



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cheektowaga-Sloan Union Free School District	Mrs. Andrea Galenski

2023-24 Summary of Priorities

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

1	Culture Priority: By the end of the 2023-2024 school year, the district will implement a comprehensive program to cultivate a safe, healthy, and supportive culture and learning environment by enhancing student well-being, promoting inclusivity, and fostering positive relationships among students, staff, and families.
2	Student Engagement Priority: By the end of the 2023-2024 school year, the district will implement instructional strategies and resources that foster engaging learning experiences, resulting in increased classroom participation and improved student achievement.
3	Data & Instruction Priority: By the end of the 2023-2024 school year, the district will establish a data-driven instructional decision-making process that utilizes multiple data points to tailor teaching strategies and interventions to meet the individual needs of students.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Culture Priority: By the end of the 2023-2024 school year, the district will implement a comprehensive program to cultivate a safe, healthy, and supportive culture and learning environment by enhancing student well-being, promoting inclusivity, and fostering positive relationships among students, staff, and families.</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 Cheektowaga-Sloan Union Free School District will prioritize the cultivation of a safe, healthy, and supportive culture, to create an environment where all stakeholders can thrive. The district wants to set the foundation for positive educational experiences, enhance student well-being, and maximize academic achievement, ultimately preparing students to become successful and responsible members of society.</p> <p>A comprehensive program focusing on a safe, healthy, and supportive culture addresses the holistic development of students. It recognizes that education extends beyond academic achievement and emphasizes social-emotional growth, character development, and the acquisition of essential life skills.</p> <p>This priority supports the following SCEP commitment of our ATSI identified school:</p> <ul style="list-style-type: none">• CULTURE GOAL: By the end of the 2023-24 academic year, increase student and staff engagement and satisfaction levels by implementing a comprehensive recognition and feedback system, integrating student and staff voice and choice, and aligning Leader in Me, SEL, and Restorative practices throughout the middle school.

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>Leader in Me/Lighthouse School (PreK-8)</p>	<p>Leadership Development: The Leader in Me program focuses on developing leadership skills in students, helping them become proactive, responsible, and engaged learners.</p> <p>Social-Emotional Learning: The Leader in Me program incorporates social-emotional learning components that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Positive Behavior Support: The Leader in Me program encourages the adoption of positive behavior support systems that focus on recognizing and reinforcing positive behaviors rather than solely relying on punitive measures.</p>	<p>Professional Development</p> <p>Time built into schedule for Leader in Me curriculum.</p> <p>Curriculum advisement coordinator, ongoing observation, opportunity for feedback</p>
<p>Advisory (Grades 9-12)</p>	<p>Social-Emotional Support: Advisory blocks provide dedicated time for students to address their social-emotional needs.</p> <p>Personalized Guidance and Mentorship: Advisory blocks allow for personalized guidance and mentorship. Advisors can build relationships with students, getting to know their individual strengths, challenges, and goals. Through regular check-ins, advisors can provide academic support, goal-setting assistance, and advice on navigating challenges.</p> <p>Positive School Climate: Through advisory blocks, advisors can address important topics related to inclusivity, respect, and anti-bullying efforts. Discussions can focus on promoting a positive school climate, fostering empathy, and embracing diversity.</p>	<p>Professional Development</p> <p>Time in schedule for each student to receive advisement.</p> <p>Curriculum advisement coordinator, ongoing observation, opportunity for feedback</p>

Priority 1

<p>Increased communication regarding the importance of attending school.</p>	<p>District and building leaders will share with families through various communication modalities the importance of attending school.</p> <p>Partner with PTO to assist with this messaging and incentives.</p> <p>Monthly celebrations.</p>	<p>Time, process, funds – Time to plan</p> <p>Process policy dissemination and implementation</p> <p>PTO participation and willingness to participate.</p>
<p>MTSS: Problem-solving for behavior intervention.</p>	<p>Interventions will be created for students having behavior difficulties through our child study teams.</p> <p>Teachers will have a process/system to refer students to the child study team. Teachers will have to apply the interventions at the Tier 1 level and track the student’s progress.</p> <p>The interventions and tracking are returned to the child study team to determine if more intensive interventions by a specialist are necessary to support the student’s growth.</p>	<p>Child Study Team regularly scheduled meetings.</p> <p>Coverage for meetings (Substitute Teachers)</p>

