New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Port Chester- Rye Union Free School District	Dr. Aurelia Henriquez

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Develop each school's mission and establish a process for ongoing school improvement in alignment with the *District Mission* and *Strategic Plan*; build professional capacity to model and operationalize the mission at every level of the organization.
2	Build a culture of inquiry and data study K-12 with a strong focus on outcomes and achievement that supports the whole child.
3	Distribute leadership and share accountability between and amongst stakeholders at each school building and at the district level.
4	Develop a comprehensive vision for high quality instruction that includes differentiation and personalized learning at the elementary, middle and high schools to create a collaborative school environment, rich with cooperation, teamwork, shared ownership, and distributed leadership.
5	Create a culture of inclusivity to provide all students with fair, just and personalized learning and growth opportunities.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	Develop each school's mission, vision and goals and establish a process for ongoing school improvement in alignment with the District's mission, vision, goals and Strategic Plan; build professional capacity to model and operationalize the mission at every level of the organization.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	One of the District's goals is to: Increase Student Outcomes through Multiple Pathways and a Data Informed Culture. For the 2021-2022 school year, the District will utilize data, research, experience, and collaboration to inform instruction and strategic planning. The goal to openly share data, discuss data, and create goals for the future has assisted in establishing a data-informed culture. Therefore, the priorities outlined in this plan are directly aligned to the District's mission, vision, and goals which were established by the Board and administrators as priorities based on community and educator feedback, and is the foundation for our focus for the future. Due to COVID-19 restrictions, student interviews were replaced by "The Day in the Life Of" student work sample reviews. This activity brought building and central administration as well as middle school teachers into a conversation about the trends that emerged as a priority. In reviewing the student work, stakeholders recognized gaps in skills that were denoted in NY state standards introduced in elementary grades in math as well as literacy. In addition to identifying gaps, students from both the identified sub-group as well as the student body as a whole shared similar gaps. Teachers became aware that student prior knowledge needed to be assessed rather than assumed students came in with it. Shifting to operating from a data-informed view, the need for pre and post assessments emerged as an area needing attention in order to inform curricular decisions.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data Assessments	Star Math and Reading assessments Read 180	Three assessments Sept, January and May. Daily reading program that provides immediate data to monitor student growth	With computers being 1:1 students will take in class. Chromebooks are a resource. Students in 7th and 8th grade who are not reading on grade level yet based on the Star assessments are placed in these classes.
Pre and Post Assessments	Each teacher in each section will give pre and post assessments in the 2nd and 4th marking periods.	Data will be share with administration and teacher will be able to see	Time needed to create the assessments. Sub coverage, and/or funds for after school/summer curriculum writing
Attendance Data	Daily, monthly, quarterly, and annual monitoring	Increasing percentage of students attending school and arriving on time	We added an attendance secretary and are investigating an application
Internal Data	Walk throughs - Observations	Teacher growth. Contractually tenured teachers have 2 observations and probationaries have 3.	Observation software

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 2021-22 school year.

> The District will know that it has succeeded, at the end of the 2021-2022 school year when 100% of the schools are represented and engaged in improvement work. School leaders will embed the Professional Standards for Educational Leaders (PSEL) in their practice which will be evidenced in school culture, instructional leadership and conversations, and will inform the District's mission, vision, and strategic plan as we move forward. Together, key stakeholders will collaborate to identify strengths, omissions, and areas in need of further development. This information will be gathered into a digitized/e-format for review and used in establishing district and school level expectations, timelines for future work, and deliverables.

Qualitative Data
● School and district leaders will continue to collect and assess the status of existing school and district level documents so that collaborative processes to define the vision and mission can be implemented, to include: gathering input from various stakeholders, building consensus, and developing buy-in.   ● School leaders will continue to play an important role in inspiring members of the school community to be ambitious in setting the vision and mission and then routinely reminding them to keep expectations high.
● School leaders will continue to explore research and best practices aligned with with Professional Standards for Education Leaders (PSEL) to develop understanding of how schools use their vision and mission to guide strategic decisions related to such matters as curricular programs, school wide pedagogical philosophies, and resource allocation, and how to use the vision and mission to guide daily decisions such as how to address a particular student's concern, or structure agendas for student assemblies and staff meetings.
● District and school leaders will continue to collect and collate the symbols, habits, and rituals that exist at the elementary, middle, and high

school according to purpose, scope, frequency, and impact, and reviewed for alignment with the mission and vision as it is now defined at the district and school level, and in preparation for leading work on mission and vision development in the near future.

