



# District Comprehensive Improvement Plan (DCIP)

| District            | Superintendent    |
|---------------------|-------------------|
| Shelter Island UFSD | Dr. Brian Doelger |

## 2022-23 Summary of Priorities

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

|   |  |
|---|--|
| 1 | <b>Continue to Increase our Participate Rate to 95% for ELA and Math State Assessments</b> |
| 2 | <b>Continue to improve curriculum and learning in the district.</b>                        |
| 3 | <b>Expand our Social Emotional Program by raising parent participation rate to 5%</b>      |
| 4 |  |
| 5 |  |

## PRIORITY I

### Our Priority

| <b>What will we prioritize to extend success in 2022-23?</b>   | <b>Continue to Increase our Participate Rate to 95% for ELA and Math State Assessments</b>   |
|--|--|
| <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this 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>An increase in student testing participation will yield multiple benefits and allow the Shelter Island School to restore its status as a school in good standing. More students will engage in test-taking strategies, which will serve them well as they prepare for exams such as the Regents, SAT, ACT, AP exams and the ASVAB. Teachers will gain valuable knowledge in utilizing assessment data to inform instruction. If test taking is the expectation for students in NY state public schools, it should also be the expectation that our students partake in the test taking process.</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>We will communicate the importance of test taking with parents through school correspondences.</p> | <p>Letters, emails, phone calls will be sent home from both administration and classroom teachers to communicate to the parents the value we see as a school community in taking the test.</p>   | <p>We will look for the percentage of student test takers to continue to increase.</p>   | <p>Letters need to be drafted in any necessary languages to be able to communicate with all parents. Phone messages will need to be translated as well.</p>  |
| <p>Create two opportunities for parents to ask questions.</p>   | <p>Parents who attend Open House will be given the opportunity to hear the importance of state tests, format of the exams, how the data from the assessments are used, and to ask questions.<br/>A follow up meeting will be held prior to the state tests in February, allowing parents to ask questions. Administration as well as classroom teachers will participate in the meeting.</p> | <p>We will look for high attendance at the meeting, and then we will check to see if the students of those parents took the tests.</p>                                   | <p>Scheduled meetings in the evening when the majority of parents can attend. Provide opportunities for all parents and guardians to attend, especially parents of students with disabilities and parents of our ENL students.</p> |

Priority 1

|  |   |  |                                 |
|--|---|--|---------------------------------|
| <p>Classroom discussion of the importance of test taking, should happen twice in between communications with parents.</p>    | <p>Administration, guidance counselor, classroom teachers, should speak with students about the importance and field questions.</p> | <p>We will look to see if the percentage of student test takers increases.</p>   | <p>Time</p>                     |
| <p>Classroom teachers will focus at least two lessons on test taking strategies prior to state tests being administered.</p> | <p>Classroom teachers will provide students with the opportunity to practice test taking strategies.</p>                            | <p>We will look to see if students implement these strategies on practice tests and on the actual state assessments.</p> | <p>Time, practice materials</p> |

## 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.

We will know if we were successful if state test participation rates increase for next year both general education and special education students.

## PRIORITY 2

### Our Priority

| <b>What will we prioritize to extend success in 2022-23?</b>   | <b>Improve curriculum and learning in the district</b>   |
|--|--|
| <p style="text-align: center;"><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this 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>Mission Statement: Our mission statement is Engage, Explore, Empower. The Shelter Island Board of Education is committed to the mission that we want our students to cherish our small Island community while applying and expanding their learning about, understanding of, and engagement with the wider world. To do this they must be: ethical and moral individuals; respectful and responsible communicators; creative and analytical thinkers; knowledgeable and literate readers, writers, mathematicians and scientists; participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities; skilled and successful workers and consumers; and committed and active citizens.</p> <p>We cannot expand or apply students’ learning without a clear curriculum. This is why we would like to continue to provide professional development on the Next Generation Learning Standards. In addition, we would like provide our elementary teachers with Professional Development where they can continue to engage in math curriculum writing, and begin ELA. Our elementary curriculum has not been reviewed or updated in ten years. This has been identified as an area of need by multiple stakeholder groups.</p> <p>State tests will be changing, so we have to make sure our curriculum is aligned to these new standards and provide our teachers with the resources they need to successfully educate our students.</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>Continue math curriculum writing and begin ELA curriculum writing with elementary school teachers.</p>       | <p>PD &amp; Coaching with elementary teachers.</p>  | <p>The implementation and submission of their completed curriculum at each grade level.</p> <p>Parent access to the Scope and Sequence.</p> <p>Faculty access to the full curriculum.</p> | <p>Time and money for coaching and professional development. Meeting space. A designated electronic space on the shared Google Drive for faculty to access. Scope and Sequence link posted on school website.</p> |
| <p>Expanded and extended coaching of selected teachers throughout the district to improve student learning.</p> | <p>Administration will identify new and returning cohorts of participants. Implementation of teacher led learning walks. Teachers will turnkey to other teachers in their department.</p> | <p>We will know from the observation write ups and teacher self-reflections during post observation conferences.</p>  | <p>Schedule for observations, time for self reflection and discussions, money for substitutes.</p>  |
| <p>Continue to expand our knowledge of the Next Generation Learning Standards</p>                               | <p>Professional Development<br/>Teacher implementing standards into Learning Targets<br/>Informing parents.</p>   | <p>We will know through informal and formal teacher observations. Parents will be notified via administration of the updated standards.</p>   | <p>Posting information on the school website, money and time for professional development.</p>  |
| <p>Improving the pedagogical focus on</p>   | <p>Teachers utilize differentiation strategies.</p>   | <p>Student participation during formal and informal observations.</p>   | <p>Necessary resources include post observation</p>   |

