

Superintendent's Report

Dr. David Fine

Peekskill City School District:

A System Focused on Every Student; Every Day.



Meeting of the Board of Education

May 17, 2016

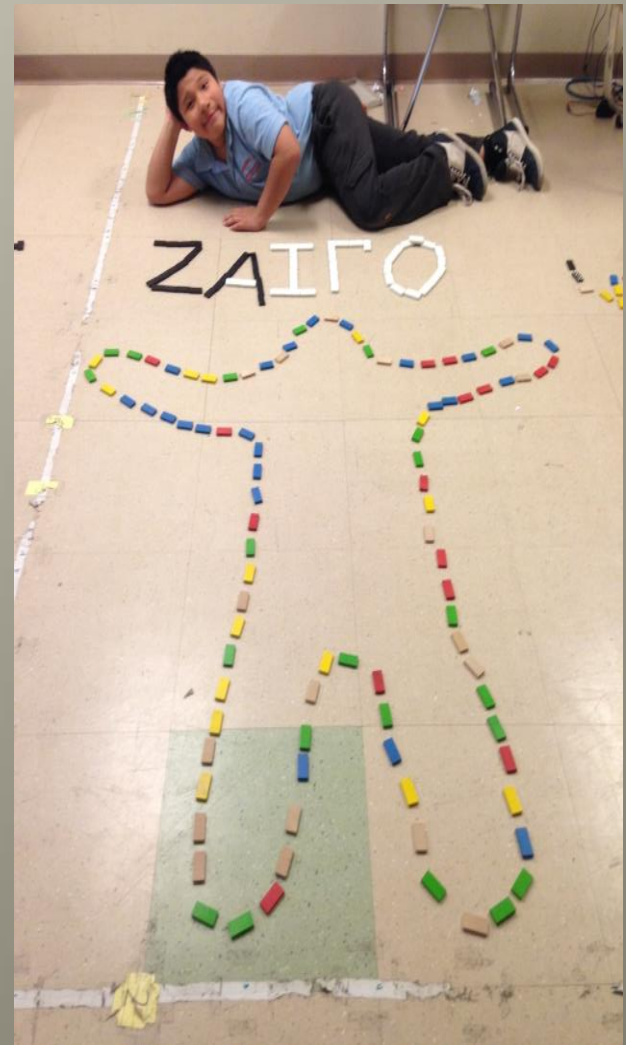
Smart Start: Manhattanville



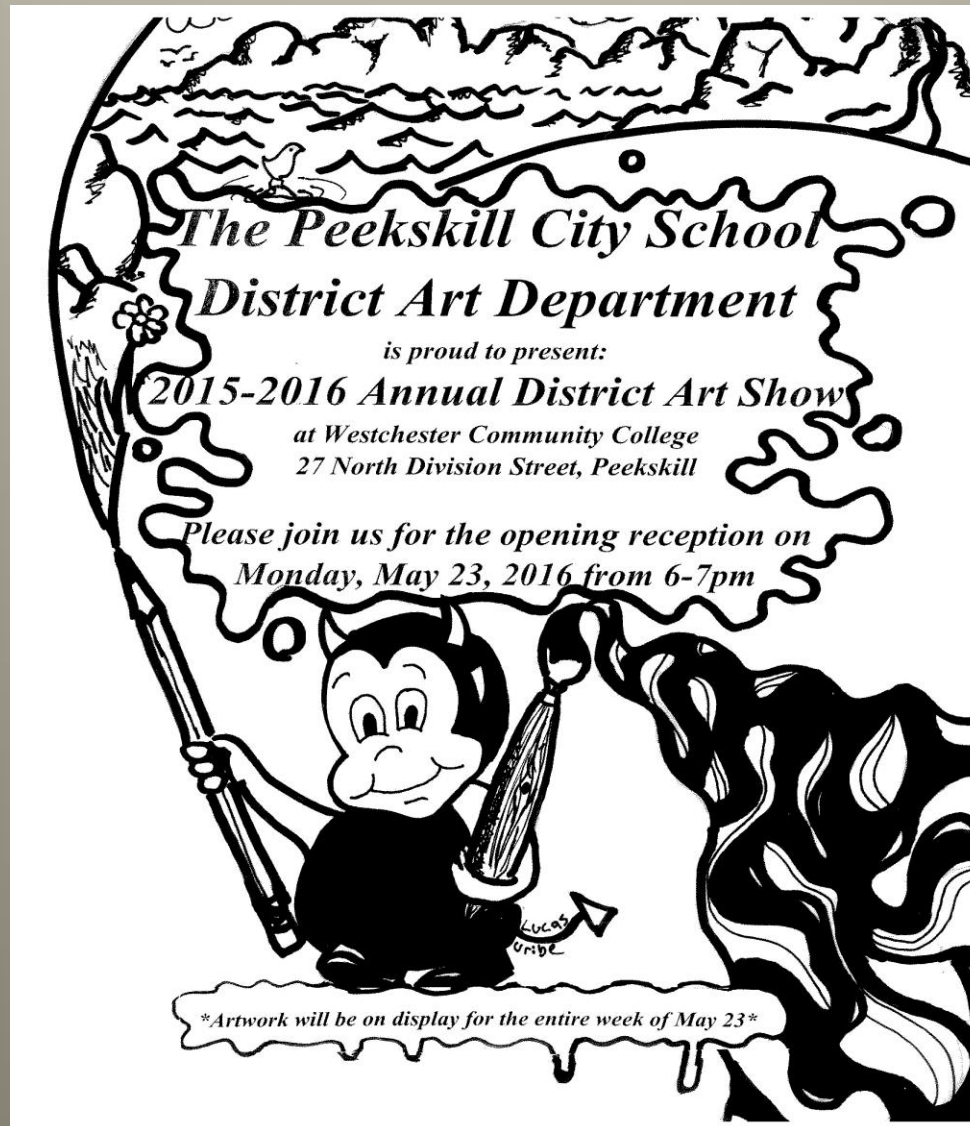
Woodside's Mural



LEAP: Wicked/Enrichment



Annual District Art Show



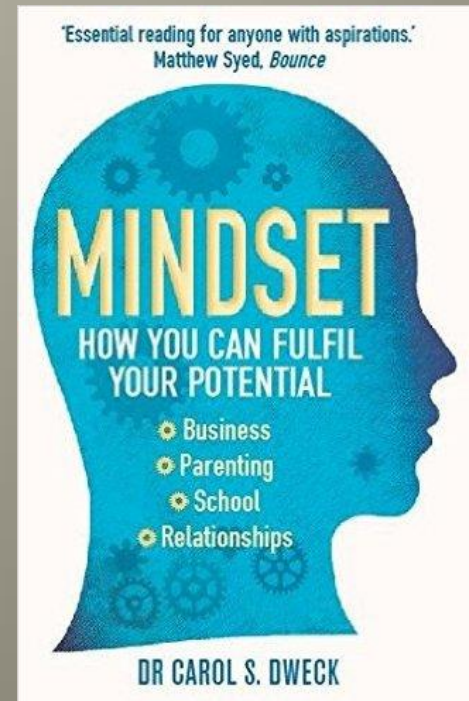
Top-Ten (10) Reasons Peekskill is a Wonderful Place to Live and Learn

10. NYS Regents Visit Us
9. Environmentally Conscience
8. Our Planetarium
7. Applied Science Research
6. Passionate Educators
5. Caring Community
4. Our Performing Arts
3. Athletic Staff (Wizards)
2. Our Cafeteria and Food Service
1. Growth Mindset



Upcoming District Events

- 5/17 PHS/Annual Budget Vote and Election 7:00 am – 9:00 pm
- 5/18 Oakside Grade 3 Spring Concert 9:15 am
- 5/19 PKMS Spring Concert 7:00 pm
- 5/23 Annual District Art Show 6 – 7 p.m. at WCC
- 5/24 PHS Honors Symposium 7:00 pm
- 5/26 PKMS LEAP Celebration 3:30 pm
- 6/2 PHS Awards Grades 9 – 11; 8:00 am
- 6/2 PKMS 8th Grade Awards 6:30 pm
- 6/6 PHS Science Research Symposium 7:00pm
- 6/6 Hillcrest Science Fair 6:00 pm

