



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Smithtown Central School District	Mark Secaur, Ed.D.

2022-23 Summary of Priorities

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

1	Increasing Student Engagement and Achievement in English Language Arts (ELA)
2	Increasing Student Engagement and Achievement in Mathematics
3	Increasing the Use and Effectiveness of Data Analysis in District, Building, and Classroom Planning

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Increasing Student Engagement and Achievement in English Language Arts (ELA)</p>
<p>Why is this a priority?</p> <p><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> 	<p>Strong elementary skills in reading and continued reading success in ELA in the upper grades provides students with the opportunity to engage in challenging academic opportunities in all content areas. The district wants to afford all students the foundational skills necessary to effectively communicate in written and oral form. Increasing student engagement and achievement in this area will help to improve student outcomes and opportunities.</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>Addition of New Benchmark Assessment and Practice Tool</p>	<p>Using the lessons learned from the pilot at Accomsett Middle School during the 2021-2022 school year, the district will officially add the Renaissance STAR Reading Assessment and Freckle practice tool for all students in grades 6-8 at all three middle schools across the district to support student learning and skill acquisition.</p> <p>Provide professional development in the following ways:</p> <ul style="list-style-type: none"> • September SCD - Initial session to all middle school ELA teachers and intervention service providers on the administration of the assessment • November SCD – Session on utilizing data from the assessments to support 	<p>Three administrations of the assessment will take place in 2022-2023 for all students in grades 6-8 (anticipated September, January, June).</p> <p>Classroom teachers and intervention service providers will be using the assessment and Freckle practice tool as part of regular instructional planning and lesson delivery.</p> <p>We will track quantitative student progress through STAR reports to measure student progress in AIS as well as classroom instruction.</p>	<p>Time – to support professional development needs</p> <p>Time – to analyze assessment results and create customized reports to meet district needs</p> <p>Money – Purchase building licenses for all three middle schools</p> <p>Processes /Individuals– Addition of STAR Assessment data as a regular data point for IST meetings by building administrators and members</p>

Priority 1

	<p>student learning and instructional planning</p> <ul style="list-style-type: none"> • Two targeted department meetings for ELA – STAR representatives to provide on-demand support in the use of the assessment and Freckle, the instructional resource that supports the targeted skills assessed • Specialized session on advanced reporting tools for the STAR liaisons and/or instructional specialists at each middle school <p>Integrate the STAR Assessment data at building-based IST meetings in an effort to identify the need for targeted interventions and to track student progress.</p>		
<p>Expansion of an Existing Benchmark Assessment Tool</p>	<p>Expand the use the NWEA MAP Reading Assessment to include grades K and 1.</p> <p>Investigate the possible addition/integration of the MAP Reading Fluency Tool to screen and progress monitor students in the primary grades.</p> <p>Provide professional development in the following ways:</p>	<p>Three administrations of the assessment will take place in 2022-2023 for all students in grades K-5 (anticipated September/October, January, May/June).</p> <p>Classroom teachers and intervention service providers will be using the assessment data to help form instructional groups and to inform instructional planning and lesson delivery.</p>	<p>Time – to support professional development needs</p> <p>Time – to analyze assessment results</p> <p>Money – Purchase of student licenses for grades K-1 for all elementary schools</p>

Priority 1

	<ul style="list-style-type: none"> September SCD – Re-investment in the tool for all K-5 teachers (return of the assessment for K and 1 and a continued use in 2-5) in both test administration and the use of the data to inform classroom planning and instruction November SCD – Possible professional development for K-5 faculty on data from fall administration (this need will be determined following the September SCD) Faculty Meetings – Continued support and training on the assessment and data usage can be provided throughout the school year Elementary Reading and AIS Department Meetings – NWEA and the associated data will be a regular topic of discussion and investigation 	<p>We will track quantitative student progress through NWEA reports to measure student progress in AIS as well as classroom instruction.</p>	<p>Individuals – Districtwide K-5 ELA and Reading Specialist to support faculty throughout the district in the use of the assessment tool and resulting data</p>
<p>Instructional Resources to Support Student Learning and Classroom Instruction</p>	<p>Through professional development and instructional coaching:</p> <ul style="list-style-type: none"> Support the existing integration of the Geodes decodable readers for all grade K classrooms. 	<p>By the end of the school year all grades K-1 classrooms will have fully integrated the use of the Geodes decodable readers to support Foundations instruction. Teachers will have received the necessary training and continued support from the</p>	<p>Time – to support professional development needs (SCD and department meetings)</p> <p>Individuals – Districtwide K-5 ELA and Reading Specialist to provide</p>