Measuring Success

END OF THE YEAR

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

<p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.</p>
<p>The priority, “By the end of the 2023-2024 school year, the district will implement a comprehensive program to cultivate a safe, healthy, and supportive culture and learning environment by enhancing student well-being, promoting inclusivity, and fostering positive relationships among students, staff, and families” would be fulfilled.</p> <p>School Stakeholders’ Survey (Climate and Culture Survey): (2023-2024 SY)</p>

Priority 1

At the end of the 2023-24 school year, 85% of intermediate students will strongly agree or agree with the statement “I feel safe in school.” (Spring 2023 results: 71.05%)

At the end of the 2023-24 school year, 50% of secondary students will strongly agree or agree with the statement “I feel safe in school.” (Spring 2023 results: 24.88%)

At the end of the 2023-24 school year, 55% of teachers will strongly agree or agree with the statement “There is a clear system in place for all teachers and staff who work with the same student to share information about that particular student’s SEL needs so that students receive an informed response to their needs.” (Spring 2023 results: 36.71%)

At the end of the 2023-24 school year, 85% of parents will strongly agree or agree with the statement “This school provides a caring environment for my child.” (Spring 2023 results: 67.81%)

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>
Implementation of Leader in Me/Lighthouse School (PreK-8)	By the end of September 2023, student and teacher schedules should reflect time built in to implement curriculum on a consistent basis.	
Implementation Advisory (Grades 9-12)	By the end of September 2023, student and teacher schedules should reflect time built in to implement curriculum on a consistent basis.	
Increased communication regarding the importance of attending school.	Increased communication regarding attendance throughout the school year. Partnership with PTO to assist with these measures no later than October 2023.	
MTSS: Problem-solving for behavior intervention.	Child Study Teams are being held. Documentation that systems/processes are being followed to support students for behavior interventions	

Priority 1

	Students needing behavior intervention(s) are receiving them and showing progress.	
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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Student Engagement Priority: By the end of the 2023-2024 school year, the district will implement instructional strategies and resources that foster engaging learning experiences, resulting in increased classroom participation and improved student achievement.</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 Cheektowaga-Sloan Union Free School District will make engaging learning experiences a priority to create an environment that promotes student engagement, academic achievement, equity, 21st-century skills, student well-being, teacher satisfaction, and overall educational excellence. All of these items set the stage for a positive and impactful educational experience for all students.</p> <p>Lessons learned through the Envision-Analyze-Listen activities is that when students are engaged in their learning, they are more likely to be motivated, attentive, and invested in their educational journey. Increased classroom participation leads to a more dynamic and interactive learning environment, which ultimately enhances student learning outcomes.</p> <p>This priority supports the following SCEP commitment of our ATSI identified school:</p> <ul style="list-style-type: none"> ● STUDENT ENGAGEMENT GOAL: By the end of the 2023-24 school year, increase student engagement and academic rigor in all classrooms by implementing instructional look fors, incorporating differentiated instruction, and Specially Designed Instruction (SDI) for students with disabilities.

Priority 2

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?
Regular non-evaluative classroom visits by building leaders.	Building leaders will create weekly classroom visit calendars to support the use of Tier 1 interventions.	Time – to make sure the building leader(s) has time protected and is not diverted toward other responsibilities.
Instructional “cheat sheet” with common research-based instructional practices and strategies.	<p>District and building leaders will create a grade-level specific overview (cheat sheet) regarding common research-based instructional practices and strategies for teachers.</p> <p>The following is a breakdown of areas of focus to support teachers with research-based instructional practices.</p> <p>September - November: Student Engagement and Instructional Learning Targets</p> <p>December - February: Questioning and Assessment</p> <p>March-June: Differentiation</p>	<p>Time for instructional leaders to meet to create this resource</p> <p>Time to share the resource with teachers</p>
Monthly non-evaluative classroom visits by district leaders	District leaders will create a monthly classroom visit calendar for all buildings to visit classrooms to support the use of Tier 1 interventions.	Time – making sure the district leaders have time protected and is not diverted toward other responsibilities.

Priority 2

Tier 1 Interventions Professional Development	Training for teachers and leaders on Tier 1 interventions	Time, process, funds – Time to plan Process policy dissemination and implementation PTO participation and willingness to participate.
Instructional Data conversations	Building and district leaders sharing instructional data with teachers. Building and district leaders sharing instructional data with one another.	Time to meet and discuss data

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.

The priority, “By the end of the 2023-2024 school year, the district will implement instructional strategies and resources that foster engaging learning experiences, resulting in increased classroom participation and improved student achievement” would be fulfilled.

