



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Waterloo Central School District	Sarah Cupelli

## 2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We commit to improving our MTSS structures and organizing adults using Professional Learning to best support students learning at tier 1.
2	We commit to deepening connections among students, staff, and the community through effective, 2-way communication.
3	We commit to fostering a culture grounded in empathy, compassion, and where ALL are valued.

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>We commit to improving our MTSS structures and organizing adults using Professional Learning to best support students learning at tier 1.</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> <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>As stated in our school district strategic action plan, as a school district, we believe in deepening our practices of personalized learning across all classrooms and buildings to individualize the learning experience of all students. We will use Professional Learning to organize our work around Tier 1 MTSS and personalized learning.</p> <p>We will also ensure that ALL students receive highly quality Tier 1 instruction to address their academic, behavioral, social and emotional needs. Tier 2 and 3 needs will also be addressed on a consistent schedule that is driven by the needs of students at a particular moment in time by implementing our MTSS protocols with fidelity so that students get the help they need early and often.</p> <p>While going through the SCEP process, we heard from families that one of the priorities of our community is providing additional support to students who need it. Data reviewed by the team showed that our efforts to increase personalized learning options would increase student engagement.</p> <p>We believe that a functioning Tier MTSS system will allow all students to reach their highest potential. MTSS has been proven when done well, to be one of the highest indicators of success for individual students. We hope that over time our systems and structures will allow us to see increased engagement, academic success, and social-emotional well-being.</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>Academic Circles</p>	<p>Professional Teaching &amp; Learning, Modeling, Implementing by November 2024                      Utilizing Panorama to review students’ data and identify skill deficits and select interventions.</p>	<p>Professional text                      Panorama Success Platform</p>

Priority 1

PLT Norms	Edit PLT Norms, explicit about tier 1 instruction, certain amount of time talking about tier 1 instruction, and reflected in minutes. Administrative presence in meetings. Provide feedback to teams about minutes. Structure with feedback for grade level leaders after meetings are submitted.	Dedicated time in the schedule for grade level/department meetings.
Professional Learning	Structure for accountability. Intentional ERFs.	Facilitators identified to lead professional learning. Scheduled topics/focus for ERF each month.

## 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.

75% of the staff will facilitate Academic Circles as measured through Lesson Plans. Walkthrough participation.

100% of staff will participate in Professional Learning Team – September faculty meeting minutes and norms shared.

100 % of the staff will participate in Professional learning as measured by Early Release Friday signups and agendas as well as minutes from all building PL sessions will be submitted and building principals will provide feedback.

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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>
Training and model and practice of Academic Circles	November 2024	
Circles implemented 1x per month	December 2024– June 2025	
Faculty meeting minutes and norms developed	September 2024	
Teams implement norms	September 2024 – June 2025	

Priority 1

Administrative presence and principal meetings	Monthly starting in October 2024	
Sign up for Early Release Fridays	Weekly starting in October 2024	
Administrative feedback	Monthly starting in October 2024	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p><b>We commit to deepening connections among students, staff, and the community through effective, 2-way communication.</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>• 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> <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>	<p>As stated in our District’s Strategic Action Plan, as a school and district we prioritize teamwork. We believe in using innovative structures to share information and communicate across stakeholders. We also believe in making the most of our time by using effective protocols and learning structures.</p> <p>This emerged as something to prioritize because there has not been a communication plan or protocol previously.</p> <p>A driving value behind this priority is to ensure we have clear, consistent communication in all aspects centered around the mission, vision, and priorities.</p> <p>We need to adjust our conversations in meetings to be productive. We have made efforts to have structured dialogue but need to continue with a growth mindset. We will establish norms for all groups that are published, reviewed, where follow-up occurs.</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>Communication Plan &amp; Protocol</p>	<p>Developing a communication committee to work on development of the plan. ALT will contribute to and provide feedback on the communication protocol.</p>	<p>Dedicated time in ALT schedule to review and provide input into the plan and protocol. Public relations specialist</p>
<p>Transparency</p>	<p>Clear, consistent communication around mission, vision, and priorities. Productive conversations and structured dialogue in meetings. Growth mindset. Norms established for all groups – published, reviewed, called out if people are not following our norms.</p>	<p>Professional texts for developing/models of team norms.</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.