Priority 1

	<ul style="list-style-type: none"> Support the new integration of the Geodes decodable readers for all grade 1 classrooms. <p>Investigate the possible implementation of the Geodes decodable readers for all grade 2 classrooms later in the school year or for the 2023-2024 school year.</p> <p>The ELA director will continue the investigation into the possible adoption of a resource to support the strengthening of the secondary grammar strand in ELA classrooms. Initial investigations into both <i>No Red Ink</i> and <i>Quill</i> have taken place.</p>	<p>district’s K-5 ELA and Reading Specialist.</p> <p>The district will work on a system to collect districtwide Foundations unit assessment data to track student progress over time.</p> <p>A final selection will be made on an official resource to further support the district’s grammar strand for secondary ELA by the end of the 2022-2023 school year or earlier.</p>	<p>professional development, support faculty, and provide instructional coaching</p> <p>Money – Purchase of additional Geodes decodable reader kits</p> <p>Money – Possible purchase of a new grammar resource for secondary ELA</p>
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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.

- All middle schools will be effective using the STAR Reading Assessment and Freckle practice tool with students in ELA and AIS in grades 6-8.
- Middle school building administrators will have integrated the STAR Reading Assessment data into IST meetings as a regular practice.
- All elementary students will be participating in the NWEA MAP Reading Assessment three times per year and classroom teachers and AIS providers will be using the data to inform instructional planning.
- Foundations unit assessment data is collected centrally and student progress is measured across the district.
- DTSDE survey data - 60% of the staff will strongly agree with “I regularly use data to identify my students’ strengths and weaknesses.”
- DTSDE survey data - 85% of the parents/guardians will strongly agree or agree with “I am satisfied with the quality of my child’s reading instruction.”

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Increasing Student Engagement and Achievement in Mathematics</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> 	<p>Mathematics assists students in developing crucial critical thinking skills and the ability to reason and critique the reasoning of others. These skills are effective in all academic settings. Working to increase the effectiveness of mathematics instruction and mathematical fluency will allow students to engage in higher mathematics at the secondary level and beyond.</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>Addition of New Benchmark Assessment and Practice Tool</p>	<p>Using the lessons learned from the pilot at Accomsett Middle School during the 2021-2022 school year, officially add the Renaissance STAR Math Assessment and Freckle practice tool for all students in grades 6-8 at all three middle schools across the district to support student learning and skill acquisition.</p> <p>Provide professional development in the following ways:</p> <ul style="list-style-type: none"> September SCD - Initial session to all middle school math teachers and intervention service providers on the administration of the assessment November SCD – Session on utilizing data from the assessments to support student learning and instructional planning 	<p>Three administrations of the assessment will take place in 2022-2023 for all students in grades 6-8 (anticipated September, January, June).</p> <p>Classroom teachers and intervention service providers will be using the assessment and Freckle practice tool as part of regular instructional planning and lesson delivery.</p> <p>We will track quantitative student progress through STAR reports to measure student progress in AIS as well as classroom instruction.</p>	<p>Time – to support professional development needs</p> <p>Time – to analyze assessment results and create customized reports to meet district needs</p> <p>Money – Purchase building licenses for all three middle schools</p> <p>Processes /Individuals– Addition of STAR assessment data as a regular data point for IST meetings by building administrators and members</p>

Priority 2

	<ul style="list-style-type: none"> • Two targeted department meetings mathematics – STAR representatives to provide on-demand support in the use of the assessment and Freckle, the instructional resource that supports the targeted skills assessed • Specialized session on advanced reporting tools for the STAR liaisons and/or instructional specialists at each middle school <p>Integrate the STAR Assessment data at building-based IST meetings in an effort to identify the need for targeted interventions and to track student progress.</p>		
<p>Expansion of an Existing Benchmark Assessment Tool</p>	<p>Expand the use the NWEA MAP Math Assessment to include grades K and 1.</p> <p>Provide professional development in the following ways:</p> <ul style="list-style-type: none"> • September SCD – Re-investment in the tool for all K-5 teachers (return of the assessment for K and 1 and a continued use in 2-5) in both test administration and the use of the data to inform classroom planning and instruction 	<p>Three administrations of the assessment will take place in 2022-2023 for all students in grades K-5 (anticipated September/October, January, May/June).</p> <p>Classroom teachers and intervention service providers will be using the assessment data to help form instructional groups and to inform instructional planning and lesson delivery.</p> <p>We will track quantitative student progress through NWEA reports to</p>	<p>Time – to support professional development needs</p> <p>Time – to analyze assessment results</p> <p>Money – Purchase of student licenses for grades K-1 for all elementary schools</p> <p>Individuals – STEM Specialists to support faculty in the use of the</p>