School Stakeholders’ Survey (Climate and Culture Survey): (2023-2024 SY)

At the end of the 2023-24 school year, 60% of intermediate students will strongly agree or agree with the statement “I feel challenged at school.” (Spring 2023 results: 47.39%)

At the end of the 2023-24 school year, 55% of secondary students will strongly agree or agree with the statement “I feel challenge at school.” (Spring 2023 results: 40.18%)

Priority 2

At the end of the 2023-24 school year, 75% of teachers will strongly agree or agree with the statement “Our curriculum is well-structured and aligned to standards.” (Spring 2023 results: 66.67%)

At the end of the 2023-24 school year, 85% of parents will strongly agree or agree with the statement “Teachers make classes interesting and engaging.” (Spring 2023 results: 60.90%)

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>
Regular non-evaluative classroom visits by building leaders.	Weekly classroom visit schedules. Monthly visits with Leadership Coach Building leaders collecting instructional data. Building leaders using data to drive professional development.	
Instructional “cheat sheet” with common research-based instructional practices and strategies.	District and school leaders will provide teachers with an ongoing overview of the commonly used research-based instructional practices and strategies will allow them to plan and differentiate their lessons accordingly. Building leaders will see evidence of these strategies in lesson plans and regarding implementation of these lessons when visiting classrooms.	
Monthly non-evaluative classroom visits by district leaders	Monthly building visit calendar for all buildings. District leaders collecting instructional data.	

Priority 2

	District leaders will share the data with building leaders and use the data to drive building and district professional development.	
Tier 1 Interventions Professional Development	Scheduled PD for teachers and leaders. Ongoing PD based on data collected from classroom visits.	
Instructional Data conversations	Leadership data conversations every other month. Instructional data conversations on monthly faculty and teacher meeting agendas.	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Data & Instruction Priority: By the end of the 2023–2024 school year, the district will establish a data-driven instructional decision-making process that utilizes multiple data points to tailor teaching strategies and interventions to meet the individual needs of students.</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 Cheektowaga–Sloan Union Free School District will prioritize a data-driven instructional decision-making process, in order to enhance personalized learning, improve student outcomes, promote evidence-based practices, provide targeted intervention and support, foster continuous improvement, and ensure accountability and transparency.</p> <p>These factors collectively contribute to creating a high-quality educational experience that meets the diverse needs of students and supports their individual growth and success.</p> <p>Lessons learned through the Envision–Analyze–Listen activities is that by establishing a data-driven instructional decision-making process, the district can tailor teaching strategies and interventions to meet the individual needs of students. This personalized approach acknowledges that students have unique strengths, weaknesses, and learning styles, allowing educators to provide targeted support and create a more effective learning experience for every student.</p> <p>This priority supports the following SCEP commitment of our ATSI identified school:</p> <ul style="list-style-type: none"> • DATA AND INSTRUCTION GOAL: By the end of the 2023–24 academic year, we will develop a data-driven culture among school leaders and teachers that utilizes student needs, assessments, and analysis to inform strategic action planning, resulting in improved student achievement outcomes. Teachers will utilize a variety of data sources, including diagnostics, benchmarks, and progress monitoring, to inform lesson planning and foster student participation in their own learning process.

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>Data Collection and Analysis</p>	<p>Develop a system for collecting and organizing multiple data points, including formative and summative assessments, student performance data, and qualitative feedback.</p> <p>Implement data analysis tools and platforms to effectively analyze and interpret the collected data, identifying patterns, trends, and areas of student growth and improvement.</p> <p>Train teachers and staff on data collection methods, analysis techniques, and interpreting data to inform instructional decision-making.</p>	<p>Professional Development to train teachers and leaders on data collection methods, analysis techniques, and interpreting data to inform instructional decision-making.</p>
<p>Professional Development and Capacity Building</p>	<p>Provide comprehensive professional development opportunities for teachers and staff on data literacy, data analysis techniques, and the use of data to inform instruction.</p> <p>Offer training sessions on interpreting and utilizing multiple data points to identify student needs, differentiate instruction, and target interventions effectively.</p> <p>Foster a culture of collaboration and shared responsibility by establishing collaborative learning communities where teachers can discuss and learn from one another's data-driven instructional practices.</p>	<p>Professional Development based on the needs of teachers and school leaders.</p>
<p>Individualized Instructional Planning and Support</p>	<p>Implement a systematic process for individualized instructional planning that incorporates the analysis of multiple data points.</p>	<p>Professional Development based on the needs of teachers and school leaders.</p>

Priority 3

	<p>Develop protocols and guidelines to guide teachers in using data to identify students' strengths, areas for growth, and instructional interventions.</p> <p>Provide support structures, such as instructional coaches or data teams, to assist teachers in designing and implementing differentiated instructional strategies based on student needs.</p>	
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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.