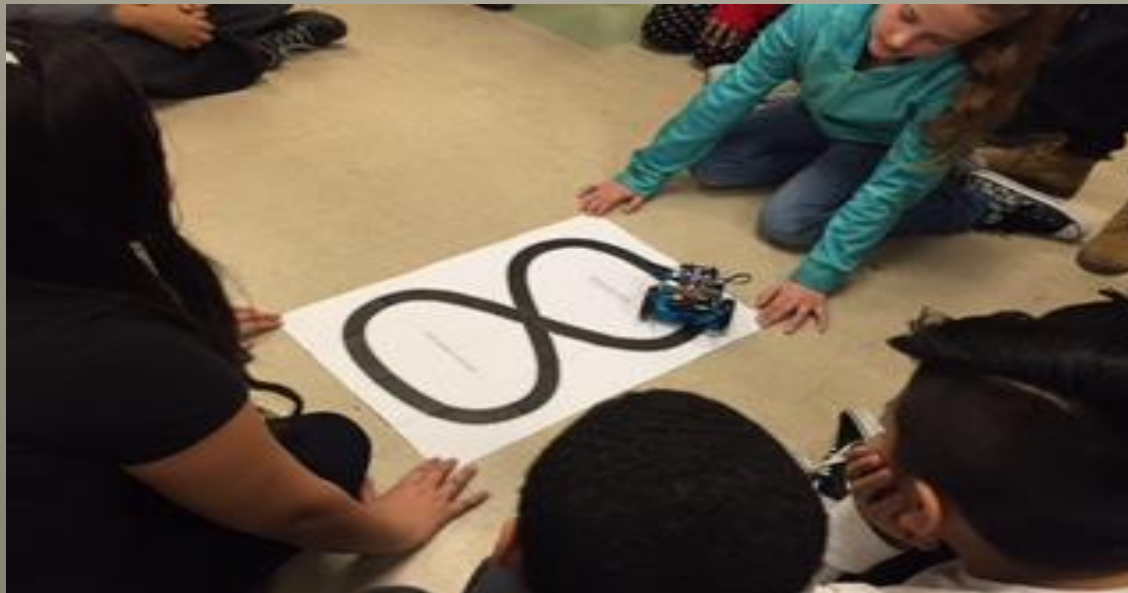


Student Council Report

- **Davonte Woodton- Presenter**



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State of the District Report

Yesterday; Today; and Tomorrow

Core Values



- Every Student; Every Day
- A child's education should depend upon his/her zip code
- Equity and Opportunity
- Accountability for all stakeholders (it truly takes a village)

Operating Principles and Mindset

1. We will put the best interest of students first in all discussions.
2. We will communicate open and honestly.
3. We will listen with respect and intent to understand.
4. We will support and take responsibility for group decisions.
5. We will celebrate the positive and keep a sense of humor.

Mission

- *The Mission of the Peekskill City School District is to educate students in a caring, inspiring environment characterized by a spirit of excellence and high expectations; prepare graduates to meet or exceed standards; graduate students who respect and appreciate cultural diversity; and prepare students to pursue adult lives as contributing citizens of our local and global community.*

Goals and Deliverables

- ***Board/District Goals:***

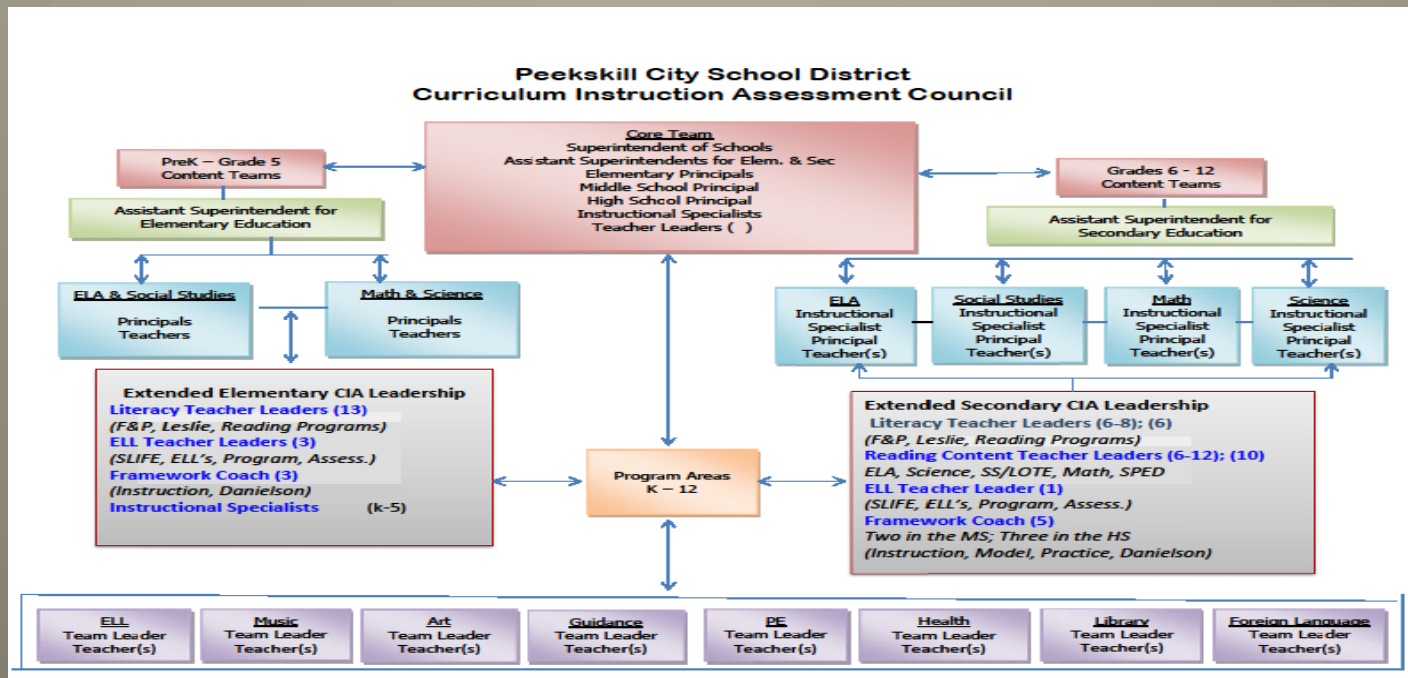
- By the year 2020, graduation rates will increase to 100%.
- By the year 2020 all students, (cohort 2015) will achieve grade level literacy by the end of grade 3.
- Promote the active engagement of parents/guardians and the community in the education of all students.
- Create safe, discipline, state of the art environment where everyone works to help students achieve.

