District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Patchogue-Medford UFSD	**Dr. Donna Jones**

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 increase the cultural competencies of our students while building and supporting a culturally responsive school district community.
2	We will provide every student with opportunities to develop social-emotional skills and create trusting relationships between students, staff, and our community as a foundation for learning.
3	We will promote student success by developing the academic knowledge, skill, and cognitive growth of all students.
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	We will increase the cultural competencies of our students as we build and support a culturally responsive school district community.

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)?*
	The mission of the Patchogue-Medford School District is to *"provide diverse pathways and varied enrichment opportunities that will lead to meaningful learning experiences for all students."* Our Superintendent of Schools has set forth the belief that all children can learn regardless of race, gender, socio-economic status, or disability.
	
	Therefore, this priority aligns with District values and supports the work of our schools as outlined in their School Comprehensive Educational Plans. The discussions held by our school improvement teams which centered around the Equity Self-Reflection document led us to affirm that all children must have equitable access to a rigorous and relevant curriculum and that all students must feel valued and experience a close connection to the school district community. The Equity Self Reflection survey discussions revealed our need and desire to focus on a welcoming and affirming environment so that all students feel supported and respected.
	
	The district has committed to closing the achievement gap for English language learners and students with disabilities. The strategies included in this plan will promote authentic engagement for linguistically and culturally diverse students, as well as, for all students in our community.

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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create and increase a culturally relevant, rigorous curriculum and learning experiences for students.	Departments review curricular materials for cultural relevancy to support, modify and incorporate a variety of resources that reflect the identities of our students within a global perspective. Consider multidisciplinary and multi-modal approaches to learning.	Midyear evaluation of Curricular Changes- Directors and the Assistant Superintendent of Curriculum and Instruction.	Schedule-department meetings. Time-lead teachers/department chairs have time allocated to assist teachers and academic directors.
	Teachers audit classroom materials/libraries and request additions through building leadership to support the classroom. Template created by departments.	Audit completed by first marking period.	Funding for Curriculum Development. Funding for the purchase of curricular materials to supplement the existing curriculum.
	Department leaders will create opportunities for teachers to share lessons and materials with colleagues.	Monthly Department Meeting. Monthly Professional Development. Meeting (PDP Period during the school day). Agendas/Minutes.	Funding for new classroom libraries.

	25% of all new material purchased for our library-media centers will provide diverse perspectives. (Enact newly adopted BOE Policy # 6163)	Track use of new materials through the check-out system.	
Survey School District students and staff to monitor progress toward this commitment.	Equity Committee will develop and conduct an internal survey focused on cultural responsiveness (Source Documents may include: Equity Self-Reflection developed by NYSED, District Equity Framework, PLC Associates, Data Triangle Survey, students, families, staff).	Twice per year, conduct the district survey collecting responses from students and staff.	Schedule- provide survey development time.
Professional Learning focuses on a common understanding of terminology related to Culturally Responsive Learning.	Provide professional learning for District staff to develop a common understanding of terms such as microaggression, bias, disparate treatment, stereotype, prejudice, etc. Provide learning sessions to bring about an understanding of cultural celebrations/holiday traditions. District Personnel will present information.	After learning sessions, participants will complete a feedback form provided by session leaders.	Schedule- dedicated PDP meetings each month. Funding to support attendance at conferences/workshops on Culturally Responsive Teaching/Learning.
Educate the district community on the value and benefit of inclusive practices	Invite speakers to enhance cultural awareness, guests and students speak /share stories during lunch periods related to cultural experiences, or social-	Participants will complete a feedback form provided by session leaders. Feedback from students related to activities.	Schedule- time dedicated to assemblies during the school day and in the evenings.

and cultural competency.	emotional topics (kindness). Student Club members will present stories.		
Develop District practices or commitments to support culturally and linguistically diverse students.	Make commitments to support linguistic diversity. For example, students repeat *The Pledge of Allegiance* in both English and Spanish, create a list of languages spoken in every building so that all students have an opportunity to be represented by their language through a school building developed activity, present musically diverse concerts, provide field trip opportunities that promote a variety of cultural experiences. Make Website Accessible to multi-lingual families. Example: Translate the Program of Studies in Spanish to be placed on the District Website.	Each school will provide feedback about the progress of this strategy twice /year to BOE Committees and the Professional Development Committee.	

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.

- Benchmarks from the Equity Survey developed by the Equity Committee will reflect progress toward meeting our priorities.
- Data Triangle Survey – Selected benchmarks from Secondary Student Voice will demonstrate a 10 % increase over their previous score.
  S 36: My teachers care about me.
  S: 39: I feel welcomed and part of my school.
  T21: Classes are interesting and keep my attention.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	We will provide every student with opportunities to build social-emotional skills and develop trusting relationships between students, staff, and our community as a foundation for learning.

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)?*
	The Patchogue-Medford School District will continue to support the social-emotional health of our students throughout the District. 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.
	