Priority 2

	<ul style="list-style-type: none"> • November SCD – Possible professional development for K-5 faculty on data from fall administration (this need will be determined following the September SCD) • Faculty Meetings – Continued support and training on the assessment and data usage can be provided throughout the school year • Elementary Reading and AIS Department Meetings – NWEA and the associated data will be a regular topic of discussion and investigation • STEM Specialists will integrate assessment data into their regular instructional coaching cycles in their assigned building 	<p>measure student progress in AIS as well as classroom instruction.</p>	<p>assessment tool and resulting data</p>
<p>Transition to Eureka² for Grades K-6</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • September SCD – STEM Specialists to lead training for K-5 staff • STEM Specialists to provide yearlong in-building instructional coaching through the transition • STEM Specialists will support grade level meetings throughout the school year to support the 	<p>All classroom will be successfully utilizing Eureka² in grades K-6, including the effective use of the SMART Notebook lessons and manipulative kits.</p> <p>Feedback from staff surveys on the professional development will indicate that the planned training is meeting staff needs.</p>	<p>Time – to support professional development needs</p> <p>Money – Purchase of manipulative kits</p> <p>Individuals – STEM Specialists, K-12 math director, and middle school instructional specialists to support</p>

Priority 2

	<p>implementation of all six grade-level modules</p> <ul style="list-style-type: none">• November SCD – Following the September SCD and September implementation, additional training needs will be determined and supported by the STEM Specialists <p>Instructional Resources:</p> <ul style="list-style-type: none">• STEM Specialists will develop SMART Notebook lessons for each of the lessons in all six modules in grades K-5• Eureka² “Upgrade” manipulative kits will be purchased for all K-5 classrooms• Eureka² “Complete” manipulative kits will be purchased for all grade 6 classrooms <p>Assessing Student Learning:</p> <ul style="list-style-type: none">• STEM Specialists and K-12 math director will examine the Eureka² digital assessment tools and determine the need for possible local assessment development• Rubrics will be developed to align assessment	<p>End-of-module assessments and accompany rubrics will be in use with a mechanism to collect districtwide performance data.</p>	<p>faculty in the implementation of the updated resources</p>
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Priority 2

	<p>expectations to district report card ratings</p> <ul style="list-style-type: none">• Examine a centralized data collection tool to collect end-of-module assessment data <p>Parent Support:</p> <ul style="list-style-type: none">• Examine the possible creation of additional resources and tools that can support families and post them on the district website for universal access		
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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.

- All middle schools will be effective using the STAR Mathematics Assessment and Freckle practice tool with students in math and AIS in grades 6-8.
- Middle school building administrators will have integrated the STAR Mathematics Assessment data into IST meetings as a regular practice.
- All elementary students will be participating in the NWEA MAP Mathematics Assessment three times per year and classroom teachers and AIS providers will be using the data to inform instructional planning.
- Eureka² end-of-module assessment data is collected centrally and student progress is measured across the district.
- DTSDE survey data - 60% of the staff will strongly agree with “I regularly use data to identify my students’ strengths and weaknesses.”
- DTSDE survey data - 85% of the parents/guardians will strongly agree or agree with “I am satisfied with the quality of my child’s math instruction.”

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Increasing the Use and Effectiveness of Data Analysis in District, Building, and Classroom Planning</p>
<p>Why is this a priority?</p> <p><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> 	<p>Data serves as an important component in measuring student progress, achievement, and skill development. An increased commitment to the use of data to help inform decision making at all levels in the district can help inform future planning and the effectiveness of district, department and building programs and offerings.</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>Success for All Committee</p>	<p>The newly established district Success for All Committee, facilitated by the assistant superintendent for instruction and administration, will meet in the 2022-2023 school year to investigate area for improvement and growth. This may include the analysis of academic and assessment data, attendance data, athletic participation, and co-curricular participation.</p>	<p>The committee will form recommendations on areas for improvement and targeted interventions will be instituted and measured.</p>	<p>Time/Individuals – Committee members to meet on scheduled dates</p> <p>Time – Data analysis</p>
<p>Maximize the Use of Available Data</p>	<p>There will be an investment/re-investment in the use of available data to inform instructional, curricular, and building/department planning:</p> <ul style="list-style-type: none"> • NWEA <ul style="list-style-type: none"> ○ Use of data to target appropriate and/or forecasted growth • STAR <ul style="list-style-type: none"> ○ Use of data to target appropriate and/or forecasted growth 	<p>Data analysis is informing departmental goals and curricular planning. Additional interventions and/or resource needs have been identified based on the analysis done of the available data.</p> <p>Professional development needs, if appropriate, have been identified to support faculty in addressing identified growth areas.</p>	<p>Time – to support professional development needs</p> <p>Time – to analyze all available data</p> <p>Processes – Collecting and reporting of data</p> <p>Individuals – BOCES Shared Data Expert to assist in meeting the</p>

