



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Riverhead Central School District	Ms. Cheryl Pedisich

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	To further implement and put into practice the district DEI (Diversity, Equity and Inclusivity) Plan.
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.
3	To implement the district MTSS Plan, with fidelity, to ensure appropriate levels of support for students to achieve academically and socially.
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>To further implement and put into practice the district DEI (Diversity, Equity and Inclusivity) Plan.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Riverhead CSD is a diverse learning community with a representation of approximately 65% of students educated in our schools are of a diverse ethnicity. It is important that all students feel welcomed and have a sense of belonging in their learning community. This priority is emphasized in building ATSI and CSI Plans.</p> <p>Based upon the district’s diversity, we have partnered with the ESBOCES Long Island Consortium for Excellence and Equity and established a Diversity and Cross-Cultural Task Force with participation from members across the community to further guide and support this important and sensitive work. In addition, we have established a new leadership position, Director of SEL, ENL, Community Outreach and Special Programming to support this important initiative.</p> <p>As a result of building and district wide trainings in DEI, we have recognized the need to offer a diverse and broad range of courses to students as well as provide meaningful professional development to our faculty and staff to emulate and support the district DEI Plan. We will continue during the 2023-2024 school year our work with DEI to expand upon and place into practice essential components to overall support students and all stakeholders of the Riverhead CSD.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Long Island Consortium for Excellence and Equity (LICEE)</p>	<p>Members of the District DEI team will attend professional development meetings offered through LICEE. Information learned will be shared with representative stakeholders across the district/community.</p>	<p>Stipend for teacher leaders. Room to host the meetings.</p>
<p>Design and Implementation</p>	<p>Develop Action Projects for the 2023-2024 School Year and beyond based upon feedback</p>	<p>Stipend for teacher leaders. Room to host the meetings.</p>

Priority 1

	from all constituents in the 2022-2023 school year.	
Community Diversity and Cross-Cultural Task Force Meetings	District and community stakeholders across the district will meet to share and discuss DEI initiatives as facilitated by the Director of SEL, ENL, Community Outreach and Special Programming to support this important initiative.	Location for the meetings. Communication via email, social media and website.
DEI Support - ESBOCES	ESBOCES will provide DEI support and PD to schools in the district.	Payment of CoSer to ESBOCES for this service – meeting dates and locations to be determined.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Success will be achieved when the following has been established:

- 90% response from students and faculty / staff have successfully completed a Climate Survey initiated by the Director of SEL, ENL, Community Outreach and Special Programming and District DEI Team.
- Participation at Diversity and Cross-Cultural Task Force events increase by 20% over the 2022-2023 participation.
- Equity Walks are initiated and completed at every school across the district.
- DEI District Team provides on going professional development to faculty/staff at building faculty meetings and district level meetings.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Director of SEL, ENL, Community Outreach and Special Programming and District DEI Team attend training through attendance at	October – December 2023	As a result, a DEI District Committee with multiple subgroups have ben established to best support the

Priority 1

ESBOCES workshops and turnkey such knowledge with building/district staff.		district refine as well as enhance DEI expectations across the district and the Riverhead community.
Equity Walks for all buildings	January 2024	
Student attendance – reduction of absenteeism (comparison between 2022-2023 and 2023-2024)	June 2024	
Student Discipline - reduction of disciplinary infractions (comparison between 2022-2023 and 2023-2024)	June 2024	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>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.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>In the 2022-2023 school year we made some adjustments and upgrades to District Leadership positions specific to Humanities and STEM in appointing Directors to Humanities and STEM. During the 2022-2023 school year attempts were made to host alignment and articulation meetings with teachers of social studies, ELA, mathematics and science for grades 4-5, 6-7, and 8-9. In the past, there was “some” curriculum work; specific to, development of a scope and sequence document however, such documents were not completed to the satisfaction and the alignment with the NGLS in these respective disciplines. We remain to be at the initial stage of modifying and prioritizing the curriculum in core courses of study.</p> <p>With this said, emphasis will be placed in mathematics, science, English and social studies. Specific emphasis will be placed on NGLS, instructional best practices, vertical and horizontal alignment and articulation. Furthermore, emphasis will be placed on having teachers in grades 1-8 align ELA curriculum with the NEW Literacy Briefs. The scope and sequence will be shared with teachers along with students and families to inform all stakeholders of concepts and skills students are expected to learn and be proficient in within each course of study.</p> <p>The development of a scope and sequence is needed to support consistency across all grade levels and courses of study. The need for this initiative is also supported in building ATSI and CSI building plans as a priority. This document is important to guide and pace teachers accordingly through the course in allowing for ample time to remediate, review and prepare students for local and State assessments.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 2

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish curriculum teams to develop a Scope and Sequence	Humanities and STEM Directors will coordinate efforts to survey teachers to assess interest and establish the curriculum teams.	Stipend for teacher team members to complete work after school hours.
Develop Scope and Sequence for core courses of study.	Curriculum teams will begin the development of a scope and sequence to identify alignment with the NGLS, instructional best practices and focus skills.	Stipends for teachers. Schedule meetings. Room for meetings. Team and District leaders.
Alignment and Articulation Meetings.	Directors will conduct meetings to ensure alignment and articulation of curriculum to craft and refine core courses scope and sequence by course across grade levels.	Schedule meetings. Room for meetings. Team and District leaders.
Publish scope and sequence for each subject area	Post completed document in Google Shared folder and on curriculum link on district webpage.	Clerical support will be needed to type and format documents and to post upon completion on the District website.
Elementary and Middle School teachers to align ELA curriculum with Literacy Briefs.	The Humanities director will coordinate after school meetings with teachers to align current curriculum with the NEW Literacy Standards	Stipend for teachers to complete necessary work beyond the contractual day.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Success will be achieved when a scope and sequence for mathematics, science, English and social studies has been completed for all grade levels (intermediate and secondary) and released to families and the Learning Community.

