



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Patchogue-Medford UFSD	Dr. Donna Jones

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 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 build social-emotional skills and develop trusting relationships between students, staff, and our community as a foundation for learning.
3	We will provide equitable access to quality education for all students with opportunities to develop their cognitive and academic ability, knowledge, and skill by strengthening our ability to provide a cohesive, relevant curriculum.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We will increase the cultural competencies of our students as we build and support a culturally responsive school district community.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this 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>The mission of the Patchogue-Medford School District is to “<i>provide diverse pathways and varied enrichment opportunities that will lead to meaningful learning experiences for all students.</i>” Our Superintendent of Schools has set forth the belief that all children can learn regardless of race, gender, socioeconomic status, or disability.</p> <p>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.</p> <p>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.</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 Review and Strengthen our Curriculum to Include Culturally Relevant, and Rigorous Learning Experiences for All Students.</p>	<p>Departments will continue to review curricular materials for cultural relevance in support of this priority. We will modify and continue to incorporate a variety of resources that reflect the identities of our students from a global perspective.</p> <p>Consider multidisciplinary and multi-modal approaches to learning.</p> <p>Incorporate student learning into the culture of the school building through displays of student work, video projection in common areas, and events that share learning from the classroom with the entire school community.</p> <p>The District will create a calendar of holidays and cultural activities to raise teachers’ and leaders’ awareness and encourage opportunities to integrate these holidays or cultural activities into the classroom and school community at</p>	<p>Midyear evaluation of Curricular Changes- Directors and the Assistant Superintendent of Curriculum and Instruction</p> <p>Audit completed by first marking period.</p> <p>Monthly, Department Meeting Agendas/Minutes</p>	<p>Schedule</p>

Priority 1

	<p>times that are content relevant (finding times that the cultural activity intersects in a meaningful way within the content).</p> <p>Teachers will continue to audit classroom materials/libraries and request additions through building leadership to support the classroom. Template created by departments.</p> <p>Department leaders, dept chairs, lead teachers, and TOSAs will continue to support and create opportunities for new and experienced teachers to share lessons and materials with colleagues.</p> <p>25% of all new material purchased for our library-media centers will provide diverse perspectives. multidisciplinary and multi-modal curriculum. Engage in continual review and auditing of library-media collections K-12.</p> <p>Librarians will highlight materials and books that support multi-language speakers and continue to communicate with staff about collections to utilize new materials and books from the library collections.</p> <p>Continue to follow BOE Policy # 6163</p>	<p>Track use of new materials through the check-out system in the library-media centers</p> <p>Reflection from Department leaders, Department Chairs, Lead Teachers, and TOSAs and reflections from teachers.</p> <p>Audit of purchased materials and current collections.</p>	
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Priority 1

<p>Survey School District students and staff to monitor progress toward this commitment.</p>	<p>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)</p>	<p>Twice per year, conduct the district survey collecting responses from students and staff. Consider the timing of surveys to achieve the best results. For example, avoid the beginning of the year when students are not oriented to the building.</p>	<p>Schedule, Provide survey development time</p>
<p>Continue to provide professional learning across the departments and focuses on a common understanding of terminology related to Culturally Responsive Learning.</p>	<p>Provide professional learning for District staff to develop a common understanding of terms such as microaggression, bias, disparate treatment, stereotype, prejudice, etc.</p> <p>Provide learning sessions to bring about an understanding of cultural celebrations/holiday traditions. District Personnel will present information.</p>	<p>After learning sessions, participants will complete a feedback form provided by session leaders.</p>	<p>Schedule- dedicated PDP meetings each month.</p> <p>Funding to support attendance at conferences/workshops on Culturally Responsive Teaching/Learning.</p>
<p>Continue to educate the district community on the value and benefit of inclusive practices and cultural competency.</p>	<p>Invite speakers to enhance cultural awareness. Guests and students speak and share stories during lunch/class periods related to cultural experiences, or social-emotional topics (kindness). Student Club members will present stories.</p>	<p>Participants will complete a feedback form provided by session leaders. Feedback from students related to activities.</p>	<p>Schedule- time dedicated to assemblies during the school day and in the evenings.</p>

