



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Vernon City School District (MVCSD)	Dr. K. Veronica Smith

2024-25 Summary of Priorities

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

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

Priority 1

Priority 1
PRIORITY 1

Our Priority

Priority 1

What will we prioritize to extend success in 2024-25?

Research-Based Instructional Practices (based on Multi-Tiered Systems of Supports Plans - MTSS). Provide targeted and tiered academic support to all students through the development of Multi-Tiered Systems of Supports Plans (MTSS).

Why is this a Priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District's vision, values, and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- 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?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

Multi-Tiered Systems of Supports (MTSS) is a comprehensive framework designed to provide targeted and tiered academic, behavioral, and social-emotional support to all students. Here are some key components and research-based instructional practices associated with MTSS our District would prioritize and develop common language and understanding:

Key Components of MTSS

Tiered Support:

- Tier 1: Universal interventions for all students, focusing on high-quality instruction and proactive classroom management.
- Tier 2: Targeted interventions for students who need additional support beyond Tier 1.
- Tier 3: Intensive, individualized interventions for students with significant needs¹.

Data-Based Decision Making:

- Regular monitoring of student progress using various assessment tools.
- Data analysis to identify students' needs and adjust interventions accordingly.
- Evidence-Based Practices: Implementing instructional strategies and interventions that are proven effective through rigorous research.

Research-Based Instructional Practices

Differentiated Instruction:

- Tailoring instruction to meet the diverse needs of students.
- Using flexible grouping, varied instructional materials, and different teaching methods.

Positive Behavioral Interventions and Supports (PBIS):

- Establishing clear behavioral expectations and providing consistent positive reinforcement.
- Implementing strategies to improve school climate and reduce behavioral issues.

Response to Intervention (RTI):

Priority 1

Key Strategies and Resources

Priority 1

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>Data Driven Instruction (DDI) Protocols</p>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> DDI professional development to ensure that all educators know how to analyze data
<p>Data Teams Administrators, teachers, and school counseling staff analyze student data (inclusive of student work samples, common assessments trends, NYS 3-8 tests, Regents, i-Ready, SAT/PSAT, International Baccalaureate, Advanced Placement, suspension/referral, attendance)</p>	<ul style="list-style-type: none"> 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. Schools will use assessment data (formative and summative) frequently to place students in the appropriate interventions support. Schools will use assessment data (formative and summative) to remove students from interventions when goals have been met. 	<ul style="list-style-type: none"> Designate time for data teams to meet and review student data
<p>Standards-Based Curriculum Development K-12</p>	<ul style="list-style-type: none"> School administrators and grades K-12 teachers will work to align the curriculum to the NYS Learning Standards for ELA (English Language Arts), math, social studies, and science. School administrators and grades K-12 teachers will integrate the models of instruction (Literacy and writing across the curriculum). 	<ul style="list-style-type: none"> Professional development to ensure that all educators are equipped to design and implement standards-based lessons Time to unpack the NYS Learning Standards

Priority 1

<p>Development of K-12 Tier 2 and 3 Interventions (RTI)</p>	<ul style="list-style-type: none"> • Administrators and teachers will use collaborative planning time to analyze formative & summative assessments • 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, Math Diagnostic Intervention System, Foundational Literacy Intervention System) 	<ul style="list-style-type: none"> • Professional development to ensure that all educators equipped to design and implement Tier 2 and 3 Interventions (RTI) • Time to unpack and implement Tier 2 and 3 Interventions (RTI)
<p>Instructional Walkthroughs</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Time scheduling for walkthroughs • Professional Development on walkthrough tools and expectations
<p>Extended Day Learning Opportunities</p>	<ul style="list-style-type: none"> • Schools will Implement extended day programs to provide additional academic support and enrichment activities. • Schools will offer summer school programs focused on literacy, math, and SEL to prevent learning loss. 	<ul style="list-style-type: none"> • Title 1 funding for schools

