New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Jamestown City Schools	Dr. Kevin Whitaker

2024-25 Summary of Priorities

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

1	Provide instruction that is explicit, personalized, and offers opportunities for student discourse and engagement.
2	Build trusting relationships by breaking down barriers and providing support(s) to families so that students are in school on a daily basis.
3	Prioritize core ELA instruction and interventions so that students become fluent readers and communicators.
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2024-25?	Provide instruction that is explicit, personalized, and offers opportunities for student discourse and engagement.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	● Personalized Learning continues to be a priority of the district. This focus started last year with middle and high school teachers and will expand to elementary and additional middle and high school classrooms ● Milton J. Fletcher Elementary School's SCEP includes a focus on explicit instruction with professional learning to be facilitated by district and BOCES staff ● Washington Middle School's SCEP includes a focus on student goal-setting as related to increased evidence of personalized learning ● Informal data shows a lack of student discourse and engagement. The ratio of teacher talk to student talk is too high. (approximately 90% teachers to 10% students) ● The District aims to strengthen implementation of HMH ELA, year 2 with a coaching focus on phonics/ foundational instruction and writing ● The District recognizes the need for increased student engagement by designing lessons that increase personalized learning to meet the needs of all students ● Use of discussion protocols in HMH Into Reading and the New Math piloting (as applicable) will engage students in learning. ● Learning Walks have occurred on an inconsistent basis

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?
Professional learning	● Ed Elements Personalized Learning professional learning for Cohort 2 and continued professional learning for Cohort 1 ● HMH professional coaching	● teacher stipends for professional learning ● Instructional Coach salary to support professional learning

	● Explicit Instruction professional learning provided by BOCES ● Culturally responsive student goal-setting professional learning presented by BOCES ● SAVVAS and HMH Math coaching and learning for teachers who are piloting	● allocating funds to support professional learning providers: Ed Elements, HMH, SAVVAS, BOCES
Follow up support	● District-wide learning walks will occur as part of Personalized learning, Explicit instruction, and HMH Into Reading/Literature implementation to provide feedback to teachers and guide future professional learning ● Focus on HMH implementation, math pilot (as applicable), discussion protocols, and student discourse ● Department and faculty meeting discussion of data and next steps	● Administrators schedule time for learning walks and follow up meeting with teachers
Teacher Reflection & Goal-Setting	● Teachers reflect on their implementation of HMH, math pilot (as applicable), discussion protocols, and student discourse	

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.

- Increase the frequency with which lessons show evidence of explicit instruction or personalized learning protocols, based on data collected from learning walks
- Increase the evidence of student engagement based on results of Tripod 7c Survey administered in fall and spring

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 (complete after the date listed in the preceding column)
Observations at Fletcher will reflect elements of Explicit instruction during teacher lessons	During each observation cycle	
Observations of teachers trained in Personalized Learning will incorporate one or more of the Core Four elements in their lessons	During each observation cycle	
Administrators will conduct learning walks monthly	Monthly report during Admin meeting	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	Build trusting relationships by breaking down barriers and providing support(s) to families so that students are in school on a daily basis.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	● Scholastic Family and Community Engagement training with follow-up coaching ● District Attendance Committee - develop root cause; Attendance Works resources have not yet been utilized ● Attendance & Tardies - Chronic absenteeism is an issue with all groups of students, especially ELLs, Hispanic, and Students with Disabilities 　○ 45% of All Students are identified as Chronically Absent based on the SIRS-361 report 　○ 71% of ELLs are identified as Chronically Absent based on the SIRS-361 report 　○ 58% of Hispanic students are identified as Chronically Absent based on the SIRS-361 report 　○ 55% of SWD are identified as Chronically Absent based on the SIRS-361 report

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?
Professional Learning	Family and Community Engagement learning. Emotional poverty Working with Hispanic Families	● teacher stipends for professional learning ● Fees for outside presenters
Create a District Attendance Committee to facilitate the conversation to support student attendance	● Invite various stakeholders (community, JPS families, faculty, staff) to participate ● Use the recommendations of the DAC to implement strategies in all buildings	● teacher, paraprofessional stipends to participate on committee

		● Attendance Works online resources
Community Navigators, SSS TOSAs, and Social Workers will help to bridge the family to school relationship	● Community Navigators and School and Student Support TOSAs will connect with at least 10 families on a monthly basis	Continued support of the Community Navigators and School and student Support Teachers on Special Assignment positions

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.

- ○ Reduce the percentage of ALL students who are identified as Chronically Absent from 45% to 40%.
- ○ Reduce the percentage of English Language Learners who are identified as Chronically Absent from 71% to 64%.
- ○ Reduce the percentage of Hispanic students who are identified as Chronically Absent from 58% to 52%.
- ○ Reduce the percentage of SWD who are identified as Chronically Absent from 55% to 50%.

