New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Riverhead Central School District	Robert Hagan, Ed.D.

School Key Strategies

What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?

Instructional Key Strategies	Schools
Evidence-Based Literacy Interventions	Phillips, Roanoke, RMS
Instructional Coaching in Literacy	Roanoke
Professional Learning Communities (PLCs) focused on reading strategies	Phillips, RMS
Hiring and deploying certified Literacy Teachers	RMS
PBIS and Attendance Incentive Systems	RMS, Roanoke
Non-Instructional Key Strategies	**Schools**
Early Warning Attendance Systems	RMS, Roanoke
Chronic Absenteeism Family Outreach and Mentoring	All Schools
LEAPS After-School Program to support social-emotional learning	RMS
PBIS and Attendance Incentive Systems	RMS, Roanoke

District Support

What actions will the district lead to support improving teaching practices related to these key strategies?

Action	Person Responsible	When
Provide district-led PD on evidence-based reading instruction aligned to HQIM	Assistant Superintendent for Curriculum & Instruction	August 2025 and ongoing
Coordinate coaching schedules for ELA instructional coaches across buildings	Assistant Superintendent for Curriculum & Instruction	Monthly
Implement district-wide literacy assessment benchmarks and data protocols	Assistant Superintendent for Curriculum & Instruction	September 2025
Train building teams to use attendance dashboards and early warning systems	Chief Information Officer	August-October 2025
Lead attendance improvement initiative with communications and community incentives	Assistant Superintendent for Curriculum & Instruction	September 2025- June 2026
Hold quarterly data review and planning sessions with CSI/TSI school teams	Assistant Superintendent for Curriculum & Instruction	October, January, March, June

Measuring Success

What will the district look for as evidence of the success of the actions listed above?
Use the following sentence frame: "If we achieve [*Quantitative Data Target*] [*time reference of when you would want to see that*], then we will know we are making progress through these actions."
Examples:

- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions."*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions."*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions."*

If 85% of staff respond favorably to the survey question 'Teachers at this school have the opportunity to provide feedback and influence decisions' on the end-of-the-year survey, then we know we are making progress through these actions."

Quantitative Data Target	Time Reference of When You Would Want to See That
If we achieve the hiring of a Literacy Coach for RMS	By September 1, 2025, then we will know we can begin making progress on improving literacy instruction and student achievement at RMS.
If we achieve the hiring of an AIS ELA teacher for RMS	By September 1, 2025, then we will know we can begin making progress on improving ELA support for our struggling students at RMS.

Quantitative Data Target	Time Reference of When You Would Want to See That
If we achieve 85% of our teachers taking timely and accurate attendance within two weeks of the start of school	Then we will know we are obtaining accurate data in which to measure student attendance.
If we see a 10 % improvement in student attendance by the end of September 2025 over September 2024	Then we will know we are making progress on our attendance initiatives over last year and the start of this year.
If we establish a baseline for all K–8 students using the iReady Reading Diagnostic in September 2025	Then we will know we can begin to identify literacy skill gaps and assign Tier 2 and Tier 3 supports.
If we achieve 95% of K–8 students completing the fall benchmark reading assessment	By the end of September 2025, then we will know we can proceed with effective literacy groupings and interventions.
If 100% of K-8 students identified as two or more grade levels below receive Tier 2 or Tier 3 interventions	By October 15, 2025, then we will know interventions are being implemented with fidelity.
If 80% of Gr 1-8 students receiving interventions show growth on the mid-year iReady Reading Diagnostic	By January 2026, then we will know targeted instruction is yielding results.
If 70% of K–8 students meet or exceed their typical growth target in reading on the winter diagnostic	By March 2026, then we will know students are progressing toward end-of-year literacy goals.
If 80% of K–8 students meet or exceed their typical growth target in reading by year-end	By June 2026, then we will know our instructional and intervention strategies were effective.
If we achieve a 3 percentage point reduction in chronic absenteeism compared to 2024–2025 levels	By June 2026, then we will know our family outreach and attendance incentives have improved student engagement.
If we achieve 85% of teachers using evidence-based reading practices (as observed in instructional walkthroughs)	By March 2026, then we will know professional development and coaching have successfully translated into classroom practice.
If 90% of literacy PD attendees indicate increased confidence and understanding in exit surveys	After each PD cycle (fall, winter, spring), then we will know the sessions are meeting educator needs.
If students with disabilities show progress on literacy IEP goals	By June 2026, then we will know our inclusive literacy strategies and support services are yielding results.
If 75% of English Learners demonstrate growth on NYSESLAT in literacy subdomains	By June 2026, then we will know our integrated ENL and literacy supports are effective.

Quantitative Data Target	Time Reference of When You Would Want to See That
If we achieve the implementation of universal screener in grades pre-kindergarten-4th grade	Then we can establish an early year baseline for each student's decoding, fluency and comprehension
If we administer literacy assessments to every Gr 1-8 student by the end of September and effectively identify early learning needs	Then students will be placed into tier 2/3 support groupings
If we can engage 70% of PreK-8 students through tiered support by the end of October	Then our building level support is effectively meeting their needs.
If we administer mid year literacy assessments to every PreK-8 student and identify student needs	Then we will use student data to drive future teacher coaching sessions.
If we can engage 85% of PreK-8 students through tiered support by the March	Then our building level support such as coaching and professional learning communities are proving effective.
If we engage 90% of PreK-8 students through tiered support by end of June	Then we know that our curriculum and coaching sessions are ensuring students are receiving high quality instruction and support across all tiers.
If building literacy coaches meet with grade PreK-8 level staff during scheduled PLC time	Then the literacy professional learning session is considered successfully delivered and aligned with the District's instructional objectives.

Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is the district's plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own districtwide vision for instruction?
Coherence with District Vision: Riverhead's district vision is centered on equity, academic excellence, and student engagement. Our 2025-26 priorities ensure that district support systems align with building-level strategies focused on foundational literacy and attendance improvement. Regular cross-functional team meetings and vertical PLCs will ensure coherence across buildings and grade levels.
Districtwide PD and Communication Alignment: The district will publish and implement a unified professional development calendar emphasizing literacy instruction, attendance systems, and MTSS alignment. Shared goals and benchmarks will be communicated via monthly leadership meetings and periodic Board presentations.
The district will continue to prioritize literacy as the top area of academic need by allocating grant funds to support the retention and deployment of reading and literacy teachers. For the 2025–2026 school year, the district will provide targeted staffing support to the schools with the greatest demonstrated literacy challenges, including Phillips, Roanoke, and the Middle School. Specifically, grant funding will be used to

sustain two literacy teachers at Phillips, one literacy teacher at Roanoke, and one literacy teacher at the Middle School.

To strengthen literacy instruction consistently across all elementary schools, the district will also support one teaching assistant (TA) in each of the five elementary buildings (Aquebogue, Phillips, Pulaski, Riley, and Roanoke). This expansion of support will allow schools to provide more intensive interventions, reduce group sizes for reading instruction, and ensure consistency of literacy practices across grade levels.

These positions are essential for both student success and staff development. Literacy coaches and reading teachers will provide embedded professional learning for classroom teachers, model evidence-based instructional strategies, and deliver targeted small-group interventions. Teaching assistants will provide additional classroom support to strengthen reading instruction, allowing for greater differentiation and consistency.

By maintaining and expanding these positions, the district is ensuring that schools with the highest needs receive intensive supports while also building a stronger and more consistent literacy foundation for all elementary students.

Equitable Distribution of Resources

What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?
Resource Review Plan: Complete a district-level equity audit in the Summer and Fall 2025, focusing on staffing, materials, and student support services. Reallocate intervention teachers and support staff to schools based on need (e.g., higher rates of absenteeism, reading gaps). Prioritize CSI/TSI schools for after-school enrichment funding and community-based partnerships.
What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?
The district will conduct a comprehensive talent mapping analysis to ensure equitable assignment of highly effective teachers across all schools. We will strengthen teacher support and development in high-need schools by providing targeted professional learning opportunities, enhancing leadership support, and fostering collaborative teaching environments. For example, we are hiring a Literacy Coach and AIS teachers for RMS to expand our instructional support capacity. Last year, a Literacy Coach was placed at Phillips, and this year's addition at RMS ensures that Roanoke, Phillips, and RMS have parity in instructional expertise. This alignment will enable a more cohesive and coordinated instructional approach across buildings. To further support retention of strong teachers, the district will implement strategies such as structured mentorship for early-career teachers, job-embedded professional development, recognition programs, and teacher voice in decision-making processes, especially in schools identified for CSI/ATSI/TSI status. As mentioned above, to strengthen literacy instruction consistently across all elementary schools, the district will also support one teaching assistant (TA) in each of the five elementary buildings (Aquebogue, Phillips, Pulaski, Riley, and Roanoke). This expansion of support will allow schools to provide more intensive

interventions, reduce group sizes for reading instruction, and ensure consistency of literacy practices across grade levels. This is in addition to adding a reading teacher to Phillips.

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)*
Laura Arcuri	Assistant Superintendent for Curriculum & Instruction	District Wide
Alan Baum	Assistant to the Superintendent	District Wide
Stephen Hudson	Principal	Phillips
Kellyann Parlato	Principal	Riverhead Middle School
Thomas Payton	Principal	Roanoke
Rebecca Ramsey	Parent	
Tammi Michaelson	Literacy Coach	Roanoke
Anna Sheehan	Literacy Coach	Phillips
Yasemin Ertem	Reading Teacher	Phillips
Jennifer Simoes	Literacy Coach	District Wide
Annaly Kess	Parent	
Georgette Lauzier	Reading Teacher	Roanoke
Karma Marshall	Parent	
Cheryl Walsh-Edwards	Teacher	RMS
Jacklyn McManus	ENL Teacher	RMS
Shannoan Maida	Special Education	RMS
Kaitlyn Harman	ENL Teacher	Phillips
Marnie Busdeker	Special Education	Phillips

Meeting Dates

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

Meeting Date	Location
June 2025	District Office
June 2025	Phillips
June 2025	RMS
June 2025	Roanoke
June 2025	District Office
July 2025	District Office

Districts with Schools Identified for TSI/ATSI Support 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	Direct consultation with teachers of affected students including general and special education teachers as well as English Language Learner teachers.
Parents with children from each identified subgroup	Direct interviews with ENL and economically disadvantaged families at Roanoke and RMS. Parent feedback surveys incorporated into root cause analyses for both literacy and attendance strategies.
Secondary Schools: Students from each identified subgroup	Student voice focus groups with Grades 4 and 7–8. Parent feedback surveys incorporated into root cause analyses for both literacy and attendance strategies.

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 posted on the district's website and easily accessible when navigating the website.
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 this document to DCIP@nysed.gov by July 1, 2025.

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).