The priority, “By the end of the 2023-2024 school year, the district will establish a data-driven instructional decision-making process that utilizes multiple data points to tailor teaching strategies and interventions to meet the individual needs of students” would be fulfilled.

School Stakeholders’ Survey (Climate and Culture Survey): (2023-2024 SY)

At the end of the 2023-24 school year, 55% of secondary students will strongly agree or agree with the statement “We receive specific feedback from our teachers on the tests/assessments we take..” (Spring 2023 results: 38.87%)

At the end of the 2023-24 school year, 70% of teachers will strongly agree or agree with the statement “We review common assessments during grade level/content area meeting time.” (Spring 2023 results: 53.08%)

Priority 3

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>
Data Collection and Analysis	<p>By January 2024, the district has established a streamlined system for collecting, organizing, and analyzing multiple data points effectively.</p> <p>By June 2024, teachers and staff demonstrate proficiency in data collection methods and analysis techniques, using data to inform instructional decision-making.</p> <p>By June 2024, data analysis tools and platforms are implemented and utilized efficiently, enabling educators to identify patterns, trends, and areas of student growth and improvement accurately.</p>	
Professional Development and Capacity Building	<p>By November 2023, 80% of teachers and leaders have participated in comprehensive professional development sessions focused on data literacy, data analysis techniques, and the use of data to inform instruction.</p> <p>By June 2024, there is a culture of collaboration and shared responsibility is evident, with teachers actively engaging in collaborative learning communities to discuss and learn from one another's data-driven instructional practices.</p> <p>By June 2024, teachers demonstrate a strong understanding of how to interpret and utilize multiple data points to identify student needs,</p>	

Priority 3

	differentiate instruction, and target interventions effectively.	
Individualized Instructional Planning and Support	<p>By January 2024, there will be a systematic process for individualized instructional planning will be implemented, ensuring that teachers incorporate the analysis of multiple data points into their instructional decision-making.</p> <p>By November 2023, there will be protocols and guidelines for using data to inform instructional interventions are established and consistently followed by teachers.</p>	

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>	
<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> 	

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>

Priority 4

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

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 (complete after the date listed in the preceding column)

Priority 4

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>	
<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> 	

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?

Priority 5

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

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 (complete after the date listed in the preceding column)

Priority 5

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>
Jeffrey Mochrie	Principal	Theodore Roosevelt Elementary
Elizabeth Zaccarine	Principal	Woodrow Wilson Elementary
Robert Julian	Principal	JFK Middle and High School
Daniel Reiford	Assistant Principal	JFK High School
Danielle Rodgers	Assistant Principal	JFK Middle School
Janelle Finn	Executive Director of Curriculum, Accountability and Professional Development	
Brian Zybala	Director of Data and Technology Data Protection Office	
Jessica Emmerling	Director of Special Education	
A Kochan	Science Teacher	JFK High School

Our Team's Process

Sheri Sante	Math Teacher	JFK Middle School
Christine Ruffner	Academic Learning Center	JFK Middle School
Kelsey Miosi	Academic Learning Center	JFK High School
Carisa Masse	Consultant Teacher	JFK Middle School
Erin Stillman	Guidance Counselor	JFK Middle School
Lindsay Ragusa	Teacher	Woodrow Wilson Elementary
Emily Markiewicz	Teacher	Theodore Roosevelt Elementary
Andrea Parker	Coordinator of Curriculum and Instruction	
Kristie Schlossin	Parent	
Jennifer Klopp	Parent	

Meeting Dates

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

Meeting Date	Location
10.13.22	Woodrow Wilson Elementary Conference Room
2.2.23	Woodrow Wilson Elementary Conference Room
3.9.23	Woodrow Wilson Elementary Conference Room

Stakeholder Participation

6.8.23	Wooddrow Wilson Elementary Conference Room
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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	During planning for the identified school’s 23-24 SCEP JFK MS teachers discussed the priorities for the district plan. It was important for this group that the district plan shared components of the building plan.
Parents with children from each identified subgroup	Same as above
Secondary Schools: Students from each identified subgroup	During student interviews, students were asked how the school plan should be used to support a district plan.

Submission Assurances

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 made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
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 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).