



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Central Islip Union Free School District	Dr. Sharon A. Dungee

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	The District's first initiative is to increase students' academic growth by increasing expectations and rigorous instruction in a respectful culture where educators used equitable intervention strategies and data to accelerate and modify lessons to formulate ability groups.
2	The District's second initiative is to increase and monitor students' attendance.
3	The District's third initiative is to support the culture and climate of the district by encouraging educators to create student centered learning in a welcoming, affirming environment where belonging, appreciation and acceptance for all groups Cultures, Races, Languages, Physical Disabilities and Lifestyles comes before performance.

## PRIORITY I

### Our Priority

#### What will we prioritize to extend success in 2023-24?

The District's first initiative is to increase students' academic growth by increasing expectations and rigorous instruction in a respectful culture where educators used equitable intervention strategies and data to accelerate and modify lessons to formulate ability groups. Read 180, System 44, STAR, Really Great Reading, Happy Numbers, SEL, and Saturday Academy sessions will support student learning with intervention services.

#### Why is this a Priority?

*Things to potentially take into consideration when crafting this response:*

- *How does this Priority fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right Priority to pursue?*
- *How does this fit into other Priorities and the District's long-term plans?*
- *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

The District's vision is to provide each student with fundamental academic skills and basic knowledge that stimulates a continual learning process to cultivate an understanding that promotes positive outcomes.

This priority emerged through student surveys where they voiced concern about being unprepared for the next grade level, career or college.

In response to the learning gaps created by COVID, the District will focus on annual growth measures as a primary goal. All stakeholders (teachers, administrators, parents, students, etc.) realized the need for students to receive direct instruction and small group learning.

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Saturday Academy is for all students at Cordello:</b></p> <ul style="list-style-type: none"> <li>● <b>General Edu.</b></li> <li>● <b>Special Edu</b></li> <li>● <b>Economically D.</b></li> <li>● <b>ELL's</b></li> <li>● <b>Homeless, etc.</b></li> </ul>	<p>Students data, showing one or two years below grade level in ELA or Math qualifies student participation in the Saturday Academy.</p> <ul style="list-style-type: none"> <li>● October to December (First Session)</li> <li>● Late November to March (Second Session)</li> <li>● The District goal is to use the Star 360 Benchmark Results to monitor student growth. Students Growth expectations will be a score of 35 or higher in the student growth percentile.</li> </ul>	<p>Cordello SCEP</p>
<p><b>After School Programs at the Elementary Level</b></p>	<p>Extended school day offered to targeted learning populations based upon data review at each individual building:</p> <ul style="list-style-type: none"> <li>● Late November to March</li> <li>● Student data - using assessments and local data to identify students below grade level to qualify for participation in the after school program.</li> <li>● The District goal is to use the Star 360 Benchmark Results to monitor student growth.</li> <li>● Students' growth expectation will be a score of 35 or higher in the student growth percentile.</li> </ul>	<p>ARP Funding</p>
<p><b>Parent Involvement (ATSI School)</b></p>	<p>This strategy gives the school the opportunity to build relationships with parents, the home and students.</p> <p>This strategy is impactful when parents attend school events, understand instructional practices, mark the calendar for testing dates, up-coming activities and support their child/ren with homework.</p>	<p>Funding is needed to purchase math and ELA materials for instructional packets or manipulatives parents can use at home with their children to encourage and support parent and family engagement.</p>
<p><b>New Arrived ELL Saturday Enrichment Program</b></p>	<p>Offered to k-6 students who just arrived in the United States.</p>	<p>Title III Supplemental Funding</p>

Priority 1

	<ul style="list-style-type: none"> <li>• May to June</li> </ul>	
<b>Professional Development</b>	In-Person/virtual training options will be offered to district-wide staff to address student achievement.	Funding for trainers
<b>DCIP Team Quarterly Meetings</b>	Progress meetings <ul style="list-style-type: none"> <li>• data review</li> <li>• assess the success of planned initiatives and make suggestions for modifications</li> </ul>	Staff
<b>DCIP Team Activity Planning Sessions</b>	Meet to plan the district-wide initiatives outlined in the DCIP.	Staff
<b>School Data Meetings</b>	Provide opportunities after school hours for Secondary building level administrative teams to review data and school protocols.	Staff

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

#### Into Reading Benchmarking Assessment

The district is working towards the goal of having 85% of students meeting the grade level expectation for the Into Reading Benchmarking Assessments at the Elementary School Levels.

This year's goal for classroom teachers' is to have 50% or more of students reading on grade level- by the end of the 2023-2024 school year.

