



District Comprehensive Improvement Plan (DCIP)

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

2022-23 Summary of Priorities

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

1	We will continue to build an inclusive, nurturing environment for students, parents and staff
2	We will continue to increase the relevance of the curriculum for all our students
3	We will prioritize the development of meaningful individual learning plans for all students
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We will continue to build an inclusive, nurturing environment for students, parents and staff</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> 	<p>We are concluding a year in which the effects of interrupted learning still linger. But at year end, most of our learning practices and student/family/and staff interactions had returned, in many ways, to normal. It is clear from the data collected in our surveys, student interviews, and test scores that our students more than ever have a need for an inclusive, nurturing environment that is strongly connected to the community. Our students have shared in interviews that they highly value interacting with their peers, love movement, as well as time spent with their friends and teachers. Our SEL survey shows that most students have valued teachers and family members they can turn to in a crisis.</p> <p>As the team completed the Equity self-reflection, we discussed at length the need to continue the ongoing process of incorporating texts and content that connect to student identities. Although most felt we had done a good job with our classroom libraries, all agreed the building level libraries need a great deal of work. The process of conducting professional development on equity and social justice will move forward, more emphasis on small group activities. We will also continue to design ways of expanding the utilization of inclusive classroom materials.</p> <p>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. This is an ongoing 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>Continue to build inclusive environments</p>	<p>Staff training on equity and social justice will continue and move forward, with small equity teams advancing the work that was begun with large group training.</p> <p>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. Now that more materials have been purchased, the focus will be on making those materials available to students and families in meaningful ways.</p> <p>Professional Learning Communities will be consolidated in order to review narrower, more specific curricular goals and make recommendations for use of many of</p>	<p>Survey results will indicate Parents and students and staff find themselves reflected in curriculum and materials. In addition, all students will report that they have an adult at school with whom they can feel comfortable to confide in.</p> <p>Survey results indicated our younger students experienced some trouble with emotion regulation, but that the skill increased from grade 6 up. In addition, the younger students reported less empathy with regard to settling disputes with others who held different points of view. The district will move ahead with a new SEL program which will address these issues.</p> <p>Checklists which have been developed will be revised to take into account the fact that we now have many newly</p>	<p>Time, space, and training are needed to develop and revise current checklists, as well as to determine the best way to utilize the additional library books purchased this year to diversify the libraries. Funds must be allocated for Professional development for staff and must be ongoing. Funds must be allocated for consolidated PLCs.</p>

Priority 1

	<p>the books and materials purchased this year. Implementation of the Say My Name Program will be expanded in Countrywood and initiated at the second primary center, Oakwood.</p>	<p>available books and materials – we need to ensure they are being used. This is an ongoing process.</p>	
<p>Reprioritize cooperative learning, group work and hands on work</p>	<p>This was a year in which cooperative learning, group work and hands on work were reintroduced in classrooms. Our plan is to reprioritize this work in 22-23. Teachers will meet regularly to discuss curriculum and opportunities for cooperative learning, utilizing new science materials (and a new hands-on science program in middle school) as well as implementing a new elementary social studies curriculum along with new books.</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 through-out the year.</p>	<p>The schedule must allow for this type of work. Time to plan and integrate. Time to develop hands-on activities across the curriculum and funds to pay for materials.</p>
<p>Schools will continue to target efforts to increase participation in after-school and community learning experiences. Planetariums, and AR experiences will be reintroduced.</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. Parents have asked for additional opportunities for both in person and virtual curriculum nights at the elementary level.</p>	<p>Parent/student surveys at beginning, middle and end of year will indicate success in this effort. Efforts will be made to develop other methods of accessing information/interest, as parents and students and staff are all experiencing survey burnout, as evidenced by fewer participants as the year went on.</p>	<p>Time to plan, cost of materials needed for activities, funds to cover costs associated with these activities. The district will continue to explore options for funding.</p>

Priority 1

<p>Schools libraries will work on purging outdated and non-representative books.</p>	<p>in addition, schools will celebrate all the new books in the library collection and to make access available to all</p>	<p>Students, staff and parents will report positively on library selections</p>	<p>Time for teams to develop plans to share new books and utilize them in curriculum as well as to purge the outdated books.</p> <p>Teams will need to develop measures of success.</p>
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Measuring Success