Priority 2

|   |   |   |                             |
|---|---|---|-----------------------------|
| student engagement and differentiation. | Students and teachers re-referencing learning targets throughout the lesson | Materials adapted to students needs and teacher justification for the modification. | discussions, time, meetings |
|---|---|---|-----------------------------|



## 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.

Overall success in this priority area will be evidenced by:

- Pop-in checklist data reports
- Classroom observations data
- Qualitative Walk-Through Data
- Implementation of ELA and Math curriculum
- iReady data
- Fountas and Pinnell Benchmark data analysis

## PRIORITY 3

### Our Priority

|  |   |
|--|---|
| <p><b>What will we prioritize to extend success in 2022-23?</b></p>  | <p><b>Expand our Social Emotional Program by raising parent participation rate to 5%</b></p>  |
| <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this 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>● As educators and mental health professionals, our aim is to address the “whole child.” This most certainly includes our families who play a crucial role in raising our students. With that being said, our families need resources to help aid this important process.</li> <li>● As part of the 2021-2022 DCIP, the district continued administering the BIMAS-2 Social Emotional Screener. While student participation in BIMAS-2 was excellent, parent participation fell well below expectations at 12.9%</li> <li>● Also as a part of the 2021-2022 DCIP, parent workshops were provided to the community regarding various educational topics. Parent participation fell well below expectations at barely 1%.</li> <li>● Our school mission statement includes students being “ethical and moral individuals” and “respectful and responsible communicators.” Our school vision statement includes believing in “community, empowerment, and integrity.” Both of these statements are well-aligned with this priority.</li> <li>● This priority aligns with our existing District Guidance Plan.</li> <li>● In the long-term, the social-emotional well-being of our students and families will remain a priority, especially in light of the pandemic.</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>In-person parent learning opportunities to address relevant, current needs.</p> | <p>Our SEL team will arrange in-person parent learning opportunities to address relevant, current needs. To increase parent participation, these learning opportunities will be held on nights where parents are already scheduled to be in the building (e.g., September- Back to School Night, November- Parent Teacher Conference, February- Parent Teacher Conference, June- concert). Along with sharing the dates of the learning opportunities via ConnectEd and Facebook, the elementary teachers will be asked to send out reminders through class apps such as Remind. Snacks will be provided at the table to help increase participation along with “homework passes” for students whose parents attend the learning opportunity.</p> | <p>We will know if these programs are making a difference based on post-event survey feedback from parents.</p>  | <p>Scheduling, space, professional facilitators, homework pass and funding may be needed for facilitators (if applicable) and snacks).</p> |

Priority 3

|  |   |  |  |
|--|---|--|--|
|  | <p>September's learning opportunity will include a Q&amp;A session regarding the BIMAS-2. The remaining learning opportunities will be based on parent input received from the 2021-2022 topics survey that were not chosen for this school year. Additionally, a survey will be created for parents to provide feedback after each learning opportunity.</p> |  |  |
|--|---|--|--|

## 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.

Overall success in this priority area will be evidenced by parent participation in the BIMAS-2 screener increasing to 25% along with parent participation in school provided workshops increasing to 5%.

## PRIORITY 4

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

### Our Priority

|  |            |
|--|------------|
| <p><b>What will we prioritize to extend success in 2022-23?</b></p>  | <p>N/A</p> |
| <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this 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> |            |

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? |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |

## 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.



## PRIORITY 5

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

### Our Priority

|  |            |
|--|------------|
| <p><b>What will we prioritize to extend success in 2022-23?</b></p>  | <p>N/A</p> |
| <p><b>Why is this a priority?</b><br/> <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> |            |

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? |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |

## 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.

## 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<br><i>(if applicable)</i> |
|-----------------|---|----------------------------------|
| Brian Doelger   | Principal/<br>Superintendent                  |                                  |
| Jennifer Rylott | Assistant<br>Superintendent                   |                                  |
| Todd Gulluscio  | Director or Althetics,<br>Health and Wellness |                                  |
| Martha Tuthill  | Guidance Counselor                            |                                  |
| Danielle Spears | Psychologist                                  |                                  |
| Lindsay Rando   | Paraprofessional                              |                                  |
| Laura Mayo      | Spanish<br>teacher/Translator                 |                                  |
| Maggie Manarel  | Special Education/AIS<br>Teacher              |                                  |

Our Team's Process

|                    |                                   |  |
|--------------------|-----------------------------------|--|
| Jennifer Gulluscio | Special Education/Reading teacher |  |
| Alva Alvarado      | Title 1 parent                    |  |

## Stakeholder Participation

### Meeting Dates

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

| Meeting Date | Location    |
|--------------|-------------|
| 5/25/25      | Google Meet |
| 6/22/22      | Google Meet |
|              |             |
|              |             |
|              |             |

### 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

### 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).