



New York State  
**EDUCATION DEPARTMENT**  
 Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Acting Superintendent
Mount Vernon City School District	Dr. Kim Veronica Smith

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	<b>Teacher Best Practices:</b> Provide targeted and tiered academic, behavioral, and social-emotional support to all students through the development of Multi-Tiered Systems of Supports Plans (MTSS).
2	<b>Social Emotional Learning &amp; School Climate and Culture:</b> Strengthen relationships, social-emotional well-being, inclusivity, and school safety within the school community.
3	<b>Family &amp; Community Engagement:</b> Re-establishing the trust between District and families regarding student needs and safety and providing consistency for parental re-engagement into school building activities/community.
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p><b>Teacher Best Practices:</b> Provide targeted and tiered academic, behavioral, and social-emotional support to all students through the development of Multi-Tiered Systems of Supports Plans (MTSS).</p>
<p><b>Why is this a Priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> <li>• 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>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>The MTSS supports the district vision which maximizes educational opportunities for all students. MTSS plans are developed to address the educational experience for all learners. This is a commitment that will further strengthen our students' experiences as learners while allowing collaboration within the district.</p> <p>This priority is influenced by the student surveys and response to the learning gaps created by COVID. It specifically is linked to Intentionality: “Every child has intentional opportunities to practice and build social, emotional and cognitive skills.” Being intentional with all tiers of instruction and using data to guide instructional decisions supports this.</p> <p>All stakeholders (teachers, administrators, parents, students, etc.) realized the need for students to receive direct instruction, specially designed instruction (SDI) and small group learning.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Data Driven Instruction (DDI) Protocols</b></p>	<ul style="list-style-type: none"> <li>• The district will support the implementation of DDI Frameworks and participate in professional development (How do you know if students are learning? When they are not, what do you do about it? Assess – Analyze – Act – Build Cycle)</li> </ul>	<ul style="list-style-type: none"> <li>• DDI Professional Development agendas and notes in Office 365 folder.</li> </ul>
<p><b>Data Teams</b>  <b>Administrators, teachers, and school counseling staff analyze student data (inclusive of student work samples, common</b></p>	<ul style="list-style-type: none"> <li>• The district will identify data teams (administrators, teachers, and school counseling staff) and provide DDI professional development on how to evaluate student data and use it to inform academic, behavioral, and social-emotional decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• The district will develop subgroups’ short- and long-term goals (Measure of Interim Progress) based on NYSTP data and grade-level benchmarks.</li> </ul>

Priority 1

<p><b>assessments trends, NYS 3-8 tests, Regents, i-Ready, SAT/PSAT, International Baccalaureate, Advanced Placement, suspension/referral, attendance)</b></p>	<ul style="list-style-type: none"> <li>Schools will use assessment data (formative and summative) frequently to place students in the appropriate interventions support.</li> <li>Schools will use assessment data (formative and summative) to remove students from interventions when goals have been met.</li> </ul>	<ul style="list-style-type: none"> <li>Schools (administrators and teachers) will develop short- and long-term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, iReady, Waterford, Foundations, Local Assessments and NYSTP data).</li> </ul>
<p><b>Standards-Based Curriculum Development K-12</b></p>	<ul style="list-style-type: none"> <li>School administrators and grades K-12 teachers will work to align the curriculum to the NYS Learning Standards for ELA, math, social studies, and science.</li> <li>School administrators and grades K-12 teachers will integrate the models of instruction (Balanced Literacy/Science of Reading, Workshop Model, 5E).</li> </ul>	<ul style="list-style-type: none"> <li>School administrators will conduct walkthroughs to monitor the progress of implementation of standards-based instruction.</li> <li>Teachers will participate in focus groups to offer feedback on progress with curriculum maps and standards-based lessons.</li> </ul>
<p><b>Development of K-12 Tier 2 and 3 Interventions (RTI)</b></p>	<ul style="list-style-type: none"> <li>Administrators and teachers will use collaborative planning time to analyze formative &amp; summative assessments</li> <li>Administrators and teachers will determine and develop Tier 2 and 3 Interventions (RTI) Strategies (If/Then charts) for various groups of students based on research-based interventions embodied in core resources (Foundations, Concrete Pictorial Abstract, Foundational Literacy Intervention System)</li> </ul>	<ul style="list-style-type: none"> <li>School administrators will conduct walkthroughs to monitor the progress of implementation of K-12 Tier 2 and 3 Interventions (RTI).</li> <li>Teachers will participate in focus groups to offer feedback on progress K-12 Tier 2 and 3 Interventions (RTI).</li> </ul>
<p><b>Instructional Walkthroughs</b></p>	<ul style="list-style-type: none"> <li>School administrators will visit K-12 classrooms to conduct informal walkthrough visits. The walkthrough tool will be revisited, and a new non-evaluative tool will be developed and shared with teachers. Principals will have a PD update and decide on a plan for scheduling visits.</li> </ul>	<ul style="list-style-type: none"> <li>School administrators will conduct informal walkthroughs (and provide feedback) to ensure all teachers are implementing differentiated instructional strategies and Specially Designed Instruction (SDI) for students with IEPs during core &amp; intervention instruction.</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 2023-24 school year.