Final communication plan roll-out to all stakeholder groups.

Communication protocol implementation PreK- 12.

100% of faculty meeting minutes, grade level & department meeting minutes share vision, mission, priorities, and norms.

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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>
Communication Plan Draft	January 2025	
Final Communication Plan	June 2025	
Communication Protocol Draft	September 2024	
Communication Protocol Roll-out	October 2024	
Vision, Mission, Priorities on all agendas/templates	September 2024	
Norms reviewed at each meeting	Monthly starting in October 2024	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2023-24?</b></p>	<p><b>We commit to fostering a culture grounded in empathy, compassion, and where ALL are valued.</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>• 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> <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>	<p>As stated in our values, as a district we believe in community and care about sharing experience together. We also value a collaborative spirit. This work includes fostering a culture grounded in empathy, compassion and where all are valued.</p> <p>A driving value behind our school has been our collective belief, as stated in our District’s Strategic Action Plan that we will promote compassion and understanding among students, educators, and parents fosters strong relationships in our school and global community. We also believe in collaboratively and cooperatively working with stakeholders to achieve shared goals.</p> <p>We will prioritize this by making home-school connections to increase positive engagement, promote healthy relationships, and motivate students to reach their true potential.</p> <p>We need to adopt a growth mindset and create teacher efficacy to demonstrate our belief that all students can and will achieve at high levels to reach our vision of <i>All Students. All Staff. One Family</i></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>Poverty Simulation</p>	<p>Collaborate with Wayne Finger Lakes BOCES to plan and implement the poverty simulation.</p>	<p>Facilitators to lead the simulation Dedicated time in the agenda on PD days.</p>
<p>Tour of the Town Scavenger Hunt</p>	<p>A bus will be provided for the Tour of the Town from September to December which includes a Scavenger Hunt to visit certain landmarks/locations.</p>	<p>Transportation scheduled Release time for staff to plan and participate.</p>

Priority 3

Home Visits	District and Building Administration, along with Support Staff will conduct home visits to Students identified as at-risk by the MTSS Team and/ or Student Support Team	Dedicated release time for this purpose.
Celebration	Researching how to celebrate staff, students, and families for the first half of the year and the second half of the year implement.	Supplies and materials that are identified to celebrate in each building.
Onboarding, Norming, Mentoring Process for Administrative Team	<p>Developing a structure for ALT to have an on-going mentoring and teambuilding process throughout the year.</p> <p>Develop an onboarding process for new hires.</p> <p>Develop and implement norms as an ALT collaboratively.</p>	<p>Partnership with experts to facilitate professional learning experiences with our ALT.</p> <p>Professional Texts.</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 2023-24 school year.

50% of staff will participate in a poverty simulation.

50% of staff will have done a tour of the town.

All buildings will have completed ten home visits for the 2024-2025 school year.

All buildings will have developed a plan and structure for regularly celebrating staff, students and families.

### 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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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>
Poverty Simulation scheduled	September 2024	
Identify areas to be visited and plan a staff scavenger hunt via Tour of the Town.	December 2024	
Buildings will have completed one home visit.	October 2024	
Buildings will have completed 5 home visits.	February 2025	
Building teams will meet to collaborate.	Monthly starting in October 2024	

## 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)
Sarah Cupelli	Superintendent	DO
Molly Lahr	Principal	Lafayette
Courtney Foster	Teacher	Middle School
Pamela Doore	Teacher	Skoi-Yase
Sue Marciano	Teacher	Middle School
Shelli Tam	Director of PPS	DO
Sarah Marchitell	Principal/Co-Director MTSS	Skoi Yase
Jim Karcz	Principal	High School
Kristine Cameron	Director of MTSS	DO
Abby Held	School Social Worker	Middle School
Betsy Conners	Facilitator	
Holly Leone	Parent	

### Meeting Dates

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

Meeting Date	Location
August 23, 2024	Waterloo District Office

## Stakeholder Participation

### Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the DCIP?</b>
Teachers responsible for teaching each identified subgroup	Teachers addressing identified subgroups participated in the conversation and development of the DCIP Planning Document and the 2024-2025 DCIP Plan.
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## Submission Assurances

# 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).