



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Patchogue-Medford Union Free School District	Dr. Donna Jones

2024-25 Summary of Priorities

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

1	We will empower students to take ownership of their learning through goal-setting and self-assessment practices.
2	We will offer every student the opportunity to cultivate trusting relationships, develop social-emotional skills, and enhance self-regulation abilities, enabling them to actively participate in the school community.
3	We will invest in ongoing professional development to empower our teachers, enhancing their effectiveness and instructional quality, which in turn will foster academic growth and progress for all students.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will empower students to take ownership of their learning through goal-setting and self-assessment practices.</p>
<p>Why is this a Priority?</p> <p><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> 	<p>The Patchogue-Medford School District will continue to inspire self-reflection in all students and staff to develop academic and civic readiness throughout the district. We launched this priority at the beginning of the 2022-2023 school year and the Superintendent of Schools has included student and staff self-reflection as one of her seven goals for the 2024-2025 school year. As a district, we have accomplished many of our strategic intents.</p> <p>Last year, we focused this work at the elementary level with the development of district-wide ELA and math rubrics in grades K-5. We presented this work to the Board of Regents in the Spring of 2024. Based on our observations during the school year and the active engagement of students when self-assessing student work using the rubrics, we found students more confident in writing tasks in both ELA and mathematics. Additionally, during the administration of the state assessments, it was reported by teachers that students were more prepared when presented with writing tasks and extended response questions.</p> <p>Although we have made great strides in this area, in our recent Family Engagement Survey only 65.4% reported that students are required to self-monitor their progress and keep track of their learning. On our Student Voice Survey, only 65.7% of middle school students indicated that teachers provided time to discuss topics and learn from each other.</p> <p>By focusing on self-assessment and self-monitoring, students may acquire more confidence in taking risks and discussing their progress and needs which were also rated at 73% and 63% respectively.</p> <p>We believe our students will continue to benefit from this important focus. We believe we need to continue this initiative to the secondary level as evidenced by the middle school Student Voice Survey that indicated only 42.7% of the students felt our school curriculum was challenging.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Create aligned rubrics for student self-assessment.</p>	<ul style="list-style-type: none"> • Continue the analysis of rubrics in a district committee. The committee will examine what rubrics are used on the state assessments and the NYSESLAT to select or create a rubric for consistency across the district at the secondary level. By leveraging instructional coaches and department chairs, we will continue to expand upon the work that occurred during the 2023-24 school year at the elementary level. • Implement math rubrics at the elementary level to track math progress and share this work with the secondary staff to begin discourse around aligned rubrics in mathematics and other content areas. • Provide aligned rubrics to intermediate teachers that will allow for a transparent list of writing expectations which can then be provided to students and families. • Provide professional development to teachers on the use of aligned rubrics as a tool for self-assessment in grades K-8 • Use rubrics for peer and self-assessment in grades K-8 • Post-student work that evaluates state standards along with the rubric to <ul style="list-style-type: none"> ○ promote a culture of reflection and assessment throughout the buildings in K-8. 	<ul style="list-style-type: none"> ✓ District Wide Rubric Committee with a variety of educators and stakeholders that will build upon the elementary rubric work and expand to the secondary level. ✓ Instructional Coaches and Department Chair personnel to assist with the creation and distribution of the rubrics. ✓ Professional Development for teachers on the use of aligned writing rubrics and ways to use the rubric as a means of self-assessment and self-monitoring. ✓ Parent Square communication that provides rubrics to the community ✓ Rubrics should accompany all student work, outlining student expectations.
<p>Develop a plan to implement student portfolios to demonstrate growth in writing and promote self-reflection and student ownership of learning.</p>	<ul style="list-style-type: none"> • Collaborate with Technology Dept. to establish a platform(s) for students to upload required documents for grades 2-9. • Develop a template for students in grades K-1 to establish paper portfolios and in grades 2-9 to establish a digital portfolio to house specific work 	<ul style="list-style-type: none"> ✓ Instructional Technology and Assistant Superintendent for Curriculum and Instruction establish platform(s).

