be made in the system ● Schedule PD sessions (i.e. Administrators summer retreat, on boarding of new admin) ● Schedule Tableau Meetings with district and building admin.
<p>Aligned Data Meetings</p>	<p>Quarterly Data Review Meetings by School</p>	<p>Presentations depict alignment between schools.</p>	<p>Quarterly Data Review Meetings Master Slides</p>

Priority 3

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

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 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 immediate turnaround of data provided to staff
- Continued growth and work around Test-in-Hand
- Continue growth in sub group analysis

This year we have adopted an additional tool to facilitate the immediate turn around of data. This tool (edocrina) will be utilized by all staff pre-k to 12 and will 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:
 - 75% of administrators will indicate Common Formative Assessments are Implemented with the use if Edoctrina
 - 75% of administrators will indicate the data is immediately provided
 - 75% of administrators will indicate Test-in-hand and deep analysis occurs

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 2022-23?	Whole Child Commitment (Social-Emotional Supports, Physical Activity)
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The PCSD has a Peekskill Promise that outlines the five main areas of focus as a district that is aligned with the district’s mission and vision. Social Emotional Learning (SEL) is part of this Promise. Over the past several years, SEL has been a top priority for the Peekskill School District; and especially now during COVID-Recovery period. There has been a significant increase in students needing social and emotional support during the past two school years due to COVID-19. The SEL priorities that the district will focus on during the 22-23 SY are: 1) Expansion of the Zone of Regulation curriculum to PKMS and booster trainings for Prek-5 2) Enhance and expand Teen Leadership and Mentorship Programs 3) Enhance the PHS Tier III DropOut Prevention Program.</p> <p>During the 21-22 SY, 300 students completed the K-12 insight at the elementary level and 1,012 completed at the secondary level. Of the total number of students that took the survey, 60% of elementary students and 29% of secondary level reported that they work hard if there are big challenges and crises. Implementing the Zones of Regulations will help support and improve student outcomes so they can be more focused and productive during challenges. Enhancing the PHS Temporary Support Program, aligning the MBK programs and expanding the GEMS program will also help to improve students to have positive outcomes during challenges and crises.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Use Zones of Regulation common language Prek-8 and Calming Corners with fidelity at the PreK to 5 level</p>	<p>Replenish the Prek-5 Zones of Regulation Supplies and Materials; order new materials for PKMS and hold a minimum of 1 training for new staff and a refresher for all staff Prek-8</p>	<p>All teachers will have calming corners k-5 set up in their classrooms as evidenced by a walk through tool Increased student use of calming corners K-5 Increased use of common language throughout the school community Prek-8</p>	<p>Funding and time to order Zones Posters, Bean Bag Chairs and Sensory Tools Update of the CRE Walk through tool to include SEL/Zones evidence Provide PD training</p>
<p>Enhance Teen Leadership and Mentorship Programs</p>	<p>Expand the GEMs Girls Empowerment and Sisterhood program from PHS to PKMS. Align MBK programs from grades 4-12 across three school buildings.</p>	<p>PKMS will have an established GEMS program with a core group of students that meets monthly as evidenced by attendance sheets. The three school buildings that run MBK programs will hold quarterly planning meetings as evidenced by attendance sheets to enhance alignment and resources allocation</p>	<p>Funding for a GEMs MS leader position; supplies and materials for GEMs activities and trips Time built into the schedule for quarterly MBK planning meetings</p>
<p>Enhance Tier III dropout prevention program</p>	<p>Increase SEL supports i.e. weekly mindfulness session during the Temporary Support Program (TSP)</p>	<p>Increase of students attendance in the TSP program and school day; students in the TSP program reporting an increase in bonding to school and community</p>	<p>Funding to add additional mindfulness sessions to the program Secure staff member or outside contractor to</p>

Priority 4

			conduct the weekly mindfulness sessions Access to school attendance data

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

For Priority #4 success will be defined as the following 1) Staff and students will report an increase knowledge and usage of the Zones of Regulation common language Prek-8 and use of calming corners K-5 as evidenced by walk through tool data 2) Expansion of the GEMS program to PKMS as evidenced by monthly sign in sheets and alignment of MBK programs grades 4-12 as evidenced by quarterly sign in sheets for planning meetings 3) Increase in students enrolled in dropout prevention program reporting increase in bonding to school and community and school attendance. There will be an increase in students overall reporting that they can better face challenges and crises as evidenced by responses on the next District Wide K-12 Insight Survey.