● School leaders will be provided an opportunity to continue to explore research and best practices aligned with PSEL standards to develop an understanding of how to bring the vision and mission to life by using symbols, habits, or rituals to reinforce the vision and mission of the school in meaningful ways.

Quantitative

● The process for developing the district and its schools Mission, Vision, Strategic Plan are identified and fully developed.
● Necessary site-based documents have been identified, collected, and collated.

● Stakeholders are engaged. 100% of stakeholder groups have been represented through their participation in Mission, Vision, and Strategic Plan are working drafts and are role-specific surveys and/or focus groups (throughout the district's needs assessment work).

● Align school and district leadership work to the Professional Standards for Education Leaders (PSEL). Introduce Professional Standards for Education Leaders (PSEL) to all district and school leaders. School leaders will continue to embed the Professional Standards for Educational Leaders (PSEL) in their practice which will be evidenced in school culture, instructional leadership, and will inform the District's Mission, Vision, and Strategic Plan.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Build a culture of inquiry and data study K-12 with a strong focus on outcomes and achievement that supports the whole child.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The District's 2021-2022 Board and Superintendent goals include establishing a cohesive and connected culture. Additionally, increase Student Outcomes Through Multiple Pathways and a Data Informed Culture. The above mentioned priority supports the District's mission, vision, and aspirations, by building a data driven culture. This has influenced how learning happens, by looking closely at internal assessment data and using it to drive instruction, programs and culture shifts that are necessary to ensure success for all.
	
	This emerged as a priority based on the various feedback data from surveys, as well as assessment data that show that a focus on building a data driven culture is needed in Port Chester Schools. Being data-informed is a best practice in education, and will support our work to increase all student achievement across buildings and grade levels.
	
	This work is aligned to our Board and Superintendent goals, as well as the district's goals to increase student achievement on state and local assessments.
	
	Due to COVID-19 restrictions, student interviews were replaced by "The Day In The Life Of" student work sample reviews. This activity brought building and central administration as well as middle school teachers into a conversation about the trends that emerged as a priority. In reviewing the student work, stakeholders recognized gaps in skills that were denoted in NY state standards as introduced in elementary grades in math as well as areas of literacy. In addition to identifying gaps, students from both the identified sub-group as well as the student body as a whole shared similar

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gaps. Teachers became aware that expectations of previous knowledge needed to be assessed rather than making curricular assumptions. The need for pre and post assessments emerged as an area needing attention in order to obtain and review data to inform instructional decisions.

The district leadership team has embarked on a study of data, guided by the work of Paul Bambrick Santoyo in his book, *Driven by Data 2.0*. We have collaborated to create our Essential Agreements for a Data Drive Culture:

In Port Chester Schools, we are committed to:

1. *Creating a positive, and inclusive data-informed culture where we continue to learn and grow*
2. *Discussing data regularly, and including all stakeholders in the conversation*
3. *Making decisions to increase student outcomes using data at all levels*
4. *Communicating consistently, and in alignment from Pre-K through grade 12. We foster open communication around data with our:*
   - *Board of Education*
   - *Teachers and Administrators*
   - *Parents and Guardians*
   - *Students*
   - *Community*
5. *Following assessment calendars by level, and followed across all grades and buildings*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data Assessments	Star Math and Reading assessments	Three assessments: September, January, and May	With technology being 1:1, students will take these assessments in class using district-provided Chromebooks.
	Read 180	Daily reading program that provides immediate results to monitor student growth	Students in 7th and 8th grade who are not yet reading on grade level based on the Star assessments are placed in these classes
Pre and Post Assessments	Each teacher in each section will give pre and post assessments in the 2nd and 4th marking periods	Data will be shared with administration and teachers will be able to see and use for instructional planning	Time to create the assessments