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

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

- 75% of students will report that they are able to consider the perspectives of others and empathize with them
- 95% of students will report they have supportive relationships with adults at school
- 60% of students will participate in some form of after-school activity
- 95% of elementary teachers will utilize the new books purchased to enhance school and classroom libraries this year

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We continue to increase the relevance of the curriculum for all our students</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 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> 	<p>During the Equity reflection, our team noted that our efforts to increase the relevance of curriculum will be hampered if we don’t take the time to plan for how our new books and materials will be incorporated into the curriculum in meaningful ways. In addition, teachers need the time and opportunity to become comfortable with the new books, and students need the opportunity to celebrate and own them.</p> <p>Our students need a strong curricular and inclusive experience to prepare them for success in college and careers. 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.</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>Increase the emphasis on connecting curriculum to life beyond the school</p>	<p>Continue to increase the importance of current events in all curricular areas.</p> <p>Resumption of field trips was delayed in some cases last year, this year we expect them to resume.</p> <p>Field trips will have cultural relevance and cultural partnerships will be established</p>	<p>This is happening in the new science and social studies curriculum at the elementary level.</p> <p>Students will participate in more field trips and community related activities related to the curriculum.</p> <p>We will formalize the process of asking students 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. This process began last year.</p> <p>Teachers will work on formalizing the process of having students explain why they are learning what they are learning.</p>
<p>Structured grade level and cross grade level collaboration that emphasizes common,</p>	<p>Continue to work on a shared resources platform that teachers can monitor and use to share curriculum strategy resources.</p>	<p>Common strategies will be seen across schools and grades during walk through observations, and in lesson plans</p>	<p>Time and space for planning and development of shared resources; funds</p>

Priority 2

relevant strategies and materials	Structure afterschool curriculum planning time.		for afterschool curriculum planning time
Increase culturally relevant curricular materials	Teachers will have the opportunity to review the library checklists that have been revised. This will serve as an entry point for exposure to different experiences. Small groups of teachers will need to determine the best way to roll out the newest books and materials to students. Students will have the opportunity to participate in this process.	Teachers will gain perspective early in the school year on how the books and materials currently used shape perspectives. Certain books will be selected for in-depth discussion/introduction.	Professional development and added materials will be needed. Scheduling to allow for grade level, departmental and cross-grade level and cross department meetings. Culturally relevant books, materials for math and science as well as ELA.
Teacher-student-parent dialogue - this may be combined with monthly informational/HW nights	Teachers, parents and students will come together personally and virtually for strategy nights, in which specific aspects of math, ELA, social studies and science curriculum will be discussed.	Teachers will work together to prioritize curricular areas in need of discussion, reinforcement. Special efforts will be made to ensure all parents and students have the opportunity to attend	Time and space and funds will be needed to conduct the meetings. May be combined with monthly informational HW nights

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.

70% of staff will indicate they have had additional time and space to collaborate with colleagues and students on relevant lessons

70% of Elementary students will demonstrate (verbally, through drawing/or in writing) why they are learning what they are learning in class. This measure will be formalized on a quarterly basis and will begin in science class.

20% of elementary parents will participate in curriculum meetings/discussions virtually or in person. This percentage will increase each year.

30% of elementary parents will participate in HW sessions after school and during the evening

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We will prioritize the development of meaningful individual learning plans for all students</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 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> 	<p>Teachers need and want to create lessons that meet individual student learning needs.</p> <p>In evaluating the data, the team noted that a large percentage of students are still performing below grade level. In addition, many students are not exceeding expected growth.</p> <p>We changed the method of tracking data in our student management system, and we have not effectively used that system to track all the data we have available, including I-Ready, running records, quarterly exam, and state ed data. We plan to increase the amount and type of data used in order to make more progress this year.</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 to modify and train teachers in a uniform protocol for teachers to analyze data and use it to inform instructional planning and intervention</p>	<p>Principals, technology coaches and math and ELA coaches will continue to train teachers on understanding data reports available in I-Ready and additional sources of data.</p> <p>Assistant principals will take a leadership role in this effort, meeting individually with teachers monthly to support them in understanding student data and using it to inform instructional planning. Teachers will use the data to develop individual learning plans that go beyond My Path.</p>	<p>In addition to My Path, teachers will have a plan in place for supporting individual students based on assessment data.</p> <p>Teacher teams will use the same protocol to identify student needs and inform instructional decisions.</p>	<p>Time will be needed to train teachers.</p> <p>Teams will need to dedicate time for implementing their data protocols.</p> <p>Teachers will need time to develop individual learning plans. This may happen during after school planning time.</p> <p>Data Trackers including a data wall will need to be developed and shared.</p> <p>Refresher training on RTI may be needed.</p>