Grade	Percentage	Mid Year (Dec./Jan.)	End of the Year (June)
K	50%	B	D
1	50%	F	J
2	50%	K	M
3	50%	N	P
4	50%	Q	S
5	50%	T	V
6	50%	W	Y

#### Star 360 Student Growth Percentile Results (SGP):

Central Islip will use the Nationally normed Student Growth Percentile (SGP) from Star 360 results in ELA & Math. The Renaissance Learning Corp. guidelines suggest a growth score of 35 - 49 to indicate average growth. Our goal is for

Priority 1

65% of the general education students to meet the expected growth target, 45% of special education students to meet the expected growth target, and 45% of the English Language Learners to meet the growth target. The median percentage is listed in the chart below.

STAR Renaissance Student Growth Percentiles (SGP)	
Low Growth	0 to 34
Average Growth	35 to 49
High Growth	50 and above

**THROUGHOUT THE YEAR**

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
NYS Assessments Scores	September 2025	TBD
Star 360 Benchmarks	End of each trimester	TBD
Reading Inventory	End of each trimester	TBD
Attendance	Monthly	TBD
Surveys	June 2024	TBD

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>The District’s second initiative is to increase and monitor student attendance.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>This DCIP priority addresses the relationship between student attendance and achievement. Due to external factors, student absenteeism can reach chronic levels and chronic absenteeism may influence student performance. In accordance with accountability guidelines, the CIUFSD was identified to have a high chronic absenteeism rate. Due to this, the district developed a districtwide Attendance Task Force to focus on issues that impact student attendance rate. To address this and attain desired student outcomes, the following key strategies, resources and measures are proposed:</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Attendance Task Force                      Administrators                      Social Workers</p>	<p>Monthly Meetings                      Schoolzilla Data Review                      State level data report review                      Root cause discussions                      Identify barriers to formulate solutions                      Create/maintain/update CIUFSD attendance code of conduct</p>	<p>Space for monthly meeting</p>

Priority 2

<p>Postcards &amp; Mailings</p>	<p>Initial Summer Post Card is mailed home to students who were identified as chronic the previous school year</p> <p>Mailings are sent home based on CIUFSD student attendance code of conduct.</p> <ul style="list-style-type: none"> <li>● Letter sent to all families promoting attendance</li> <li>● Districtwide letter that is stored in SIS is sent home when student reaches 7-10 absences</li> <li>● Additional letter is sent home when a student reaches 15 absences.</li> <li>● Additional letter is sent home when a student reaches 20 absents</li> </ul>	<p>Postcards Mailing</p>
<p>Home Visits</p>	<p>Social Workers and Attendance Officer conduct home visits in accordance to CIUFSD attendance code of conduct</p>	
<p>Phone call / Robocall</p>	<p>Robocalls are auto generated through SIS for students who are marked absent for daily attendance</p> <p>Phone calls are made by school main office staff, Social Worker, Attendance Officer, teacher, principal in accordance to CIUFSD attendance code of conduct</p>	
<p>Monthly Recognitions/Incentives/Acknowledgements</p>	<p>Optional ideas determined at the building level such as but not limited to:</p> <ul style="list-style-type: none"> <li>● Family Nights (movie/game/dance night, etc.)</li> <li>● Assemblies</li> <li>● Awards Celebrations</li> <li>● Student/Family Incentives</li> <li>● Breakfast/Lunch</li> <li>● Announcements/Shout outs</li> <li>● Visual displays e.g., bulletins, walls, etc.</li> </ul>	<p>Program costs- supplies and materials for family night games, manipulatives, and assemblies</p> <p>Bulletin Board and supplies</p> <p>Staff</p>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By the end of the year:

- All schools will have an incentive system in place to celebrate improved attendance
- The district will show a decrease in chronic absenteeism from the 22-23 school year
- Increase in positive student recognition from September to June
- Increase in community attendance awareness events

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Attendance Task Force Meetings	Monthly	TBD
Postcards and Mailings	sent based upon attendance reports run periodically in SIS  Review and updated as necessary	TBD
Recognitions/Incentives/Acknowledgements	Monthly	TBD
Residency Evaluation	Monthly	TBD
Review of Attendance Code of Conduct	Quarterly	TBD
Bulletin board focused on promoting attendance	Updated quarterly throughout school year	TBD
Review of state level absenteeism reports	Monthly	TBD
Review of SIS attendance reports	Monthly	TBD