- ***Deliverables:***

- ✓ Implement District Curriculum, Instruction, and Assessment protocols.
- ✓ Design school learning teams focused on quality academic programs, student-centered interventions, and 21st Century opportunities.
- ✓ Utilize data to drive instruction and incorporate quality review schedules.
- ✓ Continue to plan for transparent financial planning and cost-effective operations.

2014-2015

Organization; CIA Protocols Literacy/Curricula PD; Performing Arts Goals/Mission Articulation

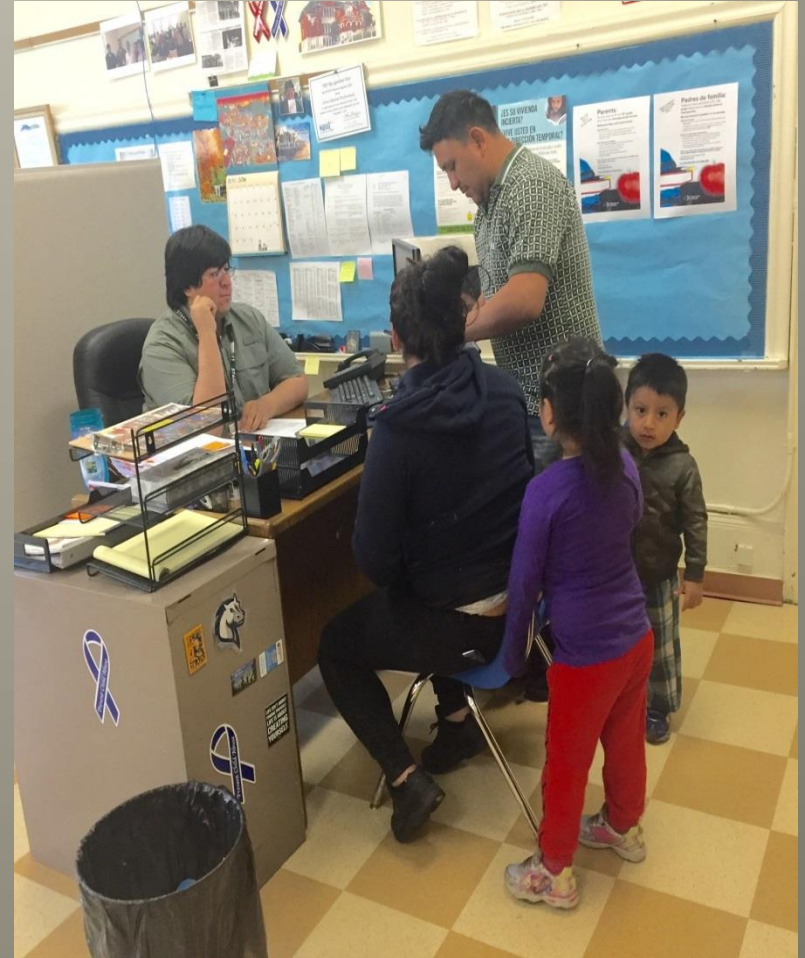