Priority 1

<p>Continue to Develop District practices or commitments to support culturally and linguistically diverse students.</p>	<p>Make commitments to support linguistic diversity. For example, at BOE meetings and District-wide events, we cite the <i>Pledge of Allegiance</i> in multiple languages. At the building level, continue to have students repeat <i>The Pledge</i> in both English and Spanish and invite students and staff to cite the pledge in their language. Also, 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, continue presenting musically diverse concerts and provide field trip opportunities that promote a variety of cultural experiences.</p> <p>Continue to offer accessibility to our District Website through multiple language options for multi-lingual families.</p>	<p>Each school will provide feedback about the progress of this strategy twice /a year to BOE Committees and the Professional Development Committee.</p> <p>Create bulletin boards in buildings representing the languages spoken by staff and students.</p>	<p>Office of Bilingual Education in collaboration with the Registration Office will supply a list of spoken languages by building by the end of September.</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.

- 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 the 2020-21 benchmark scores.

S 36: My teachers care about me. (2020-21, 78.6% agree, 2021-22, 74.9% agree)

S: 39: I feel welcomed and part of my school. (2020-21, 71.5% agree, 2021-22, 64.8% agree)

T21: Classes are interesting and keep my attention. (2020-21, 44.3% agree, 2021-22, 41.5% agree)

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>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.</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>The Patchogue-Medford School District will continue to support the social-emotional health of our students throughout the District. We launched this priority at the beginning of the 2021-22 school year and have accomplished many of our strategic intents. We believe our students will continue to benefit from this important focus. The team recognizes that learning is multidimensional, contextual, and relational. Learning takes place in school, at home, and in our community. The quality of our relationships, social interactions, and the emotions children feel, as a result, play a role in a young person’s ability to gain academic skills and knowledge.</p> <p>We will continue our interviews with students, conducted by members of the school improvement teams, which reveal the importance of relationships in the learning process. The team recognizes the high needs of students based on our SEL screening inventory administered this past year and has set this priority to support their well-being and development. This priority also supports the commitments developed by our schools’ SCEPs and will provide a strong foundation for success.</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 Utilize Restorative Practices</p>	<p>Restorative Circles are conducted by teachers and Dean of Students regularly in all district schools.</p> <p>Restorative periods are embedded in the Middle School Bell Schedule.</p> <p>Implement SEL/Restorative Practice Curriculum K-12.</p>	<p>Feedback from students via an electronic exit ticket. Deans, in collaboration with building principals, will create exit tickets and administrators will review data.</p> <p>Start to track and evaluate feedback from Tier 2 and Tier 3 Restorative Conversations.</p> <p>Create an electronic form to disaggregate data from Tier 2 and Tier 3 Restorative Conversations.</p> <p>Decrease in discipline referrals and recidivism rates.</p>	<p>Schedule- time to develop and analyze electronic exit tickets.</p> <p>Funding to pay staff to develop and create the exit tickets and SEL/Restorative Practices Curriculum.</p> <p>Ongoing Professional Development for Tier 1 Restorative Practice Supports.</p>
<p>Implement a Process to promote the reporting of students' concerns on a more frequent basis. "See Something, Say Something"</p>	<p>Advertise See Something, Say Something with Visuals in the school buildings. Add QR code for student access.</p>	<p>See Something, Say Something concerns will be reviewed weekly by Deans, counselors, and administrators.</p>	<p>Counselors, deans, and administrators need time to monitor.</p>

