



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Riverhead CSD	Dr. Augustine E. Tornatore

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Promote the integration of diversity, equity, and inclusivity (DEI) throughout the District.
2	Develop a scope and sequence for all content areas with continued focus of prioritization of standards and vertical alignment.
3	Create a consistent MTSS process in all schools.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Promote the integration of diversity, equity, and inclusivity (DEI) throughout the District.</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>Riverhead CSD is a diverse district and we want all students to be successful. We recognize that all students must have a sense of belonging to their school community. We have participated in ESBOCES Long Island Consortium for Excellence and Equity for the past five years. We established a Diversity and Cross Cultural Task Force in 2020-2021 with participation from members across our community.</p> <p>We have been using this training in DEI to implement additional courses and professional development for staff but we recognize that this work will never be done. We look forward to continuing our work in DEI during the 2021-2022 school to expand the reach of this important initiative.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish Youth Participatory Action Committee (YPAP)	Selection of 20 high school students (demographically representing all students) and Faculty/Staff for Youth Participatory Action Committee	September 2021 Committee will be formed	Stipends for teacher leaders and staff Scheduled meetings Chromebooks and/or computer lab Funds for The Center for School Climate and Learning (Bill Preble) \$14,000
Review DEI work and district goals	Initial Information Meeting Youth Participatory Action Committee	October 2021 Initial meeting and goal-setting	Stipends for teacher leaders and staff Scheduled meetings Room for meetings and/or devices for online meetings
Train YPAP Team	Eight monthly meetings Youth-Adult Leadership Team (90 minutes)	November 2021 - June 2022 Feedback will be collected from the team and revisions will be made as needed	Stipends for teacher leaders and staff Scheduled meetings Room for meetings and/or devices for online meetings
School Culture and Climate Data Collection	Collect data from stakeholders to determine culture and climate of the district	November 2021 - February 2022 Stakeholders will be surveyed	Stipends for teacher leaders and staff Scheduled meetings

Priority 1

			Room for meetings and/or devices for online meetings
Data Dive Retreat	YPAP Committee will conduct data analysis on survey results	Key information will be identified which will provide feedback on the current DEI initiative and help plan for the 2022-2023 school year. The YPAP Committee will meet in March 2022.	Stipends for teacher leaders and staff Scheduled meetings Room for meetings and/or devices for online meetings
Design and Implementation	Develop Action Projects for 2022-23 School Year and beyond based on feedback from all sources in the 2021-2022 school year.	An action plan for the 2022-2023 school year will be developed between April 2022 and June 2022.	Stipends for teacher leaders and staff Scheduled meetings Room for meetings and/or devices for online meetings
Community Diversity and Cross Cultural Task Force (DCC Task Force) meetings	Stakeholders from across the community will meet to share and discuss DEI initiatives, areas to celebrate, and areas to explore further..	Five evening meetings throughout the school year- September, November, January, March, and May.	Room for meetings and/or devices for online meetings. Communication via email, social media, and website.
Long Island Consortium for Excellence and Equity (LICEE)	District DEI team will attend regular professional development sessions offered through LICEE. Information will be shared at Leadership Team meetings and DCC Task Force meetings and used to plan additional professional development within the district.	Concepts learned will be used to plan future PD sessions within the district. LICEE sessions will be held throughout the 2021-2022 school year according to the schedule that will be released by ESBOCES.	Registration fee for participants. Follow up meetings for participants to plan for next steps.
DEI support from ESBOCES	ESBOCES is offering support to individual school districts in the area of DEI. We will request Equity Walks at our schools to help inform next steps in our DEI work.	Additional initiatives and district needs will be identified. These individual support sessions will be scheduled throughout the 2021-2022 school year.	Payment of CoSer to ESBOCES for the service. Meeting dates and locations.

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 2021-22 school year.

Success will be achieved when we reach the following:

90% of high school students and 100% of high school faculty and staff have completed Climate Survey.

Youth Participatory Action Team developed three items for action based on Climate Survey and Data Analysis.

Participation at Diversity and Cross Cultural Task Force increases by 20% over 2020-2021 participation.

Equity Walks are conducted at each school.

District DEI team provides professional development to staff members.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Develop a scope and sequence for all content areas with continued focus of prioritization of standards and vertical alignment..</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>We have begun the process of prioritizing the Standards and the next step is to create a scope and sequence for teachers to follow so that all necessary skills are taught to our students. We recognize the need for vertical alignment. We wish to create a scope and sequence that can not only be shared with teachers, but shared with families so that they know what concepts and skills their children will learn in each grade level and in each content area.</p> <p>The development of a scope and sequence emerged from the need for the District to have consistency across all grade levels and courses. A document such as this is important for teachers so that they know the expectations for each course they teach.</p> <p>A scope and sequence will support all of our schools, including those identified. We believe that a scope and sequence will benefit all of our schools, our teachers, our students, and our families.</p>

