



District Comprehensive Improvement Plan (DCIP) Final

District	Superintendent
South Huntington UFSD	Dr. Vito M. D’Elia

2021-22 Summary of Priorities

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

1	We will deepen connections with students, staff and community, providing an inclusive, nurturing environment
2	We will provide a cohesive, relevant curriculum, allowing students to grow and thrive
3	We will meet student needs through development of individual learning plans
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?

We will deepen connections with students, staff and community, providing an inclusive, nurturing environment

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

As we emerge from remote/hybrid/in person learning, our students have a need for an inclusive, nurturing environment that is strongly connected the community. Our students have shared in interviews that they highly value interacting with their peers, as well as time spent with their teachers. They want their teachers to really know them. And they have some concerns about what the new year will bring.

As the team completed the Equity self-reflection, we realized that while the process of incorporating texts and content that connect to student identities has begun, this is a process, with a great deal of work ahead. The process of conducting professional development on equity and social justice, begun this year, will move forward as will the audit and building of inclusive classroom materials.

As the team reflected on the work done at our target school, it became clear that we need to be consistent across all schools in our message of inclusiveness and affirming the identities of our students.

Key Strategies and Resources



Priority 1

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue to build inclusive environments</p>	<p>Staff training on equity and social justice will continue and move forward. Equity teams continue to work on review of curriculum, books, libraries, and classroom practices, to ensure students find themselves and their communities reflected in the materials used.</p> <p>Professional Learning Communities continue to work on reviewing existing curricular material and making recommendations for additional materials and professional development.</p> <p>Classrooms, hallways, and shared spaces will include posters, signs, etc that represent the cultural identities of our students.</p>	<p>Survey results will indicate Parents and students find themselves reflected in curriculum and materials. Beginning and end of year surveys will provide guidance.</p> <p>Checklist will be developed and used to check that this process is continuing.</p>	<p>Time, space, and training are needed to develop and revise current checklists. Funds must be allocated to purchase additional books and materials. Professional development for staff must be ongoing. Funds must be allocated for PLCs.</p> <p>Materials will need to be purchased</p>

Priority 1

<p>Increased emphasis on cooperative learning, group work and hands on work</p>	<p>Cooperative learning, group work and hands on work will be reprioritized in classrooms and supported through training. Teachers will meet regularly to discuss curriculum and opportunities for cooperative learning</p>	<p>Walk through data and lesson plan review will show this type of learning has been re-established in lessons. This data will be reviewed throughout the year.</p>	<p>Schedule must allow for this type of work, and safety precautions must, if required, remain in place. Time to plan and integrate any needed safety precautions must be created.</p>
<p>In addition to programs developed and implemented this summer, schools will target efforts to increasing participation in after-school and community learning experiences</p>	<p>Student/parent interests and needs must be established and supported. In addition to after school activities for students, offer shared parent-student activities based on student interests and needs</p>	<p>Parent/student surveys at beginning, middle and end of year will indicate success in this effort.</p>	<p>Time to plan, cost of materials needed for activities, funds to cover costs associated with these activities</p>
<p>Schools will prioritize social and emotional learning initiatives</p>	<p>Many of these initiatives have been initiated in the buildings, but they are not consistent across buildings and survey results tell us parents are not always aware of them.</p>	<p>These efforts will be publicized on the school website, in social media, through email and telephone communication with parents and the community.</p>	<p>Time to plan and implement programs across all schools; time to communicate the programs to parents. Teachers will need training to develop and integrate lessons</p>

Priority 1



Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

90% will of parents will report that they are aware of district social and emotional programs

90% of parents will report that they feel supported by the school

90% of students will report that they feel supported and comfortable at school

60% of students will participate in some form of after-school activity

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?

We will provide a cohesive, relevant curriculum, allowing students to grow and thrive

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Our students need a strong curricular and inclusive experience to prepare them for success as they move through our schools and ultimately, in college. We need to make sure the curriculum connects to the cultural identities of our students and builds on our students’ need for connection to each other and staff.