2015-2016: Every Student; Every Day

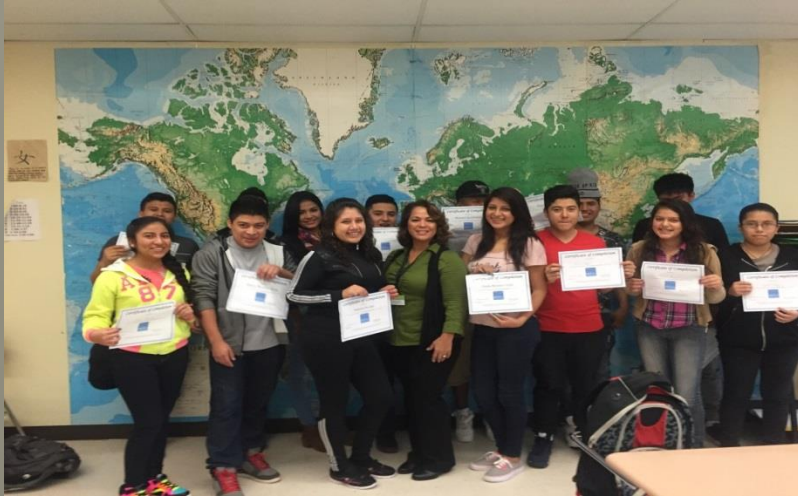
- Equity, Experiences, Implementation, and Opportunity
- Programming Alignment and Coherence
- Growth Mindset and Action Planning
- Partnerships and Collaboration
- Advocacy and Awareness



Welcome: Registration



Newcomer & Bilingual Programs



Enrichment for All



Intended Model for Academic Systems

Tier 3

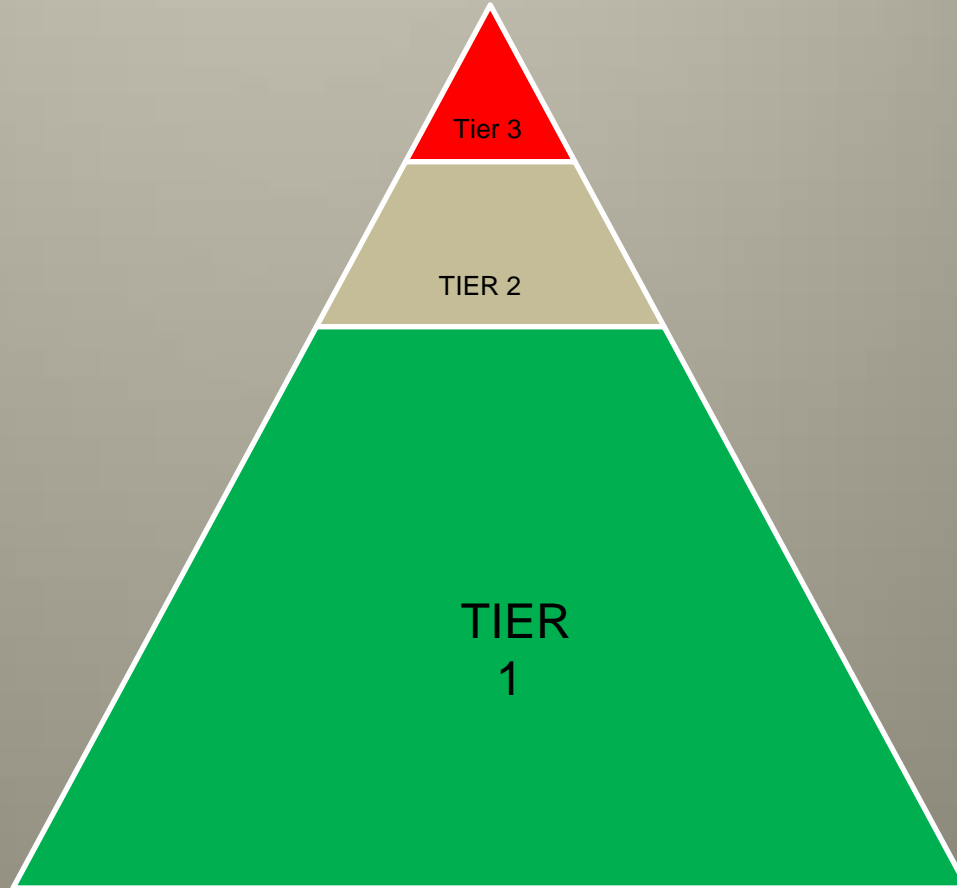
- A minimum of one year below grade level.
- 1-5% of students in a class.

