



District Comprehensive Improvement Plan (DCIP)

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

2024-25 Summary of Priorities

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

1	School Environment Priority- By the end of 2024-2025, the district will implement a comprehensive program to establish a positive school culture that fosters a sense of belonging.
2	Active Student Involvement Priority- By the end of 2024-2025, the district will develop and implement student-centered teaching, assessment, and grading strategies to meet the needs of today’s learners.
3	Student Feedback and Growth Priority- By the end of 2024-2025, the district will collect meaningful data points to provide specific, relevant, and timely feedback to students that will enable them to learn and grow
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PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Goal #1 School Environment: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?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The Cheektowaga-Sloan Union Free School District (CSUFSD) 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 acquiring essential life skills.</p> <p>CSUFSD has focused on culture for several years. While we have made progress, students at JFK MS still report feeling unsafe in school on the culture survey. Our priority is to better understand the needs of our students and help them feel safe and more connected to the school community.</p> <p>The 2024-2025 SCEP first priority focuses on culture. JFK Middle School school stakeholders want a more inclusive decision-making and recognition of diverse contributions. They want to focus on integrating Leader in ME, SEL, and Restorative Practices, which is also a priority for the District.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 1

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?
positive student interactions	<p>All buildings, including John F. Kennedy Middle School (identified ATSI school), will create and implement positivity push plans.</p> <p>Positivity push plans are focused on promoting a positive school culture. These will include activities for students, faculty, and staff to promote community and connection.</p> <p>Principals will plan ways to show gratitude to faculty, staff, and students within these plans.</p>	<p>Space for events</p> <p>Dates for events</p> <p>volunteers at the event</p> <p>Activities and materials for events</p> <p>Create a calendar of events</p> <p>Written positivity push plans</p>
Connect Leader in Me and Restorative Practice and apply the 7 Habits to increase student leadership and responsibility	<p>In May 2024, Theodore Roosevelt (TR) Elementary School was designated a Lighthouse School. TR has worked very hard for many years to achieve this designation. Cheektowaga-Sloan Union Free School District's (CSUFSD) vision is for the leaders at TR to apply their skills and expand their leadership at Woodrow Wilson Elementary Schools (grades 3-5). Leadership skills are being combined with Restorative Practice at Woodrow Wilson Elementary School, JFK Middle School, and JFK High School. Each school plans to promote the application of the 7 Habits in all aspects of our students' lives.</p>	<p>Each school is creating plans to promote applying 7 Habits and Restorative Practice.</p> <p>JFK Middle School and JFK High School are creating an advisement curriculum that focuses on this goal. These lessons will include educating students on how their brains work, SEL skills, education and application of 7 Habits, and Restorative Practice. Money will be used to pay one teacher representative from JFK MS and JFK HS to develop this curriculum and monitor the implementation. We also need to purchase supplies and materials connected to implementing the advisement curriculum</p> <p>Woodrow Wilson and Theodore Roosevelt are developing common Restorative Practice lessons focused on the same goals as JFK MS and JFK HS. This will require pay for teachers to work outside of the school day to develop the lessons. The teachers will also need supplies and materials to plan these lessons.</p>

Priority 1

		Students in Grades 3-12 will be selected to be Restorative Practice leaders and receive training from Erie County Restorative Justice (ECRJ)
Restorative Practice added to discipline procedures	Each school will work with its teams to implement Restorative Practices into discipline procedures. CSUFSD wants Restorative Practice circles to be offered at Tier 2 and Tier 3. We want to offer circles to repair harm and use Restorative practice to reduce suspensions.	Each school will develop plans that incorporate Restorative Practice into their discipline procedures. Teachers will be working on these plans throughout the school year. If they need time outside of the school day to plan this, compensation will be provided per their contract.
Utilize goal setting and check in with students' academic progress	CSUFSD teachers will work with students to promote individual goal-setting and help them monitor the progress of these goals	In grades 6-12, students will have this support time built into the Advisement Curriculum. CSUFSD will support this initiative by providing professional learning on goal setting and time for the teachers to meet with their students.
Implement a Climate Survey and monitor the DCIP and SCEP implementation	Create, implement, and analyze a climate survey that will be given once a year in January 2025 Utilize a SCEP committee at JFK MS to meet frequently throughout the 2024-2025 school year to monitor the implementation of the SCEP plan	Pay a consultant to create, implement, and analyze a climate survey Pay for teachers at JFK MS to be on the SCEP committee, which will meet outside of the school day. Pay as per contract.

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.