In student interviews, students shared that they value time spent with their teachers, and that they want their teachers to know them. In completing the Equity Reflection, the team noted that while we have begun the process of connecting texts and materials to student experiences, we have much to do to build on that process.

Key Strategies and Resources



Priority 2

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase the emphasis on connecting curriculum to life beyond the school</p>	<p>Increase the importance of current events in all curricular areas.</p> <p>Field trips will resume</p> <p>Field trips will have cultural relevance</p> <p>Cultural partnerships will be established</p>	<p>Students will participate in more field trips and community related activities related to the curriculum.</p> <p>When asked, students will be able to explain why they are learning what they are learning</p>	<p>Funding to cover costs of field trips and the cost of bringing experiences and organizations into the schools.</p> <p>Funding to cover professional development for teachers related to incorporating current events across curricular areas.</p>
<p>Structured grade level and cross grade level collaboration that emphasizes common, relevant strategies and materials</p>	<p>Developing curriculum that is relevant; incorporating current events as well as student and parent feedback.</p> <p>Develop a shared resources platform that coaches can monitor and teachers can use to share curriculum strategy resources.</p>	<p>Common strategies will be seen across schools and grades during walk throughs and in lesson plans</p>	<p>Time and space for planning and development of shared resources</p>

Priority 2

<p>Increase culturally relevant curricular materials</p>	<p>During grade level and department meetings in September, teachers will have the opportunity to review the preliminary classroom library checklists that the ELA PLC worked on this Spring. This will serve as an entry point for exposure to different experiences. Teams will have to consider how to best provide similar experience for students at their grade level. Small teams will evaluate specific material. Students will have the opportunity to participate in this process.</p>	<p>Teachers will gain perspective early in the school year on how the books and materials currently used shape perspectives.</p>	<p>Professional development and added materials will be needed.</p> <p>Scheduling to allow for grade level, departmental and cross-grade level and cross department meetings.</p>
<p>Teaching with multiple modalities</p>	<p>Teachers will receive PD on strategies for incorporating multiple modalities into lessons (discussion, music, digital media)</p>	<p>Teachers will plan and implement lessons that include strategies that allow students to process information through multiple modalities.</p>	<p>Funds will be needed for PD. Sub coverage will be needed for teacher training</p>
<p>Teacher-student dialogues</p>	<p>At specific points in the year, teachers will select students who represent different cultures, abilities and interests to be invited to join staff for conversations on improving classes based on student needs and experiences. Where possible the meetings may take place where diverse groups of students are already gathered for other purposes.</p>	<p>Teachers will implement instructional strategies that are cooperatively developed with students based on student academic and social-emotional needs.</p>	<p>Time and space will be needed to conduct the meetings.</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 2021-22 school year.

95% of staff will indicate the school provides instructional materials that reflect students' cultural background, ethnicity and identity

90% of staff will indicate they have had the time and space to collaborate with colleagues and students on relevant lessons

80% of students will be able to explain why they are learning what they are learning in class.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?

We will meet student needs through development of individual learning plans

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
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 - *In what ways does this support the SCEP commitments of your identified school(s)?*

The district strives to provide instruction that allows all students to be successful. In order to do so, teachers need to create lessons that meet individual student learning needs.

In evaluating the data, the team noted that while the percent of students meeting expected annual growth as measured by I-Ready has increased, a large percentage of students are still performing below grade level.

An abundance of data are available through I-Ready. While we have used I-Ready data to create individual plans in My Path we plan to increase the amount and type of data used in order to make more progress this year.

