New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Southampton Union Free School District	Dr. Nicholas Dyno

2022-23 Summary of Priorities

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

1	Assess all learning environments for evidence of and opportunities for enhancing a student centered, supportive and engaging approach to close the gaps in performance.
2	Monitor student attendance data carefully to track students at risk for chronic absenteeism and provide interventions to promote improved attendance.
3	Commit to fostering an equitable, positive, true sense of belonging by deepening connections among students, parents, families, staff and community.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Assess all learning environments for evidence of and opportunities for enhancing a student centered, supportive and engaging approach to close the gaps in performance.

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)?*
	SUFSD's vision identifies a primary focus of creating a safe and supportive learning environment.
	
	Student interviews revealed a potential undercurrent of negative student-student interactions, specifically where students were negatively targeted by peers based on academic success, student identity. (i.e., cultural identity, etc.)
	
	The commitment supports the "How Learning Happens" document by addressing the basic student need for belonging and ensuring that every child feels safe, respected, supported, and has a true sense of belonging regardless.
	
	This priority supports the commitment of our SCEP by continuing to focus on data driven instruction in literacy and mathematics. Professional development will be provided to teachers on best practices and interventions.

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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?
Establish a taskforce to develop/revisit district-wide MTSS Plan	-Each school will identify dates, times and members -Each building will streamline IST Teams	-Member input -Teacher feedback -End of the year student review	-Define schedule, meeting spaces -Assistant Superintendents will facilitate meetings
Using Data to Drive Instruction	-Each school will review assessments and benchmarks, grading, progress reports and report cards -Review and adjust benchmarks for tier 1, tier 2 and tier 3 instruction and interventions -Define expectations for tier 2 and tier 3 interventions as it relates to individual students -Review current intervention practices	Measurable improvement for subgroups in benchmarks including AIMSWEB Reading and Math, SRI, NYSED 3-8 Assessments & Regents Exams -Review 3 x year benchmarks and percentage of students receiving tier 2 and tier 3 interventions Meet and define interventions during initial IST meetings -Utilize BARS system -Use MTSS Task Force to serve as the steering committee to ensure progress in all academic areas	-Define schedule and meeting spaces -Possible professional development text and resources
Audit of all Curriculum Writing PreK-12	-Align elementary reading and writing curriculum with Social Studies and Science -Department chairs and grade level leaders will match and review all	Develop Google Folder for all instruction and curriculum PreK-12	-Teacher release time, -Substitute coverage -Schedules -Meeting spaces

	curriculum documents to specific courses -Department chairs and grade level leaders will begin DEI audit on curriculum -Create a needs assessment based on all audit findings -Department chairs and grade level leaders will adjust curriculum to be housed on shared Google Drive -Assess the teaching of writing standards P-12, benchmarks, rubrics and approaches		-Google Drive and technology needs -Classroom observations -Feedback from teacher leaders and administrators
Professional development in instructional strategies and curriculum	-Implement coaching cycles and opportunities to support teachers with instructional strategies focused on reading, writing, mathematics, content areas and assessment -Monthly check-ins with grade level /department teams -Conduct Lab sites for content area and writing in Spanish and English (K-5) led by professional developer -Adjust and enhance ELA curriculum in grades 5-6 -Audit of curriculum P-12 through a DEI approach with support and professional development from BOCES Coser	-Classroom observations, student growth based on all district-wide assessments and state-wide assessments -Feedback from teacher leaders, department chairs, and administration -Surveys created and sent to participants after every professional development session.	-Funding for professional development -Outside consultants to provide professional development -Professional development calendar -DEI Audit Tool -ESBOCES Coser
Evaluate and adjust AIS programs and approaches	-Monthly meetings with AIS providers and administration to identify and assess individual student needs and programs	Teacher feedback and student data.	-Monthly meetings -Data points for T1, T2 and T3 delineation.

	-AIS teachers and administrators will formally review student data in 8-week intervals to support a flexible and fluid AIS program		-Use of technology to retrieve and house data -Local and State assessment data (formative and summative)

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.
-Regular use of benchmark data to measure student growth and drive decision making   -Curriculum maps and vertical alignments have been reviewed and stored appropriately.   - A Fluid and flexible AIS program plan has been developed.   -Teacher feedback from professional development and administrative feedback from observations indicates evidence of data driven instruction and increased student engagement.   -Informative agendas and minutes from each professional development and meeting session are stored.   -District-wide MTSS plan is drafted.   -Instructional strategies from professional development sessions being used in classrooms as evidenced by teacher feedback and formal and informal observations.   -Accurate attendance of all meetings is kept and stored.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Monitor student attendance data carefully to track students at risk for chronic absenteeism and provide interventions to promote improved attendance.
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)?*	The Southampton Union Free School District is committed to providing all students with a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged. Attendance is directly related to student achievement and social-emotional well-being. Positive school attendance will allow students to take advantage of all the other opportunities the district is providing. When students are at school they are engaged in learning, and their needs are being monitored so that programming can be provided as needed. The "How Learning Happens" document states that positive learning environments increase responsibility, have intentional and meaningful learning, create a strong sense of belonging, help strengthen their identity, and promote relationships and personal agency. This commitment directly supports our identified school by committing to reduce chronic absenteeism starting with our youngest learners and following through graduation. This commitment also fits into the district's long-term goal of increasing attendance rate and decreasing chronic absenteeism.