Priority 2

	<p>Advertise the application through student email, school websites, and <i>Parent Square</i>.</p> <p>Provide information at the beginning of the year events/notifications. i.e. Open House, Student Orientation/Assembly, and other community events.</p> <p>Students will continue to be encouraged to report a concern(s) in an anonymous method. SEL Director will work with each building to develop the creation of a system.</p> <p>District and Building leadership will share PLC survey data with students, staff, and the community.</p>	<p>Track response rates of See Something, Say Something submissions from prior years.</p> <p>Staff attendance at PLC or PDP periods to review PLC survey data.</p> <p>Presentation materials to students and the community regarding PLC data.</p>	<p>Students and staff require time to create visual advertisements for See Something, Say Something across various platforms.</p>
<p>Conduct a review of <i>Parent Square</i> and Parent Portal.</p>	<p>Increase the number of parents utilizing district online student data applications.</p> <p>Family Center staff to provide support at beginning of the year events to support parents in accessing the Parent Portal and Parent Square.</p>	<p>Use Parent Portal and Parent Square reports.</p> <p>Reach out to families that are not accessing the platforms and encourage usage.</p>	<p>Utilize Connect Ed messages or mailing for families as reminders to check the Parent Portal and Parent Square.</p> <p>Family Center staff to provide support to the community.</p>

Priority 2

	<p>Create a resource guide or tutorial for access to Parent Square. Direct families to the resources on our website.</p> <p>Provide parents with Parent Portal and Parent Square information at the time of registration.</p>		
<p>Communication with families</p>	<p>Increase communication in times of concern/need as well as positive communication.</p> <p>Building leadership will monitor positive and negative messages of concern sent to families and report back to the Assistant Superintendent quarterly.</p> <p>Staff must utilize the phone journal for all phone calls.</p>	<p>Benchmarks from Data Triangle Surveys related to home-school communication will gauge success.</p>	<p>Schedule- time scheduled during PDP or faculty/department meetings.</p>
<p>Expansion of opportunities for students to learn in a more inclusive setting</p>	<p>Continue to explore new classes that foster inclusive participation,</p> <p>Opportunities for shared experiences between students of all abilities (inclusive of students with disabilities).</p>	<p>School principals and Directors report to District Office the number of ICT classes and opportunities for inclusion in various disciplines.</p> <p>Evaluate student enrollment to ensure inclusive opportunities.</p>	<p>Special Area Staffing</p> <p>Master Schedule</p> <p>Technology Support in new rooms.</p>

Priority 2

	Strategic placement of classrooms with grade-level peers.	Evaluate classroom location for general education, ELL classes, and special education classes.	Building Maps.
Increase participation in extracurricular activities to include all students	<p>Invite students to participate in all sports and clubs. Sports Team, Unified Basketball, Bowling, Buddies Club.</p> <p>Provide support staff for students with disabilities to participate in school-related activities outside of the school day.</p> <p>Increase student voice in the offering of new clubs.</p> <p>Offer staff opportunities to run clubs in buildings other than where their teaching assignment is located.</p> <p>Explore the possibility of shuttle buses for MS students interested in taking clubs outside of their homeschools.</p>	<p>Track the participation and profiles of students who are participating in clubs and school-related events.</p> <p>The extra-Curricular committee will track the number of clubs being offered.</p> <p>Board of Education personnel approval for stipend positions.</p>	<p>Funding for stipends for teachers to lead diversified clubs.</p> <p>Funding to increase the number of clubs being offered.</p> <p>Funding for support staff to support SWD.</p> <p>Funding for possible transportation.</p>
Prepare students for Civic Readiness	District Review of service opportunities in grades K-12.	Each department will identify at least one service project and begin	Funding for teachers to plan projects.

Priority 2

	<p>Teachers meet as a Department to discuss curriculum and opportunities for cooperative learning and service projects.</p> <p>Create and expand service connections with community organizations and clubs, (Debate teams, Project-based learning, multi-lingual ambassadors, gardens). Involve Teacher Club Leaders and District Level Leaders to review.</p> <p>Create a list of opportunities and Invite students to participate in a wide range of services and activities within the school building and/or school community.</p>	<p>planning the steps to implement the project.</p> <p>Building leadership to develop a system for tracking student service projects and honoring hours completed by students.</p> <p>The Director of Secondary Humanities will schedule training for social studies teachers on <i>Passport for Good</i></p> <p>The Directors of Secondary Humanities will complete the application for the Seal of Civic Readiness and submitted to SED for approval.</p> <p>Development of a new course at the middle school level that will allow students to begin earning hours/points towards the Seal of Civic Readiness.</p> <p>The Director of Secondary Humanities will present the Seal of Civic Readiness to all students during Social Studies class to solicit interest.</p>	<p>Funding for <i>Passport for Good</i> software to track service hours.</p> <p>Funding for curriculum work- <i>Presentation and Debate.</i></p> <p>Scheduling of classroom visits.</p> <p>Development of a letter and BOE presentation on the Seal of Civic Readiness.</p>
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Priority 2

