



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
North Rose-Wolcott CSD	Michael Pullen

## 2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	<b>We will increase opportunities for family involvement in decision making processes.</b>
2	<b>Student growth will be assessed using multiple measures to track growth of the whole child.</b>
3	<b>We will expand our partnerships with community agencies to meet our students' and families' needs.</b>
4	
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>We will increase opportunities for family involvement in decision making processes.</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>One of our Community Promises that are a part of our Strategic Action Plan is: We will foster collaboration and communication that connects students, families, and the community by creating positive relationships.</p> <p>Information gathered through the Family Tiered Fidelity Inventory, a parent focus group, and our work with EPIC identified this as the next steps in strengthening relationships between school and families.</p> <p>We will be using these data points when going through the revision process of our District Strategic Action Plan.</p> <p>The SCEP process showed us that while we communicate a lot of information out to parents, we rarely hear from parents within our identified sub-groups.</p> <p>While the school is focusing on the family involvement of the subgroups, the district will focus on increasing the family involvement of all students.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Identify areas where parent voice and participation in decision making is lacking.</p>	<p>The administrative team will look at all activities and committees that are a part of the district and identify those that would benefit from parent voice.</p>	<p>Schedule-Consider meetings offered at different times to allow parents to participate; allow a virtual option for participation. Money-If activities/committees meet outside of the contractual day, we will need to pay teachers to stay.</p>

Priority 1

We will have parents identify their preferred way of communication along with preferred time of day in order to best provide information to them about opportunities to be involved.	Each homeroom/advisory teacher will send home a paper for parents to return to inform of. For any that are not returned, they will follow up with an email/parent square. If it is still not returned, a phone call home will be made.	Teachers will need to know what students they are responsible for. Teachers will need time to make follow up contacts. Process-the main office of each building will keep a spreadsheet of info returned as well as who has not been reached.

## 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 2024-25 school year.

The district will be able to identify the opportunities that parents were provided to be involved in decision making. The district will keep track of what parents have become involved in order to expand to different families that have not been reached in future years.

### 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
At each administrative meeting, buildings will report how many parents have been involved in the decision making meetings in their building.	Increased parent involvement should be evident by November of 2024.	
As parents become more involved, they should recognize that their voices matter.	End of year family survey -increased return numbers.  June 2025	

Priority 1


## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Student growth will be measured using multiple measures to track growth of the whole child.</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>This priority fits into our value of educating the whole child, and measuring student success by more than just test scores.</p> <p>This is the right Priority to pursue because students who are socially and emotionally well, in attendance at school, and engaged in school make progress more easily.</p> <p>As we developed the SCEP, we noticed that specifically the identified subgroups have poor attendance and increased behavioral needs as compared to other students.</p> <p>This supports the use of the 5 week check in with home for students in the subgroup to report information on academics, behavior, attendance, etc.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Each building will review data related to academic, attendance, and behavior through their MTSS processes.</p>	<p>This will entail using a new Dashboard system that will provide data for teams to use.</p>	<p>Cost of Dashboard Training on Dashboard system Scheduled meeting times and topic schedule MTSS team</p>
<p>Specific data points will be identified to trigger interventions for students.</p>	<p>Each trigger point will look different in each building, however each building will have a</p>	<p>Schooltool Dashboard Process of looking at data</p>

Priority 2

	process to move students in and out of interventions.	MTSS team schedule

## 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 2024-25 school year.

Buildings will report student data in the areas of academics, behavior, and attendance.

