



District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
South Country Central School District	Mr. Antonio Santana

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	Identify the elements of our South Country Central School District Profile of a Graduate
2	Cultivate a K-12 focus on the use of High Impact Instructional Practices
3	Utilize a high quality universal data analysis system to support teaching and learning

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Identify the elements of our South Country Central School District Profile of a Graduate</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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The South Country School District is committed to ensuring that every student graduates with a strong academic foundation and the ability to apply their learning in relevant ways. Developing a South Country Profile of a Graduate provides our district the opportunity to define, as a community, what we value in our students' educational experience at South Country, starting with our earliest learners in Pre-K to our seniors, both in the classroom and beyond.</p> <p>This work emerged from reflection across our schools. In our commitment to preparing all students for success in a complex, rapidly changing world, our district embraces the development of a Profile of a Graduate—a clear, collective vision of the knowledge, skills, and qualities students need to thrive in college, career, and life.</p> <p>This profile serves as more than a set of outcomes; it is a unifying framework that defines what it means to be a successful graduate from our schools. It articulates the attributes we believe are essential—such as critical thinking, collaboration, communication, adaptability, ethical citizenship, and lifelong learning. Grounded in our district's core values and informed by community input, the Profile of a Graduate reflects the aspirations we hold for every student.</p> <p>By clearly defining the attributes of a successful graduate, we have the opportunity to align our current initiatives and long-term goals, ensuring coherence across the district.</p> <p>From the Data Triangle Survey, 57% of students agreed with item L5 - Our school leaders talk about the vision, mission and/or beliefs of our school.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 1

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?
<p>Identify the values and attributes that define our vision of the South Country Profile of a Graduate</p>	<p>Administration team will create a process that will serve as a guide to how our district will arrive at a localized Profile of a Graduate Committee. The committee will include diverse stakeholder representation and will develop a clear shared districtwide vision to identify values and attributes of our South Country Profile of a Graduate.</p> <p>To launch this work, the Assistant Superintendent of Curriculum, Instruction, and Accountability will convene an initial meeting with all building administrators and directors to norm our understanding of what a Profile of a Graduate entails, its purpose, and how it connects to our instructional vision. Initial sessions are designed to ensure coherence and alignment, which will then transfer to the South Country Profile of a Graduate Committee and South Country School District community.</p> <p>The committee will meet to review stakeholder input, including data collected through parent and community engagement, and will co-construct a clear and compelling Profile of a Graduate. Initial meetings will focus on vision-setting, identifying priority graduate competencies, and drafting the profile language and design. The work of this committee will ensure alignment with district priorities around equity, high-impact instructional practices, and student readiness.</p> <p>The Profile of a Graduate Committee will then review feedback and develop draft competencies and a visual representation of the profile. This draft will reflect both local priorities and state expectations for college, career, and civic readiness.</p>	<p>Profile of a Graduate Committee</p> <ul style="list-style-type: none"> ● Meeting time: Administrative team to create a process to familiarize and norm our understanding of what a Profile of a Graduate is - district and building leaders. ● Meeting time: Committee members: district leaders, building administrators, teachers across K-12 grade levels and students. ● Parent surveys ● Student surveys ● Committee member meetings
<p>Share the localized Profile with the overall school community, including staff, students, and</p>	<p>The district will share the profile with the broader community to gather additional feedback. The final Profile of a Graduate will be</p>	<ul style="list-style-type: none"> ● Community outreach ● Board sub committee meetings

Priority 1

families as a part of communicating the district's vision.	presented to the Teaching and Learning Committee, and Board of Education review with plans for full integration into curriculum, instruction, and assessment practices.	<ul style="list-style-type: none"> Board of Education Meetings

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 2025-26 school year.

To measure the effectiveness and progress of our Profile of a Graduate initiative, the district will use both qualitative and quantitative data throughout the year.

Qualitative Measures:

Teacher observations and instructional walkthroughs conducted by the Assistant Superintendent of Curriculum, Instruction, and Accountability, directors, principals, and assistant principals, will demonstrate readiness toward the competencies outlined in the South Country Profile of a Graduate.

Leadership teams will reference the Profile when making decisions about programs, curriculum, and district priorities, ensuring alignment with its vision and reinforcing consistent messaging throughout the district.

The Profile will begin to shape conversations in faculty meetings, department meetings, and parent communications.

By the end of the 2025–2026 school year, the district will have developed the Profile of a Graduate and shared it with all stakeholders. Moving forward, the Profile of a Graduate Committee will collaboratively create a timeline, and all district initiatives will align with the Profile, including formal adoption by the Board of Education and integration into instructional practices across K–12.

Quantitative and Qualitative Measure:

Instructional surveys (anonymous) are utilized as an opportunity to assess understanding and readiness for the South Country Profile of a Graduate.