Priority 3

			Articulation time for classroom and AIS teachers.
Strengthen materials and connect them to student needs	<p>Professional learning communities for ELA, ELL and Math made recommendations for purchases, and created curricular resources for teachers, deepening use of existing materials.</p> <p>An after school Math program was investigated and will be utilized for the primary grades.</p>	This year, the PLCs will be consolidated, allowing for deeper exploration, development of resources, and communication to teams.	<p>Funds will need to be allocated for this year's PLC participants, and new materials</p> <p>Time and space must be allocated for providing information and training to teachers.</p>
Provide assistance to parents	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. This year, small groups created a library of parent videos in ELA and Math; this year the effort will switch to in person and virtual parent, teacher, student meetings in the evening, continuing and enhancing the effort.	The curriculum committee reviewed the teacher created videos; videos were made available to parents through the school and district websites but must be promoted further through the newsletter and social media. In addition, we solicited feedback from parents about the usefulness of the videos in preparing them to assist their children with schoolwork; parents indicated their current preference for in person or virtual evening meetings to cover these topics. Parents also indicated their preference for a "one stop shop" area with all this information. We will utilize a google page or link from the Web site for this purpose.	<p>Funds will need to be allocated for monthly curriculum meetings.</p> <p>Virtual Evening parent workshops for math, homework help and increasing understanding of math instruction.</p> <p>Math games night for parent and students</p> <p>Sharing student success stories.</p>

Priority 3



Measuring Success

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

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

- The district will improve the percentage of students meeting projected growth on I-Ready Mathematics from 49 to 54% and the percentage of students meeting stretch growth from 22 to 24%
- The district will improve the percentage of students performing at grade level (early, mid or above) on I-Ready Mathematics from 42 to 46%
- The district will improve the percentage of students meeting projected growth on I-Ready ELA from 50 to 55% and the percentage of students meeting stretch growth from 22 to 24%
- The district will improve the percentage of students at grade level (early, mid or above) on I-Ready ELA from 48 to 53%

Priority 4

Priority 4



Priority 5



Priority 5



Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Mitchell Levy	Principal	Countrywood Primary Center
April Poprilo	Assist Superintendent	all schools
Cynthia Quinlan	Assist Supervisor Special Edu Services	all schools
Cecilia Blanco	Coordinator Bilingual Education	all schools
Matthew Krivoshey	Supervisor Special Education	all schools
Patricia Wilkinson	Instructional Coach	all primary and intermediate schools
Heather Powers, Joanna Gray, Jessica Farmer	Teachers	Countrywood Primary Center
Mari Hahn	Lead Reviewer; Supervisor Dats and STEAM Initiatives	all schools
Melanie Alexopoulos	Parent	Countrywood Primary Center, Oakwood Primary Center
Mara Nader	Parent	Countrywood Primary Center, Maplewood Intermediate Center

Our Team's Process

Shannon Saraga	Parent	Countrywood, Primary Center
John Murphy	Assistant Superintendent	all schools
Gayle Steele	Assistant to the Superintendent	all schools
Liz Weis	Technology Integration Coach	Birchwood Intermediate School
Andrea Lopez	Instructional Coach, Mathematics	Countrywood, Oakwood Primary Centers

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 22, 2022	District Office, Countrywood, and remote
June 30, 2022	District Office, Countrywood, and remote
July 6, 2022	District Office, Countrywood, and remote
July 12, 2022	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

Stakeholder Participation

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 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).