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 2022-23?	Powerful Parent, Family and Community Partnerships
<p style="text-align: center;">Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The PCSD is committed to powerful parent, family and community partnerships as evidenced by including this in its Peekskill Promise. The Promise has five main areas of focus that are aligned with the district’s mission and vision.</p> <p>As we move forward, we want to increase our ability to gain parent and family input on programming and their view on services and programs that are provided so that we can make adjustments to better meet their needs. The three priorities for the 22-23 SY are 1) fully implementing electronic feedback forms (e-tickets) after all parent workshops and programs throughout the year to gain feedback and parent and participants voice and choice 2) develop and share a district wide welcome to PCSD video for all new students and families 3) obtain feedback on the registration process at the time new families enter the system via an e-ticket.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Gain Parent and Family Input to adjust programming and better meet their needs	Use E-Tickets for every Parent workshop and program Analyze the e-ticket data monthly to adjust Fall, Winter, Spring programming	Increase # of completed surveys after workshops and classes Increase # of parents and families reporting that their needs are being met and addressed via district programming	Time to develop, implement and analyze the e-ticket data Time to collaborate with contractors, vendors and presenters to make adjustments based on parent/family feedback
Welcome to PCSD video	Meet with a group of new parents to find out what general information they would like to see included in a welcome video Met with District videographer to outline the welcome video agenda Film the video Share the video with new families and stakeholders	Increase # of families reporting positive enrollment process at the registrar after watching the welcome video and receiving their welcome orientation	Time to meet with a focus group Time to craft and film the video
Enhance the registration process	Obtain feedback on the registration process for new families/students; they will complete a survey upon entering the district to give us feedback on how to better support	Increased # of families who complete the registrar survey and report a positive experience	Time to train the registrar on turn keying the survey to ensure all parents/families complete it upon the completion of the registration process

Priority 5

	their transition to a new school community		Time to analyze the survey results and make adjustments accordingly

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 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 2021-22 school year
- Parents will report improved communication from the district on surveys and exit tickets
- Focus groups that share positive feedback on programs, services at PRC will be conducted and cataloged throughout the year
- Registration center will have new packets and welcome video materials
- PCSD will have a new “Why Choose Peekskill” campaign video completed and shared with the community at large

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr. David Mauricio	Superintendent of Schools	District Wide
Dr. Rebecca Aviles-Rodriguez	Assistant Superintendent for Curriculum & Instruction	District Wide
Ellen Gerace	Director of Special Services	District Wide
Dr. Margie Daniels	Administrator for Equity and Diversity	District Wide
Maria Olivier-Flores	Parent Family & Community Liaison	District Wide
Dr. Anchala Sobrin	Director of STEM/STEAM	District Wide
Ms. Madeline Sanchez-Diamond	Director of Multilingual Programs	District Wide
Dr. Ahunna Akoma	Director of Grants and Accountability	District Wide

Our Team's Process

Karen Faulkner	Community Partner / Inner Being Yoga	NA
Jenna Ferris	Parent	NA
Natasha Bahr	Parent	Elementary Level
Melissa Ayestas	Parent	Elementary Level
Wilfredo Morel	Parent / Community Partner Arts 10566	NA
Felix Flores	Community Partner / Manhattanville	NA

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
4/28/2022	District Admin Council - DCIP Planning Meeting
4/29/2022	NAACP Meeting - DEI / CRE Focus
5/19/2022	District Admin Council - DCIP Planning Meeting
6/13/22	District Clinical Team Meeting / Administration Building
6/15/2022	HES - DCIP Planning Meeting
6/29/22 & 6/30/22	District Student Support Services DCIP Planning Meeting

Districts with TSI Schools Only

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

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	The principal leads a School Leadership Team which incorporates various teachers who support all students and identified sub-groups. The SLT's recommendations are brought to the assistant superintendent and the superintendent during monthly school visits and during weekly principal's meetings. The information and input is then used to enhance our strategic plan (Peekskill's Promise).

Stakeholder Participation

Parents with children from each identified subgroup	Parents are engaged in various committees to provide input to school and district leaders. Parents are involved in the development of the School Comprehensive Educational Plan (SCEP).
Secondary Schools: Students from each identified subgroup	Superintendent Advisory Group; Student Government/Council provided feedback on programs, services this year and what is needed next year. At-risk students in need of support helped to inform the new intervention programs (Temporary Support Program Academic/SEL after-school services)

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, 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).