Tier 2

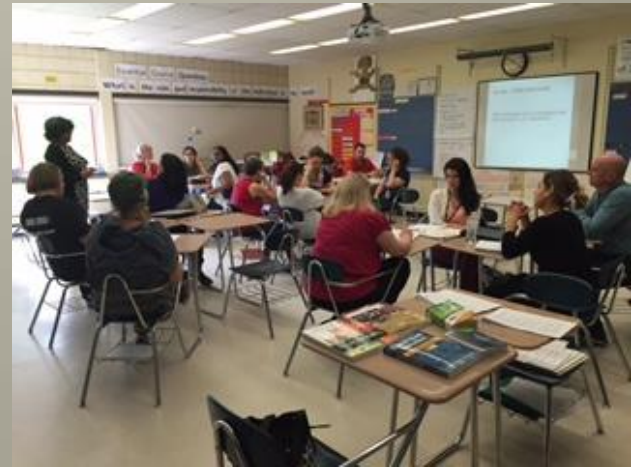
- A minimum of 6 months below grade level.
- 5-15% of students in a class.

Tier 1

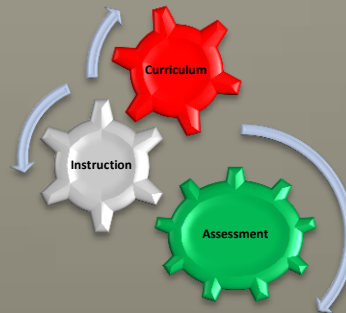
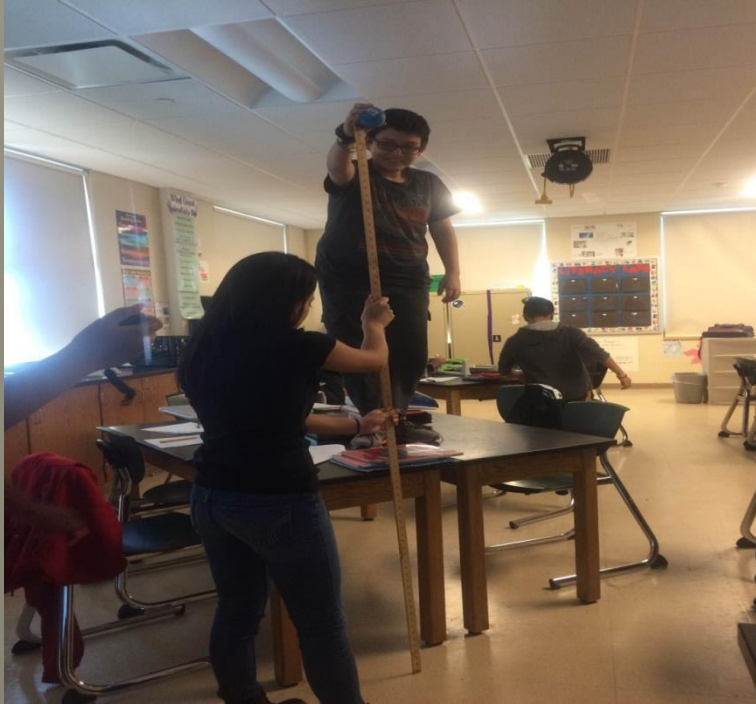
- On or about grade level.
- 85-90% of students in class.