Priority 3

	<ul style="list-style-type: none"> • Regents Examinations and NYS 3-8 Assessments <ul style="list-style-type: none"> ○ BARS item analysis by subject to determine focus areas for curriculum and instruction • AP Assessments <ul style="list-style-type: none"> ○ Analysis of data from the NYSED report card and from College Board • PLTW End-of-Course Assessments <ul style="list-style-type: none"> ○ Analysis of data from PLTW and local course grades for college credit • Fountas and Pinnell Reading Levels <ul style="list-style-type: none"> ○ Analysis of instructional reading levels compared to the F and P anticipated growth chart • Foundations <ul style="list-style-type: none"> ○ Analysis of unit assessments for 80% proficiency • Eureka² <ul style="list-style-type: none"> ○ Analysis of end-of-unit assessments • Local Final Examinations 	<p>Protocols have been established on collecting and/or reporting this data so it is easily accessible by district faculty to increase the use of data in planning.</p>	<p>needs of administrators and faculty members</p>
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Priority 3

	<ul style="list-style-type: none">○ Analysis of data available from the June 2022 administration <p>BOCES Shared Data Expert to assist with training, establishing BARS accounts, and supporting IST, faculty, department, and/or individual meetings.</p>		
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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.

- The Success for All Committee will have made progress in identifying areas for growth and possible interventions.
- BARS accounts will have been created for all department and building administrators and the available data is used regularly to inform building and department planning.
- DTSDE survey data - 60% of the staff will strongly agree with “I regularly use data to identify my students’ strengths and weaknesses.”
- DTSDE survey data - 79% of the staff will strongly agree or agree with “Student achievement data informs school decision making.”

Our Team's Process

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>
Kristen Andriaccio	Director of Professional Learning and Student Intervention Services	District
Gena Agostino	Reading Teacher	Accompsett Middle School
Angelica Babino	Director of K-12 Mathematics	District
Patricia Gallery	K-5 ELA and Literacy Specialist	District
Janine Lavery	Elementary School Principal	Smithtown Elementary School
Raina Ingoglia	Director of K-12 English Language Arts	District
Daniel McCabe	Middle School Principal	Nesaquake Middle School
Paul McNeil	Middle School Principal	Accompsett Middle School
Jennifer Murray	Parent/PTA Council President	High School East/District
Cynthia Moschera	K-5 STEM Specialist	Mills Pond Elementary School
Kimberly Richardson	School Counselor	Accompsett Middle School
John Scomillio	Middle School Principal	Great Hollow Middle School
Paul Strader II	Assistant Superintendent for Curriculum and Assessment	District

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
June 2, 2022	Accompsett Middle School
June 14, 2022	Great Hollow Middle School
June 14, 2022	Nesaquake Middle School
June 27, 2022	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	The district completed the required DTSDE survey in the 2021-2022 school year, which included participation from teachers throughout the district. Since the identified subgroup can be represented in all instructional programs and courses, the creation of the DCIP included instructional coaches that work with teachers throughout the district in an effort to best represent the needs of teachers and conditions under which improvement efforts would be most effective. Additionally, two members of the DCIP committee were from the identified TSI school's faculty. Both of these individuals work regularly with students in the identified subgroup.
Parents with children from each identified subgroup	The district completed the required DTSDE survey in the 2021-2022 school year, which included participation from parents throughout the entire district. Additionally, The inclusion of both a school counselor who works with parents

Stakeholder Participation

	<p>regularly and the parent who serves as the PTA Council President for the district provided input for the identification of priorities and related methods in achieving the goals outlined in the priorities. Each representative contributed to the perspectives and considerations of all parent groups.</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>The district completed the required DTSDE survey in the 2021-2022 school year, which included participation from students in grades three through twelve. Additionally, the school principal, a school counselor, and a reading teacher from the identified school were included in the creation of the DCIP to represent the needs of both the identified subgroup and all students.</p>

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 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).