



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
William Floyd	Mr. Kevin Coster

## 2022-23 Summary of Priorities

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

1	Social Emotional Learning
2	Data analysis
3	Professional Learning
4	
5	

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Social Emotional Learning</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 commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Due to COVID there is an increase in anxiety, depression and social isolation in our students</li> <li>● There is an increase in suspension and superintendent hearings due to disruptive behaviors</li> <li>● Need to educate students, staff and faculty on Social Emotional Learning to meet the SEL needs</li> <li>● Need to educate parents and families on supporting students in crisis and available resources</li> <li>● Our district has increased in the number of Immigrant students and families</li> <li>● We continue to increase our number of students who are diverse</li> </ul>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase support staff to support the growing mental health needs of our students	Hire support staff support staff will push in to classes Support students in crisis, individual and group counseling	Reduction in mandated counseling services Reduction in hospital placements Reduction in out of district BOCES students Decrease in suspensions Decrease in Superintendent hearings Increase in attendance	Support Staff Mental Health Resources Support and training of health staff funding for resources
Support staff will provide training to all staff and faculty	Provide yearly trainings to all staff and faculty Provide targeted training to staff who have interactions with students Provide training to staff and faculty on the unique needs of students	increase in number of staff and faculty attending meetings	Trained staff to provide workshops to staff and faculty
Support parents and families on supporting students in crisis	Learning experiences during PTO/SEPTO/ENL parent meetings and workshops	increased Number of parents attending meetings and workshops	Consultants to facilitate meetings and provide resources to parents/families

Priority 1

Provide parents and families with resources			<b>Incentives for attending workshops (i.e., babysitting) Translators</b>
Provide resources to parents/families in their native language	Identify tools/resources that assist in translation during meetings and workshops	Increased number of MLL parent/families attending meetings and workshops	Resources and tools that assist in translation

## Measuring Success

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

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

The following data points were set to be met by the end of the 2022/23 school year:

- Reduction in mandated counseling services
- Reduction in hospital placements
- Reduction in out of district BOCES students
- Decrease in suspensions
- Decrease in Superintendent hearings
- Increase in attendance
- An increase in the number of adult stakeholders participating in workshops designed to teach strategies to support students' socially and/or emotionally.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Data Analysis</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 commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identified gaps in learning and academic performance amongst subgroups</li> <li>● Need to continue increasing student participation in Grade 3-8 ELA and Math assessments</li> <li>● provide professional learning, assist and support school leaders and Data team to support teachers on the access and analysis of various data points including subgroup data</li> <li>● Create timeline for implementation of data analysis cycle for the 2022-2023 school year</li> </ul>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Maintain capacity in each school to utilize data to improve student achievement</p>	<ul style="list-style-type: none"> <li>● Provide professional learning, assist and support school leaders and Data team to support teachers on the access and analysis of various data points including subgroup data</li> <li>● Create Data Teams in each school for the 2022-2023 school year</li> <li>● Teachers will attend professional development provided by Data Team</li> <li>● Data Teams will work with teachers to analyze various data points including subgroup data</li> <li>● Data will be utilized to identify needed interventions to support identified needs for</li> </ul>	<ul style="list-style-type: none"> <li>● Data teams will utilize data to identify gaps</li> <li>● Data teams will determine areas in need of intervention</li> <li>● Data teams will plan presentations in order to share data and meet with grade level colleagues/departments</li> <li>● Survey data after attending professional development</li> </ul>	<ul style="list-style-type: none"> <li>● Data team members</li> <li>● Planning time</li> <li>● funding for stipends for data team to meet after school</li> <li>● Schedule for timeline of team meetings</li> <li>● Room for in-person meetings; zoom links</li> </ul>

Priority 2

	subgroups and drive instruction		
Data teams will be able to meet with their grade levels/departments to share data, analyze data and identify appropriate classroom interventions.	<ul style="list-style-type: none"> <li>● Determine data needed for grade level/department meetings</li> <li>● Facilitate grade level/department data analysis meetings</li> <li>● Connect data to subgroups</li> <li>● Determine interventions that target social, emotional, cultural and academic needs</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance of teachers attending grade level/department meetings</li> <li>● Summary of meetings and interventions to be shared at data team meetings with administrators.</li> <li>● Anecdotal notes on how teachers are using data</li> </ul>	<ul style="list-style-type: none"> <li>● Data team members</li> <li>● Planning time</li> <li>● funding for stipends for data team to plan for grade level/department meetings</li> <li>● Schedule for timeline of grade level/department meetings</li> <li>● Room for in-person meetings; zoom links</li> </ul>
Utilize trend data to determine success of interventions and progress of subgroups	<ul style="list-style-type: none"> <li>● Data will include 3 years to observe trends, and identify areas of strength and weakness</li> <li>● Determine success of interventions</li> <li>● Identify priority standards</li> <li>● Identify needs, i.e., curriculum, instructional strategy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● NYS ELA and Math data</li> <li>● NYSESLAT data</li> <li>● NWEA ELA and Math data</li> <li>● Guided Reading data (K-5)</li> <li>● EnVision Math data (K-5)</li> <li>● Formative assessment data</li> <li>● Pre-Post assessment (6-12)</li> <li>● Successmaker ELA and Math (6-8)</li> <li>● Attendance data</li> <li>● Suspension data</li> <li>● Graduation data</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule for data team and administrators to meet and determine success and needs</li> <li>● stipends for data team member to meet after school with administrators</li> </ul>