## PRIORITY 3

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p>The District’s third initiative is to support the culture and climate of the district by encouraging educators to create student centered learning in a welcoming, affirming environment where belonging, appreciation and acceptance for all groups Cultures, Races, Languages, Physical Disabilities and Lifestyles comes before performance.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>The District wants to ensure that all students receive an equitable, rigorous and sustaining education that prepares them for career, college and a productive lifestyle.</p> <p>This priority emerged when some students returned to school from the Pandemic looking for comfort, friendships to be rekindled, security, and teachers who understood the challenges they had experienced being quarantined. Some found community, caring teachers and security, while others had difficulty returning to a structured, compliant learning environment.</p> <p>Students who weren’t embraced with a welcoming, affirming learning environment noticed a significant difference in the way teachers interacted with students who excelled academically and those struggling to achieve. These observations left students with a feeling of rejection, isolation, disconnection and a lack of trust in the classroom.</p> <p>The student surveys revealed that students want teachers to know they are smart, can learn, and when given a chance will rise to the expectation.</p> <p>The District has accepted Chancellor Lester Young’s Call to Action and wants to begin an educational transformation by creating an equitable and inclusive learning institution for all scholars in Central Islip.</p>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establishing voluntary book clubs	Formulating groups of educators reading, discussing and sharing their opinions about hard topics	Financial resources are needed to purchase books
Professional Development	Bringing speakers, experts, and presenters throughout the school year for teachers and administrators	Financial resources for speakers and presenters during PD periods.
Three School District Unified Days	<ul style="list-style-type: none"> <li>● Sandy Hook Promise - Start with Hello Week: September 18-22, 2023.</li> <li>● P.S. I Love You Week - February 2024.</li> <li>● Kindness Week/Month - May 2024. (Tied to Mental Health Awareness Month).</li> </ul>	<ul style="list-style-type: none"> <li>-Suggested Presenters: Jared Campbell, Rohan Murphy</li> <li>-Supplies/Decor for the unified days; signage</li> <li>-Photo Booth</li> <li>-Hello Name Stickers</li> </ul>
<p>Parent University:</p> <p>Engage Parents after school hours to educate about societal issues which impact their children</p>	<ul style="list-style-type: none"> <li>● Parent Academies to tackle topics from Vaping, Social Media Use and Misuse, and Social Emotional Health.</li> <li>● Monthly grade level parent meeting to engage the school community with grade level relevant topics.</li> <li>● Work with ESS to provide social emotional training and information to our school community.</li> </ul>	<ul style="list-style-type: none"> <li>● School Support Staff.</li> <li>● ESS Staff</li> <li>● PTSA and Administration</li> <li>● Sound System for Little Theater</li> </ul>
School Climate Survey & Student Interviews	Survey Parents, Teachers and Students	Survey Design Committee

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Student Surveys in January
- Student Interviews
- Student Data
- Principal Feedback and Assessment Reports
- Parent Reflections

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Parent sign-In Sheets	As activities occur	
Flyers for Events	As activities occur	
Assemblies were accomplished	PO's	
School Climate Survey results	Results reviewed at Spring DCIP Team Meeting	

## 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>
Dr. Sharon A. Dungee	Superintendent of Schools	
Jessica Iafrate	Assistant Superintendent & DCIP Coordinator	
Dr. Angela Austin	Assist. Superintendent for Special Education	
Christina Guastella	Funded Program Administrator	
Jackie Fagan	Director for Testing and Assessment	
Dr. Mariana Gil	Director for Bilingual, ENL and World Languages	
Donal Bahr	Assistant Principal	Reed MS
Andrew Canle	Assistant Principal	O'Neill Elementary School
Eric Haruthunian	Principal	High School
Kristine LoCascio	Principal	O'Neill Elementary School
Brett MacMonigle	Principal	Mulvey Elementary School
Nicole Lefferts	Assistant Principal	Mulligan Elementary School
Dr. Nathaniel Marner	Principal, ATSI School	Cordello Elementary School
Tara Mitchell	Parent	Cordello Elementary School
Ericca Jones Marshall	Parent	Cordello Elementary School
Albert Rodriguez	Student	Cordello Elementary School
Katherine Larin Aparicio	Student	Cordello Elementary School

### Meeting Dates

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

### Stakeholder Participation

Meeting Date	Location
May 13, 2023	In-Person
May 16, 2023	In-Person
May 20, 2023	In-Person
June 3, 2023	In-Person
June 12, 2023	In-Person
June 13, 2023	In-Person

### Districts with Schools Identified for TSI/ATSI Supports 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	The teachers on the SCEP team met with administration to reflect on the progress the school made from the previous school year. We discussed what went well and areas where we could improve in the future. Those ideas were shared with the district's DCIP team and incorporated into the district's plan.
Parents with children from each identified subgroup	The SCEP committee of parents met with the school administration to discuss the school's growth since the previous school year. We discussed the vision for the school, what went well, and where we could make future improvements. Our parents' input and suggestions were shared with the district's DCIP committee and incorporated into the district's plan.
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](mailto:DCIP@nysed.gov) by July 31, 2023, 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).