- Development of positivity push plans that are reviewed and approved by the Superintendent of Schools
- Development of plans to combine Leader in Me/7 Habits and Restorative Practice to promote student leadership and a sense of belonging.
 - Development of an advisement curriculum at JFK MS and JFK HS
- Restorative Practice will be an integral part of the school community and will be utilized daily
- Students in grades 3-12 will be trained as Restorative Practice leaders.
- Discipline procedures will incorporate Restorative Practices and be communicated with all stakeholders
- Teachers will be trained in goal setting for students and help students monitor these goals.
- Students will have individual goals related to academics and personal growth goals.

Student Survey Results:

Only 65.85% of intermediate students agree or strongly agree with the statement, “I feel emotionally safe in school” and 69.26% agree or strongly agree with the statement, “I feel physically safe in school.” [68.96% spring 2023 “I feel safe in school.”]

- GOAL for 24-25: 80% on both questions

Only 34.02% of middle school students agree or strongly agree with the statement, “I feel emotionally safe in school” and 43.15% agree or strongly agree with the statement, “I feel physically safe in school.” [24.88% spring 2023 “I feel safe in school.”]

- GOAL for 24-25: 55% on both questions

Only 22.86% of High school students agree or strongly agree with the statement, “I feel emotionally safe in school” and 34.28% agree or strongly agree with the statement, “I feel physically safe in school.” [25.14% spring 2023 “I feel safe in school.”]

- GOAL for 24-25: 55% on both questions

District-Wide Teacher Survey Results:

Only 66.67% of teachers district-wide agree or strongly agree with this statement, “Discipline is enforced fairly in my school.” [45.68% in Spring 2023]

- GOAL for 24-25: 75%

65.39% of teachers district-wide agree or strongly agree with this statement, “Instructional disruptions due to student behavior are infrequent.” [not measured in spring 2023]

- GOAL for 24-25: 75%

District-Wide Parent Survey Results:

65.68% of parents district-wide agree or strongly agree with this statement, “Teachers regularly inform me about how my child is doing academically.” [43.94% in spring 2023]

Priority 1

- GOAL for 24-25: 80%

Only 59.71% of parents district-wide agree or strongly agree with this statement, “I receive notes/calls and/or other feedback from my child(ren)’s teachers.” [49.36% in spring 2023)

- GOAL for 24-25: 75%

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>
Completion of Positivity Push plans	Due August 19, 2024	
Accountability meetings with each principal- The agenda for each meeting will be check ins on: <ul style="list-style-type: none"> ● Attendance data- provide an update on student attendance and attempts to help chronically absent schools ● Progress updates on positivity push plans implementation ● Leader In Me (LIM), Restorative Practice curriculum implementation ● summary of student achievement data ● Update on student goal-setting 	See the schedule for principals’ meetings <ul style="list-style-type: none"> ● TR (8 meetings- Sept, Oct, Nov, Jan, Feb, April, May, June) ● WW (8 meetings- Sept, Oct, Nov, Jan, Feb, April, May, June) ● JFK MS (10 meetings- monthly meetings) ● JFK HS (8 meetings- Sept, Oct, Nov, Jan, Feb, April, May, June) 	
Completion of plans to combine Leader in Me with Restorative Practice	At the scheduled principal accountability meetings, CSUFSD will get updates on the implementation of this plan and provide support as needed	
Restorative Practice will be built into discipline procedures and be applied to support students.	At the October 2024 meetings, principals will	

Priority 1

	<p>review their plans with CSUFSD District office staff.</p> <p>Check-ins at future accountability meetings to ensure these are being applied and provide support as needed.</p>	
<p>Students will have individual goals, and these will be discussed with students by faculty and staff</p>	<p>At the scheduled principal accountability meetings, CSUFSD will get updates on students' goal-setting</p>	
<p>Implement a Climate Survey in January 2025</p> <p>Use certain indicators to get feedback on how students feel</p>	<p>See indicators and goals above</p>	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Active Student Involvement 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?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<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>CSUFSD wants our students to take ownership of their learning and understand how they learn best. We want them to be an active participant in their educational goals and be a part of monitoring these goals. We are focusing on building our students' skills so they can collaborate with others and learn successfully.</p> <p>Student engagement is a priority in the SCEP plan. The District will work with JFK Middle School to monitor its implementation and provide support as needed.</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>Individual Success Plans for Students</p>	<p>Principals will use the individual success plans template to create individual plans for</p>	<p>Time for teams to create plans</p>