The Profile of a Graduate Committee will utilize Data Triangle results, focusing on responses when creating the South Country Central School District Profile of a Graduate.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Evidence of foundational understanding and progress in the district this year may include the following indicators: <ul style="list-style-type: none"> Increased use of common language across grade levels related to the Profile. 	<ul style="list-style-type: none"> Throughout the year 	
<ul style="list-style-type: none"> District-wide professional development included sessions focused on understanding and implementing the Profile. 	<ul style="list-style-type: none"> Spring 2026 	
<ul style="list-style-type: none"> Building and district leadership teams are using the Profile of a Graduate language during faculty meetings, department meetings, walkthrough reflections, and goal-setting conversations. 	<ul style="list-style-type: none"> Spring 2026 	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Cultivate a K-12 focus on the use of High Impact Instructional 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"> • 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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Our first priority, Profile of a Graduate, defines the key competencies we value for our students. These competencies align closely with high-impact instructional strategies, which are research-based practices proven to enhance student learning outcomes.</p> <p>This priority aligns with the SCEP Plans at Brookhaven Elementary School and Bellport Middle School as well as our district's strategic plan.</p> <ul style="list-style-type: none"> • Brookhaven Elementary School's key strategy, "We will strive to enhance our instructional opportunities for students to engage in meaningful and higher level discussions reflecting on their learning, goals and progress with their peers, families and teachers," • Bellport Middle School's key strategy, "Increase student learning outcomes through Multi-Tiered Systems of Support (MTSS), providing students with both academic and behavior support with a focus on high quality Tier 1 instruction. Implementing research-based teaching strategies such, as collaborative learning, to meet diverse learning needs." <p>Additionally, we utilized data from our Data Triangle Survey, where students agreed with the statements at the following percentages:</p> <p>C06. Our school curriculum (work) is challenging. 39.3%</p> <p>C09. We use student learning targets/goals ("I can...") in our classes. 41.9%</p> <p>T18. In class, we often work with partners, or in groups. 33.6%</p> <p>T19. My teachers ask questions that make me think. 56.4%</p> <p>T21. Classes are interesting and keep my attention. 30.8%</p> <p>T23. I am comfortable asking questions in class. 46.0%</p>

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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>Integrate high-impact instructional practices across all subject areas and grade levels, including practices such as student-centered tasks, collaborative work, academic discourse, as well as students monitoring their own learning and making goals toward improvement.</p>	<ul style="list-style-type: none"> ● Professional learning on the state’s Science of Reading and Numeracy Briefs. ● Professional learning on instructional practices. ● Developing discussions and a common language about appropriate strategies during faculty, grade level, and department meetings, as well as during common planning periods. 	<ul style="list-style-type: none"> ● Utilizing during-the-day meetings and after school professional development sessions as a focus on the implementation of strategies. ● Teachers and administrators attend training and learning sessions provided through BOCES.
<p>Provide continued support to teachers in regards to Tier 1 instruction, ensuring that students receive differentiated learning experiences.</p>	<ul style="list-style-type: none"> ● Professional learning on the district’s MTSS program, and on appropriate strategies that provide students with differentiation in their learning. ● Developing discussions about the differentiation of course materials and lessons. 	<ul style="list-style-type: none"> ● Continue meetings on the work of MTSS processes K-12. ● Building administrators facilitate discussions and presentations during faculty meetings. ● Using MTSS Toolkits in classrooms.
<p>Monitor and discuss the process of implementation throughout the school year.</p>	<ul style="list-style-type: none"> ● Informal Administrative classroom visits ● Collegial teacher classroom visits 	<ul style="list-style-type: none"> ● Clear messaging of expectations. ● Schedules shared amongst staff for invitations.
<p>Standardize the intervention processes across Grades K-12 so that students are taught in small-group rotations.</p>	<ul style="list-style-type: none"> ● Communicate structures and strategies that provide teachers with support in creating small-group rotations. ● Monitoring and discussing with teachers about the impact of small-group learning. 	<ul style="list-style-type: none"> ● Flexible opportunities for teachers to visit others’ classrooms. ● Grade level, department, and faculty meeting time, as well as common planning time.

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 2025-26 school year.

To measure the effectiveness and progress of our high impact instructional strategies initiative, the district will use both qualitative and quantitative data throughout the year.

Qualitative Measures:

Teacher observations and instructional walkthroughs conducted by the assistant superintendent of curriculum, instruction, and accountability, directors, principals, and assistant principals, will demonstrate a shift in instructional strategies where lessons are student-centered and where students are the owners of their learning, through the use of high-impact instructional strategies.

All instructional discussions with administrators and teachers will focus on appropriate strategies that move students in their learning.

Quantitative:

By the end of the 2025–2026 school year, the district will experience a noticeable growth in student achievement in all state testing experiences, classroom assessments, and other district screening assessments such as IXL and NWEA.

Administrators will see an increase in the use of these high-impact instructional practices in teacher classrooms based on classroom visitations and formal observations.

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.

