



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
East Islip School District	John V. Dolan

2022-23 Summary of Priorities

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

1	Improve student performance on grades 3-8 ELA (English Language Arts) assessment.
2	Improve student performance on grades 3-8 Math assessment.
3	Provide actionable and timely feedback to teachers.
4	Decrease behavioral referrals and implement alternatives to school discipline through restorative practices.
5	Increase quality and quantity of communication and engagement with parents and families.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Improve student performance on grades 3-8 ELA (English Language Arts) assessment.</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> 	<ul style="list-style-type: none"> • The East Islip School District’s vision is to “Let each become all one is capable of being”. With that in mind, priority 1 will focus on working towards all students meeting the standards in English Language Arts. • This priority emerged due to data received from both the NYS ELA 3-8 Assessment and the District’s i-Ready results. • It is expected that all students leave 12th grade college and/or career ready. With that in mind, all of our students will be expected to listen, read, write and speak in order to be college and or career ready by the time they exit our high school. • This fits into our long-term mission. As a district, it is our belief that all students will be educated with the skills and knowledge to become exceptional learners and leaders. Therefore, all must be proficient in the area English Language Arts. • The Middle School SCEP is also focusing on increasing proficiency on the ELA assessment.

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 be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>K-2 Data Literacy Team</p>	<p>These teams will continue through 22/23 to meet and assess universal screening data in ELA. Findings will assist in driving instruction and professional development needs at each grade level, building and throughout the district.</p>	<p>Universal Screening will be given K-2 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.</p>	<p>Fall, Winter, and Spring Data meetings scheduled by each K-2 building. PD from Ideal Consulting Services and DaVinci Education Research. iReady Platform. SPS Platform.</p>
<p>3-5 Data Literacy Team</p>	<p>3-5 building will create Data Literacy teams 22/23 to meet and assess universal screening data in ELA. Findings will assist in driving instruction and professional development needs at each grade level, building and throughout the district.</p>	<p>Universal Screening will be given 3-5 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.</p>	<p>Fall, Winter, and Spring Data meetings scheduled by each K-2 building. PD from Ideal Consulting Services and DaVinci Education Research. iReady Platform. SPS Platform.</p>
<p>6-12 ELA Dept Team Meetings</p>	<p>Monthly department meetings with secondary teachers will explore assessment data and determine gaps as a district and for grade levels. Adjustments to the curriculum and instruction will be discussed to meet the needs of our students based on the data.</p>	<p>Universal Screening will be given 6-8 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.</p>	<p>Department Schedule for Middle School and High School. Data Meetings by Department.</p>

Priority 1

I-Ready Universal Screening K-8	Universal Screenings will take place in Fall, Winter, and Spring to assess all students K-8.	Universal Screening will be given K-2 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.	Fall, Winter, and Spring Data meetings scheduled by each K-5 building. Data meetings at the MS. PD from Ideal Consulting Services and DaVinci Education Research. iReady Platform. SPS Platform.
DIBELS K-5 Universal Screenings	School Wide Assessment Teams will administer the appropriate DIBELS assessments to all students K-5 Fall, Winter and Spring.	Universal Screening will be given K-2 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.	Fall, Winter, and Spring Data meetings scheduled by each K-5 building. PD from Ideal Consulting Services SPS Platform.
F&P Benchmarks	Classroom Teachers will utilize F&P Reading Benchmark systems to assess and monitor reading levels and needs.	Universal Screening will be given K-2 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.	F&P Benchmark Kits. Training for any new teachers to district.
3-8 NYS ELA Assessment	Students will participate in the NYS ELA Assessment in Spring 2023.	Results will be compared to previous assessments.	NYS Assessments and Results

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 utilize the iReady Assessment to gauge success. At the end of 2022 54% of students were at grade level on their ELA I-Ready diagnostic. This was a 4% increase from the 21/22 school year results. Our goal for 2023 would be 58% of our students are at or above grade level.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23</p>	<p>Improve student performance on grades 3-8 Math assessment.</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> 	<ul style="list-style-type: none"> • The East Islip School District’s vision is to “Let each become all one is capable of being”. With that in mind, priority 2 will focus on working towards all students meeting the standards in Mathematics. • This priority emerged due to data received from both the NYS Math 3-8 Assessment and the District’s i-Ready results. • It is expected that all students leave 12th grade college and/or career ready. With that in mind, all of our students will be expected to utilize mathematics in order to be college and or career ready by the time the exit our high school. • This fits into our long-term mission. As a district, it is our belief that all students will be educated with the skills and knowledge to become exceptional learners and leaders. Therefore, all must be proficient in the area Mathematics. • The Middle School SCEP is also focusing on increasing proficiency on the ELA assessment.

