



# District Comprehensive Improvement Plan (DCIP)

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

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Create a district-wide attendance policy to improve student engagement.
2	Establish common instructional practices across grade levels with research-based Tier 1 interventions.
3	Establish a systematic approach to SEL to ensure the social and emotional needs of students, staff, and families are met.
4	Create a Multi-Tiered System of Supports.
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Create a district-wide attendance policy to improve student engagement.</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values, and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This priority continues to be an area of focus for the Cheektowaga-Sloan Union Free School district because student attendance continues to be a major concern. Specifically, the data shows that there were far too many students who were identified as chronically absent at the secondary level.</p> <p>This commitment supports the SCEP of our identified school because they are equally committed to finding solutions for chronic absenteeism.</p> <p>The "How Learning Happens" document and student interviews revealed that student relationships and connections with the school are major factors for student attendance.</p> <p>This is the right commitment to pursue currently because our identified school continues to work on streamlining its attendance policy using a multi-tiered support approach. We understand that there are many factors that cause students not to attend school and we want to begin to address those factors with targeted interventions and positive incentives.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue revising district-wide attendance policy</p>	<p>Create/revise the district-wide attendance policy.</p> <p>Create attendance committees at our secondary schools.</p>	<p>Creation of a district-wide attendance policy.</p> <p>Get BOE approval for revisions.</p>	<p>Time, process, funds –</p> <p>Time to plan</p> <p>Process policy dissemination and implementation</p> <p>Funds for teachers or substitute teachers to meet</p>
<p>Create attendance committees in all buildings.</p>	<p>Attendance committees meet monthly to discuss interventions and incentives for student attendance.</p> <p>Attendance incentives will not center on “perfect attendance”. However, district and building leaders will stress via multiple measures the importance of attending school with a goal of 85% attendance.</p>	<p>Decrease chronic absenteeism by 5%</p>	<p>Time, process, funds –</p> <p>Time to plan</p> <p>Process policy dissemination and implementation</p> <p>Funds for teachers or substitute teachers to meet</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>Increased communication regarding attendance throughout the school year.</p> <p>Partnership with PTO to assist with these measures.</p>	<p>Time, process, funds – Time to plan</p> <p>Process policy dissemination and implementation</p> <p>PTO participation and willingness to participate.</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 2022-23 school year.

100% of buildings have attendance committee meetings with agendas and minutes. Goal: Meetings are occurring 80% of the school year (8 out of 10 months).

75% of middle school students agree or strongly agree with the following statement, “My school shares the importance of coming to school daily and on time.” [Current (Spring 2022 Survey): 55.67%]

75% of high school students agree or strongly agree with the following statement, “My school shares the importance of coming to school daily and on time.” [Current (Spring 2022 Survey): 40.81%]

5% reduction in chronic absenteeism at every school.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Establish common instructional practices across grade levels with research-based Tier 1 interventions.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values, and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The Cheektowaga-Sloan Union Free School District has continued to identify literacy deficits at the primary level and the “ALL” subgroup at the secondary level received multiple Level 1’s for ELA. The plan for the 22-23 SY is to continue to prioritize these deficits with the appropriate teacher and building level leaders’ professional development.</p> <p>Our district vision includes utilizing our two Academic Learning Centers (ALCs) as resources to help all learners reach their highest potential—from striving learners to those who require challenging experiences. We understand that to bridge academic gaps it is important that classroom teachers become the primary interventionist.</p> <p>Only 40.64% of middle school students and 37.04% of high school students agree or strongly agree with the statement, “My teachers explain material in a different way when I do not understand.”</p> <p>Our identified school has committed to increasing instructional rigor by supporting teaching and learning. This priority directly supports the SCEP commitment to our identified building.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Regular non-evaluative classroom visits by building leaders.</p>	<p>Building leaders will create weekly classroom visit calendars to support the use of Tier 1 interventions.</p>	<p>Weekly classroom visit schedules.</p> <p>Monthly visits with Leadership Coach</p> <p>Building leaders collecting instructional data.</p> <p>Building leaders using data to drive professional development.</p>	<p>Time – to make sure the building leader(s) has time protected and is not diverted toward other responsibilities.</p>
<p>Instructional “cheat sheet” with common research-based instructional practices and strategies.</p>	<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>Providing teachers with an overview of the commonly used research-based instructional practices and strategies will allow them to plan and differentiate their lessons accordingly.</p> <p>Building leaders will see evidence of these strategies in lesson plans and regarding implementation of these lessons when visiting classrooms.</p>	<p>Time for instructional leaders to meet to create this resource</p> <p>Time to share the resource with teachers</p>

Priority 2

	<p>September - November: Student Engagement and Instructional Learning Targets</p> <p>December - February: Questioning and Assessment</p> <p>March-June: Differentiation</p>		
<p>Monthly non-evaluative classroom visits by district leaders</p>	<p>District leaders will create a monthly classroom visit calendar for all buildings to visit classrooms to support the use of Tier 1 interventions.</p>	<p>Monthly building visit calendar for all buildings.</p> <p>District leaders collecting instructional data.</p> <p>District leaders will share the data with building leaders and use the data to drive building and district professional development.</p>	<p>Time – making sure the district leaders have time protected and is not diverted toward other responsibilities.</p>
<p>Professional Development</p>	<p>Training for teachers and leaders on Tier 1 interventions</p>	<p>Scheduled PD for teachers and leaders.</p> <p>Ongoing PD based on data collected from classroom visits.</p>	<p>Time, process, funds –</p> <p>Time to plan</p> <p>Process policy dissemination and implementation</p> <p>PTO participation and willingness to participate.</p>
<p>Instructional Data conversations</p>	<p>Building and district leaders sharing instructional data with teachers.</p>	<p>Leadership data conversations every other month.</p> <p>Instructional data conversations on monthly faculty and teacher meeting agendas.</p>	<p>Time to meet and discuss data</p>



Priority 2

	Building and district leaders sharing instructional data with one another.		