<p>Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)</p>	<p>When would we want to achieve this success criteria if we are on track?</p>	<p>What we ended up seeing <i>(complete after the date listed in the preceding column)</i></p>
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Priority 2

<p>Evidence of foundational understanding and progress in the district this year may include the following indicators:</p> <ul style="list-style-type: none"> ● Increased use of common language across grade and subject areas between teachers and administrators related to High-Impact Instructional Practices. 	<ul style="list-style-type: none"> ● Throughout the year 	
<ul style="list-style-type: none"> ● District-wide professional development included sessions focused on understanding and implementing High-Impact Instructional Practices. 	<ul style="list-style-type: none"> ● Fall 2025 	
<ul style="list-style-type: none"> ● Building and district leadership teams are using language about High-Impact Instructional Practices during faculty meetings, department meetings, walkthrough reflections, and goal-setting conversations. 	<ul style="list-style-type: none"> ● Fall 2025 	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Utilize a high quality, universal data analysis system to support teaching and learning</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"> • 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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports? 	<p>A high-quality data system in education enables educators and administrators to make informed decisions and improve student outcomes. This system facilitates data-driven decision-making, including interventions, resource allocation, and monitoring student progress.</p> <p>As teachers implement high-impact instructional practices, it will be important to use data as a tool for monitoring the impact of these practices.</p> <p>By implementing data cycles and utilizing multiple sources of student data, teams can holistically identify areas of strength and areas in need of improvement to collaboratively enhance instruction that supports the needs of all students (Tier 1). These cycles involve designing targeted instruction and interventions, as well as monitoring their effectiveness, to promote student growth and achievement.</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>Sustain and enhance building data teams already in place, and determine where pre-existing meetings occur in order for other groups of teachers to engage in data analysis.</p>	<ul style="list-style-type: none"> • Establishing and communicating expectations for the use of planning time for working with data. • Providing learning around the expectations of the Data Wise process. 	<ul style="list-style-type: none"> • Data calendar to create structure of the data review for the year.

Priority 3

	<ul style="list-style-type: none"> ● Redesign Common Planning Time to allow for data work. 	
Examine data to provide evidence supporting the need to utilize a high quality, universal data analysis system to support teaching and learning.	<ul style="list-style-type: none"> ● Provide professional learning on the Data Wise Improvement Process to all faculty. ● Using the Data Wise Improvement Process, the assistant superintendent will work with building administration and directors to create a common understanding. ● Implement grade-level and subject-area groups to accomplish data cycles. 	<ul style="list-style-type: none"> ● Rubric for monitoring the process for data cycles ● Scheduled planning meetings by department.

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 2025-26 school year.

To measure the effectiveness and progress of our universal data analysis initiative, the district will use both qualitative and quantitative data throughout the year.

Qualitative Measures:

Buildings and teacher groups will have well-established data teams in place that utilize the Data Wise process in their work.

Administrators will provide support to teams by periodically attending and actively participating in data and planning meetings.

All instructional discussions with administrators and teachers will focus on appropriate strategies that move students in their learning.

Quantitative:

By the end of the 2025–2026 school year, the district will experience a noticeable growth in student achievement in all state testing experiences, classroom assessments, and other district screening assessments such as IXL and NWEA.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. **What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Evidence of foundational understanding and progress in the district this year may include the following indicators: <ul style="list-style-type: none"> Increased use of common language across grade and subject areas between teachers and administrators 	<ul style="list-style-type: none"> Throughout the year 	

Priority 3

<p>related to High-Impact Instructional Practices.</p>		
<ul style="list-style-type: none"> ● Provide district-wide professional development including sessions focused on the knowledge and understanding of the Data Wise process. 	<ul style="list-style-type: none"> ● Fall 2025 	
<ul style="list-style-type: none"> ● Building and district leadership teams work with teacher groups to provide support as the groups engage in the data work. 	<ul style="list-style-type: none"> ● Throughout the 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 <i>(if applicable)</i>
Jaclyn O'Hagan	Assistant Superintendent of Curriculum, Instruction, and Accountability	District Wide
Jack Burke	Director of STEM	District Wide
Jessica Prush	Assistant Director of Special Education	District Wide
Monica Pullows-Tetuan	Director of ELL, Bilingual & World Language Programs	District Wide
Jenna Restivo	Director of Guidance and Counseling Programs	District Wide
Naomi Escobar	Restorative Practices Coordinator	District Wide
Meghan White	Social Studies Teacher	Bellport High School
Erika Della Rosa	High School Principal	Bellport High School
Kerry Carson	Director of Special Education and Student Support Services	District Wide
Jennifer Rothe	Parent	Bellport High School

Our Team's Process

Jennifer Morrell	Parent	Bellport High School

Meeting Dates

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

Meeting Date	Location
June 3, 2025	Central Office
June 5, 2025	Central Office
June 9, 2025	Central Office

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	Teachers were on the SCEP committee to give input into strategies and methods. Teacher responses on our data triangle survey were reviewed and discussed to continue further professional development opportunities.
Parents with children from each identified subgroup	Parent representatives were members of the SCEP team and contributed to discussion and decision making throughout the writing process. Parent representatives reviewed data related to SCEP with the team.
Secondary Schools: Students from each identified subgroup	Students were given the data triangle survey. Data gathered was used to inform goal setting.

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 posted on the district's website and easily accessible when navigating the website.
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 1, 2025, 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).