- District will meet or exceed the 2023-24 Measure of Interim Progress (MIP) accountability subgroup targets established by NYSED. Note: Districts earned a score for all students and for student subgroups. Such subgroups include members of racial and ethnic groups, low-income students, students with disabilities and English language learners. These levels are used to determine whether a district is a Good Standing District or a Target District and whether a school is in Good Standing or identified for Comprehensive Support and Improvement or Targeted Support and Improvement. The indicators measure school performance include:
  1. student academic achievement;
  2. student growth and school progress;
  3. progress of English language learners;
  4. chronic absenteeism; and
  5. for high schools, graduation rates and preparing students for college, career and civic engagement.
- K-12 Student Survey Data - I am aware of my academic goals and what I must do to improve. (Desired Response: 75% agree or strongly agree)
- K-12 Student Survey Data - My teacher utilizes a variety of strategies to meet my learning needs. (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - What percentage of your students met their academic goal in math and ELA this year? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - The professional development learned this year has expanded my instructional repertoire to effectively teach to my students' varied learning styles? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - What percentage of your students met their academic goal in math and ELA this year? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - The quality of student assignments/projects has increased my child's academic performance this school year? (Desired Response: 75% agree or strongly agree)

### 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>
K-8 iReady Reading, Math Diagnostic Beginning of Year (BOY)	September 2023	At least 95% of students taking the Beginning of Year (BOY) diagnostic assessment
K-8 iReady Reading, Math Diagnostic Middle of Year (MOY)	January 2023	At least 95% of students showing growth (>1 point) from Beginning of Year (BOY) to Middle of Year (MOY) diagnostic assessments
K-8 iReady Reading, Math Diagnostic End of Year (EOY)	May 2024	At least 75% of students meeting their annual growth targets based on the Beginning of Year

Priority 1

		(BOY) to End of Year (EOY) diagnostic assessments
K-8 Benchmark / Local Assessments	Quarterly November 2023 January 2023 April 2023 June 2023	At least 75% of students perform at Accountability Levels 2, 3, and 4 on Grades 3-8 ELA & Math, Grade 5 Science and Regents & IB & AP courses.
Attendance	Monthly	At least 90% administrator, teacher and student average attendance rates
NYS Grades 3-8 ELA & Math, Grade 5 Science, NYSAA Grades 3-12, NYSESLAT Grades 3-12 and Regents	September 2024	At least 75% of students performing at Accountability Levels 2, 3, and 4 on NYS Grades 3-8 ELA & Math, Grade 5 Science, NYSAA, NYSESLAT and Regents.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p><b><u>Social Emotional Learning &amp; School Climate and Culture:</u></b> Strengthen relationships, social-emotional well-being, inclusivity, and school safety within the school community.</p>
<p><b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this 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 supports?</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>The commitment to Social Emotional Learning is aligned with the district’s vision of a rigorous and diverse educational learning experience for all scholars; creating contributors to a global culture of collaboration through innovation, and engagement grounded in recognition and appreciation for all people.</p> <p>This commitment is in direct alignment with our vision for promoting social and emotional well-being in preparation for global citizenship. We seek to instill the core values of community, character, and striving for excellence while establishing a safe and nurturing environment that allows for self-discovery in a changing society.</p> <p>The District’s commitment to focus on SEL is evidenced by programs in all schools that promote character development, growth mindset, conflict resolution and positive interactions. For example, in 2022-2023 school year, Mt. Vernon High School introduced PBIS (Positive Behavioral Interventions and Supports) and House Systems and worked toward a No Place for Hate initiative. All three of these community- and character-building initiatives were voiced as transformative and important by faculty and staff in focus group interviews.</p> <p>As a priority, we would like every child to feel safe and respected so they can express their feelings to have trusting relationships with adults and peers while in school. According to the Student Survey Results, 42% of students feel bullying is an issue - According to the Parent Survey Results, 15% of parents feel students threaten and bully each other. No Place for Hate was adopted across the 16 elementary and secondary schools to provide regular scheduled lessons and discussions including tools to respond to bias, bullying and to increase student’s sense of safety.</p> <p>The Envisioning Activity and the Student Interviews made it abundantly clear that our staff needs support in addressing societal issues that surround our students and weaving social-emotional learning into the curriculum.</p>