## 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 2022-23 school year.

70% of teachers agree or strongly agree with the statement, “School leaders provide teachers with opportunities to observe and discuss effective teaching practices.” [Current (Spring 2022 survey)– 33.81%]

70% of teachers agree or strongly agree with the statement, “Our school leaders make certain we have relevant, targeted professional development.” [Current (Spring 2022 survey)– 33.81%]

Building and district leaders are meeting on a monthly basis to discuss instructional data. Goal: 80% (8 out of 10 months)

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Establish a systematic approach to SEL to ensure the social and emotional needs of students, staff and families are met.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values, and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>There was a continuous theme during the Student Interviews regarding the realization that the staff cares about students and families.</p> <p>Students expressed that adults encourage them to take risks which encourages them to do so knowing there’s an adult to assist them if they fall short of their goals. Several students shared that they believe teachers have high expectations of them.</p> <p>This was a priority of the Cheektowaga-Sloan Union Free School District during the 2021-2022 SY and we continue to prioritize providing a systematic approach to SEL to ensure the social and emotional needs of students, staff, and families are met. We continue to share the central location that houses the vast amount of support systems available to Cheektowaga-Sloan students, staff, and families.</p> <p>However, the team needs to continue to create a “district-wide system” for tracking student support and interventions. Although the district is aware that students were being supported and interventions were occurring, due to the ongoing needs of students, staff and families this outcome was unable to be met. This is also the reason that the quantitative outcome was not achieved because a “district-wide system” has yet to be established.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Create a system for tracking student support and interventions.</p>	<p>Creating and sharing a system to track student support and interventions</p> <p>Pooling resources throughout the district to determine which systems are already in place and which systems need to be streamlined.</p>	<p>Standard Operating Procedures for tracking student support and intervention district-wide.</p> <p>Informing staff that only key staff members will have access to sensitive information related to students and families.</p>	<p>Time, process, funds –</p> <p>Time to plan</p> <p>Process policy dissemination and implementation</p> <p>PTO participation and willingness to participate.</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 2022-23 school year.

Creation of a district-wide system to track student support and interventions.

65% of teachers agree or strongly 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.” [Current (Spring 2022 Survey): 30.44%]

## PRIORITY 4

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

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Continue to create a Multi-Tiered System of Supports.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values, and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>During the 2021-2022 SY systems were put in place for consistent academic interventions for students with various needs. We believe that our students need to continue to need support in place to address their academic <u>and</u> behavioral needs using a systematic approach. We also want to make sure these strategies are age-appropriate and student-specific.</p> <p>We believe in the “whole child” approach to teaching which supports and nurtures all areas of children's development and learning—from social-emotional and cognitive skills to literacy, math, and science understanding.</p> <p>In the spring 2022 teacher survey, only 39.13% of teachers agreed or strongly agreed with the statement, “Our school has a consistent system to track frequent flyers related to behavior, attendance, and academic interventions.”</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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a system to make decisions about which student will receive services.	Use screening data to make decisions about who will receive specific services.	Documentation that specific screening data is used to make decisions about which student will receive services.	Identify specific data (K-12).  Time to analyze data.  Teacher access to the specific data.
Set target goals and create a progress monitoring calendar.	Track the student's growth toward meeting the goal.  We will use national norms to determine when to return students to tier 1 instruction.	Target goals are being set.  Progress monitoring calendar is created.	Time to progress monitor.
Provide Tier 3 intervention services	Expand our model to include tier three services for students who are not making adequate progress while receiving tier two services.  We determine adequate progress by comparing the student's rate of improvement to nationally normed rates of improvement.	Tier 3 interventions are available and accessible to the students that need the said services.	Time to compare student data.

Priority 4

<p>Problem-solving for behavior and academic intervention.</p>	<p>Interventions will be created for students having behavior and academic 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 Teams are being held.</p> <p>Documentation that systems/processes are being followed to support students.</p> <p>Students needing intervention(s) are receiving them and showing progress.</p>	<p>Child Study Team regularly scheduled meetings.</p> <p>Coverage for meetings (Substitute Teachers)</p>
<p>Update Data Teaming Handbook and RTI plan.</p>	<p>The above processes will be added to our Data Teaming Handbook and our RTI plan.</p>	<p>Teaming Handbook and RTI plan are updated.</p> <p>Ongoing updates are evident when needed.</p>	<p>Time to update both.</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 2022-23 school year.

75 % of teachers agree or strongly agree with the statement, “Our school has a consistent system to track frequent flyers related to behavior, attendance, and academic interventions.” [Current (Spring 2022 Survey): 39.13%]

65 % of teachers agree or strongly 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.” [Current (Spring 2022 Survey): 30.44%]

## PRIORITY 5

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

### Our Priority

**What will we prioritize to extend success in 2022-23?**

**Why is this a priority?**

*Things to potentially take into consideration when crafting this response:*

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
  - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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 2022-23 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>
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	

Our Team's Process

Brian Zybala	Director of Data and Technology Data Protection Office	
Jessica Emmerling	Director of Special Education	
Timothy Miller	Math Teacher	JFK Middle School
A Kochan	Science Teacher	JFK High School
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	

Our Team's Process

Lynda Hirner	Parent	
Ashley Szczesek	Parent	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
5/23/22	Zoom
5/24/22	Zoom
6/1/22	Zoom
6/13/22	Zoom

### 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	During planning for the identified school's 22-23 SCEP, JFK Middle 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

### 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](mailto:DCIP@nysed.gov) by August 1, 2022, 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).