Individualized Models and Targeted Professional Development



Consistent Sequences



Harlem to Albany: Marchers for Justice

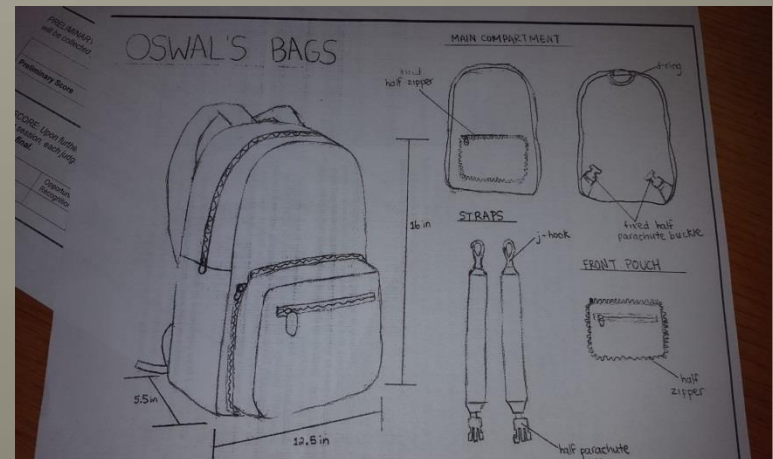
Albany Course Collaboration



Entrepreneur Course & Competition



Kiarra Navaro/Oswal Perez

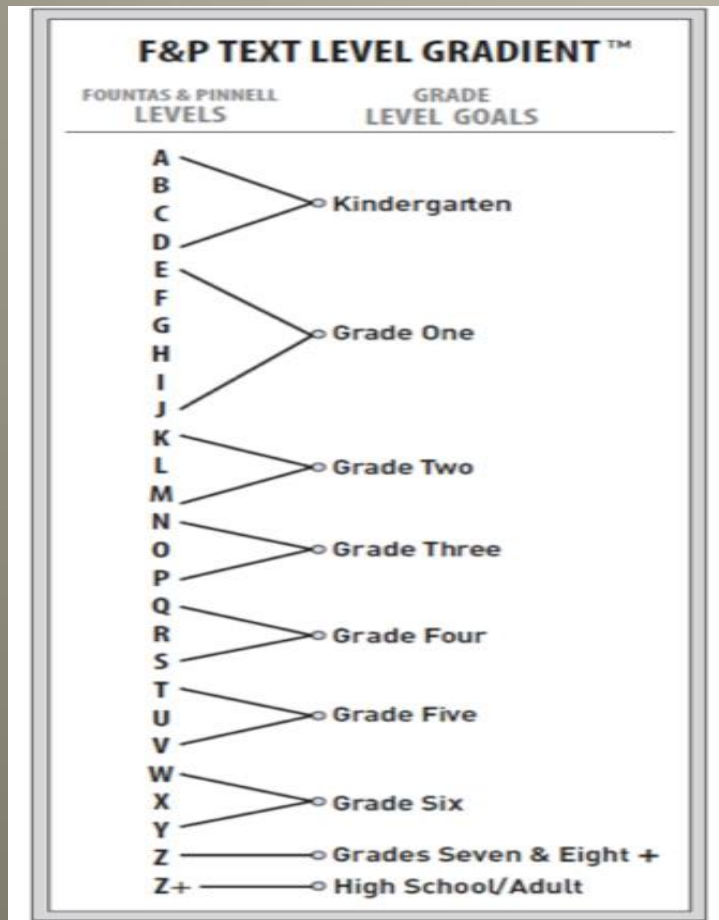


Peekskill's Professional Development Program



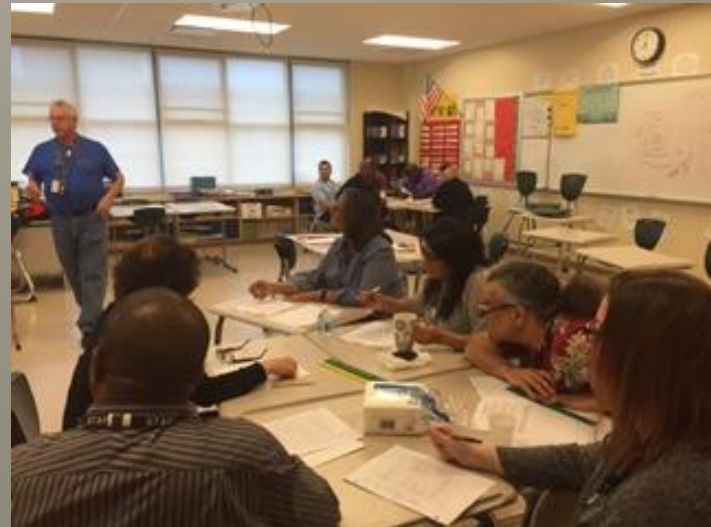
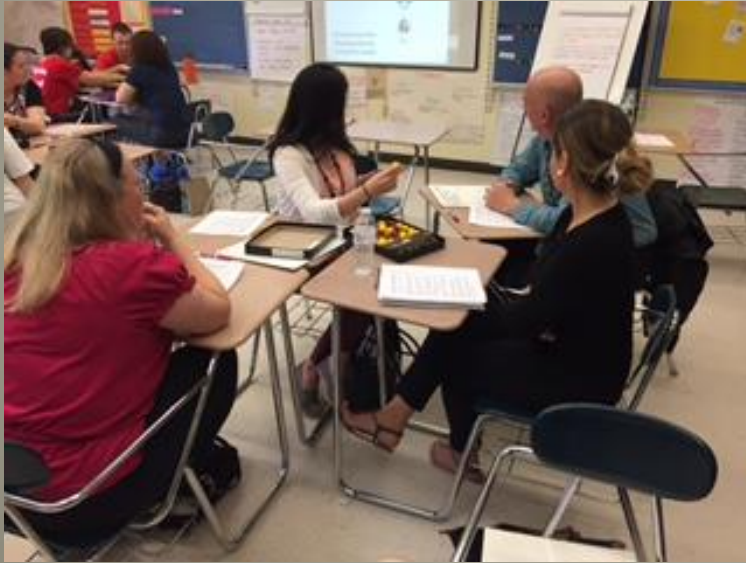
TRICA, Balanced Literacy, Spanish