Priority 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish curriculum teams to develop a scope and sequence.	Google survey to determine teacher interest and establish the curriculum teams	Participants will be selected in September and will represent all schools, grade levels, and content areas.	Stipends for teacher team members
Review previously created documents (priority standards) and units of study	Curriculum teams will connect the prioritized standards and the skills taught in the units for each of the content areas.	By the end of October work will be shared in a Google document and reviewed by district leaders.	Stipends for teachers Scheduled meetings Room for meetings and/or devices for online meetings Team members District leaders
Develop scope and sequence.	Curriculum teams will begin the development of a scope and sequence including skills to be taught based on the prioritized standards and the focus skills in each of the units.	Curriculum teams will on their own time to work on the document throughout the school year. Completed scope and sequence will be completed by May 2022. District leaders will meet with the curriculum teams on a monthly basis to provide support and discuss progress. Document shared on Google.	Stipends for teachers Scheduled meetings Room for meetings and/or devices for online meetings Team members District leaders

Priority 2

<p>Meet across grade levels to work on vertical alignment.</p>	<p>Curriculum Teams will meet to determine vertical alignment of scope and sequence and revise scope and sequence, if necessary, based on the vertical alignment meetings. Document will be finalized.</p>	<p>By June 2022, vertical alignment will be complete. District leaders review documents with team members</p>	<p>Stipends for teachers Scheduled meetings Room for meetings and/or devices for online meetings Team members District leaders</p>
<p>Publish Scope and Sequence for each grade level and content area</p>	<p>Post document to district website</p>	<p>Inform staff and community of the availability of the document in June 2022..</p>	<p>District website</p>

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 2021-22 school year.

Success will be achieved when a complete scope and sequence, with vertical alignment, is published on the District website.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Create a consistent MTSS process in all schools</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>We recognize that all students are capable of success and that we have students who are not experiencing the success that they deserve.</p> <p>The Riverhead CSD has an Response to Intervention Plan and an Academic Intervention Plan. We need a plan to incorporate social-emotional and behavior supports with academic supports in order to meet the needs of all students. A Multi-Tiered System of Supports (MTSS) Plan will be developed to address all of these areas in a consistent manner across the District.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish an MTSS team to create a District-wide plan.	Google survey to determine teacher and administrator interest and establish the MTSS planning team.	Participants will be selected in September and will represent all schools, grade levels, and content areas.	Stipends for teacher team members
Professional development for MTSS team members to understand the MTSS process and important components of an MTSS Plan.	MTSS planning members will receive professional development from an outside provider.	Professional development will be provided in September and October to provide the foundation for the task of creating an MTSS plan.	Stipends for teacher team members Payment to staff developer Location for meeting
An outline of the MTSS plan will be created.	MTSS team members will research documents and discuss findings and identify necessary components for the District plan.	By November 2021, an outline of desired components for the District MTSS plan will be created.	Stipends for teacher team members
Input and feedback on the outline of the MTSS plan	MTSS team members will share the outline with building colleagues for input.	By January 2022, the outline may be revised based on feedback.	Stipends for teacher team members Meetings and/or surveys for opportunities for input
Details will be added to the MTSS Plan outline.	MTSS team members will collaborate to create processes for the District plan. Subgroups may be created to identify the processes for each component of the plan	By February 2022, an MTSS plan with details will be created by the MTSS planning team.	Stipends for teacher team members Meetings and/or surveys for opportunities for input

Priority 3

	(academic, social-emotional, and behavioral)		
Input and feedback on the details of the MTSS plan	MTSS team members will share the details of the MTSS plan with building colleagues for input.	By March 2022, the details of the MTSS plan may be revised based on feedback.	Stipends for teacher team members Meetings and/or surveys for opportunities for input
Final review of the MTSS plan	Full committee meeting to review the document and make final revisions.	The committee will meet by April 2022 to finalize the document..	Stipends for teacher team members
Board of Education adoption of MTSS plan	MTSS committee will present the MTSS plan to the Board of Education.	Adoption of the Plan by the Board of Education in April 2022.	Board of Education meeting. Stipends for teacher team members
Training for staff on the new MTSS plan	MTSS committee members will provide training to building colleagues on the MTSS plan.	In May 2022, training on the procedures of the MTSS plan will be shared with all staff during building meetings for implementation in the 2022-2023 school year.	Stipends for teacher team members Meetings and/or surveys for opportunities for input
Publication of the District MTSS Plan	Post document to district website	Inform community of the availability of the document in June 2022.	District website

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 2021-22 school year.

Success will be achieved when all appropriate staff members are trained on the processes included in the MTSS plan and are ready to implement the plan in the 2022-2023 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 <i>(if applicable)</i>
Christine Tona	Assistant Superintendent for Curriculum and Instruction	
Dr. Maria Casamassa	Director of ELA	
Kellyann Parlato	Assistant Principal	Riverhead High School
Elizabeth Scaduto	Director of ENL, K - 4	
Denise Stevenson	Director of ENL, 5 - 12, and World Languages	
Joanne Armstrong	Parent/District teacher	Pulaski Street School
Robert Brandi	Teacher	Riverhead High School
Lauren DiMartino	Teacher	Riverhead Middle School
Laura Huber	Parent	
Debra Rodgers	Principal, RAA President	Phillips Avenue School
Gregory Wallace	Teacher, RCFA President	Riverhead High School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
6/16/21	District Office
7/14/21	District Office
7/16/21	District Office
7/20/21	Zoom
7/22/21	Riverhead Middle School Library

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

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 July 30, 2021, 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).