### 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	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>
Each building will provide an MTSS schedule of data review for the year.	End of September 2024.	
Building administrators will provide data on students who have been in interventions and growth made.	End of January 2025	
Data will be presented as an update to School Improvement Plans to show growth for students who were in interventions.	June 2025	

Priority 2

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## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>We will expand our partnerships with community agencies to meet our students' and families' needs.</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 Priority 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 Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>One of our Community Promises that are a part of our Strategic Action Plan is: We will foster collaboration and communication that connects students, families, and the community by creating positive relationships.</p> <p>This fits into our long-term plans because our rural community has a 65% poverty level and many families rely on the schools to facilitate medical/dental care, family therapy, drug/alcohol rehabilitation referrals, etc. We want to have connections with as many community organizations as possible to provide families with the resources they need.</p> <p>The subgroups identified often rely on the district to provide support to get immunizations, food, clothing, etc.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Have two full time Single Point of Access coordinators to work with families of high risk/high needs students.</p>	<p>The two SPOA coordinators will divide the district up K-6, 7-12 in order to meet the needs of families in all buildings.</p>	<p>Money-cost of hiring additional SPOA coordinator Space-offices to work out of in each building Individuals-the right hire that can work well with families and have an understanding of the resources that families can be connected to</p>
<p>We will track data to show how many students are served by</p>	<p>SPOA coordinators will create a spreadsheet to track each community partner and the</p>	<p>Time and Organization to track the data throughout the year.</p>



Priority 3

each Community Agency in order to justify the need.	number of referrals we have provided to connect families with them.	
A new parent liaison position will be created and posted specifically to hire someone to connect with ENL families.	We will need to find a parent who is connected to the ENL community and who parents trust in order to improve 2-way communication with them. This person will communicate with them at their preferred time and in their preferred language, doing home/work visits if needed.	Cost to employ the ENL parent liaison Regular communication between the buildings/district and liaison to ensure 2 way communication with families

## 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 2024-25 school year.

By the end of the year, the district will have an accurate number of how many students are served by each community partner.

The SPOA coordinators will also provide information on how many students/families they are working with to help us determine if the additional SPOA position helps us support more families.

We will compare number of communications with ENL families from the previous year to determine if there has been an increase.

### 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	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>
Position for second SPOA posted, interviewed and hired.  Position for ENL parent liaison posted, interviewed, and hired.	End of September 2024	
Spreadsheet of community partners and number of referrals kept up to date and presented to Superintendent/designee monthly.	Starting end of September and monthly	
Total number of referrals to community partners is tallied and reported.	June 2025	

Priority 3

## 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 2024-25?</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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>● <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></li> <li>● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	
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### Key Strategies and Resources

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

## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>

## PRIORITY 5

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

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</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>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	

### Key Strategies and Resources

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

## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>

## Stakeholder Participation

### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

### Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Sara Boogaard	School Psychologist	Leavenworth MS
Lindsay Weigand	Teacher	Leavenworth MS
Maja Swasty	ENL Teacher	Leavenworth MS
Ellen Freyer	Special Education Teacher	Leavenworth MS
Lesley Haffner	Parent	
Casie DiWispelaere	Teacher	Leavenworth MS
Tiffany Cahoon	Parent	Leavenworth MS
Crystal Rupp	Principal	Leavenworth MS
Megan Paliotti	ASI	
Karen Haak	Principal	North Rose-Wolcott Elementary School
Ben Stopka	Assistant Principal	North Rose-Wolcott Elementary School
Scott Hassal	Assistant Principal	Leavenworth MS
Nikki Sinclair	Principal	North Rose-Wolcott High School
Lisa Visalli	Assistant Principal	North Rose-Wolcott High School
Mark Mathews	Principal	Cougar Ops-Alternative Learning Center



### Our Team's Process

Irene Miller	ENL Teacher	North Rose-Wolcott Elementary School
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## Meeting Dates

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

Meeting Date	Location
6/6/24	Leavenworth MS
6/11/24	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	Our 3 ENL teachers and Migrant Program Teacher, as well as general education and special education teachers participated in meetings.
Parents with children from each identified subgroup	The employers of some of the parents from the subgroups attended the meetings and provided perspective on barriers to communication, scheduling needs, and communication preferences.
Secondary Schools: Students from each identified subgroup	N/A

## 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 July 31, 2024, 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).