District Comprehensive Improvement Plan (DCIP)

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

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 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 1

Our Priority

What will we prioritize to extend success in 2021-22?	Create a district-wide attendance policy to improve student engagement.

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:*
     o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
     o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Prior to the COVID-19 pandemic, student attendance was a major concern. There were far too many students who were identified as chronically absent at the secondary level.
	
	 This commitment supports the SCEP of our identified school because they are equally committed to finding solutions for chronic absenteeism.
	
	 The "How Learning Happens" document and student interviews revealed that student relationships and connections with school are major factors for student attendance.
	
	 This is the right commitment to pursue currently because our identified school is in the process of streamlining their 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
District-wide attendance policy	Create/revise the district-wide attendance policy.	Creation of a district-wide attendance policy. Get BOE approval	Time, process, funds – ● Time to plan ● Process policy dissemination and implementation ● Funds for teachers or substitute teachers to meet
Attendance committees meet monthly	Attendance committees in every building meeting to discuss data and create a plan for intervention.	Committees meet monthly with agenda and minutes. Attendance incentives Systematic intervention plans in place	Time, process, funds – ● Time to plan/meet ● Process policy dissemination and implementation ● Funds for teachers or substitute teachers to meet ● Funds for incentives

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 2021-22 school year.

100% of buildings have monthly attendance committee meetings with agendas and minute.

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: 60.87%]

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: 54.55%]

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Establish common instructional practices across grade levels with research-based Tier 1 interventions.

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:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Prior to the COVID-19 pandemic, the Cheektowaga-Sloan Union Free School District identified 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 20-21 SY was to prioritize these deficits with appropriate teacher and building level leaders' professional development.
	
	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 the gap due to the COVID-19 pandemic, it is important that classroom teachers become the primary interventionist.
	
	Only 55.55 % of middle school students and 27.28% of high school students agree or strongly agree with the statement, "My teachers explain material in a different way when I do not understand."
	
	Our identified school has committed to increasing instructional rigor by supporting teaching and learning. This priority directly supports the SCEP commitment of our identified building.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	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.	Weekly classroom visit schedules. Monthly visits with Leadership Coach Building leaders collecting instructional data. Building leaders using data to drive professional development.	Time – making sure the building leader(s) has time protected and is not diverted toward other responsibilities.
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.	Monthly building visit calendar for all buildings. District leaders collecting instructional data. District leaders sharing the data with building leaders and using the data to drive building and district professional development.	Time – making sure the district leaders have time protected and is not diverted toward other responsibilities.
Professional Development	Training for teachers and leaders on Tier 1 interventions	Scheduled PD for teachers and leaders. Ongoing PD based on data collected from classroom visits.	Time, process, funds – ● Time to plan ● Process on PD implementation

Priority 2

			Funds for teachers or substitute teachers
Instructional Data conversations	Building and district leaders sharing instructional data with teachers. Building and district leaders sharing instructional data with one another.	Leadership data conversations every other month. Instructional data conversations on monthly faculty and teacher meeting agendas.	Time to meet and discuss data

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 2021-22 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: 57.15%]

70% of teachers agree or strongly agree with the statement, "Our school leaders make certain we have relevant, targeted professional development." [Current: 47.95%]

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Establish a systematic approach to SEL to ensure the social and emotional needs of students, staff and families are met.

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)?*
	There was a continuous theme during the Student Interviews regarding the realization that the staff cares about students and families.
	
	 Students expressed adults encourage them to take risks which encourages them to do so knowing there's an adult to assist if they fall short of their goals. Several students shared that they believe teachers have high expectations of them.
	
	 This was a priority of the Cheektowaga-Sloan Union Free School District during the 2020-2021 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 successfully created a central location to house the vast amount of support systems available to Cheektowaga-Sloan students, staff and families.
	
	 However, the team was unable 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.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a district-wide system of SEL support	Creating and sharing a system of SEL support across the district. Pooling resources throughout the district to determine which systems are already in place and which systems need to be streamlined.	Standard Operating Procedures for SEL support in writing and shared district-wide	Time, process, funds – ● Time to plan ● Process to create system and disseminate information ● Funds for teachers or substitute teachers to meet
Create a system for tracking student support and interventions.	Creating and sharing a system to track student support and interventions Pooling resources throughout the district to determine which systems are already in place and which systems need to be streamlined.	Standard Operating Procedures for tracking student support and intervention district wide. Informing staff that only key staff members will have access to sensitive information related to students and families.	Time, process, funds – ● Time to plan ● Process to create system and disseminate information ● Funds for teachers or substitute teachers to meet

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 2021-22 school year.

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

Creating of a district-wide system for SEL support.

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: 42.11%]

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2021-22?	Create Multi-tiered Systems of Support
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:* o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* o *In what ways does this support the SCEP commitments of your identified school(s)?*	Currently, there is no process in place for consistent academic interventions and behavioral strategies for students with various needs. We believe that our students need supports in place to address their academic and behavioral needs using a systematic approach. We also want to make sure these strategies are age-appropriate and student-specific. 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. On the spring 2021 teacher survey, only 50.51% 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."

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create a District RtI Handbook	RtI Handbook will be created to outline the district-wide process.	Completed RtI handbook distributed to every teacher in the district. RtI process being followed as outline in handbook during teacher data meetings.	Time, process, funds – ● Time to plan ● Process to create system and disseminate information ● Funds for teachers or substitute teachers to meet
RtI Process Training	21-22 SY Opening Day training for all teachers on the process outline in the RtI handbook. Ongoing teacher training throughout the year.	100% of K-8 teachers will receive training either at the beginning of the year or by October 1, 2021. District administrator will attend data meetings at the primary and intermediate building on how to use FastBridge reports and how to use multiple data points for student selection of services. K-5 teachers receive help on determining a focus for each child and how to progress monitor that goal.	Time, process, funds – ● Time to plan training ● Process to support teachers ● Funds for teachers or substitute teachers to meet Time – making sure the leaders have time to meet with teachers is protected and is not diverted toward other responsibilities.

		Above-referenced training will occur 3x/year at data meetings **and** at the 6-8 week mark of progress monitoring.	

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 2021-22 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: 50.51%]

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: 42.11%]

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 2021-22?	

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	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 2021-22 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 *(if applicable)*
Timothy Miller	Teacher	JFK Middle School
Megan Zoldaz	Teacher	JFK Middle School
Andre Stokes	Parent	JFK Middle School
Jenn Klopp	Parent	JFK Middle School
Ashley Szczesek	Parent	Woodrow Wilson Elementary School
Linder Hirner	Parent	JFK Middle School

Our Team's Process

Meeting Dates

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

Meeting Date	Location
5/27/21	Zoom
6/7/21	Zoom
6/9/21	Zoom
7/12/21	Zoom
7/26/21	JFK Middle School

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 21-22 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 by July 30, 2021, 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).