Measuring Success

END OF THE YEAR

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

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

- Increase (at least 3% subgroup growth targets from previous year) student growth targets 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.
- Meet the 2024-25 NYS subgroup Measure of Interim Progress (MIP) benchmarks for ELA, Math and Science.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Established District Level MTSS & School Level MTSS Teams with clear roles and responsibilities in 80% of schools	November 2024	
75% of schools score at least a 2 on the district or school level MTSS Self-Assessment Tool across the 6 Key Components of MTSS.	September 2024 February 2025 June 2025	
A lower percentage of students (at least 3%) who fall into the high-risk category (Tier 3) on Reading diagnostics assessments from Beginning / Middle / End –of – the – Year to Middle	September 2024 January 2025 June 2025	
A lower percentage of students (at least 3%) who fall into the high-risk category (Tier 3) on math diagnostics assessments from Beginning / Middle / End –of – the – Year to Middle	September 2024 January 2025 May/June 2025	

Priority 1

Priority 2
PRIORITY 2

Our Priority

Priority 2

What will we prioritize to extend success in 2024-25?

Social Emotional Learning & School Climate and Culture. Strengthen relationships, social-emotional well-being, and inclusivity within the school community. Provide targeted and tiered behavioral, and social emotional support to all students through the development of Multi-Tiered Systems of Supports Plans (MTSS).

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this Priority fit into the District's vision, values, and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right Priority to pursue?*
- *How does this fit into other Priorities and the District's long-term plans?*

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- *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?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

Strengthening relationships, social-emotional well-being, and inclusivity within the school community is a key focus of Social Emotional Learning (SEL) and School Climate and Culture initiatives. Integrating these elements within a Multi-Tiered Systems of Supports (MTSS) framework can provide comprehensive and tiered support to all students. Here are some strategies and practices to achieve this:

Key Components of SEL and School Climate within MTSS

Tiered Behavioral and Social-Emotional Support:

- Tier 1: Universal supports for all students, including SEL curriculum, positive behavior interventions, and school-wide initiatives to promote a positive climate.
- Tier 2: Targeted interventions for students who need additional support, such as small group counseling, social skills training, and mentoring programs.
- Tier 3: Intensive, individualized interventions for students with significant social-emotional or behavioral needs, including one-on-one counseling and specialized programs.

Creating a Positive School Climate:

- Establishing clear expectations for behavior and providing consistent positive reinforcement.
- Implementing restorative practices to build a sense of community and address conflicts constructively.
- Conducting regular climate surveys to gather feedback from students, staff, and parents, and using this data to inform improvements.

Promoting Social-Emotional Learning (SEL):

- Integrating SEL into the daily curriculum to teach skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Providing professional development for teachers to effectively implement SEL practices in their classrooms.

Fostering Inclusivity and Equity:

- Ensuring that all students feel valued and respected, regardless of their background or abilities.
- Implementing culturally responsive teaching practices

Priority 2

Key Strategies and Resources

Priority 2

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>Implement and integrate the CASEL (Collaborative for Academic, Social and Emotional Learning) framework and Second Chance (Social Emotional Learning) throughout the curriculum</p>	<ul style="list-style-type: none"> Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements and community connections. School counseling staff (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 skills, Responsible decision-making). 	<ul style="list-style-type: none"> School counseling staff (social workers and psychologists), teachers, and administrators will support the implementation of the CASEL Framework and Second Chance for SEL and participate in professional development Collaborative time for school counseling staff (social workers and psychologists), teachers, and administrators
<p>Redefine PBIS (Positive Behavior Interventions and Supports) expectations with both faculty and students throughout the school year</p>	<ul style="list-style-type: none"> Principal discussions with faculty and students at the beginning and middle of year to delineate PBIS expectations. Teacher discussions with students delineating PBIS expectations at multiple points during the school year Review PBIS data from 2023-2024 to determine the top 3 discipline areas School leaders and PBIS Teams will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around Tier I, II and III interventions to support academic achievement, and social emotional wellness 	<ul style="list-style-type: none"> Social work, psychologists, teachers, administrators, and school counseling staff will support the implementation of SEL Frameworks and participate in professional development Professional development for school counseling staff (social workers and psychologists), teachers, and administrators Funding source to support PBIS rewards system.
<p>Mentoring Program for Students</p>	<ul style="list-style-type: none"> Continuation 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 meetings and activities with the mentors and mentees as a collective group. 	<ul style="list-style-type: none"> Professional development for teacher mentors. Release time for teachers and students