Priority 2

This commitment fits into the district’s long-term plans by allowing students to explore and learn in an environment in which they feel safe and valued.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Implement and Integrate SEL (Social Emotional Learning) throughout the curriculum</b></p>	<ul style="list-style-type: none"> <li>Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements.</li> <li>School counseling staff (counselors, social workers, and psychologists), teachers, and administrators will support the implementation of SEL Frameworks and participate in professional development (Self-awareness, Self-management, social awareness, Relationship building skills, Responsible decision-making).</li> </ul>	<ul style="list-style-type: none"> <li>School counseling staff (social workers and psychologists), teachers, and administrators will support the implementation of SEL Frameworks and participate in professional development</li> <li>Collaborative time for school counseling staff (social workers and psychologists), teachers, and administrators</li> </ul>
<p><b>Redefine PBIS (Positive Behavior Interventions and Supports) expectations with both faculty and students throughout the school year</b></p>	<ul style="list-style-type: none"> <li>Principal discussions with faculty and students at the beginning and middle of year to delineate PBIS expectations.</li> <li>Teacher discussions with students delineating PBIS expectations at multiple points during the school year</li> <li>Review PBIS data from 2022-2023 to determine the top 3 discipline areas</li> <li>School leaders and PBIS Teams will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tiers I, II and III interventions to support academic achievement and social-emotional wellness</li> </ul>	<ul style="list-style-type: none"> <li>Increase student attendance rate</li> <li>Decrease discipline referrals</li> <li>Decrease suspensions</li> <li>Staff, student, and parent surveys will be conducted to evaluate the effectiveness of the PBIS implementation.</li> <li>Money for programs and assemblies</li> </ul>
<p><b>Mentoring Program for Students</b></p>	<ul style="list-style-type: none"> <li>Exploration of a mentor program where at-risk students are paired with teachers to meet with them weekly to provide necessary support and guidance. They will also explore potential quarterly large group</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for teacher mentors.</li> <li>Release time for teachers and students</li> </ul>

Priority 2

	meetings and activities with the mentors and mentees as a collective group.	
<b>No Place for Hate-Anti-Bullying Campaign</b>	<ul style="list-style-type: none"> <li>School administrators in collaboration with the support staff, Dignity for All Students Act (DASA) team and No Place for Hate Committee will conduct assemblies, classroom presentations, parent workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans</li> <li>School-wide assemblies</li> <li>Quarterly school-wide activities</li> <li>PTA meeting minutes</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 2023-24 school year.

- Increase (at least 3% subgroup growth target from previous year) student growth on local measures.
- Increase (at least 3% subgroup proficiency rate from previous year) student performance/achievement on NYS 3-8, Regents, PSAT/SAT/ACT, International Baccalaureate, Advanced Placement assessments.
- Increase (at least 3% from previous year) student attendance rate
- Decrease (at least 3% from previous year) discipline referrals
- Decrease (at least 3% from previous year) suspensions
- K-12 Student Survey Data - I am aware how attendance is connected to academic success and prepares me for college and career readiness. (Desired Response: 75% agree or strongly agree)
- K-12 Student Survey Data - Do you feel that the staff at your school were responsive to your social and emotional needs? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - I am aware of how the attendance policy assists with monitoring student attendance and maintaining accurate records? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - Do you feel that you were more connected to the students because of the SEL lessons conducted throughout the school year? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - I am aware of how the attendance policy assists with monitoring student attendance and maintaining accurate records? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - Do you feel the school community was responsive to the needs you and/or your child faced throughout the school year? (Desired Response: 75% agree or strongly agree)