		The Director of Secondary Humanities will inform the community of the new Seal of Civic Readiness.	
Increase opportunities for students to connect and communicate with one another	<p>Continue to utilize the dedicated time within the school day for restorative circles at the middle school level.</p> <p>Opportunities for group work during classroom learning in all content areas.</p> <p>Hands-on/small group learning and student turn-and-talk are prioritized in classrooms.</p> <p>Teachers meet during PDP and PLC periods to discuss opportunities for cooperative learning opportunities within courses.</p> <p>Middle Schools to train peer leaders.</p> <p>Accountable Talk Protocols.</p>	<p>Student focus groups with questions related to learning style, group work, and individual learning options.</p> <p>Attendance of PLC and PDP periods regarding cooperative learning.</p> <p>Student survey for MS students 2x annually regarding Restorative Period at the MS level.</p> <p>Attendance of MS students participating in peer leadership training.</p>	<p>Schedule professional learning and sharing of best practices related to group work and student-directed talk.</p> <p>Schedule- teachers use the PDP time to meet more frequently in professional learning communities.</p> <p>Secondary Schedule for common planning time during PLC periods</p>
Audit of Materials, Resources, and Books related to Social-Emotional Health	<p>Continue to audit classroom libraries and the novels being used for classroom instruction. Teachers audit classroom materials/libraries and request</p>	<p>Audit completed by first marking period. SEL Director to review the results.</p>	<p>Funding to purchase additional materials related to Social-Emotional Health.</p>

Priority 2

	<p>additions through building leadership to support the classroom.</p> <p>Evaluate materials required for the SEL/Restorative Practices Curriculum</p> <p>Template created by departments</p>		
<p>Administration of SEL Screener Year 2</p>	<p>Continue the implementation of Screener two times annually.</p> <p>Increase student participation at the High School level from 40% to 55%.</p> <p>Increase MS student participation to 90%.</p> <p>Increase parent participation in the Middle School and High School to 20%.</p> <p>Increase parent participation at the elementary to 30%.</p> <p>Family Center staff to support parent participation with completion of the survey.</p> <p>Parent Square, Schoology, and/or Teams notification to families and</p>	<p>Parent response rates from the SSIS-CoLab screener.</p> <p>Student response rates from the SSIS-CoLab screener.</p> <p>Parent Square report of communication notifications received.</p>	<p>Funding for the SSIS-CoLab.</p> <p>Family Center staff to review the data with building administration and the SEL point person in each building.</p>

Priority 2

	students regarding SEL administration.		
Implementation of K-12 Districtwide SEL/Restorative Practices	<p>Decrease the number of students in the “emerging and developing range” in the SEL area of the SSIS-CoLab.</p> <p>Decrease the number of students in the “concern and possible concern” ranges on the Emotional Behavioral composite of the SSIS-CoLab.</p>	<p>SSIS-CoLab results data.</p> <p>Teacher exit tickets regarding curriculum implementation.</p> <p>Student exit tickets after implementation of SEL/Restorative Practices Curriculum.</p>	<p>SSIS-CoLab</p> <p>Family Center staff to review the data with building administration and the SEL point person in each building.</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 2022-23 school year.