Substitute coverage

Funds for curriculum writing |

Priority 2

Attendance Data	Daily, monthly, quarterly and annual monitoring to identify students needing additional supports and to monitor the impact of interventions	Increasing percentages of students in school and decreasing student lateness	We added an attendance secretary at our MS and are investigating an application
Internal Teacher Performance Data	Informal Walkthroughs and Formal Observations	Teacher growth, seen from one observation to the next (Informal walkthroughs are frequent and, contractually, tenured teachers have 2 observations and probationers have 3)	Time for teams to gather, continue the process of creating the data collection tool, data software

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 2021-22 school year.

At the end of the 2021-2022 school year, the entire district should adhere to the established data-driven essential agreements and have active data teams at each school. All schools should embrace the role of administrators and teachers in supporting a culture of inquiry and data study.

Qualitative
● School leaders will engage faculty, students, and parents in setting goals for student learning that are clear, actionable, and reflective of high expectations.
● A results-oriented culture will emerge from the collaborative development of expectations, and the clear communication of these expectations. School leaders will launch the school wide focus on desired outcomes and continuously adjust strategies to effectively and efficiently achieve these outcomes.
● In creating goals to meet expectations, school leaders, staff members and students will map backward to create milestones, and benchmarks for achieving interim results.
● Once goals are set, district and school leaders will build the will and skill for continually investigating data among staff members and encourage them, through coaching and mentoring, to use the correct data to drive decisions.   ● District and school leaders will lead the staff in monitoring data to assess progress towards goals and to make data-informed decisions to achieve the identified results. This monitoring will lead to improvement in student learning as well as teachers' instructional practice. When goals or milestones are reached successfully, school leaders will celebrate the results and the people involved.

Quantitative
• Functioning Data Study Teams (K-12, school-level, grade-level) • Admins (district-wide) and PCMS teacher leaders and faculty complete SWBOCES Data Study Institute
• Develop a common practice of reviewing student work and clarifying RtI across PC schools using local benchmark assessments. Develop a common criteria for RtI and appropriate support across district schools

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	A collaborative school environment is rich with cooperation, teamwork, shared ownership, and distributed leadership. Distribute leadership and share accountability between and among stakeholders at each school building and at the district level.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* 　○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* 　○ *In what ways does this support the SCEP commitments of your identified school(s)?*	Building a culture of collaboration and trust is the necessary foundation for inclusive excellence. Based on quantitative and qualitative data gathered, the need for consistency and collaboration across schools has emerged as a priority. Lack of collaboration and consistency in the past has led to disconnected and isolated decisions regarding curriculum, instruction, and programmatic decisions that were not supported by data. One of the goals of the Board of Education for the 2021-2022 year is: "Foster A Sense of Community Connectedness." In the same way that the Board and District aim to ensure that students, families, and district staff engage in meaningful and authentic interactions and to forge and sustain community partnerships to expand opportunities for students, a collaborative environment, which emphasizes shared ownership, is key, at all schools. Survey results show that there is a portion of teachers who feel that the school can improve communication and actions that would increase trust.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Reading Covey's **Speed of Trust** and High Trust Leadership Training	All members of the Leadership Team received a copy of **Speed of Trust**, engaged in professional conversations about the impact of trust on collaboration and shared ownership. Professional development for teachers and leaders on behaviors of high trust teachers, leaders, etc.	Collection and discussion of quantitative and qualitative data mid and end of year.	Superintendent's Conference Day and Administrative Retreat time will be used to support this priority. This will be funded from a variety of funding sources including school improvement funds.
Community Stakeholder Engagement Activities	Community Surveys and Focus group meetings to gather qualitative and quantitative data to understand and respond to community needs	Frequent and regular meetings with community constituents and stakeholders to capture data	Regular involvement of teachers, leaders, and community members
Essential Agreements	Creating and following our essential agreements around establishing a transparent, communicative data informed culture	Data study teams are up and running and meeting at least monthly, assessments calendars are followed and shared twice annually, benchmark assessments are given every 4-6 weeks, Board presentations are given throughout the year	Time to meet Assessment software Time for PD

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 2021-22 school year.