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 revise the attendance policy, practices and protocols for each school building and the district.	-Review and revise the attendance policies and procedures with school staff members as well as the functions of the established attendance monitoring teams. -Update district-wide attendance letters -Develop a timeline and practices to be used by all buildings. Specifically, to include phone calls and home visits.	School leaders maintain agendas of all meetings and notes. Address discrepancies and revise as needed. Add quality control measures to building wide attendance practices including faculty reminders, substitutes taking attendance. Examine attendance rates in classrooms and front offices.	-Scheduled dates and location for meetings -Administrators and BOE member participation -Provide time for coverage for teachers/liaisons to go on home visits.
Review attendance data at Instructional Support Team meetings (IST)/Student Support Team meetings (SST)	-Include attendance as part of IST data to identify at risk students regarding academics and behavior. -Establish appropriate support programs/reward systems for improved attendance as needed.	Examine attendance rates in referrals to identify trends and outreach procedures. Create specific outreach strategies for the referred students. Stakeholders share insights gained from IST/SST meetings regarding student attendance. Successful interventions	-Schedule time to meet with staff members and review use of established District tracking systems: IST, PowerSchool, outreach procedures

		are shared and recorded in the progress notes.	
Enhance outreach for absent students (including chronic absences) via phone calls, robo calls, emails, etc.	-Work with staff to generate daily and weekly reports. Designate a specific point person (teacher, attendance aide, Shinnecock communication aide, student supervisor, community liaison, guidance counselors and front office) to oversee daily attendance. -District leaders review chronic absenteeism data by day and within the school day with stakeholders regularly. -Deploy Student Supervisors and Community Liaisons to make home visits for students with chronic absenteeism.	Monitor PowerSchool attendance reports each month. Review and establish teacher, community liaisons, guidance counselors and front office collected absentee information and outreach. Decrease in chronic absenteeism amongst identified students.	-Develop an organizational system for maintaining records. -Share plan with all involved. -Organize, establish and monitor attendance/behavior incentive/support programs. -Human resources (student supervisors & community liaisons) needed to make home visits in and outside of the school day.
Review attendance reporting and procedures	Stakeholder professional development on Level 0 and reporting. Turnkey training to appropriate staff on data reporting procedures.	All stakeholders have a firm understanding of requirements and reporting attendance accurately.	Schedule meetings with BOCES. Schedule follow-up stakeholder meetings.

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.

Chronic absenteeism rate for grades 1-8 does not exceed 7%

Chronic absenteeism rate for grades 9-12 does not exceed 15%

Finalization of the attendance policy.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Commitment to fostering an equitable, positive, true sense of belonging by deepening connections among students, parents, families, staff 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?*
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● *For Districts with identified schools:*
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	In striving to maximize educational opportunities for all students, we will offer support for students in reaching their potentials.
	
	Our state scores in ELA show that our students are not proficient in reading and writing. Due to the pandemic, this issue has become more apparent with the loss of instructional time.
	
	Our Literacy Committee will seek to focus on structured literacy and seeks to implement evidence-based practices in the classroom through a structured literacy approach.
	
	This priority supports the SCEP commitment to engaging families in their child's education. When families and communities are active members in their student's education, attendance rates increase, engagement in academics increases, and there is a positive social emotional learning environment.

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?
Create a Principal's Cabinet in each building	-Student group meeting with building administrators -Recruit a diverse group of students -Create an equitable criterion on how to select students	-Attendance and minutes will be taken for each monthly meeting.	-Schedule meeting dates -Establish student group
Utilize existing community outreach positions to enhance home to school connections and relationships.	Community Liaisons and Shinnecock Communication Aides will provide targeted direct home to school support. Clearly define roles and responsibilities. - This will allow for increased interaction with the school community including regular participation with grade level and building wide meetings. -Assist with IST/SST team, as necessary -Will work with families to overcome barriers regarding student attendance and connection - Teachers will communicate with parents/guardians in the event that a	- Roles and responsibilities district-wide will be redefined to ensure maximum family support is established. - Each month Community Liaisons and Shinnecock Communication Aides will review logs and information regarding family support with building administration - Family and student feedback will be gathered during regular (quarterly) meetings with stakeholders and administration. -Increased parental/guardian awareness and support will decrease failure rate per student.	-Community Liaisons, Shinnecock Communication Aides, and teacher contact logs -Phone calls, emails and meetings with parents

