



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Bridgehampton UFSD	Dr. Mary T. Kelly

## 2022-23 Summary of Priorities

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

1	<b>Encourage Student and Staff Social-Emotional Learning through Deepening Connections and Relationships</b>
2	<b>Build and cultivate capacity for educators and students to celebrate cultural diversity and responsiveness</b>
3	<b>Focus on Instructional Practices to Advance High Student Engagement &amp; Higher order thinking</b>
4	
5	

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Encourage Student and Staff Social-Emotional Learning through Deepening Connections and Relationships</b>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>After almost 2 years, students and staff continue to endure the impact of the pandemic. The continuation of mask mandates and social distancing requirements continued to create a disconnect with maintaining and creating new relationships, particularly at the elementary and intermediate levels. As it was recommended that teachers maintain 6 feet of distance from their students and students to maintain 3 feet from their peers, the importance of continuing the focus on the social and emotional well-being of our students will remain a top priority. As we believe relationships are the foundation for all success, this is undoubtedly the right commitment to pursue.</p> <p>As we enter into a new year, and with the hopes of an environment reflective of pre-pandemic times, we are committed to ensuring that the relationships in our building are strengthened and prioritized. Best learning happens when students and teachers feel valued, safe, and supported. To do this, we will commit to providing a space for students to express themselves, implement non-punitive restorative practices and language, and incorporate mindfulness training and exercises throughout the year.</p>

Priority 1

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>Focus on building and maintaining deep connections and relationships.</p>	<p>Provide a space for students to connect with their peers through social peer mentoring groups.</p> <p>Providing non-instructional opportunities for staff and students to interact.</p> <p>Teachers and students will engage in organically growing conversations that are intended to acknowledge the social/emotional state of all students.</p>	<p>Student survey- beginning of the year, middle of the year, and at the end of the year.</p> <p>Staff survey- beginning of the year, middle of the year, and at the end of the year.</p>	<p>Student and staff buy-in.</p> <p>Google Forms-Survey</p> <p>Staff provided periods to meet with colleagues.</p> <p>Students provided non-instructional times to meet with peers and colleagues.</p>
<p>Connect current PBIS practices to restorative practices.</p>	<p>Considering the work in place through PBIS, staff will receive introductory training in Restorative Practices. The content of this training will work to set the stage for how we can utilize our current structures in place to begin the rollout of the first phase of the restorative approach.</p>	<p>Student feedback regarding new restorative practices.</p> <p>Evidence of teachers and students using and practicing strategies that support restorative practice philosophy.</p>	<p>Money will be needed for materials and teacher stipends for training.</p> <p>District and school leaders will need time to visit classrooms and provide staff with feedback. This time will need to be protected so that the</p>

Priority 1

	District leaders will visit classrooms and other school settings to informally monitor the use of strategies and affective statements and provide feedback and support to improve implementation.		principal is not pulled away from other responsibilities.

## 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.

95% of our students will strongly agree to the following climate survey question: considering the social, emotional, and educational aspects of school, do you feel the Bridgehampton School provides an equitable (fair) environment for all students?

95% of our students will strongly agree to the following climate survey question: Do you feel that your child is safe at the Bridgehampton School District?

Teachers will greet students at the door every day.

Administrators and teachers will demonstrate and model non-punitive restorative approaches to discipline.

Evidence will be collected from administrative Informal classroom learning walks to monitor the relationship between PBIS and Restorative Practices, as well as teacher to student, and student to student positive interactions and connections.

Students will be provided time to interact with their peers/teachers in an unstructured environment.