Priority 2

**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>
Staff, student, and parent surveys will be conducted to evaluate the effectiveness of the implementation and integration	BOY-November 2023 MOY-January 2024 EOY-June 2024	An overall 75% survey participation.
Decrease discipline referrals	Monthly	An overall decrease of at least 5% from the previous year in student disciplinary issues.
Decrease suspensions	Monthly	An overall decrease of at least 5% from the previous year in student disciplinary issues.
Increase student attendance rate	Monthly	An overall increase of at least 3% from the previous year in student attendance.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p><b>Family &amp; Community Engagement:</b> <i>Re-establishing the trust between District and families regarding student needs and safety and providing consistency for parental re-engagement into school building activities/community.</i></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this 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 supports?</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>The MVCSD remains committed to developing and cultivating our relationships with families as equal partners in their child's education by addressing the following areas of need:</p> <ol style="list-style-type: none"> <li>1) empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district, and schools,</li> <li>3) sharing ownership for increasing student achievement and school improvement, and,</li> <li>4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district, and schools, then families will understand the district's vision for student achievement and strengthen home-school connections.</li> </ol>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>College and Career Readiness</b></p>	<p>The district will continue its differentiated program strand for high school parents aligned to college and career readiness standards, i.e., implementing college information nights, financial aid application technical assistance sessions, and career fairs.</p>	<p>Schedule, money for meetings, ongoing commitment</p>
<p><b>Parent Communication and Engagement</b></p>	<p>Ongoing Professional Development opportunities for teachers aligned with district smart goals which speak to increase communication, collaboration and contact with families.</p>	<p>Schedule, money for meetings, ongoing commitment</p>

Priority 3

<b>ENL and Special Education Student and Family Quarterly Workshops</b>	ENL and Special Education Department will meet over family zoom/in-person workshops to ensure effective communication of school-wide events, programs, offerings. This will also be a forum for cultural responsiveness. Translation will be provided	Schedule, money for meetings, ongoing commitment
<b>Wellness Committee</b>	Wellness workshops are geared to meet the needs of students, staff, and parents as they relate to mental, emotional, financial, educational, and physical wellness.	Schedule, money for program, ongoing commitment
<b>Parent Resource Center</b>	Wellness workshops are geared to meet the needs of students, staff, and parents as they relate to mental, emotional, financial, educational, and physical wellness.	Schedule, money for program, ongoing commitment
<b>Quarterly parent engagement activities</b>	Teachers will collaborate during planning sessions to create activities in which parents can reinforce at home.	Parent engagement calendar of events
<b>Community Resource Fair/Job Fair for Parents</b>	The SBST will reach out and support family members by providing resources and services available within the Westchester County community.	Community Leaders, Parent Liaison, Administrative Team, SBST Team, MVPD Mental Health Council, F.A.C.E. Committee
<b>Adult Education</b>	Parents can take courses in Basic Literacy, GED, and ENL.	Federally funded grant. (EPE grant). Housed at Lincoln School

## 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 2023-24 school year.

- Continued use of the Parent Resource Center housed at MV Steam Academy.
- Opening of Community School at Benjamin Turner Middle School Campus.
- Zoom and in person meetings – Orientation, conferences, Virtual PTA meetings and Virtual Grade/Class Parent Meetings, Virtual Family Game & Movie Nights.
- The district's parent and community engagement advisory committee will create a measurement and feedback framework aligned to the 2022-2023 action plan.
- Increased percentage (at least 3%) of parent attendance at district and/or school functions as seen from data reports reflected from Parents
- K-12 Student Survey Data - Do you feel that your parents were more engaged in your learning this year? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - Do you feel that your parents were more engaged in your learning this year? (Desired Response: 75% agree or strongly agree)

Priority 3

- K-12 Family Survey Data - I, as a parent/guardian, feel like I have input in my child’s learning at school. (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - The parent/guardian feels connected to this school. (Desired Response: 75% agree or strongly agree)