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?
Implementation of Ready Math Program K-5	Year 3 of Ready Math implementation will take place in 22/23. The Director of Math will work with building principals to continue to monitor and assesses. In addition, Professional Development opportunities will continue for faculty.	K-5 buildings will utilize universal screening data from i-Ready, student report cards and faculty input to determine successes of the program and will determine gaps to highlight areas that still need to be focused on.	Ready Math Program materials and online resources. PD schedule for K-5 buildings.
i-Ready Universal Screenings	i-Ready Math Universal Screenings will take place Fall, Winter and Spring for all students K-8.	Universal Screening will be given K-2 in the Fall, Winter and Spring. The building teams will meet to review data and compare outcomes to determine where progress is being made and to identify gaps.	Fall, Winter, and Spring Data meetings scheduled by each K-8 building to review iReady math diagnostic results. iReady Platform.
NYS 3-8 Math Assessment	Students will participate in 2023 NYS Math 3--8 Assessment	Scores will be compared from the 21/22 assessment.	NYS Math Assessment and results.

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 utilize the iReady Assessment to gauge success. At the end of 2022 52% of students were at grade level on their Math I-Ready diagnostic. This was a 7% increase, which surpassed our goal of 50%. Our goal for 2023 would be the 56% of our students are at or above grade level.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Provide actionable and timely feedback to teachers.</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> 	<ul style="list-style-type: none"> • East Islip’s mission is to be a “District of Excellence”. Providing actionable and timely feedback to teachers is essential in setting clear expectations for all. • This emerged as something to prioritize when the district reviewed a survey that was sent out to the staff in Spring of 2021. The district’s teachers, at the secondary level, believed that the district leaders’ actions are not consistent with their words. • To support our SCEP at the Middle School, the district’s goal was to focus on providing actionable and timely feedback to all staff. Surveys are being sent to staff 3x per year to monitor success. • This will support our Middle School SCEP to make sure teachers have clear expectations and are provided with timely feedback.

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?
Administrators will attend PD on observing teacher practice and providing high quality and actionable feedback.	All administrators will be required to attend a one-day training in August 2022.	Monthly Administrator Meetings to discuss observations. Asst. Superintendents will review completed observations as they are submitted.	District Office. August 2022 Training through ESBOC. Entire Administrative Teams. Title II Funds.
Administrators will review the results of staff surveys and discuss findings to determine the next steps.	Summer 2022 Meeting Winter 2023 Meeting Spring 2023 Meeting	Results from the survey will determine if progress is being made and will highlight any areas that need to be focused on.	District Office. Week of August 23, 2022. February 2023 Mtg. June 2023 Mtg.

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.

Staff surveys will be sent out to staff members in June 2023. Results from the surveys will determine if the staff satisfaction rate in the area of actionable and timely feedback increases. Results from the June 2022 survey noted that 11% of staff did not feel they received actionable and timely feedback. Our goal is that less than 10% of teachers do not feel satisfied in June 2023.

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Decrease behavioral referrals and implement alternatives to school discipline through restorative practices.</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> 	<ul style="list-style-type: none"> • East Islip’s vision is to “Let each become all one is capable of being”. • Students should feel safe and risk-free in their school environment. With that in mind, East Islip is committed to creating a Culture of Care for our students through the implementation of restorative practices. • This supports of SCEP as a focus area is to decrease the number of school discipline referrals. This was influenced by district data and surveys that were administered to students in 2020, 2021 and 2022.