Priority 2

	<p>students who are struggling academically or behaviorally. The teachers were trained on this template in 23-24, and the principals were trained in the summer of 2024. The goal is for them to help their teachers apply this when they have a student who is struggling.</p>	<p>Monitoring of these plans</p> <p>student rewards for fulfillment of success plans</p>
<p>Curriculum work: provide science of reading training and apply what we learn to update our curriculum Prek-5</p> <p>Train Grade 6 ELA teachers</p> <p>Work on Scope and sequence documents for ELA for JFK High School</p>	<p>Science of reading support positions- provide an opportunity for one teacher representative from grades K-4 (we tried to get a 5th and 6th grade rep, but no one was interested) to be trained in the science of reading and develop an Early Literacy Profile with agreed upon assessments. This will also lead to updating the school report card.</p>	<p>Pay for teachers to work outside of the school day and learn about the science of reading and develop the Early Literacy profile</p> <p>Pay High school and Middle school teachers to develop scope and sequence documents related to ELA (work outside the school day- compensation as per the contract)</p> <p>Buy supplies and materials needed to supplement and expand our curriculum to comply with the Science of Reading research (with a special focus on phonics instruction)</p>
<p>Implement a new curriculum at JFK Middle school- CommonLit</p>	<p>Pilot a unit from Common Lit in Spring 2024 (completed)</p> <p>Meet in summer 2024 to be trained by the company and develop a scope and sequence</p>	<p>Collaborative team time for the ELA teachers to study and implement this curriculum</p> <p>Pay for the CommonLit Curriculum</p> <p>Get headphones for all students (needed for CommonLit program)</p>
<p>Continue to refine and monitor the curriculum at JFK Middle School for science and math</p>	<p>Implementation of the following programs to promote hands-on science lessons and individualized math support:</p> <ul style="list-style-type: none"> ● Duo science ● Kessler Science ● DESMOS (math support) ● LansSchool Air 	<p>Purchase:</p> <ul style="list-style-type: none"> ● Duo science ● Kessler Science ● DESMOS (math support) ● LansSchool Air - a computer program that helps teachers monitor students' work on the computer to ensure they are on task and engaged with the learning.
<p>Implement the newly established Early Warning</p>	<p>In 2023-2024, the District Office helped establish and implement this system. John F.</p>	<p>Time for EWS meetings</p> <p>EWS data sheets and analysis</p>

Priority 2

System (EWS) at JFK High School	Kennedy high school will take ownership over the EWS system and apply it to help students.	check in meetings with District Office
Create an EWS at JFK Middle School	The District Office will work with JFK Middle School to create an EWS	Time for EWS meetings EWS data sheets and analysis
Monitor and support the implementation of the new math program, Prek-5	Principals will monitor the implementation of the math program for fidelity. The District Office will also monitor and support this implementation with meetings and professional learning	Principal's time to visit classrooms and provide feedback to teachers District office time to support and monitor the curriculum
Principals to monitor the use of the Academic learning centers at JFK Middle School and High School	The principals at JFK Middle School and JFK High school will visit the ALCS and work with the ALC teachers to ensure students are receiving effective support	time for principals to meet with ALC teachers

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.

- Each school will have established procedures to create and implement individualized success plans for behavioral/academic concerns
- Science of Reading support teachers will be trained in the Science of Reading and serve as a leader in 2025-2026 when this training is rolled out to the entire district
- The creation of an Early Literacy Profile in grades K-3
- Deciding on agreed-upon assessments in grades K-5
- Update the school report card
- Completion of Scope and Sequence documents grades 6-12 for ELA
- Provide AIS math support for students in need
- Implement and monitor the implementation of the CommonLit curriculum in grades 6-8 and provide support throughout the year
- Student engagement will be evidenced when District Office staff visit classrooms throughout the year and utilize an agreed upon rubric for explicit instruction/instructional look fors
- Monitor the implementation of the new math program, Prek- grade 5
- Implement the Early Warning System (EWS) at JFK High school and establish an EWS at JFK Middle School
- The principals at JFK Middle School and JFK High school will visit the ALCS and work with the ALC teachers to ensure students are receiving effective support

Only 51.43% of intermediate students agree or strongly agree with the statement, "I feel challenged at school." [47.39% - Spring 2023]

- **GOAL for 24-25: 65%**

Priority 2

Only 47.62% of middle school students agree or strongly agree with the statement, “I feel challenged at school.” [40.18% - Spring 2023]

- GOAL for 24-25: 65%

Only 32.00% of high school students agree or strongly agree with the statement, “I feel challenged at school.” [32.08% - Spring 2023]

- GOAL for 24-25: 65%

Only 46% of middle school students agree or strongly agree with the statement, “I feel academically engaged and challenged at this school.”

- GOAL for 24-25: 60%

Only 28.17% of high school students agree or strongly agree with the statement, “I feel academically engaged and challenged at this school.”