	Interviews with students, conducted by members of the school improvement teams, revealed the importance that relationship plays in the learning process. The team recognizes the high needs of students after a disruptive and stressful pandemic experience and has set this priority to support their well-being and development. This priority also supports our school's commitments and will provide a strong foundation for success.

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 help gauge success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Utilize Restorative Practices	Restorative Circles are conducted by teachers and Dean of Students regularly in all district schools.	Feedback from students via an electronic exit ticket. Deans, in collaboration with building principals, will create exit tickets and administrators will review data. Decrease in discipline referrals and recidivism rates.	Schedule- time to develop and analyze electronic exit tickets. Funding to pay staff to develop and create the exit tickets.
Implement a Process for Students to Report Concerns – "See Something, Say Something.	Students may report a concern in an anonymous method. SEL Director will work with each building to develop the creation of a system.	Concerns will be reviewed weekly by Deans, counselors, administrators.	Counselors, deans, and administrators need time to monitor.
Conduct a report card and parent portal review	Conduct a report card and parent portal review to strengthen the design and function of both to communicate student progress and achievement. Streamline sign up process for Parent Portal	Feedback from parents using the Data Triangle survey benchmarks. Use Portal Reports to monitor usage and reach out to parents electronically, text messages, to encourage usage.	Utilize Connect Ed messages for families as reminders to check the portal.

Communication with families	Develop a method at each building to increase two-way positive communication between teachers and families in the language spoken at home. Examples: a card, phone call. Building Leadership will develop a process and tracking mechanism to monitor positive messages sent to families and report back to the Assistant Superintendent quarterly.	Each Building will create a *Positive Gram* that will be in place by the end of September and a decision as to the frequency of the delivery of the positive messages. Benchmarks from Data Triangle Surveys related to home-school communication will gauge success.	Schedule- time scheduled during PDP or faculty/department meetings.
The district will hire personnel to support Social Emotional Learning	Hire a Director of SEL. Hire two psychologists, working under the leadership of the SEL Director, to support the social-emotional health of students. Adopt a Universal Screening for all students, support the building liaison positions, create workshops for families on restorative practices, social skills, and student behaviors. New Director will review the SEL curriculum and resources on One Note.	Self -Reflection Survey items Benchmarks on Data Triangle Surveys.	Funding for workshops and conferences. Funding for SEL curriculum work.

Expansion of opportunities for students to learn in a more inclusive setting	Creation of new classes that foster inclusive participation, (Ex: Science of Agriculture greenhouse). Opportunities for shared experiences between students of all abilities (inclusive of students with disabilities). Strategic placement of classrooms with grade-level peers.	School principals and Directors report to District Office the number of ICT classes, and opportunities for inclusion in various disciplines.	
Increase participation in extracurricular activities to include all students	Invite students to participate in all sports and clubs. Sports Team, Unified Basketball, Bowling. Increase student voice in the offering of new clubs.	Track the participation and profiles of students who are participating in clubs. Track the number of clubs being offered.	Funding for stipends for teachers to lead diversified clubs. Funding to increase the number of clubs being offered.
Prepare students for Civic Readiness	District Review of service opportunities in grades K-12. Teachers meet as a Department to discuss curriculum and opportunities for cooperative learning and service projects. Create and expand service connections with community organizations and clubs,	Each department will identify at least one service project and begin planning the steps to implement the project. Building leadership to develop a system for tracking student service projects and honoring hours completed by students.	Funding for teachers to plan projects.

	(Debate teams, Project-based learning, multi -lingual ambassadors, gardens). Involve Teacher Club Leaders and District Level Leaders to review. Create a list of opportunities and Invite students to participate in a wide range of service and activities within the school building and/or school community.		
Increase opportunities for students to connect and communicate with one another	Utilize the dedicated time within the school day for restorative circles at the middle school level. Opportunities for group work during classroom learning in all content areas. Hands-on/small group learning and student turn-and-talk are prioritized in classrooms. Teachers meet during PDP to discuss opportunities for cooperative learning opportunities within courses. Accountable Talk Protocols.	Student focus groups with questions related to learning style, group work, individual learning options.	Schedule professional learning and sharing of best practices related to group work and student-directed talk. Schedule- teachers use the PDP time to meet more frequently in professional learning communities.

Priority 2

Audit of Materials, Resources, Books related to Social-Emotional Health	Audit by department and by elementary classrooms. Teachers audit classroom materials/libraries and request additions through building leadership to support the classroom. Template created by departments	Audit completed by first marking period.	

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.

- Increase in attendance across all schools, K-12, when compared with 2019-2020 data.
- Decrease in discipline referrals across all schools, K-12, when compared with 2019-2020 data.
- Quantitative and qualitative data collected related to the impact of Restorative Circles including the number of incidents and rates of recidivism.
- Increase in the students signing up for at least one extracurricular club.
- Walkthrough data will show an increase in students' engagement, participation in cooperative learning groups, and turn-and-talk.
- Lesson plans will show evidence of activities for more cooperative learning.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	**We will provide equitable access to a quality education for all students with opportunities to develop their cognitive and academic ability, knowledge, and skill.**

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:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Discussion of the Equity Self-Assessment Survey, by our school improvement teams, led to the commitment that all students must have access to a rigorous, standards-based curriculum. Responses from students during the interview process indicate they believe they are trying their best and working hard, even when they struggle. Students who have made strong progress this year, indicate they would like a greater challenge. The District and school improvement teams recognize 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 so that students increase their performance.
	