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Build and cultivate capacity for educators and students to celebrate cultural diversity and responsiveness</b>
<p style="text-align: center;"><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>Our district’s vision and goal is to ensure that we represent and maintain an inclusive, culturally responsive and equitable environment.</p> <p>Stakeholder input and our school demographic all directly reflect the need for a continued focus on celebrating and embracing our culturally diverse community.</p> <p>This priority will allow all students to feel valued, learn to be culturally responsive and empowered to advocate, support and include all students of diverse and unique backgrounds.</p> <p>Our district has a diverse population and we believe this is one of our greatest strengths. By celebrating this diversity we will further foster an all inclusive environment where all feel valued and represented.</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>Enhancing Social/Emotional &amp; Equity focus</p>	<p>Consult with BOCES to provide support, direction and professional development to all staff regarding cultural responsiveness and the rollout of CR-S.</p> <p>Expanding the existing Social/Emotional &amp; Equity Committee.</p> <p>The Social/Emotional &amp; Equity Committee will establish its vision/direction and articulate and communicate the purpose to all school and community stakeholders.</p> <p>The Social/Emotional &amp; Equity committee will create focus groups that assist in carrying out their role in the CR-S framework centered around ensuring a Welcoming and Affirming</p>	<p>The vision/direction is determined, communicated and publicized, and all stakeholders will have a clear understanding of the committee.</p> <p>Climate Survey to be administered to all stakeholders</p> <p>Stakeholders will see where their role fits into the CR-S Framework as it relates to creating a Welcoming and Affirming Environment.</p> <p>Focus groups will be created to focus on the individual stakeholder roles and determine actionable steps to ensure their role is appropriately represented.</p>	<p>Social/Emotional &amp; Equity Committee will need to schedule regular meetings.</p> <p>Schools will need to develop a schedule to administer the climate survey to all stakeholders</p> <p>Additional individuals will need to be identified as members of the committee.</p> <p>Time and Space will be needed for focus groups</p>

Priority 2

	Environment, as illustrated by the framework to develop stakeholder capacity to carry out the work.		



## 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 Social/Emotional & Equity Committee will continue to meet at least once a month. The committee will reiterate the vision and purpose at each meeting and the timeline for rolling out the CR-S to all stakeholders. Our PBIS team will work in conjunction with the committee and stakeholders to plan assemblies, activities and events that demonstrate evidence of this initiative. By the end of the year, survey results will demonstrate that 100% of stakeholders feel valued, represented and included as part of the Welcoming and Affirming initiative.

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Focus on Instructional Practices to Advance High Student Engagement &amp; Higher order thinking</b>
<p style="text-align: center;"><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority aligns with the district’s vision and goal to provide learning experiences that give students ownership of their learning and the opportunity to engage in authentic learning experiences both in the classroom and wider community.</p> <p>When students participate in challenging self-directed learning, engagement increases and the capacity for higher level thinking and learning is built. As a district, we continuously strive to incorporate various learning activities that harness these skills. There is a need for students to engage in performance tasks that are current, project and problem based, and allow for the cognitive challenge that will provide meaningful and intentional learning that encourage students to be active participants in the process.</p> <p>As we continue to develop our students' ability to engage in these authentic learning experiences, we will commit to developing and aligning our curriculum to embed these experiences in each unit. Through learning walks , and with the support of our curriculum chairs and onsite consultants, we will work collaboratively to ensure students have an opportunity to demonstrate their learning through multiple pathways.</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>Increase student engagement and higher order thinking through the development of best practices.</p>	<p>Teachers will work with curriculum chairs and consultants to enhance and align curriculum to create opportunities for multiple methods of assessment of learning.</p> <p>iTeachers will continue to include student learning targets aligned with high student engagement techniques and strategies for higher-order thinking through questioning and protocols.</p>	<p>Students will be able to articulate what they are learning, why they are learning it and how they will know when they have learned it, through intentional learning target design and authentic performance tasks.</p> <p>Through formal and informal observations and learning walks, teachers and students will demonstrate evidence of best practices that support student-centered learning, ownership, and high engagement. Additionally, teachers will have the opportunity to develop authentic learning tasks that allow for multiple methods of assessment and demonstration of learning.</p>	<p>District will need money to invest in professional development support.</p> <p>Time will be needed for professional development.</p> <p>District and school leaders will need time to visit classrooms and provide staff with feedback. This time will need to be protected so that the principal is not pulled away from other responsibilities.</p>

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.

Informal administrative learning walk data will show 85% of classrooms have high student engagement and high student cognition.  
Teacher unit plans will include at least **one** authentic performance task that allows for alternative modalities of assessment of learning.

Curriculum Chairs will develop the knowledge to work with content areas to help develop performance tasks with colleagues.

## 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>
Mary T. Kelly, Ed.D.	Superintendent	
Michael Miller	Principal	
Michael Mack	Director of PPS & ENL	
Michael Cox	Assistant Principal	
Brianna Miller	Psychologist	
Mike DeRosa	Teacher	
Meredith McArdle	Teacher	
Milena White	Parent	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
7/5	Virtual
7/7	Virtual
7/12	Virtual
7/14	Virtual
7/19	Virtual
8/2	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	NA
Parents with children from each identified subgroup	NA

## Stakeholder Participation

Secondary Schools: Students from each identified subgroup	
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## 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 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).