Data Meetings and Residency



A Framework for Teaching Components of Professional Practice			
Domain 1: Planning and Preparation		Domain 2: Classroom Environment	
1a. Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> knowledge of content and the structure of the discipline knowledge of prerequisite relationships knowledge of content-related pedagogy 1b. Demonstrating knowledge of students <ul style="list-style-type: none"> knowledge of child and adolescent development knowledge of the learning process knowledge of students' skills, knowledge and language proficiency knowledge of students' interests and cultural heritage knowledge of students' special needs 1c. Setting instructional outcomes <ul style="list-style-type: none"> value, sequence and alignment clarity balance suitability for diverse learners 1d. Demonstrating knowledge of resources <ul style="list-style-type: none"> resources for classroom use resources for students 1e. Designing coherent instruction <ul style="list-style-type: none"> learning activities instructional materials and resources instructional groups lesson and unit structure 1f. Designing student assessments <ul style="list-style-type: none"> congruence with instructional outcomes criteria and standards design of formative assessments 		2a. Creating an environment of respect and support <ul style="list-style-type: none"> teacher interaction with students student interactions with one another 2b. Establishing a culture for learning <ul style="list-style-type: none"> importance of the content expectations for learning and achievement student pride in work 2c. Managing classroom procedures <ul style="list-style-type: none"> management of instructional groups management of transitions management of materials and supplies performance of non-instructional duties supervision of volunteers and paraprofessionals 2d. Managing student behavior <ul style="list-style-type: none"> expectations monitoring of student behavior responses to student misbehavior 2e. Organizing physical space <ul style="list-style-type: none"> safety and accessibility arrangement of furniture and use of physical resources 	
Domain 4: Professional Responsibilities		Domain 3: Instruction	
4a. Reflection on Teaching <ul style="list-style-type: none"> accuracy use in future teaching 4b. Maintaining accurate records <ul style="list-style-type: none"> student completion of assignments student progress in learning non-instructional records 4c. Communicating with families <ul style="list-style-type: none"> information about the instructional program information about individual students engagement of families in the instructional program 4d. Participating in a professional community <ul style="list-style-type: none"> relationships with colleagues involvement in a culture of professional inquiry service to school participation in school and district projects 4e. Growing and developing professionally <ul style="list-style-type: none"> enhancement of content knowledge and pedagogical skill receptivity to feedback from colleagues service to profession 4f. Showing professionalism <ul style="list-style-type: none"> integrity and ethical conduct service to students advocacy decision making 		3a. Communicating with students <ul style="list-style-type: none"> expectations for learning directions and procedures explanations of content use of oral and written language 3b. Using questioning and discussion techniques <ul style="list-style-type: none"> quality of questions discussion techniques student participation 3c. Engaging students in learning <ul style="list-style-type: none"> activities and assignments grouping of students instructional materials and resources structure and pacing 3d. Using assessment in instruction <ul style="list-style-type: none"> assessment criteria monitoring of student learning feedback to students student self-assessment and monitoring of progress 3e. Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> lesson adjustment response to students persistence 	

Educational Leaders/Change Agents



Building Upon Tradition



Respecting Who We Are



New Traditions



Advocacy and Empowerment



Arts, Beauty, and Intelligence



Video: Collaboration
<http://hudsonvalleynewsnet.com/2016/05/14/hvcc-a-partners-peekskill-schools-access-art/>

2016-2017: Systemic and Planned

- ENL Alignment, k-5
- SPED Alignment/ICT Training
- Two-Tiered Residency Program
- MS Bi-Lingual Program
- Rtl Design, System, and Focus, prek-12
- Strategic Plan District and community collaboration)
- College-Level Courses (Eng. By De, Physical Science, Guitar II)
- SEPTO/PTO Enrichment/Field Trips/Experiences
- Athletic Programming/Alignment (Community Support)
- STEAM (4th-12th)
- Continuation of Strings/Performing Arts and PPD Work
- City Partnerships (Academics, Enrichment, Art, and Music)
- Culinary and Consumer Math (BOCES)



Dream BIG, For Yourself, Our Learners, and District Alike

If Not Us, Then Who

“Whatever circumstances you were born into, whatever wealth and education you had or didn't have, you came here to make your dreams come true.” John Shaibu



Every Student; Every Day!

Canvass of Votes



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***This Concludes the Superintendent's Report**

--Be Good to Yourself and Each Other--

"Be the Change you wish to see in the World."

M. Ghandi



Thank You and Enjoy the Evening
Have A Successful 2015-2016 School Year