Priority 2

## Measuring Success

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

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

The following data points were set to be met by the end of the 2022/23 school year:

- NYS ELA and Math growth scores indicating students have met or exceeded annual year growth.
- NYSESLAT data growth scores indicating students have met or exceeded annual year growth.
- NWEA ELA and Math data growth scores indicating students have met or exceeded annual year growth.
- Guided Reading data (K-5) growth scores indicating students have met or exceeded annual year growth.
- Pre-Post assessment (6-12) indicating student growth and/ or achievement.
- Improved Attendance Rate
- Decreases in Suspension Rate
- Improved Graduation Rate

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Professional Learning</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 commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The District believes that in order to reach our vision, shifts in educator practice is needed. To support educators as instructional shifts are made, focused professional learning that helps educators identify why change is needed and how to execute these changes will be provided to stakeholders. The District strives to create targeted professional learning. This will be done by connecting professional learning to other priorities as a way to maximize impact of targeted subgroups.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional learning of Stakeholders</p> <p>Will build connections to changing school demographics</p> <p>This work will connect data, to practice in an effort to build action steps towards change.</p>	<ul style="list-style-type: none"> <li>● Change in practice will not occur unless educators have a clear understanding of instructional strategies and are able to reflect upon the culture/climate in their buildings.</li> <li>● Educators will apply their learning by working with students to impact learning experience within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● An increased number of educators attending learning experiences that focus on meeting the needs of all learners.</li> <li>● An increased number of educators who will make shifts in instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Common time for professional learning teams to meet.</li> <li>● staff to facilitate learning sessions.</li> </ul>
<p>Provide professional learning to build educators capacity to implement curriculum that utilizes culturally responsive practices and resources.</p>	<ul style="list-style-type: none"> <li>● Secure K-5 consultant to train and support teachers on the new Literacy program which includes culturally responsive instruction and practice and inclusive texts.</li> <li>● Educators will be provided with the resources and support they need to</li> </ul>	<ul style="list-style-type: none"> <li>● Increased number of educators who implement and utilize new curriculum resources</li> <li>● End of learning experience reflection data that identifies a change</li> </ul>	<ul style="list-style-type: none"> <li>● Hire consultant</li> <li>● stipends for 6-12 teacher leaders participating curriculum council</li> <li>● Resources to guide professional learning experiences (e.g. slide decks, video</li> </ul>

Priority 3

	<p>execute learning experiences.</p> <ul style="list-style-type: none"><li>● Secondary Chairpeople will collaborate with department teachers to develop Curriculum Frameworks for every course grades 6-12.</li></ul>		<p>links, documents, activities)</p> <ul style="list-style-type: none"><li>● Time to present workshops (before school, department meeting, after school).</li><li>● location for in person learning experience that have a computer, presentation board, sound and seating OR if needed, virtual Zoom links.</li></ul>
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## Measuring Success

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

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

The following data points were set to be met by the end of the 2022/23 school year:

- An increased number of educators attending learning experiences that focus on meeting the needs of all learners.
- An increased number of educators who will make shifts in instructional practices.
- Increased number of educators who implement and utilize new curriculum resources
- End of learning experience reflection data that identifies a change

Priority 4

Priority 4



Priority 5

## 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>
Mary Koehler	Director of Grants and Elementary Education	Districtwide
Christine Rosado	Director Secondary Education and STEM	Districtwide
Albert Peterson	Director of Student Information and Secondary Education	Districtwide
Dr. Malasia Walker	Director of Special Education	Districtwide
Deborah Gurney	Director of Student Services	Districtwide
Maryann Siano	Teacher	Districtwide
Keith Fasciana, Toni Komorowski, Gary Bretton, Heather Murillo, Jim Westcott, Deirdre Redding	Principal	William Floyd, Tangier Smith, William Floyd

Our Team's Process

		Learning Center, Nathaniel Woodhull, John S. Hobart, Moriches
<b>Stacey Scalise</b>	Assistant Superintendent	Districtwide
<b>Kathleen Keene</b>	Assistant Superintendent	Districtwide
<b>PTO</b>	parents	PTO president from each building

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
4/4	District Office
5/2	William Floyd Learning Center
5/12	Zoom: Districtwide PTO Meeting
5/26/22	Zoom: Union VP meeting
<b>5/27/22</b>	District Office

### 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## 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 August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

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