**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>
Parent survey/questionnaire will be conducted to gather feedback. The results will drive future topics/ offerings.	BOY-November 2023 MOY-January 2024 EOY-June 2024	An overall increase of 3% from previous year in parents attending events. Increase in students' academic achievement.
Staff and student surveys will be conducted. Staff and student participation rates will be monitored and gauge understanding of message.	BOY-November 2023 MOY-January 2024 EOY-June 2024	An overall increase of 3% from previous year in parents attending events. Increase in students' academic achievement.
Enrollment numbers, Scores on Post testing, TABE Post Tests, and number of referrals to GED test, and successful job placement.	BOY-November 2023 MOY-January 2024 EOY-June 2024	Increase in adults completing the program with their GED degree and English proficient.

## PRIORITY 4

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

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	NA
<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 supports?</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>	

### 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?

## 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 2023-24 school year.

### 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>

## PRIORITY 5

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

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	NA
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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 supports?</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>	

### 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?

## 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 2023-24 school year.

### 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>



## 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <i>(if applicable)</i>
<b>Dr. Jamal Doggett</b>	<b>Assistant Superintendent Curriculum &amp; Instruction</b>	
<b>Dr. Satish Jagnandan</b>	<b>Director of STEAM</b>	
<b>Rebecca Jones</b>	<b>Principal</b>	<b>Lincoln School</b>
<b>Dr. Pauline Pearce</b>	<b>Principal</b>	<b>Mount Vernon High School</b>
<b>Veronica Graham</b>	<b>Parent Liaison</b>	
<b>Carol DelValle</b>	<b>Director Special Education</b>	
<b>Mary Beth Rhodes</b>	<b>Director of Humanities</b>	
<b>Dr. Marguerita G. Circello</b>	<b>Director ENL &amp; World Languages</b>	

### Meeting Dates

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

<b>Meeting Date</b>	<b>Location</b>
July 20, 2023	Zoom
July 26, 2023	Zoom

## Stakeholder Participation

July 31, 2023	Zoom
August 3, 2023	Zoom

## Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	<ul style="list-style-type: none"> <li>Staffing for Extended Day Programs</li> <li>Summer RTI Planning Committee Work</li> <li>Staffing for Summer School Programs</li> <li>Designing Curriculum and instruction that specifically targets the learning needs of low-performing students</li> <li>Providing data analysis to better inform practice and programs</li> <li>Professional Development Initiatives</li> </ul>
Parents with children from each identified subgroup	<p>The perspective of this group has been incorporated into the DCIP by empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district and schools, 3) sharing ownership for increasing student achievement and school improvement, and, 4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district and schools, then families will understand the district's vision for student achievement and strengthen home-school connections</p>
Secondary Schools: Students from each identified subgroup	<p><b>The perspective of this group has been incorporated into the DCIP through:</b></p> <ul style="list-style-type: none"> <li>Partnership with Community Based Organization, MV STRONG, to provide tutorials during class as well as wrap around services after the summer school day has ended.</li> <li>Inventory of two specific cohorts: graduating class of 2020 and 2021 for alternative placement in District sponsored Sundown Academy, offering accelerated course options for students.</li> <li>Counselor will create a list of deficiencies and needs for each of the “on edge” students (to be defined by numbers of credits and Regents that are close but not on pace for Graduation. We will then assign students to different teachers who help provide support and assistance in their deficient areas.</li> </ul>

## Stakeholder Participation

	<ul style="list-style-type: none"><li>• Further develop our curriculum around backward planning. Utilizing the ideas surrounding understanding by design we will develop units around “Big Ideas.”</li><li>• Data analysis of attendance rates, daily formative assessments based on Summer School instructional delivery.</li><li>• ELA, History, SPED, and ENL Teachers will offer culturally responsive targeted sustained instruction to these groups so that students can identify and relate to content material making real life connections. This instruction will increase student engagement and participation more in class discussions, group projects, etc.</li><li>• ELA, SPED, and ENL Teachers will meet with Grade Level PLCs (Professional Learning Communities) to offer instructional solutions that target their areas of expertise.</li><li>• Math: Design lessons to include explicit direct instruction (modeling through think aloud, guided practice, informative feedback).</li></ul>
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## Submission Assurances

# Submission Assurances

## Directions

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

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

## Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 2023, 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).