Priority 1

	<ul style="list-style-type: none"> ❖ Establish a timeline for submission of selected work along with a checklist to hold students accountable. ❖ Create a template for a table of contents page for students to outline what is inside their digital portfolio. ❖ Digital portfolios can be used for parent/teacher conferences, CSE, IST, 504, etc. • Collaborate with counselors to establish academic goal setting (Naviance - grades 6-12) at the beginning of the year and assessment when meeting to create a schedule for the following school year. 	<ul style="list-style-type: none"> ✓ Instructional Technology Coaches create a schedule to continuously push into classrooms of grades 2-9 to assist students with establishing and maintaining their portfolios in the selected platform(s). ✓ Inform families on how to access and view the student portfolios on the selected platform(s). ✓ Dedicate time in Fall 2024 for counselors and ELA teachers to begin this work with students
<p>Develop A Family Learning Series</p>	<ul style="list-style-type: none"> • Create an outline of different topics that can assist parents with communicating and supporting students at home with their academic progress. • Leverage the Instructional Technology Coaches to create digital media that demonstrates to parents how to use rubrics and their value. • Create a Family Learning Series brochure & digital media to educate families on standards, rubrics, and academic expectations in a user-friendly and accessible forum. • Include student presentations and interviews in the digital media to enhance community engagement and student ownership. • Provide specific invitations to certain family learning opportunities to target various subgroups that may benefit. • Provide alternative modalities for all parents to attend all events. 	<ul style="list-style-type: none"> ✓ A committee of stakeholders will create a list of topics for the Family Learning Series. ✓ Instructional Technology Coaches to assist in the creation and posting of material for parents. ✓ Community Liaisons ✓ A district-wide platform to provide the Family Learning Series materials. ✓ Student participation in the creation of various Family Learning Series materials. ✓ Development of Family Learning Series Brochure (Fall and Spring) ✓ Review of student data to target families to attend the Family Learning Series (ie. families of students with certain GPAs would be highly

Priority 1

		<p>encouraged to attend a series on study skills)</p> <p>✓ Selection of a professional text for building and district leaders to use during PLCs with staff.</p>
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Measuring Success

END OF THE YEAR

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

<p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.</p>
<ul style="list-style-type: none"> • Teacher feedback and observation regarding students’ use of self-assessment tools and internalization of corrective feedback. • ELA writing assessment data with a comparison of our student's performance and the overall student performance across NY State data including the NYSESLAT assessment. • Writing benchmarks will be administered in grades K-8 that will be reviewed to gauge writing growth and goals. • At the conclusion of the 2024-25 school year, there will be a plan in place for the use of digital portfolios.

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 (complete after the date listed in the preceding column)
On-demand writing benchmarks K-5	November 2024 June 2025	
NYS Writing Assessment Data (2023-24)	When data is received from SED	
Teacher Feedback & Faculty Meeting Attendance	January 2025 June 2025	
Attendee feedback & participation in the Family Learning Series	June 2025	
The development of intermediate rubrics	February 2025	
Rubric Committee	October 2024	

Priority 1

Family Learning Series Brochure	October 2024 January 2025	
Family Learning Series Attendance	Ongoing (depending on schedule)	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will offer every student the opportunity to cultivate trusting relationships, develop social-emotional skills, and enhance self-regulation abilities, enabling them to actively participate in the school community.</p>
<p>Why is this a priority?</p> <p><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> 	<p>The Patchogue-Medford School District will continue to support the social-emotional health of our students throughout the district. We launched this priority at the beginning of the 2021-22 school year, and it remains one of the seven Superintendent goals for the 2024-2025 school year. The district has accomplished many of its strategic intents.</p> <p>While the 2023-24 SEL screener indicates favorable results and upward trends, the School Performance Survey, which is the teacher report, indicates that student behavior remains a concern as it impedes instruction (67.3 %).</p> <p>Additionally, 59% of teachers report that students struggle to accept corrective feedback. If we leverage strategies surrounding self-regulation and self-monitoring, then disruptive behaviors will decrease, and internalization of feedback will increase. When surveying the community, 74.8% believe the district works to support student social-emotional well-being. Although this percentage is favorable, we would like to see an overall increase.</p> <p>We believe our students will continue to benefit from this important focus. The team recognizes that learning is multidimensional, contextual, and relational. Learning takes place in school, at home, and in our community. The quality of our relationships, social interactions, and the emotions children feel, as a result, play a role in a young person’s ability to gain academic skills and knowledge.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implementation of the Raider Academy</p>	<ul style="list-style-type: none"> We are developing the Raider Academy for secondary students who have chronic absenteeism and/or have been on long-term home instruction. They demonstrate average to high cognitive and academic ability; however, they demonstrate significant social emotional and self-regulation needs that interfere with participation in school. Historically, these students have not demonstrated success in a traditional school environment. This program will be housed at Saxton Middle School and staffed with a District Administrator on Special Assignment, a special education teacher, and content area teachers. 	<ul style="list-style-type: none"> ✓ This program will be funded through the general fund. It will be housed at Saxton Middle School. A separate wing of the building has been dedicated to this initiative. The program will be supported by an Administrator on Special Assignment, content area teachers, a full-time social worker, and a full-time special education teacher. ✓ Software licenses to support small-group Targeted Instruction and SEL modules.
<p>Implementation of the EASE (Emotional and Academic Supportive Environment) program at the elementary level.</p>	<ul style="list-style-type: none"> This is a program developed for students who have average to high average cognitive and academic ability; however, demonstrate significant social, emotional and self-regulation needs that interfere with academic progress. This program will be housed at one of our elementary schools staffed by a special education teacher and teacher assistant supported by a social worker. 	<ul style="list-style-type: none"> ✓ This program is funded through the general fund and the savings associated with not sending students out of the district. The program will be staffed by a full-time social worker, a full-time community liaison, two special education teachers, and four teaching assistants.
<p>Creation and refinement of building PBIS plans</p>	<ul style="list-style-type: none"> Building principals will put together a committee to evaluate current systems for building-wide behavior management. Plans will be created and or refined and submitted to cabinet members for review. 	<ul style="list-style-type: none"> ✓ The SEL Director will meet with building principals to guide PBIS plans. ✓ This will require training from our SEL Director to collaborate with building principals and stakeholder teams at the building level.