	student is failing a class/course or absent for multiple class days. -Utilize the community liaisons to assist in communicating with African American/Black families and set up meetings to improve parent engagement -Assess the needs of the African American/Black community via surveys and focus groups -Continue to schedule quarterly Shinnecock community meetings		
Establish a district-wide SEL Team	-Assess and Identify research-based practices, curriculum and programs to support SEL needs of each building -Create and provide a student survey to identify specific student needs. -Conduct monthly meetings	-SEL district-wide Team will submit minutes of each meeting and create plan for the following school year -Results of student survey	Human Resources Scheduled Dates Scheduled Locations
DEI Building Taskforce	-Establish DEI Task Force Teams at each building A DEI building Task force will study the 4 principles Culturally Responsive Sustaining Education Framework. The DEI Task force will study building data and support the DEI district-wide plan	Attendance will be taken for each monthly meeting. An agenda will be set for each meeting. DEI liaisons and building principals will provide updates to the district-wide task force	-Resources/Books will be purchased to support professional learning on diversity, equity and inclusion. -DEI liaison position will be implemented -Monthly meetings
Develop authentic connections with school community	-Each building will develop strategies and approaches on how to better develop deeper connections with the school community.	-Attendance reports reviewed on a weekly basis. -Survey will be completed by students, teachers, staff and parents/guardians.	-Informal assessments that these things are taking place. -Weekly attendance reports

	-Continue to implement morning meeting check-ins for students in the elementary school. -School community members will address each other by their first name. Example: Greeting students at the door in the morning, acknowledging their presence in the hallway, cafeteria, shared area, etc.	-Evidence of student engagement during formal and informal observations	-Survey -Observation data Culture and climate observations via equity/culture walks -Professional development with Coser BOCES
Community Events	-Students, teachers and staff will be encouraged to participate in the school community events.	-Participation/Attendance -End of the year climate results -Survey parents/guardians on interest for school events -Assess the quality of the events with feedback from the parents	Specific event needs (i.e.: Technology, interpreter, translation, Refreshments, PTO outreach, etc.) -Schedule of dates and time -Identify and assign facilitators and/or organizations to assist with logistics of these events. Funding needed for this position -Community outreach via e-mail, website, mailing and community liaisons
College Visits	Students at the high school level will have the opportunity to attend college visits. Students will	-Attendance of student participants -Outcome of the college and university visits	-Funding needed for the cost of transportation

	visit Historically Black Colleges and Universities.		

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.

- End of the year Climate Survey Results
- Completed contact log to track parent/guardian contacts.
- Informative agendas and minutes for each meeting held

- Accurate attendance from all meetings and community events

- Survey results

- Review contact logs with community liaisons and Shinnecock Communication Aides

- Administrative review of the priority with concentration on needs moving forward

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)
Dr. Nicholas Dyno	Superintendent	District
Patricia Desidero	Assistant Superintendent	District
Dr. Jaime Bottcher	Assistant Superintendent for Curriculum and Instruction	District
Nicole Fernandez	Principal	Southampton Elementary School
Justin Cobis	Principal	Southampton Intermediate School
Dr. Michael Connell	Assistant Principal	Southampton Intermediate School
Dr. Brian Zahn	Principal	Southampton High School
Keith Saunders	Assistant Principal	Southampton High School
Ana Martinez	Director of ENL/Dual Language Programs/WL, and DEI	District
Martha Tuthill	Director of Counseling	District

Our Team's Process

Esther Adler O'Keefe	Coordinator of Academic Support Services	District
Darren Phillips	Director of Athletics	District
Shawn Smith	Teacher	Southampton Intermediate School
Victoria Nava	Parent	Southampton Elementary School
Kyna Eleazer	Parent	Southampton High School
Doris Joseph	Parent	Southampton High School
Lambert Joseph	Parent	Southampton High School
Juana Jimenez	Parent	Southampton Intermediate School
Dianey Moreno	Parent	Southampton High School
Matthew Smith	Parent	Southampton Elementary School

Meeting Dates

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

Meeting Date	Location
July 15,2022	Southampton Intermediate School
July 27, 2022	District Office
July 28, 2022	Southampton Intermediate School

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	During planning for the identified school's 2022-2023 SCEP, the District priorities were discussed with the SIS SCEP team. It was important for the district plan to be shared to note that it shared components of the building plan.
Parents with children from each identified subgroup	During planning for the identified school's 2022-2023 SCEP, the District priorities were discussed with the SIS SCEP team. It was important for the district plan to be shared to note that it shared components of the building plan.
Secondary Schools: Students from each identified subgroup	During the student interviews, student perspectives and ideas were included within the SCEP and DCIP.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

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

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

4. X☐ 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. X☐ 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. X☐ 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).