Priority 2

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Establish Curriculum Teams	End of September 2023	Teams have been established to support the creation of the Essentials of Learning document for grades 1-6. We are having some difficulty in securing teacher interest to craft and refine existing scope and sequence documents.
Develop Scope and Sequence for ELA, science, social studies and mathematics (intermediate and secondary)	January 2024	There have been two postings calling for participant action in the creation of the secondary scope and sequence documents for core areas of instruction. As a result, this has created a delay in the identification of a team of teachers to complete this work.
Review and refinement of documents	January/February 2024	
Printing of documents and posting to the District website	March/April 2024	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>To implement the district MTSS Plan, with fidelity, to ensure appropriate levels of support for students to achieve academically and socially.</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The Riverhead CSD finalized and implemented a MTSS Plan effective September 2023. It will be desirable that all educational stakeholders have a clear understanding of the district MTSS Plan to best support the overall development of students. As the Plan is new to many in the district, more attention and emphasis needs to be given to this plan to best support student learning and overall support.</p> <p>We recognize and believe that all students should be provided with support to best guide them and prepare them academically, socially and emotionally. This will be accomplished through a multi-tiered system of support as outlined and summarized in the district MTSS Plan.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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<p>Staff discussion and reflection of existing plan and address upgrades and revisions to the plan to accommodate student support across the district.</p>	<p>Surveying teachers to assess fluency of the plan and needed upgrades to best support students’ academic and social development. This will be accomplished through department/grade level meetings.</p>	<p>Payment for substitute teachers for teachers to attend meeting for upgrades and revisions.</p>
<p>Provide professional development for teachers/staff to fully understand the MTSS process and important components of the plan.</p>	<p>Teachers / staff will be provided with professional development to support the district MTSS district plan and related expectations. Specific emphasis given to tier 2 interventions.</p>	<p>Payment to staff developer for professional developer to be presented to teachers/staff.</p>

Priority 3

Assistant Principals / Directors / teachers review tiers of interventions. Meeting with Dr. Campos, NYSED Educational Partnership.	Assistant Principals / Directors will meet with teachers to identify tiers of support/intervention.	District Directors in Humanities and STEM and elementary/intermediate school Assistant Principals. Meeting time with teachers. Payment for substitute teachers for teachers to attend these meetings.
The Butterfly Effect Project	Safe places for boys and girls to dream and be successful – partner with this organization to support SEL and MTSS.	\$25,000 to partner with provider to participate in this program.
May/June 2024 Regents Review Classes	Review classes will be in place to best support level 1 and level 2 students with necessary remediation to achieve on respective Regents examinations.	Stipend for teachers to conduct these necessary Regents review classes.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Success will be achieved when all elementary and intermediate school teachers are trained on the processes included in the MTSS District Plan and are implemented with fidelity to best support the social, emotional and academic development of students.

THROUGHOUT THE YEAR

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Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Assistant Principals and Academic Directors identify teachers for initial meeting to discuss district MTSS Plan	End of September 2023	Accomplished
Meetings take place with Assistant Principals, Directors and Teachers to discuss upgrades to existing Plan and specific needs for professional development.	October / November 2023	Accomplished along with coaching and support with Dr. Campos through the MTSS-I grant – University at Albany.
Identify the focus and intentions of professional development to support the Plan and teacher use of a tiered system to monitor and support student learning and support.	November 2023	Accomplished along with an invitation from ESBOCES to present our plan and the work accomplished in MTSS at the February 2 Curriculum Council meeting
On-going professional development to support intentions of the Plan	November 2023 – April 2024	
To have less students in Tier 2 Support and Interventions in June 2024 compared to the number of students within this tier in June 2023	June 2024.	
Across the district to have a growth in student daily attendance as students gain confidence	June 2024	

Priority 3

and become successful academically and with SEL.		
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PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	
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Measuring Success

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THROUGHOUT THE YEAR

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Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

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Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

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>
Dr. William Galati	Executive Director of Secondary Education, Grants and Student Outcomes	
Lauren DiMartino	ENL Teacher	Middle School
Kelly Parlato	Assistant Principal	High School
Jeannine Campbell	Director of STEM	District
Nicole Taylor	Assistant Principal	High School
Jeanne Grim	Assistant Principal	Elementary School
Ivette Cortes	ENL Teacher	Elementary School
Santia DeJesus	Parent	District Wide
Leidis Rubi	Parent	District Wide
Jaclyn McManus	ENL Teacher	Middle & High School
Maria Casamassa	Director of Humanities	District

Meeting Dates

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

Meeting Date	Location
May 16, 2023	Riverhead Middle School
May 18, 2023	Roanoke Avenue Elementary School

Stakeholder Participation

May 24, 2023	Pulaski Avenue Elementary School
July 19, 2023	District Office (Administrator Retreat)
July 26, 2023	District Office

Districts with Schools Identified for TSI/ATSI Supports 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 Middle School Principal at building level planning meetings and at faculty meetings discussed ATSI and DCIP priorities.
Parents with children from each identified subgroup	Parents of Middle School students were invited to attend planning meetings to voice suggestions and more.
Secondary Schools: Students from each identified subgroup	The Middle School Principal met with and surveyed students to assess needs and priorities.

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 31, 2023, 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).