Priority 2

Anti-Bullying Campaign - No Place for Hate	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Lesson Plans• School-wide assemblies• Quarterly school-wide activities• PTA meeting minutes
Student Attendance	<ul style="list-style-type: none">• Improve district wide attendance by implementing targeted interventions that address chronic absenteeism and focus on root causes, and engaging families through constant communication and fostering positive school climate.	<ul style="list-style-type: none">• Attendance Teachers• Culture and Climate Assemblies• Attendance Tracker

Measuring Success

END OF THE YEAR

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

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

- 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.
- Meet the 2024-25 NYS subgroup Measure of Interim Progress (MIP) benchmarks for ELA, Math, and Science.
- Increase (at least 3% from previous year) student attendance rate
- Decrease (at least 3% from previous year) suspensions
- Decrease (at least 3% from previous year) in chronic absenteeism

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Priority 2

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
3% increase in student attendance	January 2025 Mid-Year Review: at least a 1.5% increase in student attendance June 2025 End-of-Year Review: at least a 3% increase in student attendance overall	
3% decrease in DASA reports	January 2025 Mid-Year Review: at least a 1.5% decrease in DASA reports June 2025 End-of-Year Review: at least a 3% decrease in DASA reports overall	
Fewer numbers of students receiving at least one out of school suspension (from previous year)	December 31, 2024 May 30, 2025	
A lower percentage of elementary students who meet the NYS Definition for Chronically Absent (from previous year)	December 31, 2024 May 30, 2025	
A lower percentage of secondary students who meet the NYS Definition for Chronically Absent (from previous year)	December 31, 2024 May 30, 2025	

Priority 3

Priority 3
PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?

School and Community Engagement. 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.

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District's vision, values, and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- 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?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

Re-establishing trust between the district and families, and fostering consistent parental engagement, is crucial for creating a supportive and collaborative school environment. Here are some strategies to enhance school and community engagement within the MTSS framework:

Strategies for School and Community Engagement

Effective Communication:

- **Two-Way Communication:** Establish regular, transparent communication channels between the school and families. Use newsletters, emails, social media, and parent-teacher conferences to keep families informed and involved¹.
- **Feedback Mechanisms:** Create opportunities for parents to provide feedback and voice their concerns. This can include surveys, suggestion boxes, and town hall meetings¹.

Building Relationships:

- **Family Outreach Programs:** Organize events such as family nights, workshops, and open houses to build relationships and foster a sense of community.
- **Home Visits:** Conduct home visits to understand the needs and concerns of families better and to build trust and rapport.

Parental Involvement in Decision Making:

- **Parent Advisory Committees:** Involve parents in school decision-making processes through advisory committees and councils.
- **Volunteer Opportunities:** Provide various volunteer opportunities for parents to engage in school activities, such as classroom helpers, event organizers, and mentors

Safety and Well-Being:

- **Clear Safety Protocols:** Communicate clear safety protocols and procedures to families to ensure they feel confident about their children's safety at school.
- **Support Services:** Provide access to support services such as counseling, health services, and social work to address the holistic needs of students and families.

Consistency and Follow-Through:

Priority 3

Key Strategies and Resources

Priority 3

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?
College and Career Readiness	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Schedule, money for meetings, ongoing commitment
Continued Parent Communication and Engagement Activities	<ul style="list-style-type: none"> Ongoing outreach to families to provide resources, increase communication, collaboration to build partnerships with families. 	<ul style="list-style-type: none"> Schedule, money for meetings, ongoing commitment, Parent Liaisons, Parent Resource Center, Wellness Committee, FACE Committee, Job Fair
ENL and Special Education Student and Family Quarterly Workshops	<ul style="list-style-type: none"> ENL and Special Education Department will meet with families on zoom and 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 	<ul style="list-style-type: none"> Schedule, money for meetings, ongoing commitment
Adult Education	<ul style="list-style-type: none"> Parents can take courses in Basic Literacy, GED, and ESL (English as a Second Language). 	<ul style="list-style-type: none"> Federally funded grant. (EPE Grant). Housed at Lincoln School
District & School Websites	<ul style="list-style-type: none"> Leverage technology to regularly update parents and the school community of upcoming events, particularly school websites, needs to be more uniform and updated with a faculty and staff directory, PTA meeting dates, and school events. Drop down links for translations in a wider range of languages is necessary. 	<ul style="list-style-type: none"> Tech Links will need to update respective websites regularly

Priority 3

--	--	--

Measuring Success

END OF THE YEAR

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

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

- Student Survey Data - Do you feel that your parents were more engaged in your learning this year? (Desired Response: at least 55% agree or strongly agree)
- Staff Survey Data - Do you feel that your parents were more engaged in your learning this year? (Desired Response: at least 55% agree or strongly agree)
- Family Survey Data - I, as a parent/guardian, feel like I have input in my child's learning at school. (Desired Response: at least 55% agree or strongly agree)
- Family Survey Data - The parent/guardian feels connected to this school. (Desired Response: at least 55% 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Staff, student, and parent survey response desired results (55% agree or strongly agree)	February- April 2025	
At least 15% of parents participate in school and district events	September 2024-June 2025	
Fewer numbers of students receiving at least one out of school suspension.	December 31, 2024 May 30, 2025	
A lower percentage of elementary students who meet the NYS Definition for Chronically Absent	December 31, 2024 May 30, 2025	
A lower percentage of secondary students who meet the NYS Definition for Chronically Absent	December 31, 2024 May 30, 2025	

Priority 4

Priority 4
PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values, and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

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 2024-25 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Priority 5

Priority 5
PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values, and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

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 2024-25 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Our Team's Process

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. Jamal Doggett	Assistant Superintendent of Curriculum and Instruction	District
Dr. Satish Jagnandan	Director of Mathematics, Science and Assessment (K-12)	District
Marybeth Rhodes	Director of Humanities (K-12)	District
Michelle McKitty-Bromley	Director of PPS	District
Dr. Gayle White	Director of PreK & Gifted and Talented	District
Lisa Mayzun	Director of Physical Education and Health (K-12)	District
Dr. Pauline Pearce	Principal	MVHS (Mount Vernon High School)
Mrs. Rebecca Jones	Principal	Lincoln
Veronica Graham	Parent Liaison	Graham, Grimes & Edward Williams Schools

Meeting Dates

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

Meeting Date	Location
August 1, 2024	Zoom
August 7, 2024	Zoom
August 8, 2024	Subcommittee Meetings
August 9, 2024	Subcommittee Meetings
August 12, 2024	Zoom
August 13, 2024	Zoom

Districts with Schools Identified for TSI/ATSI Support 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	<p>The perspective of this group has been incorporated into the DCIP through:</p> <ul style="list-style-type: none"> • Staffing for Extended Day Programs • Summer RTI Planning Committee Work • Staffing for Summer School Programs • Designing Curriculum and instruction that specifically targets the learning needs of low-performing students • Providing data analysis to better inform practice and programs • Professional Development Initiatives
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>

Stakeholder Participation

Secondary Schools:
Students from each
identified subgroup

The perspective of this group has been incorporated into the DCIP through:

- 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.
- 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.
- 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.
- Further develop our curriculum around backward planning. Utilizing the ideas surrounding understanding by design we will develop units around “Big Ideas.”
- Data analysis of attendance rates, daily formative assessments based on Summer School instructional delivery.
- 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.
- ELA, SPED, and ENL Teachers will meet with Grade Level PLCs (Professional Learning Communities) to offer instructional solutions that target their areas of expertise.
- Math: Design lessons to include explicit direct instruction (modeling through think aloud, guided practice, informative feedback).

Submission Assurances

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 by July 31, 2024, the following documents:

1. DCIP Planning Document
2. DCIP

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