The District strives to create a culture of high trust, by the end of the 2021-2022 school year. We aim to do the following throughout the year:

- **T = Teach:** Teach everyone in the school district about the shared vision, mission, and goals. Discuss shared ownership and how we will collaborate to make improvements. Make the work as transparent as possible.
- **R = Reward:** Make sure reward systems align with District values and goals. Celebrate small successes in the priority areas identified in this plan. Reward and Acknowledge the contributions of all who work towards these common goals.
- **U = Unconditional Support:** Encourage innovation. Create an environment where mistakes are opportunities to learn, not to punish. Give employees permission to "think outside the box."
- **S = Share Information:** Communicate clearly and frequently.
- **T = Trustworthy:** Make commitments and keep them.

Qualitative
• School leaders will gather examples of opportunities when staff members and students have been engaged in projects that align with their strengths and interests and how they were mentored and supported in the development of their leadership skills.

- When stakeholders generate ideas, school leaders will encourage and expect them to see initiatives through by guiding them with questions about how the initiative supports students and the mission, and by leveraging resources to support the work. Responsibility, accountability, and deliverables will be clearly stated and actioned.

- School leaders will actively leverage and/or create structures for staff members to co-plan to engage in collective reflection or learning, and to give one another constructive, actionable feedback.
- School leaders will ensure that teachers receive feedback on their practice and have access to professional development that aligns with their areas of need.
- School leaders will seek feedback from teachers.

- Teacher team structures will allow faculty to collaborate for the improvement of student learning opportunities and to strengthen instructional practices. Historically this time was defined by the teams, however, adding a unifying structure such as Data Study (Priority 2) will bring purpose, accountability, and clarity to the work.
- In the classroom, teachers will facilitate structures for students to collaborate and learn together.

- School leaders will assess what systems - such as common planning time and protocols - are in place in their school to enable teams to continuously innovate and collaboratively improve their choices about curriculum and instruction across subjects and grade levels.
- School leaders will assess the extent to which individual teachers have the ability to access and analyze assessment and other relevant student data and be accountable for using this information to drive instructional planning and lesson development.

Quantitative
• Clarification of roles, accountability and the structures and processes that support and drive them. Define structures for professional planning and develop roles responsibilities for Academy Leaders and Academic Learning Specialists, Dept Chairs, and Classroom Teachers.
• School wide documentation of existing structures for decision making and needs assessment of what is working and what needs improvement.

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 2021-22?	Develop a comprehensive vision for high quality instruction, that includes differentiation and personalized learning at the elementary, middle and high schools.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review curriculum materials across grade levels and schools	Using the following guiding questions, review of all curriculum and programs with collaborative stakeholders- Guiding Questions: ● What curricular materials are being used within and across schools? ● Do the curricular materials being used meet the vision/mission of the school? ● Do the curricular materials meet the needs of all students? How? ● Are curricular materials up-to-date and innovative? ● Do curricular materials represent an appropriate level of rigor for all students?	Review of qualitative and quantitative assessment data collected quarterly and annually Report of curriculum material review shared at the department, academy, and schoolwide levels Identify areas for curriculum revision	Time to conduct reviews Sub coverage for teachers involved in the process Funds for after school and summer curriculum review/revision Outside expertise, as needed

| Crosswalk curriculum materials for alignment horizontally and vertically | Using the following guiding questions, conduct a curriculum crosswalk:
● Are all classes within a subject area using the same curricular materials?
● Do curricular materials build upon one another through grade levels to develop deeper and cohesive learning experiences?

January-February: Conduct norming sessions for school and district leaders around the Danielson Framework to ensure consistency across leaders and school and to align expectations for high-quality instruction.
Guiding Questions:
● Do all reviewers agree as to what constitutes high-quality instruction?
● Do all reviewers value the same teaching techniques? On what is the value system based?
● Where do reviewers hold biases? | Review of qualitative and quantitative assessment data collected quarterly and annually

Report of curriculum material review shared at the department, academy, and schoolwide levels

Identify areas for curriculum revision | Time to conduct reviews

Sub coverage for teachers involved in the process

Funds for after school and summer curriculum review/revision

Outside expertise, as needed |
| | | | |

Measuring Success

Qualitative
● School leaders will help all members of the school community understand the post-graduation expectations for success in college, careers, and citizenship - including how these expectations are changing in an increasingly global and interconnected society. ● Establish entry and exit criteria for what students need to know, understand, and be able to do. ● School leaders will ensure that all staff members are up to date on standards that define what students need to know and be able to do to meet grade-level standards and graduation requirements.