- Increase in attendance across all schools, K-12, when compared with 2021-2022 data.
- Decrease in discipline referrals across all schools, K-12, when compared with 2021-2022 data.
- Quantitative and qualitative data were collected related to the impact of Restorative Circles including the number of incidents and rates of recidivism.
- Increase in the number of students signing up for at least one extracurricular club.
- Increase in inclusive opportunities offered to all students.
- 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.
- Increase student and parent participation in the administration of the SEL Screener.
- Decrease the number of at-risk students for Social and Emotional concerns.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We will provide equitable access to quality education for all students with opportunities to develop their cognitive and academic abilities, knowledge, and skill.</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 believe as a school that our students need to share common curricular experiences. We also would like to make sure these experiences and related materials connect to the cultural identities of our students and are engaging and interesting. Students shared that classes are not interesting, do not keep their attention, and use strategies that encourage students and engage with their peers. In the Spring 2022 student survey, only 41.5% said that classes keep their attention and only 63.7% of students indicated that teachers explain information in ways that they can learn. The teacher survey showed only 75% of teachers said that our curriculum was well-structured and aligned to standards. However, five of the 4 schools had percentages under 70%. The Parent Survey showed that only 62.9% felt we had a strong curriculum.</p> <p>In reviewing our iReady data there was evidence that we had fewer students performing on grade level in Comprehension of Informational Text on the Spring 2021 diagnostic than on the Spring 2022 diagnostic. This data along with our discussion of the PLC Surveys and 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.</p> <p>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.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will help gauge success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continued Focus on Vocabulary Development</p>	<p>Educating the staff in understanding that all teachers are teachers of vocabulary development.</p> <p>Continue to use Tier II Vocabulary lists when developing Learning Targets.</p> <p>Continue to use Tier 3 words in daily classroom instruction. To build knowledge and conceptual understanding of content.</p>	<p>The district will be using iReady data. iReady results on the vocabulary section are measured three times/year.</p> <p>Daily vocabulary instruction must be included in all lesson plans and evident during classroom walk-throughs.</p> <p>Vocabulary development in content areas should be included in all classroom assessments.</p> <p>Classroom assessment questions should use academic vocabulary that includes vocabulary that students will be expected to know and understand on end-of-year assessments (Final, Regents, 3-8 assessments).</p>	<p><i>Vocabulary at the Core-</i> by Amy Benjamin will continue to be used as a resource.</p> <p><i>Teaching Basic and Advanced Vocabulary-</i> by Marzano, will continue to be used as a resource.</p> <p>Advanced Literacy Hallmarks #4 & #5 will be utilized.</p> <p>Districtwide Vocabulary protocols will be established and communicated to departments and grades by directors and building principals.</p>

Priority 3

<p>Focus on Reading Comprehension Across All Content Areas</p>	<p>Informational text comprehension strategies</p> <p>Students in K-2 will be utilizing the HMH Social Studies materials.</p> <p>Library Media Specialist will meet with grade levels/content area teachers in grades 3-8 to research articles aligned to scope and sequence for the specific content areas (Science and SS).</p> <ul style="list-style-type: none"> • Review 3-8 ELA Educator Guide (Range of Informal Text- Expository, Argumentative, Instructional, Narrative) • Test Blueprint (% of Reading, Language, and Writing Standards). • Question Formats (Constructed Response- 2pts vs. 4pts). <p>Develop a catalog of Informational Text by content at the middle school and high school levels. A minimum of one article for each unit for each subject. Text-dependent written responses will be required for each text selection.</p>	<p>iReady results for comprehension are measured three times/year.</p> <p>The catalog of articles by the department will be completed by October 31st and will be reviewed during November Conference Day.</p> <p>High School SS and English teachers will spend time during PDPs, PLCs, and conference days to review and ensure</p> <ul style="list-style-type: none"> • Common writing rubric used in both departments, • Common “language” related to writing is used in both areas. • Departments share the assessments being used in each of the respected content areas. • Scope and Sequence alignment 	<p>HM K-2 SS materials have been purchased</p> <p>Elementary and Secondary Humanities Directors will lend support to the content area teachers to review close reading strategies.</p> <p>DOK chart will be used throughout the school year to guide the work.</p> <p>Using PLC time during the school day and Department meetings.</p>
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Priority 3