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?
Each building will continue to build their RJ Team.	All 6 buildings will continue to implement RJ Teams consisting of Administrators, Support Staff and Teachers.	Monthly meetings withing each building to discuss implementation. Building surveys will be distributed to provide feedback.	Each building to create a monthly schedule and agenda.
A District-wide RJ Team	District RJ Team will meet bi-monthly in the 22/23 school year.	Members from building teams will collaborate with district team on a bi-monthly basis to review implementation and discuss next steps.	Bi-monthly schedule and agenda.
Administrators will monitor development and implementation of Restorative Practices and provide updates at monthly faculty meetings.	Principals will focus on RJ at monthly 22/23 faculty meetings.	Monthly faculty meetings will be utilized to focus on the implementation of RJ and next steps in each building.	Monthly faculty meeting schedule and agenda.

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.

Our students' referral data at the secondary level will be utilized to monitor this goal. In 2022 we had a 20.42% referral rate at the end of the school year, which was an improvement by 8.74%. Our goal for 2023 is to have a 18% referral rate.

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2022-23p?</p>	<p>Increase quality and quantity of communication and engagement with parents and families.</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> 	<ul style="list-style-type: none"> • East Islip is committed to being a “District of Excellence”. Communication and engagement are a key element. • According to a district-wide survey, families did not feel encouraged to get involved in school activities or to give input about their child. In addition, 28% of families were not satisfied with communication they receive from the school district. • The SCEP plan is also focusing on parent communication and engagement.

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?
Continued implementation of Parent Square	All parents and staff members will utilize the Parent Square app to communicate in the preferred method and language of choice.	Parent Square app will be utilized. PD will be provided for parents new to the district.	Wi-fi Computer/Technology App
EIL Committee to monitor feedback	The District-wide EIL committee will meet bi-monthly. Parent communication will be a reoccurring agenda item.	The Asst. Superintendent for Instruction/Personnel will schedule a bimonthly EIL meeting at the District Office.	Bimonthly schedule and agenda to be developed
Distributions of laptops to all students	All students will receive a laptop in September 2023.	Tech department and building administrators will coordinate to schedule the distribution of laptops to all students.	Laptop distribution schedule from tech dept. Title funds to support addition laptop needs.
Distribution of hot spots for families in need	Families in need of Wi-Fi will be given a hot spot device.	Social workers will reach out to families in need.	Social workers to reach out to determine needs within their schools.

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.

Parent surveys will be sent out to all families in June 2023. Results from the surveys will determine if the family satisfaction rate in the area of communication/engagement increases. In June 2022, 28% of parents did not feel encouraged to get involved and 21% of parents were not satisfied with communication, according to the 2022 survey. Our goal for 22/23 is that less than 20% of parents are not satisfied with communication and getting involved at the school level.

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Aileen O'Rourke, Ed. D.	Executive Director for PPS and Special Ed.	District Office
Paul E. Manzo	Assist. Supt. for Instruction/ Personnel	District Office
Bill Brennen	Principal	East Islip Middle School
Christine Moloney	EITA President	District-Wide
Sara Anderson, Ed. D.	Director of Humanities	District Office
Frank Pillitteri	Director of Math/Sci	District Office
Joseph Saravia	Social Worker	East Islip High School
Jillian Kuehne	Teacher	JFK Elementary School
Stephanie Kurau	Teacher	East Islip Middle School
Cheryl Pepe	Parent	District-Wide

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 7, 2022	District Office/Microsoft TEAMS
June 21, 2022	District Office/Microsoft TEAMS

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	Stephanie Kurau is a teacher from Middle School. She represented EIMS on our DCIP committee and shares information with the building. In addition, Christine Moloney, our EITA president represents the teacher’s union. Joseph Saravia is a secondary Social Worker who is also on the DCIP committee.
Parents with children from each identified subgroup	Cheryl Pepe is the parent on our committee. She is the PTA president of our Middle School. She disseminates information and gets feedback at her monthly PTA meetings at the Middle School.
Secondary Schools: Students from each identified subgroup	Students at the secondary level have been incorporated via their feedback from surveys distributed and targeted focus groups at the Middle School.

Submission Assurances

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, 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).