	This priority will support the District's commitment to close the achievement gap for English language learners and students with disabilities and will promote the intellectual capacity of all students.

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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?
Focus on vocabulary development	Employ bilingual strategies to promote student learning across the disciplines. Educating the staff in understanding that all teachers are teachers of vocabulary development. Continue to use Tier II Vocabulary lists when developing Learning Targets. Continue to use Tier 3 words in daily classroom instruction. To build knowledge and conceptual understanding of content. The development of department protocols to enhance vocabulary learning.	iReady results on the vocabulary section measured three times/year.	Vocabulary at the Core-Amy Benjamin Teaching Basic and Advanced Vocabulary-Marzano.

Focus on reading comprehension across all content areas	Informational text comprehension strategies	iReady results for comprehension measured three times/year.	
Differentiated Instruction	Assessing the needs of students and providing the scaffolding that leads to the learning targets and standards.	Lesson plans Walkthrough Data Collected by Directors and Principals.	
Professional Learning	Vocabulary Workshops, summer, and throughout the school year PD – How to support students using different approaches to meet the diverse needs of students.	Feedback on Professional learning from teachers.	
Assistant Superintendent for Curriculum and Instruction and Directors will discuss and identify engagement protocols for use across the disciplines.	Directors will share student engagement protocols during professional development sessions and collegial discussions with teachers.	Feedback from teachers Walkthroughs.	
Select a writing strategy to apply Across the Curriculum	Assistant Superintendent, with input from instructional staff, will review a variety of approaches to writing and select one approach for all departments K-12.	By June 2022 adopt a strategic approach to writing.	

Align Science Curriculum to NYS Standards	Continue to review next Generation Science Standards and curriculum.	Feedback from teachers and Directors.	
Rigorous Instruction for all learners	ELL and SWD are provided opportunities to enroll in electives to create greater inclusivity. Review program of studies at the High School to allow for greater inclusivity and availability of electives to students, review prerequisites. Review Team will increase input to include student and staff voices on potential new courses. Focus on Higher-Order Questioning techniques, (Webb's DOK, Bloom's) and complex texts.	Program of studies review will take place in the fall. Compare course enrollments and type for 2021-2022 to 2019-2020 District Developed Walkthrough Tool.	
Review and Revise Response to Intervention System (RTI)	RTI Committee (Academic Directors, teachers,) will review and revise the plan to ensure all students are provided with appropriate supports in a three-tiered system.	RTI Plan will be presented for BOE approval in August 2021. Track numbers of students who exit interventions. Success will be measured by a decrease in the number of students who meet requirements for	

		interventions (iReady data, three times/year).	

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.

- Student Assessment data from iReady in reading and mathematics, K-8, and a diagnostic assessment for students in grades 9-11.
- Regents exam review of questions, standards, vocabulary, and student performance to inform instruction.
- Percentage of students scoring at mastery level on locally designed exams.
- Increase in the graduation rate for all sub-groups.

PRIORITY 4

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

Our Priority

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

Why is this a priority?
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Key Strategies and Resources

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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 2021-22 school year.

PRIORITY 5
This section can be deleted if the District does not have a fifth priority.

Our Priority

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

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?*
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• *What makes this the right commitment to pursue?*
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    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
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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.

Name	Role	School (if applicable)
Ms. Lori Cannetti	Assistant Superintendent for Curriculum and Instruction	
Ms. Catherine Carella-Dean	Director of Secondary Humanities	
Dr. Tania Davenport- Dalley	Principal	River Elementary School
Ms. Heather Graney	ENL Teacher	Oregon Middle School
Dr. Kimberly Hochberg	Director of Secondary Special Education	
Ms. Laura Klein	HS Social Studies Teacher	PM High School
Mr. Bryan Lake	Principal	Oregon Middle School
Dr. Jessica Lukas	Assistant Superintendent for Special Education and Pupil Services	
Ms. Jennifer McQuade	Special Education Teacher	Oregon Middle School

Ms. Rejane Ribeiro	ENL Teacher	PM High School
Mr. Dharminder Sohal	Director of Elementary STEM	
Ms. Betsy Smith	Associate, PLC Associates, Inc	
Mr. Louis Stellato	Director Secondary STEM	
Mr. Kevin Toolan	President of the Teachers' Association and Math AIS Teacher	
Ms. Tara Cataldot	Parent	
Ms. Kisha Hadzicki	Parent	
Ms. Robyn Hiller-McGee	Parent	
Mr. Damien Walsh	HS Business Teacher	PM High School
Ms. Syndee Zegal	Elementary Teacher	River Elementary

Meeting Dates

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

Meeting Date	Location
July 16, 2021	Zoom Meeting
August 26, 2001	Zoom Meeting

Districts with TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

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 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).