Priority 2

	<ul style="list-style-type: none"> Once reviewed, plans will be disseminated, and communicated to building staff and families. Implementation by buildings will take place according to scheduled reviews. 	
Implementation of Mindful Schools at the Middle School Level and expansion of the Social Detective Curriculum.	<ul style="list-style-type: none"> Mental health staff at the Middle School will participate in Mindful Schools Training. This supports the mitigation and impact of trauma on learning in the classroom at this level Kindergarten, First, and Second-grade students will participate in the Social Detective Curriculum in 2024-25. This is an expansion of the program implemented in 2023-24 which was effective for K and 1st grade 	<ul style="list-style-type: none"> ✓ Funding will be supported by the Office of Mental Health grant, Mitigating the Impact of Trauma in Schools, and the General Fund.

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.

- A measurable improvement in disruptive behaviors as indicated in our suspension data and a reduction in behaviors that interfere with learning. This will be evaluated by teachers' perceptions and suspension data.
- An increase in teachers' perceptions regarding students' ability to accept corrective feedback.
- A significant improvement in self-regulation and self-monitoring skills among students, as observed and reported by teachers, staff, and quantitative results from the SSIS CoLab SEL Screener.
- Positive trends in the SEL screener results, showing continued improvement in students' overall social-emotional health. This will be evaluated using the SSIS CoLab Screener, Emotional Behavioral Composite scores.
- Enhanced integration of social-emotional learning strategies across all educational contexts: school, home, and community.
- Observable progress in students' ability to connect their emotional well-being with academic performance and skill acquisition (ie. Student success rate in Raider Academy and the EASE Program at the elementary level).

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>
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Priority 2

Attendance rate at Raider Academy. We hope to see steady and improving attendance by students enrolled in the Raider Academy.	Quarterly	
CPI Restraint Data and Discipline Records will reflect students' increasing skills to self-regulate.	Monthly	
Referrals to building-level data teams.	Monthly	
Evaluation of suicide risk assessments. We hope to see risk factors decrease indicating good mental health.	Quarterly	
Evaluation of SEL screener results. We hope to see improvements in selected benchmarks indicating social-emotional health.	Fall and Spring	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>We will invest in ongoing professional development to empower our teachers, enhancing their effectiveness and instructional quality, which in turn will foster academic growth and progress for all students.</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"> • 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? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? 	<p>While our 2022-23 state performance data shows room for growth, particularly as students transition from elementary to secondary levels, we see this as an opportunity for targeted improvement. Our recent report card data reveals that only 31% of our students in grades 3-8 are demonstrating proficiency in ELA, with only 37% showing proficiency in mathematics. We're committed to enhancing these percentages across all student groups, with a particular focus on our designated subgroups. By aligning our efforts with state averages and beyond, we're poised to make significant strides in proficiency for both ELA and mathematics.</p> <p>The district recognizes that when we identify students’ needs in any subject, we can teach targeted skills using specific learning strategies including vocabulary development, higher-order thinking, and differentiated instruction to increase students' performance. Our dedicated team is excited about the potential for growth and is developing innovative strategies to support all our students in reaching their full academic potential</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Targeted professional development</p>	<ul style="list-style-type: none"> • Focus on the structure of the scheduled Professional Learning Community (PLC) period at the secondary level to streamline the efficiency of the delivery of instructional training. • At the Elementary Level (K-5) focus on introducing blocks of professional 	<ul style="list-style-type: none"> ✓ Master Schedule Development to support departments having a common planning PLC period. ✓ Development of a structured PLC schedule