Key Strategies and Resources



Priority 3

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Develop and implement a uniform protocol for teachers to analyze data and use it to inform instructional planning and intervention</p>	<p>Principals will meet with all grade level coaches to develop coherent data protocol. The data used will include, in addition to I-Ready, examples of student writing, unit tests and projects, and a variety of summative and formative assessments.</p> <p>Instructional coaches have been added in schools and grade levels throughout the district.</p> <p>Coaches will continue to train teachers on understanding data reports available in I-Ready and additional sources of data.</p> <p>Coaches will meet individually with teachers monthly to support them in understanding student data and using it to inform instructional planning</p> <p>Teachers will use the data to develop individual learning plans that go beyond My Path.</p>	<p>Teams will use the same protocol to identify student needs and inform instructional decisions.</p> <p>Coaches are in place for September. Meetings and support will begin immediately.</p> <p>In addition to My Path, teachers will have a plan in place for supporting individual students based on assessment data.</p>	<p>Time will be needed to train teachers.</p> <p>Teams will need to dedicate time for implementing their data protocols.</p> <p>Coaches will need time to meet with teachers</p> <p>Teachers will need time to develop individual learning plans</p>

Priority 3

<p>Strengthen materials and connect them to student needs</p>	<p>Professional learning committees for ELA, Math and ELL will continue to dive into existing materials, explore new resources and make recommendations for purchases, and deepening use of existing materials</p>	<p>Working with building and district level coaches, PLC participants will develop model lessons and explanatory materials for teachers; they will also provide recommendations for material enhancements and new materials.</p>	<p>Funds will need to be allocated for coaches, PLC participants, and new materials</p> <p>Time and space must be allocated for providing information to teachers.</p>
<p>Provide assistance to parents</p>	<p>During previous interviews, parents indicated their need for instructional videos in English and in Spanish to assist them in helping their children study and complete homework. Small groups of teachers began working together this year to create a library of parent videos in ELA and Math; this effort will continue and be enhanced.</p>	<p>Instructional Coaches and department chairs (if applicable) will review the teacher created videos; videos will be made available to parents through the school and district websites and promoted through the newsletter and social media. In addition, we will solicit feedback from parents about the usefulness of the videos in preparing them to assist their children with schoolwork.</p>	<p>Funds will need to be allocated for continued development of videos.</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 2021-22 school year.

- The district will improve the percentage of students meeting projected growth on I-Ready Mathematics from 46% to 56%
- The district will improve the percentage of students performing at grade level (early, mid or above) on I-Ready Mathematics from 43% to 53%
- The district will improve the percentage of students meeting projected growth on I-Ready ELA from 51% to 61%
- The district will improve the percentage of students at grade level (early, mid or above) on I-Ready ELA from 49% to 59%

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 2021-22?</p>	<p>NA</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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

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 2021-22?</p>	<p>NA</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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

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.

Mitchell Levy	Principal	Countrywood Primary Center
April Poprilo	Assist Superintendent	
Cynthia Quinlan	Assist Supervisor Special Edu Services	
Cecilia Blanco	Coordinator Bilingual Education	
Matthew Krivoshey	Supervisor Special Education	
Patricia Wilkinson	Instructional Coach	
Heather Powers, Joanna Gray, Jessica Farmer, Jane Holmes	Teachers	Countrywood Primary Center
Joe Centamore	Deputy Superintendent	
Melina Pantina	Parent	Countrywood Primary Center, Maplewood intermediate Center
Amanda Pick	Parent	Countrywood Primary Center

Our Team's Process

Amy Latifi	Parent	Countrwood, Primary Center, Maplewood intermediate Center
John Murphy	Assistant Superintendent	
Gayle Steele	Assistant to the Superintendent	
Michelle Davis	Assistant Principal	
Liz Weis	Technology Coach	Maplewood Intermediate Center
Andrea Lopez	Instructional Coach	Birchwood Intermediate School
Mari Hahn	Lead Reviewer	Oakwood Primary Center

Meeting Dates

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

Meeting Date	Location
7/1/21	District Office, Countrywood, and remote
7/15/21	District Office, Countrywood, and remote
7/21/21	District Office, Countrywood, and remote
7/26/21	District Office, Countrywood, and remote

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers participated in all meetings, reviewed all data, and provided valuable suggestions and input during development and writing of the plan. They have reviewed and approved the final documents.
Parents with children from each identified subgroup	Parents participated in all meetings, reviewed all data, and provided valuable suggestions and input during development and writing of the plan. They have reviewed and approved the final documents.
Secondary Schools: Students from each identified subgroup	NA

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X 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. X 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. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

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