	<p>Primary teachers (K-2) will review the 3-5 Educator Guide to discuss the expectations for intermediate grades.</p> <p>Use close reading strategies</p> <p>At the high level, SS and ELA teachers will meet to review Regents exams and examine similarities and differences in the exams. Examine question design, vocabulary, and reading passages.</p>		
<p>Differentiated Instruction</p>	<p>Assessing the needs of students and providing the scaffolding that leads to the learning targets and standards.</p>	<p>Lesson plans</p> <p>Walkthrough Data Collected by Directors and Principals.</p> <p>Evidence of small group instruction.</p> <p>Evidence of “modified” materials for students who require additional scaffolding.</p> <p>Use of Anchor Charts for support in K-12 classrooms.</p> <p>Suggestions: photographs of anchor charts can be made so that students</p>	<p>Directors, department chairs, and TOSAs will conduct PDs or share during department meetings some samples of Anchor Charts that can be used in their respected content area.</p> <p><u>Smart Charts</u>- professional text to be purchased for directors to utilize with teachers.</p> <p>Room Assignments- Whenever possible, ENL Standalone rooms should be in one location to avoid traveling so that materials and wall displays</p>

Priority 3

	<p>and the NYSESLAT to select or create a rubric for consistency across the district.</p> <ul style="list-style-type: none"> • Examine the data from the 3-8 assessments (with comparison to state data to identify standards of high student performance and standards with student underperformance) • Review ELA Educator Guide • Develop student digital portfolios to demonstrate growth in writing. 	<p>ELA Assessment with a comparison of our student's performance and the overall student performance across NY State data.</p>	<p>Time Frame: First meeting will take place in October 2022</p> <p>The District will explore the idea of creating a digital portfolio using the district's student management system.</p>
<p>Align Science Curriculum to NYS Standards</p>	<p>Continue to review Next Generation Science Standards and curriculum.</p> <p>Review various science programs and texts for grades 7 and 8 and select a text to support students in learning the Next Generation Standards</p>	<p>Feedback from teachers and Directors.</p>	<p>Consultant Emily Kang will be hired to work with teachers in MS and HS for training during the school year.</p> <p>Purchase of a new Science text for grades 7,8 to use during the 2023-24 school year.</p>
<p>Rigorous Instruction for All Learners</p>	<p>Learning Targets</p> <p>Active Learning- Student Engagement</p> <p>Feedback/Rubrics</p>	<p>The Program of Studies Review will take place in the fall.</p> <p>Student Surveys (MS, seek feedback related to new electives)</p>	

Priority 3

	<p>Higher Order Questioning Common Assessments</p>	<p>Modify the District Developed Walkthrough Tool</p> <p>A midyear survey of 6 questions (listed below under Measuring Success) was completed by every department in every school. School leaders will designate a time for all students to take the brief survey with the expectation of 95% student participation.</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.

Secondary Student Survey results Spring 2022:

C14. We receive specific feedback from our teachers on the tests/assessments we take.	58.9%	56.7%	60.9%	61.0%	58.2%
T21. Classes are interesting and keep my attention.	41.5%	42.4%	43.2%	36.4%	44.2%
T34. My teachers explain things in different ways so that all students learn.	63.7%	64.5%	69.5%	61.1%	59.0%
T31. My teachers motivate me to work hard and improve.	66.7%	68.6%	70.5%	60.0%	67.3%
T16. My teachers present information in a way I understand.	65.8%	64.3%	68.4%	65.3%	66.4%
T19. My teachers ask questions that make me think.	69.4%	74.5%	70.5%	62.8%	67.0%

- **By Spring 20223, the District results will show questions that appeared to be *Possible Risks* (less than 50%-red) move to *Emerging Strengths* (50%-74%- yellow), and move *Emerging Strengths* to *Assets* (above 74%-green).**

Our Team's Process

Staff Survey:

C35. We work together across grade levels and content areas to provide an integrated approach to student learning.

64.0%	61.4%	81.5%	84.1%	60.9%	87.5%	75.6%	96.1%	66.7%	60.5%	54.2%	46.0%
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T45. Students in this school have strategies to track their learning.

79.5%	69.8%	74.1%	88.6%	63.6%	93.5%	82.5%	94.0%	87.5%	86.4%	89.8%	72.2%
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C23. Our curriculum is well-structured and aligned to standards.

