



RIVERHEAD CENTRAL SCHOOL DISTRICT  
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Riverhead Central School District  
District Comprehensive Improvement Plan  
{DCIP}

Board of Education Meeting

September 12, 2023

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Executive Director of Secondary Education, Grants and Student Outcomes



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## School Improvement

The New York State Education Department (NYSED) accountability system classifies schools into one of four categories:

- In Good Standing
- Comprehensive Support and Improvement (CSI) - schools that performed at a level 1 on a combination of ESSA indicators or school with a graduation rate of less than 67%
- Targeted Support and Improvement (TSI) - Schools with one or more student subgroups performing at a level 1
- Additional Targeted Support and Improvement (ATSI) – Based on student group performance below the CSI threshold for academic proficiency, academic growth and at least one additional indicator.

Districts are identified into two categories:

- In Good Standing
- Targeted District

The NYSED partners with ATSI and CSI schools and Targeted Districts to provide support in the following areas:

- Needs Assessment
- Improvement planning
- School Support
- Required Actions

- Training



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## Terminology

### SCEP - School Comprehensive Education Plan

Comprehensive Education Plans (CEP's) are required for ALL schools identified by NYS as not meeting annual yearly progress (AYP) for two or more consecutive years, whether they receive Title I funding or not.

### ATSI – Additional Targeted Support and Improvement

A comprehensive Education Plan for schools with one or more student subgroups performing at a level 1.

### DCIP - District Comprehensive Improvement Plan

A comprehensive plan aligned with school SCEP plans to promote student achievement.



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## What is a Comprehensive Education Plan?

- A Comprehensive School Improvement Plan - A plan in describing how the school or school district will *increase student learning, achievement, and performance*.
- A Comprehensive Education Plan is comprised of a set of goals/priorities that acts as a blueprint for the school year. Each goal is created to help strengthen the entire school community by setting concrete and measurable goals.
- A collaborative process with representation from building administration, teachers/staff, parents and students.
- The district plan is submitted to SED for approval / building plans are approved locally.
- Revenue funding is provided to districts to support building and district running costs such as with salaries.



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## School Comprehensive Education Plans

- Pulaski Street Elementary School (CSI)
- Roanoke Avenue Elementary School (CSI)
- Riverhead Middle School (ATSI)



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## School Improvement Grant (SIG)

### Purpose:

- Serves the lowest achieving schools
- Ensure that such funds are used to enable the lowest achieving schools to meet the progress goals in their school improvement plan

RCSD 2022-2023 allocation **\$525,000** / 2023-2024 allocation: **\$575,000**

District - \$100,000

Riverhead Middle School - \$75,000

Roanoke Avenue Elementary School - \$200,000

Pulaski Street Elementary School - \$200,000



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## School Improvement Grant (SIG) Use of Funding

RCSD 2022-2023 allocation: \$525,000 - Funding used to support the following:

- Reading support district wide
- School wide systems
- Social Emotional Learning
- Benefits
- Leadership and classrooms
- Parent and family engagement
- After school programs and teaching
- Tutoring
- Mathematics Support District Wide
- Translation Services



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## Pulaski Street Elementary School Strategies for Improvement

**Priority #1: We commit to recognizing the connection between attendance and the school environment – will make purposeful efforts to provide a warm and welcoming atmosphere.**

- Importance of good attendance (families and school community)
- Club offerings
- Culture of Care (Restorative Practices, Community Circles, and Responsive Teaching)
- Quarterly Recognition for Improvements in attendance, SEL and academics

**Priority #2: We commit to strengthening intervention and identification of academic and social emotional supports.**

- Professional Development for staff on SGI (Small Group Instruction)
- Collaborative planning time / PLC (Professional Learning Community)
- Streamline IS (Instructional Support Team) process





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## Roanoke Avenue Elementary School Strategies for Improvement

### **Priority 1: We commit to deepening relationships among students, staff, and the community**

- Extend opportunities for students to engage with one another
- Targeted efforts to increase student participation in after school clubs
- Create and extend opportunities for student leadership

### **Priority 2: We commit to every child having intentional opportunities to evaluate and track their own learning.**

- Professional Development and PLC's (Professional Learning Community)
- Instructional Rounds

### **Priority 3: We commit to reducing the rates of chronic absenteeism in all subgroups.**

- Create a building level attendance committee
- Develop Tier 1, 2, and 3 attendance strategies & MTSS
- Family outreach



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## Riverhead Middle School Strategies for Improvement

**Priority #1: We commit to a comprehensive social-emotional learning (SEL) program with a focus on Multi-Tiered System of Support (MTSS).**

- Implement School P.R.I.D.E.
- Recognition of Student Achievement
- Quarterly Challenge
- Restorative Circles
- Student Leaders

**Priority #2: We commit to having shared expectations and language within the building to promote academic growth and achievement.**

- i-Ready Assessments
- Articulation and Alignment meetings between grade levels
- Develop and administer common rigorous quarterly assessments
- Staff professional development



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## District Comprehensive Plan Strategies to Support Improvement

### **Priority #1: To further implement and put into practice the district DEI (Diversity, Equity and Inclusivity) Plan.**

- Continue with Community Diversity and Cross Cultural meetings
- Long Island Consortium for Excellence and Equity (LICEE)
- DEI Support - ESBOCES

### **Priority #2: To develop a Scope and Sequence for all intermediate and secondary core courses of study aligned with the Next Generation Learning Standards to ensure vertical and horizontal alignment and articulation of learning and student engagement.**

- Establish curriculum teams to develop a scope and sequence
- Develop respective scope and sequence documents for all secondary core courses of study
- Alignment and articulation meetings
- Publish scope and sequence documents for secondary core subject areas

### **Priority #3: To implement the district MTSS (Multi-Tiered Systems of Support) Plan with fidelity, to ensure appropriate levels of support for students to achieve academically and socially.**

- Building Administrators / Directors with teachers review tiers of interventions
- Provide professional development for teachers/staff to understand the MTSS model and expectations
- Teacher/staff reflection for upgrades and revisions – Continue this work with Dr. Campos, NYSED Educational Partnership
- Implementation of the Butterfly Effect Project – promote overall success for all students



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## Next Steps ....

- DCIP was submitted to NYSED - Approval granted on July 26, 2023
- Schools and District conduct meetings periodically throughout the year to assess progress with respective plans
- Quarterly meetings with Building Principals and building stakeholders to evaluate and plan for the 2024-2025 school year as needed



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## Questions