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** *(complete after the date listed in the preceding column)*
90% of Fletcher and Washington teachers will attend the Scholastic FACE professional learning.	In-service days 10/4, 11/1, 3/7	
At least 50% of all staff will attend the Family and Community Engagement professional learning.	In-service days 10/4, 11/1, 3/7	
The district Attendance committee will meet at least five times during the 2024-2025 school year.	September, October, November, January, March	

Priority 2

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	Prioritize core ELA instruction and interventions so that students become fluent readers and communicators.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *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?*
 	
Districts with schools identified for TSI, ATSI, or CSI should also consider:
● *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?*
	● Reading levels are below 50% for all grade levels based on Spring Acadience data:
	   ○ Kindergarten: 59% below or well below
	   ○ Gr. 1: 59% below or well below
	   ○ Gr. 2: 64% below or well below
	   ○ Gr. 3: 55% below or well below
	   ○ Gr. 4: 57% below or well below
	   ○ Gr. 5: 66% below or well below
	   ○ Gr. 6: 53% below or well below
	   ○ Gr. 7: 71% below or well below
	   ○ Gr. 8: 68% below or well below
	● Year 2 implementation of K-8 ELA curriculum - instructional coaching, topic specific PDs
	● Achievement & Learning in Reading - using data to make instructional decisions
	● Family and Community Engagement - workshops for families
	● HMH Into Reading/Literature fidelity - Learning walks
	● Expand implementation of Read 180 to grades 5-9
	● Extended ELA time in grades 5-6 to 120 minutes
	● Literacy PD across all subject areas
	● LETRS Vol. 2

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Professional learning	● HMH Coaching cycles ● Data and Instruction workshop ● LETRS volume 1 & 2	● HMH Coach ● Local LETRS facilitators
Follow-up	● District-wide learning walks will occur as part of HMH Into Reading/Literature implementation to provide feedback to	● Administrators schedule time for learning walks and follow up meeting with teachers

	teachers and guide future professional learning. ● Focus on HMH implementation, discussion protocols, and student discourse	
Expand Read 180 to grades 5-9	● The HMH Read 180 tier 3 intervention will be used during small group instruction with a Reading interventionist	Additional licenses for grades 5-6 students.

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 NWEA MAP Reading median growth percentile will be at least the 55th percentile for each grade level on the Spring 2025 assessment.

THROUGHOUT THE YEAR

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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 (complete after the date listed in the preceding column)
Administrators will conduct learning walks monthly.	Monthly report during Admin meeting	
K-8 building data meetings after each benchmark assessment (fall, winter, spring)	fall, winter, spring	

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 2024-25?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?

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 *(complete after the date listed in the preceding column)*

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 2024-25?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?

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 *(complete after the date listed in the preceding column)*

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)*
Elizabeth Davidson	E2CCB Coordinator of IES	Erie 2 BOCES
Tina Sandstrom	Assistant Superintendent of Instruction and School Improvement	District Administration
Jessie Joy	Executive Director of Information and Student Services	District Administration
Tamu Reinhardt	Coordinator of Family and Community Engagement and Inclusivity	District Administration
Chad Bongiovanni	Director of Student Support Services	District Administration
Brett Muscarella	Director of Special Education	District Administration
Maureen Kessler	Coordinator of PPS	District Administration
Jennifer Aaron	Coordinator of Literacy	District Administration
Denise Pusateri	Coordinator of STEM	District Administration
Jennifer Hobbs	Coordinator of School Improvement and Innovation	District Administration
Chris Scarpine	Coordinator of Arts & Humanities	District Administration
Kate Benson	Principal	Bush Elementary
Amanda Sischo	Principal	Fletcher Elementary
Katie Russo	Principal	Lincoln Elementary
Cindy Johnson	Principal	Love Elementary
Michelle Trussalo	Principal	Ring Elementary

Sydney Deppas	Teacher	Ring Elementary
Ericka Alm	Principal	Washington Middle
Traci Thompson	Principal	Persell Middle
Yanira Castellano	Parent	Jefferson Middle School
Carmin Perez	Parent	Washington Middle School
Arrick Davis	Home-School Coordinator	Jamestown Public Schools
Joseph Michishima	Community Navigator	Jamestown Public Schools

Meeting Dates

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

Meeting Date	Location
April 24, 2024	District Admin - Board of Education
May 8, 2024	District Admin - Board of Education
May 28, 2024	District Admin - Board of Education
June 17, 2024	District Admin - Board of Education
July 9, 2024	Jefferson MS Library
July 11, 2024	District Admin - Board of Education
July 18, 2024	District Admin - Board of Education

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	The teachers of the identified subgroup worked on their SCEP teams. The input and recommendations of these teachers were considered in the review of data and creation of commitments and key strategies.

Parents with children from each identified subgroup	The perspective of parents with children from identified subgroups were incorporated in the DCIP through participation in surveys reviewed as data points, data meetings, and two SCEP plans (one elementary school and one middle school).
Secondary Schools: Students from each identified subgroup	Students from the identified subgroups had their feedback incorporated through their responses on the student survey.. Their input was also used in the development of the SCEP plans (one elementary school and one middle school), which informed the creation of the DCIP. The student survey results were reviewed during the DCIP committee planning meetings.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. x ☐ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. x ☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. x ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. x ☐ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. x ☐ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. x ☐ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 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).