75.0%	45.5%	74.1%	77.8%	40.9%	84.4%	69.2%	90.2%	84.8%	79.5%	67.3%	84.4%
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Parent Survey:

C11. Our school has a strong curriculum that meets the needs of my child(ren).

62.9%	81.8%	62.5%	66.7%	68.4%	47.1%	66.7%	56.0%	60.0%	44.4%	61.5%	65.6%
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T25. My child(ren) says that their teachers explain things in different ways so they understand.

67.0%	85.7%	62.5%	60.9%	88.2%	75.0%	100.0%	79.2%	64.0%	41.2%	60.0%	54.4%
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- By Spring 20223, the District results will show questions that appeared to be *Possible Risks* (less than 50%- red) move to *Emerging Strengths* (50%-74%-yellow). Questions that were *Emerging Strengths* will move to *Assets* (75% or higher). Questions that were already *Emerging Strengths* will remain as such or show a percentage increase.

Our Team's Process

Regents:

Pass Rate	June 2019	June 2022	TARGET		June 2019	June 2022	TARGET
ELA	86%	87%	89%	Living Environment	81%	83%	85%
Global II	88%	86%	90%	Earth Science	75%	77%	79%
Algebra	67%	68%	70%	Chemistry	78%	73%	80%
Geometry	65%	58%	67%	Physics	62%	38%	64%
Algebra 2	85%	81%	87%				

- **By Spring 2023, the District results will show an increase of 2% from the highest percentage received in 2019 or 2022.**

Informational Text iReady Data:

	2020-2021	2021-2022	Winter 2023 Target	Spring 2023 Target
Tier 1	44%	39%	41%	43%
Tier 2	29%	25%		
Tier 3	27%	36%	32%	29%

- **By the Winter of 2023, the District will show an increase of 2% in Tier 1 from the Spring 2022 diagnostic and a decrease of 4% in Tier 3**
- **By the Spring of 2023, the District will show an increase of 2% from the Winter 2023 target and a decrease of 3% in Tier 3 from the winter target.**

Our Team's Process

Vocabulary Data iReady Data:

	2020-2021	2021-2022	Winter 2023 Target	Spring 2023 Target
Tier 1	45%	40%	42%	45%
Tier 2	32%	29%		
Tier 3	23%	31%	27%	24%

- **By the Winter of 2023, the District will show an increase of 2% in Tier 1 from the Spring 2022 diagnostic and a decrease of 4% in Tier 3.**
- **By the Spring of 2023, the District will show an increase of 3% in Tier 1 from the Winter 2023 target and a decrease of 3% in Tier 3 from the Winter 2023 target.**

NYSELAT Writing Component:

Grade Band	Avg. Writing Raw Score NYSESLAT 2021	2023 Writing Raw Score Target
Kindergarten	6	8
Grades 1-2	4	6
Grades 3-4	6	8
Grades 5-6	7	9
Grades 7-8	7	9
Grades 9-12	7	9

- **The District will increase the average Raw Score on the writing section of the NYSESLAT by 2 points in each grade band.**

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)
Lori Cannetti	Assistant Superintendent for Curriculum and Instruction	
Tania Dalley	Director of Elementary STEM, Mathematics and Science	
Catherine Carella-Dean	Director of Secondary Humanities	
Heather Graney	Teacher, ENL	South Ocean MS
Laura Klein	Parent	
Bryan Lake	Principal	Oregon MS
Jessica Lukas	Assistant Superintendent of Special Education and Pupil Services	
Jennifer McQuade	Teacher	Oregon MS
Rejane Ribeiro	Teacher	High School
Randy Rusielewicz	Principal	High School
Louis Stellato	Director of Secondary STEM, Mathematics and Science	
Kevin Toolan	Teacher, President of the Patchogue-Medford Teachers' Association	
Syndee Zegal	Teacher	River Elementary
Robyn Hiller-McGee	Parent	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
July 20, 2022	Virtual
July 21, 2022	Virtual

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 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).