New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Babylon UFSD	Brian L. Conboy

2022-23 Summary of Priorities

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

1	Provide enhanced K-12 social emotional learning (SEL) opportunities & resources to our school communities.
2	Deliver targeted instruction to all students to increase competency and mastery rates.
3	Enhance communication, collaboration, and articulation among schools, families, and community.
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Provide enhanced K-12 social emotional learning (SEL) opportunities & resources to our school communities.
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)?*	- While SEL programs are in place in Babylon schools, this priority will focus on reviewing the effectiveness of our programs, identifying necessary enhancements and ensuring that all schools implement SEL components with fidelity and consistently across buildings. - Build the emotional vocabulary of our students respective to their appropriate developmental level. According to Marc Brackett's Permission to Feel students with higher EQ's (emotional intelligence) are more likely to meet with success. - Explicit teaching of social emotional skills and competencies supports stronger academic performance, improved attitudes and behaviors towards learning and school, and reduced emotional distress. - Schools that include coordinated SEL afford students and staff more opportunities to build stronger relationships. - According to NYSED's Social Emotional Learning: A Guide to Systemic Whole School Implementation, SEL in combination with culturally response and sustaining practices within a school community provides "a multiplier effect for richer and deeper" learning experiences that help address disproportionalities in achievement and promotes the "enjoyment of instruction for both students and adults" (pp. 12-13).

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Review and Implement SEL programs K-12	1. Building and District administrators will review *The CASEL Guide to Schoolwide SEL Essentials* and identify key members to serve as SEL committee members 2. Each building creates a CASEL profile to secure access to customized implementation resources 3. Each school conducts an assessment to identify the programs, practices, and strategies that are currently in place to support the essential components of schoolwide SEL as defined by CASEL using the interactive (Rubric - Casel Schoolguide) 4. Each school identifies specific Focus Areas based on assessment results and crafts an action plan to continue towards full implementation. (Planner Landing - Casel Schoolguide)	- Resource provided to building and district admin - Meeting scheduled to review essential steps - Needs assessment results - School Action Plans	➢ 2021.6.15_School-Guide-Essentials.pdf (casel.org) ➢ Rubric - Casel Schoolguide ➢ Planner Landing - Casel Schoolguide

	5. Implement building specific action steps 6. Reflect on progress using CASEL Rubric and student surveys	- Updated needs assessment results	
			➢ Rubric - Casel Schoolguide ➢ Student survey
School staff engage in a study of culturally responsive and sustaining practices and diversity, equity, and inclusivity.	1. Buildings identify bright spots in current practices that create safe, supportive, and nurturing environments for all students. 2. Create district vision for an inclusive, culturally responsive and sustaining school environment 3. Establish guiding ideas related to the vision specific for each school's community 4. Define operating principles for district and each school's community 5. Identify what knowledge, skills, and dispositions are in need of development at each level of the district.	- Written district vision - Written guiding ideas for each building - Written operating principles - List of identified knowledge, skills, and dispositions in need of development	➢ Time for faculty and staff to reflect ➢ Professional development on culturally responsive and sustaining practices and diversity, equity, and inclusivity. ➢ Identified sources of professional development, books, online resources, webinars, courses of study ➢ Methods for gathering

	6. Research sources of professional development/study that best meet the needs of the district as identified.	- Reflections and self-assessment results	community input to district vision and guiding ideas
			➤ Professional time
	7. Provide identified professional development and support for all staff		➤ Study groups, book clubs, implementation teams
	8. Reflect on successes and goals for next school year		➤ Self-assessment tools/methods

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.

All buildings will have:

- ✓ Common language around what systemic implementation of SEL looks like.
- ✓ Established priorities for 2022-2023 school year related to SEL.
- ✓ An identified stage of implementation and supportive action plan
- ✓ Implementation teams; 1 K-12 steering team for sustained work in SEL
- ✓ Professional development tailored to culturally responsive and sustaining practices and techniques

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Deliver targeted instruction to all students to increase competency and mastery rates.

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)?*
	➤ Review district's mission and values with stakeholder groups to ensure work is aligned with supporting all students.
	➤ Aligned with Board of Education Priority 1: Providing rigorous, coherent instruction for <u>all</u> students while narrowing the achievement gap, as well as corresponding goals.
	➤ Highlights a need to build community awareness of how to best meet the needs of all students in the district.
	➤ Supports efforts to build professional knowledge about how to support the needs of individual students, specific developmental ages, specific subgroups.
	➤ Provides emphasis for the need to gather qualitative as well as quantitative data to better understand how we are serving our student population.
	➤ Aims to bolster reading and math achievement for all students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	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)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Improve reading competency and proficiency for all students.	1. Deep understanding of evidenced-based reading instruction across classrooms at all grade levels 2. Re-employ small group reading instruction in K-6 classrooms 3. Engage in ongoing data reviews using benchmark assessments, curriculum assessments, student conferences, & teacher anecdotal notes to target the growth of all students 4. Ensure articulation within and across grade levels, buildings, and departments with a focus on literacy development of students. 5. Reinstate iReady at 7th and 8th grade levels	80% of all K-6 students will demonstrate one year of growth as measured by the iReady assessment tool (K-8) by K-6 Fountas and Pinnell (F & P) benchmark assessments by spring 2023. 50 % of students within disaggregated groups not reading on grade level will demonstrate grade level competency as measured by K-6 F & P benchmark assessments by spring 2023. iReady reading growth demonstrates 80% or higher of students meeting expected growth targets by June 2023. ELA 2023 Regents scores demonstrate increased mastery level performance. Each grade level/department will meet to evaluate student progress after the three diagnostic administrations of iReady and F & P.	➢ Aligned professional development with differentiated needs of teachers across grade levels and departments ➢ iReady resource set up K-8 ➢ Time for articulation meetings and grade level meetings ➢ Time for data dives ➢ RtI meetings to support teachers in the development and implementation of