- GOAL for 24-25: 55%

Only 47.50% of middle school students agree or strongly agree with the statement, “Teachers provide time for students to discuss topics and learn from each other.”

- GOAL for 24-25: 60%

Only 41.43% of high school students agree or strongly agree with the statement, “Teachers provide time for students to discuss topics and learn from each other.”

- GOAL for 24-25: 60%

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>
<p>Accountability meetings with each principal- The agenda for each meeting will be check ins on:</p> <ul style="list-style-type: none"> ● Attendance data- provide an update on student attendance and attempts to help chronically absent schools ● Progress updates on positivity push plans implementation ● Leader In Me (LIM), Restorative Practice curriculum implementation 	<p>See the schedule for principals’ meetings</p> <ul style="list-style-type: none"> ● TR (8 meetings- Sept, Oct, Nov, Jan, Feb, April, May, June) ● WW (8 meetings- Sept, Oct, Nov, Jan, Feb, April, May, June) 	

Priority 2

<ul style="list-style-type: none"> ● summary of student achievement data ● Update on student goal-setting ● Curriculum updates ● Student Success Plans update 	<ul style="list-style-type: none"> ● JFK MS (10 meetings- monthly meetings) ● JFK HS ((8 meetings- Sept, Oct, Nov, Jan, Feb, April, May, June) 	
<p>All schools will be using individualized success plans for students who are struggling academically/behaviorally</p>	<p>Check-in at the accountability meetings</p>	
<p>Train K-4 Science of Reading support teachers in the science of reading</p>	<p>We had an initial meeting on July 15, 2024. We have monthly meetings set throughout the year as follow-ups/check-ins. This is also where the Assistant Superintendent will be providing professional learning for the teachers.</p>	
<p>An Early Literacy profile will be developed, K-2</p>	<p>Science of Reading Support position- Monthly meetings for progress and updates</p>	
<p>Create a new school report card</p>	<p>Spring/summer 2025- to be implemented in 2025-2026</p>	
<p>Create a temporary report card for the 2024-2025 school year</p>	<p>September 2024</p>	
<p>Completed scope and sequence documents for grades 6-12 for ELA. Up-to-date scope and sequence charts K-5 to reflect the science of reading</p>	<p>Science of Reading Support position- Monthly meetings for progress and updates</p>	
<p>District office staff will informally visit classrooms throughout the year and use a rubric to capture evidence of student engagement and strong teaching practices.</p> <p>There are building-level visits set up with the principals for each building to have 2x a year</p>	<p>Monthly walk-around schedules</p> <p>October 2024 and February 2025 are the dates the building-level visits are scheduled.</p> <p>See the schedule for principals' meetings</p>	

Priority 2

AIS support related to Math at JFK Middle School	Provide AIS services for students struggling in math at JFK Middle School	The salary of an AIS Math Teacher
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PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Goal #3 Student Feedback and Growth: By the end of the 2023-2024 school year, the district will collect meaningful data points to provide specific, relevant, and timely feedback to students that will enable them to learn and grow</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The District’s vision is to teach the whole child. This includes providing engaging and motivating teaching practices for students to learn in multiple areas. CSUFSD has a goal related to establishing data-driven instruction over the past few years. We now feel that a data driven cycle is clearly established at each school and a part of their culture. The next step is to provide differentiated instruction based on the students’ identified areas of need. This needs to be coupled with letting students know what they are working on and providing specific feedback to help them grow and monitor their learning.</p> <p>Our long term plan is to have students who actively participate with instruction and learning. They know how to effectively work in pairs and teams to make learning more meaningful.</p> <p>JFK Middle School, our identified ATSI school, has data and instruction as a priority of their SCEP plan. Data cycles at JFK middle school are now a part of the school’s culture. The next steps for them is to: differentiate instruction, tell students their goals and help them monitor them, and provide specific feedback to encourage growth.</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>Meetings for reflecting on data are established and occurring at each school</p>	<p>The District Office has collaboratively worked with principals and teachers to establish a clear data-driven cycle at each school. The District Office will provide support at data</p>	<p>Time for teachers to collaborate</p> <p>Time for Assistant Superintendent to meet with Principals</p>