● School and district leaders will guide staff members in determining and aligning courses of study, curriculum, and instructional strategies that will best meet expectations for success and the needs of all students while articulating a vision of quality instruction aligned with research based characteristics of effective pedagogy.
● School leaders will ensure that teachers have timely access to formative assessments and data systems that enable them to monitor individual learning and make adjustments.
● The MTSS Framework will be used to guide the progressive use of appropriate interventions to ensure student growth and achievement (relates to Priority 2).
Quantitative

● Establish curriculum review process, structure, and related storage and representation of curriculum.
 	
● Establish teams for curriculum review work (grade level, content, etc.)
 	
    • Completed Curriculum Review Documents
    • Completed Curriculum Crosswalk and Alignment Documents

● Apply norming protocols. 100% of administrators have engaged in norming sessions. Identified and aligned expectations for high-quality instruction.

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 2021-22?	Create a culture of inclusivity to provide all students with fair, just, and personalized learning and growth opportunities.

Why is this a priority?
Things to potentially take into consideration when crafting this response:
 	
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Port Chester Schools continue to create opportunities for all students to learn from multiple perspectives. We see our diversity as a strength, and we are engaging stakeholders in conversations about inclusive excellence and equitable access in all programs, practices, and initiatives. This commitment fits into the district's vision of Success for All Students because when all students are supported, and have access to programs and learning opportunities, it ensures that they will be successful in our schools and therefore it is an important priority to pursue as it is in our students' best interest.
	
	Port Chester School District is excited to be creating a *Family and Community Engagement Initiative* with input from key stakeholders. Additionally, leadership staff has joined the BOCES's Network to learn best practices and recommended steps to continue our work towards inclusive excellence. This fits into our other commitments of whole-child wellness and our Board goals of Fostering a Sense of Community and Increasing Student Outcomes Through Multiple Pathways.
	
	Based on our self-reflection and student interviews at the middle school level, themes emerged that, at times, students were having difficulty responding to prompts due to vernacular and the syntax of instructions/tasks. To provide all students with strategies that aid in universal access, the district will offer professional development for teachers to gain strategies to use in their classrooms and teach students to use.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review curriculum materials across grade levels and schools	Using the following guiding questions, review of all curriculum and programs with collaborative stakeholders- Guiding Questions: ● What curricular materials are being used within and across schools? ● Do the curricular materials being used meet the vision/mission of the school? ● Do the curricular materials meet the needs of all students? How? ● Are curricular materials up-to-date and innovative? ● Do curricular materials represent an appropriate level of rigor for all students?	Review of qualitative and quantitative data collected	Time to conduct reviews Sub coverage for teachers involved in the process Funds for summer curriculum work Outside expertise, as needed
Professional Development on PLCs	Teachers will be offered opportunities for ongoing professional learning through the PLC model with building and	Review of qualitative and quantitative data collected	Time to conduct reviews

	central leadership facilitating the work		Sub coverage for teachers involved in the process Funds for summer curriculum work Outside expertise, as needed
Closing the Achievement Gap	We will support replicating practices that help learners perform on grade level. We will replicate exemplary school models, programs, and practices of higher-performing schools with graduation rates for boys and young men of color that exceed the statewide graduation rates.	● Report Grade Reviews ● Academic Progress Monitoring ● Attendance Monitoring ● Increased graduation rates among sub groups	Time to conduct reviews Sub coverage for teachers involved in the process Funds for summer curriculum work Outside expertise, as needed