	6. Action plans created to target the specific needs of specific students demonstrating reading difficulty 7. Establish study groups to determine best practices for supporting ELLs 8. Ensure communication with families related to reading performance at minimum after every benchmark cycle (K-6), midterm and end of grade reporting periods (trimesters K-6, quarterly 7-12)	Academic diagnostic data will be reviewed at RTI meetings.	reading interventions at Tiers 1, 2, & 3 ➤ Professional resources and development access for study groups
Improve math competency and proficiency for all students	1. Analyze math data from iReady, K-6 2. Determine curriculum-based, benchmark measures of progress for students K-6 3. Engage in ongoing data reviews using benchmark assessments, curriculum assessments, student conferences, & teacher anecdotal notes to target the growth of all students	80% of all K-6 students will demonstrate growth in meeting grade level standards as measured by the iReady assessment tool (K-8) and common grade level assessments. iReady math growth demonstrates 80% or higher of students meeting expected growth targets by June 2023. Algebra 2023 Regents scores demonstrate increased mastery level performance	➤ Aligned professional development with differentiated needs of teachers across grade levels and departments ➤ iReady resource set up K-8 ➤ Time for articulation meetings and grade level meetings

	4. Ensure articulation within and across grade levels, buildings with a focus on development of mathematical skills, thinking, and practices. 5. Reinstate iReady at 7th and 8th grade levels 6. Reinstate math curriculum committee to identify new K-6 math resource.	50 % of students within disaggregated groups not meeting grade level standards will demonstrate grade level competency as measured by iReady and benchmark assessments by spring 2023. Each grade level/department will meet to evaluate student progress after the three diagnostic administrations of iReady and benchmark assessments. Academic diagnostic data will be reviewed at RTI meetings. A committee will be established for purposes of auditing the current K-6 math program.	➤ Time for data dives ➤ RtI meetings to support teachers in the development and implementation of math interventions at Tiers 1, 2, & 3 ➤ Professional resources and development access

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.

- ✓ 80% of all K-6 students will demonstrate one year of growth in Reading and Math Spring 2022 to Spring 2023 as measured by iReady.
- ✓ Evidence of increase mastery on Algebra 2022 Regents scores
- ✓ Increased percentage of graduates with Advance Designation/Honors diplomas
- ✓ RtI system evident in all school buildings

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Enhance communication, collaboration and articulation among schools, families, and 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)?*
	➢ Aligns with Board of Education Priority #6: Promoting public trust and stakeholder involvement through communication and community relations efforts.
	➢ Brings focus to the need to align efforts K-12 to address the needs of all our students and their families.
	➢ Leverages the collective resources of our community in service to our students.
	➢ Encourages sharing of ideas and best practices within and across schools, from schools to homes, and from homes to schools.
	➢ Fosters deeper relationships across the community.
	➢ Ensures all community stakeholders are provided opportunities to lend voice and input into district and school decision making.

Key Strategies and Resources

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Ensure ongoing communication regarding student progress	Communication with families regarding student progress based on formal and formative assessments.	• Intermittent reports mailed • Phone calls home to parents • Parent-teacher conferences • Student-led conferences	➢ Progress Reports ➢ Time to make calls ➢ Scheduled meeting times ➢ Parent surveys (electronic) ➢ Time to review data
Build relationships between older students and younger students	1. Establishing a vision for this project 2. Determining structures to support this strategy such as through clubs, classes, councils, or grade level pairings 3. Planned events to create connections. Virtual and/or in person.	• Relationships between student groups or classes • Feedback from students	Advisors and willing staff members to oversee this strategy

Priority 3

Measuring Success

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

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

- ✓ Increased family awareness of a student's experiences while in school
- ✓ Increased district awareness of a family's experience in the district
- ✓ Increased district awareness of the diverse values of the community
- ✓ Increased academic performance of all student subgroups K-12 on all measures of academic performance

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 2022-23?	
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)?*	

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 2022-23 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 2022-23?	

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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   ○ *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)?*	

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 2022-23 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)
Al Cirone	Principal	Babylon Jr. Sr. High School (BHS)
Melissa Callahan	Assistant Principal	BHS
Jeff Haubrich	Principal	Babylon Memorial Grade School (BMGS)
Lauren Fretto	Assistant Principal	BMGS
Tom Keogh	Principal	Babylon Elementary School (BES)
Dennis Murphy	Director of Guidance	Babylon UFSD
Lisa Consolo	Director of Special Education	Babylon UFSD
Yaniriz Rodriguez	Teacher	BES
Donna Hendrickson	Teacher	BMGS
Emily Moran	Teacher	K-6
Donna Noesi	Parent & BOE member	BMGS & BHS
Vanessa Boduch	Parent	BMGS
Cate McAleavey	Parent	BES & BMGS
Carisa Manza	Asst. Superintendent for Curriculum and Instruction	Babylon UFSD

Meeting Dates

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

Meeting Date	Location
8/19/21	BHS Library
8/25/21	BHS Library
9/22/22	Elementary School –IT Room D 12
10/20/22	Elementary School- IT D 12

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.

X ☐ 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

X- 2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

X- 3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X- 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.

X- 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).

X- 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).