Priority 3

	<p>reflection meetings for the school benchmarks and the NYS testing data.</p> <p>The Assistant Superintendent will be checking in with principals individually about the implementation of their data cycles and the impact on student learning.</p> <p>See the schedule for principals' meetings</p>	<p>Time to review data with all educational stakeholders</p>
<p>Action plans to differentiate instruction</p>	<p>As data meetings are held, teachers will develop action plans to remediate and reteach concepts that students are struggling with.</p> <p>District office will also support the implementation of 9 week plans at grades 3-8 that focus on skills our students need to perform better on the NYS ELA and Math assessments.</p>	<p>Time to meet</p> <p>Resources to support strong instructional practices and differentiation</p>
<p>Work with students to create goals for themselves and help them monitor their goals</p>	<p>Teachers will be working with students to create goals based on the needs of each individual student. They will periodically meet with students to review progress on goals and make adjustments as needed.</p>	<p>Establish clear expectations around goal-setting</p> <p>Build this into the advisement curriculum (funds to pay teachers to develop the advisement curriculum)</p>
<p>Feedback to students</p>	<p>The District Office will train the principals in the best feedback practices on August 27, 2024.</p> <p>The principals will turn-key this training with their teachers in September.</p> <p>At the B/D day meetings (team meetings with district office staff and principals), we will provide support and best practices for providing feedback. We will also check in and monitor how feedback is going.</p>	<p>Training on feedback</p> <p>Time to train and reflect on feedback</p>

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.

- Consistent implementation of data-driven cycles will occur at each building
- Creation and implementation of 9-week plans for grades 3-8
- Teachers will develop action plans to differentiate instruction
- Specific feedback will be provided to students in multiple ways
- Students will have individualized goals and be encouraged to monitor/own their own learning/growth
- There will be a consistent understanding of feedback and the role it plays in students' learning

Only 36.50% of middle school students agree or strongly agree with this statement, "My teachers talk to me about how I am doing in school."

- **GOAL for 24-25: 55%**

Only 42.25% of high school students agree or strongly agree with this statement, "My teachers talk to me about how I am doing in school."

- **GOAL for 24-25: 60%**

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>
Dates and meetings for data meetings are established	Done- July 18, 2024	
Creation and implementation of 9 Week plans	January 2025- April 2025	
Training on feedback with the admin team	August 27, 2024	
Turn-key training on feedback for teachers	September 2024	

Priority 3

Monitoring of data-driven instruction and differentiated instruction by Assistant Superintendent	See the schedule for principals' meetings	
Students will have individual learning goals that they know about, own, and monitor	See the schedule for principals' meetings	
Evidence of Feedback will be present when informally visiting classrooms	District Office classroom visits throughout the year (half-day visits with each school and principal in October 2024 and February 2025)	

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 2024-25?</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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <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> 	<h1 style="margin: 0;">NOT APPLICABLE</h1>
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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	What we ended up seeing <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>What will we prioritize to extend success in 2024-25?</p>	<h1>NOT APPLICABLE</h1>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	

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?

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END OF THE YEAR

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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>

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>
Jeff Mochrie	Principal	Theodore Roosevelt, Pre-2
Beth Zaccarine	Principal	Woodrow Wilson, 3-5
Robert Julian	Principal	JFK High School, 9-12
Chris Farrell	Principal	JFK Middle School, 6-8
Danielle Rodgers	Assistant Principal	JFK Middle School, 6-8
Chris Conrad	Assistant Principal	JFK High School, 9-12
Janelle Finn	Assistant Superintendent	District Office
Brian Zybala	Director of Data and Technology	District Office
Jessica Emmerling	Director of Special Education and Student Services	District Office
Julie Frank	Special Education teacher	JFK High School, 9-12
Erin Stillman	Counselor	JFK Middle School, 6-8
Renaë Rokitka	AIS reading teacher	JFK Middle School, 6-8
Restorative Practice Committee	Teacher representatives from each building and all the student support teachers, district-wide	District
Denver Drennen, Jr.	Coordinator of Curriculum and Instruction	District Office
Katrina Kaminski	Coordinator of Special Education and Student Services	District Office

Meeting Dates

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

Meeting Date	Location
June 5, 2024 and June 18, 2024	Woodrow Wilson Elementary School
July 15, 2024	Woodrow Wilson Elementary School
July 18 and July 19, 2025	Woodrow Wilson Elementary School
July 30, 2024	On Zoom
June 4, 2024	Woodrow Wilson Elementary School

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	Teachers expressed concerns about student behaviors interrupting instruction and the lack of student engagement/ownership over learning. These concerns are a focus of the DCIP plan and SCEP plans
Parents with children from each identified subgroup	Parents expressed wanting their children to be more engaged and to feel more connected to school. The priorities we picked work on their concerns.
Secondary Schools: Students from each identified subgroup	The climate survey scores for many areas of feeling challenged and connected to the school were low. An additional insight shared is that student-to-student relationships are an area of concern. This is why we developed the advisement curriculum, implement Restorative Practice, and want to promote student leadership/ownership over learning.

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 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).