Measuring Success

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

Qualitative
● A comprehensive review of existing systems, practices, and policies at each school will take place to make sure that each student feels valued and that at least one adult - a teacher, administrator, or staff member recognizes the student's individual needs.
● School leaders will guide the review and study of school practices for any instances in which practices have a negative influence on certain groups of students. ● The diagnostic process will use data study and collaborative inquiry to examine formal school policies, deliberate levels for student learning, access to resources and staff. ● Discipline policies will be reviewed to ensure that student misconduct is addressed in a fair manner. Student data regarding suspensions, detentions, course enrollments, etc. will be examined. ● The district will respond to the questions: 　○ Is the district inclusive? 　○ How is this determined?
● School leaders will guide members of the school community in identifying and implementing strategies that promote inclusivity and to identify professional development opportunities.
● District and school leaders and the K-12 faculty will participate in professional development that supports this priority.

Quantitative
● Building protocols for talking and engaging in aligned conversations. School and district leaders and K-12 faculty will participate in professional learning. ● School and district leaders and K-12 faculty will identify a change in practice that they will engage in during the upcoming school year.

- Data relating to disproportionality will be examined using data study. Administrators will identify disproportionalities and lead study groups in each school/at each level to address this evidence.
- Administrators will put into place changes in practice recommended by study groups to try to address needs.

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School *(if applicable)*
Ericka Clerc	Grade 6 Science Teacher	Middle School
Sara Morabito	Grade 6 ReadingTeacher	Middle School
Alison Hembury	Grade 6 Reading Teacher	Middle School
Juanita Mitchell	Grade 6 Mathematics Teacher	Middle School
Rebecca Mynio	Grade 7 ELA Teacher	Middle School
Aaron Warren	Grade 7 Mathematics Teacher	Middle School
Lauren Ryder	Grade 8 Mathematics Teacher	Middle School
Phil Mutino	Teacher Assistant	Middle School
Jeanette Sanderson	Grade 8 ELA Teacher	Middle School
Amy Aristy	District Social Worker	Middle School
Katie Smook	School Counselor	Middle School
Christopher Halstead	Grade 6 Science Teacher	Middle School
Melissa Pennino	Grade 6 Science Teacher	Middle School

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Our Team's Process

Peter Bermudez	Grade 6 Science Teacher	Middle School
Chezdis Sanchez-Boris	Grade 6 Science Teacher	Middle School
Diantha Barone	Assistant Principal	Middle School
Mitchell Combs	Deputy Superintendent	Central Office
Joseph Capalbo	Assistant Principal	Middle School
Christine Rascona	Assistant Principal	Middle School
Patrick Swift	Principal	Middle School
Colleen Carroll	Director of Curriculum, Instruction, and Assessment	Central Office
Felipe Orozco	Director of ENL and Bilingual Services	Central Office
Luke Sotherden	Principal	High School
Fort DiRenno	Assistant Principal	High School
Michael Ritacco	Director of Technology and 21st Century Learning	Central Office
Juan Sanchez	Assistant Principal	High School
Ivan Tolentino	Principal	Edison School ES
Judy Diaz	Principal	John F. Kennedy ES
Rosa Taylor	Principal	Park Avenue ES
Sam Ortiz	Principal	King Street ES
Aurelia Henriquez	Superintendent of Schools	Central Office

Meeting Dates

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

Meeting Date	Location
11/18/20	Virtual
12/9/20	Virtual
1/6/21	Virtual
3/10/21	Virtual
9/23/21	Port Chester Middle School
9/27/21	Virtual
9/28/21	Virtual
9/30/21	Port Chester School's Central Offices
10/4/21	Port Chester School's Central Offices
10/12/21	Port Chester School's Central Offices
10/15/21	Port Chester School's Central Offices
10/18/21	Port Chester School's Central Offices
10/18/21	Port Chester High School
10/19/21	Virtual
10/20/21	Port Chester Middle School
10/21/21	Port Chester School's Central Offices

Districts with TSI Schools 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	Teachers were surveyed, participated in focus groups, and reviewed student data.
Parents with children from each identified subgroup	Parents were surveyed. Due to COVID-19, in-person activities were not possible.
Secondary Schools: Students from each identified subgroup	Students were surveyed. Due to COVID-19, in-person activities were not possible.

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 30, 2021, 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).