Priority 3

	<p>development time at various points during the school year for horizontal & vertical meetings to harness our professional capital.</p>	<ul style="list-style-type: none"> ✓ Funds to support substitute coverage at the elementary level.
<p>Professional development based on data-driven Instruction</p>	<ul style="list-style-type: none"> • Implementation and mentoring of newly adopted grading policy for the secondary level. • Analyzing the state assessment results & iReady data across all grade levels. • Develop, implement, and review at least one secure standards-based benchmark assessment at the secondary level in the minimum of the following content areas (math, English, SS, Science, Health, Business, and World Language). • Professional development will be offered after the development of student portfolios. • Continue to train teachers in data analysis and interpretation. • Use data to inform personalized learning plans. 	<ul style="list-style-type: none"> ✓ BARS Data Reports ✓ eSchool administrative reports (ie. Course failure reports) ✓ Development of departmental benchmark assessments ✓ Development of Data Chat meetings at the elementary and secondary levels. ✓ Implement tracking systems.
<p>Professional development to support curriculum and integration of curriculum across content areas.</p>	<ul style="list-style-type: none"> • Professional Development in Technology for all teachers with a concentration in Artificial Intelligence programs. • Extended Foundational Five professional development with an emphasis on Classroom Engagement. 	<ul style="list-style-type: none"> ✓ Staff developers for AI training. ✓ Scheduling of AI workshops throughout the school year, during PLC, PDP, and After-School Professional Development (APD). ✓ Scheduling of Foundational Five Training. ✓ Funds to support substitute coverage for professional development.

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.

- All secondary teachers will have participated in a minimum of 2 hours of professional development on AI to support differentiation and scaffolding instruction.
- All middle school ELA teachers will receive on-site coaching and training to support the newly adopted literacy program.
- All elementary school K-5 teachers will receive on-site coaching and training to support the newly adopted math program.
- All secondary teachers assigned to classroom engagement training protocol will have completed 4-day of on-site coaching
- For student performance, the district will establish the baseline data for the department-developed benchmark.
- An increase in proficiency on the 3-8 assessment in both ELA and mathematics. Decrease in the total number of students scoring at Level 1 in ELA and mathematics.

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>
<ul style="list-style-type: none"> • Using My Learning Plan to track Teacher Professional Development hours and courses taken. 	June 2025	
<ul style="list-style-type: none"> • Attendance at on-site coaching for the newly adopted literacy program. 	On-going	
<ul style="list-style-type: none"> • Attendance at on-site coaching for the newly adopted math program. 	On-going	
<ul style="list-style-type: none"> • Completion of Classroom Engagement Training. We hope to observe teachers implementing engagement strategies through the walkthrough process. 	June 2025	

Priority 3

<ul style="list-style-type: none">• Development and Implementation of Benchmarks	February 2025	
<ul style="list-style-type: none">• Review of data from benchmarks	May 2025	
<ul style="list-style-type: none">• 3-8 Assessment. We hope to see growth in all measurements.	Upon receiving the scores.	

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?</p> <p><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> 	
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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.

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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

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.

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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>

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>
Lori Cannetti	Assistant Superintendent for Instruction	
Dr. Jessica Lukas	Assistant Superintendent for Special Education and Pupil Services	
Kevin Toolan	Teacher, President of the Patchogue-Medford Teacher's Association	Special Education, Grade 6
Michelle Marrone	Director of ENL, World Languages and Bilingual Programs 6-12	
June Gagnon	Teacher	Tremont Elementary School, Grade 4
Dr. Christopher Kelly	Assistant Principal	Saxton Middle School
Emily Wernau	Principal	Tremont Elementary School
David Renahan	Director of Elementary Special Education	
Edward Florea	Parent	Medford & South Ocean MS

Meeting Dates

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

Meeting Date	Location
July 16, 2024	Central Office
July 17, 2024	Saxton Middle School

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	All teachers, including those teaching identified subgroups, were invited to participate in a districtwide survey. Survey data was analyzed and incorporated into the DCIP priorities and strategies. Two teachers served on the district improvement team who teach students in the identified subgroups.
Parents with children from each identified subgroup	All parents of students attending the District, K-12 were invited to participate in a survey. Survey data was analyzed and incorporated into the DCIP priorities and strategies. Parent representatives, with children in an identified subgroup, participated in the development of the DCIP.
Secondary Schools: Students from each identified subgroup	Students in grades 6-12 participated in a survey. Response data was analyzed by school teams and the district improvement team and incorporated into the decision-making when identifying priorities, strategies, and measures of success.

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).