



District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Waterloo Central	Sarah Cupelli

School Key Strategies

What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?

Instructional Key Strategies	Schools
MTSS-I: Create systems and structures for Tier 2 Interventions through skill based What I Need Time (WIN Time) while empowering every student to set and monitor goals using a common data binder	Skoi-Yase Primary
High Quality Instructional Materials: Develop a strong Tier 1, Tier 2, and Tier 3 system for literacy instruction that is supported through research-based materials	Skoi-Yase Primary
MTSS-I: Commit to refine our approach to ensure greater clarity, consistency and impact	Lafayette Intermediate
Job-Embedded PD: Integrate best practices, differentiate instruction, and design learning experiences that increase student engagement and promote higher level thinking	Lafayette Intermediate
Job-Embedded PD: Professional Collaboration to implement with consistency high-quality instruction to increase student engagement and promote higher level thinking	Waterloo MS
MTSS-I: Develop a clear understanding of the MTSS-I structure that uses data to drive decisions around behavior and learning	Waterloo MS

District Support

What actions will the district lead to support improving teaching practices related to these key strategies?

Action	Person Responsible	When
Create an implementation plan to re-establish guidelines and protocols for professional learning communities (looking at data, establish WIN groupings, planning for WIN instruction, and progress monitoring)	Assistant Superintendent PLC Team	July 1, 2025 - June 30, 2026
Expand District MTSS Team to rebrand the MTSS structure with fidelity with a focus on Literacy.	Assistant Superintendent Executive Principal 6-12 MTSS Team	July 1, 2025 - June 30, 2026
Develop a district level, problem solving guiding coalition to monitor implementation of the DCIP/SCEP plans	Assistant Superintendent Guiding Coalition Team	July 1, 2025 – June 30, 2026
Utilize the Core Four Framework of Personalized Learning element <i>Reflection and Goal Setting</i> as a common approach to support staff implementation of student ownership of learning	Assistant Superintendent IT Coordinator	July , 2025 – June 30, 2026

Measuring Success

What will the district look for as evidence of the success of the actions listed above?

Use the following sentence frame: “If we achieve [*Quantitative Data Target*] [*time reference of when you would want to see that*], then we will know we are making progress through these actions.”

Examples:

- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions.”*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions.”*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions.”*

If 85% of staff respond favorably to the survey question ‘Teachers at this school have the opportunity to provide feedback and influence decisions’ on the end-of-the-year survey, then we know we are making progress through these actions.”

Quantitative Data Target	Time Reference of When You Would Want to See That
<p>PLC:</p> <p>If we establish 100% of PreK-12 core area teachers implementing PLT procedures and protocols to analyze data and inform instruction, then we know we are making progress through these actions.</p>	<p>March 31, 2026</p>

DCIP: District-Level Systems

<p>MTSS:</p> <p>If we achieve 100% of core area instructional staff being trained in Phase 1 of Panorama Education to monitor data and develop intervention plans by January 31, 2026 then we know we are making progress through these actions</p>	January 31, 2026
<p>PLC:</p> <p>If we implement a guiding coalition that represents 100% of our PreK-12 stakeholders by September 30, 2025 then we know we are making progress through these actions</p>	September 30, 2025
<p>Core Four Framework of Personalized Learning:</p> <p>If 45% of our students respond favorably to the survey question T45 ‘Students in this school have strategies to track their own learning’ on the end-of-the-year survey, then we know we are making progress through these actions.”</p>	June 1, 2026

Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is the district’s plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own districtwide vision for instruction?

To ensure coherence in the upcoming year and alignment with the district-wide vision of instruction, the district is committed to establishing a common language and shared understanding of MTSS-I across all buildings. This includes building a clear, sustainable structure for MTSS-I that supports consistent instructional practices and data-driven decision-making. Goal setting will be emphasized at both the building and district levels to promote accountability and focus. Vertical alignment of curriculum and supports will ensure continuity in student learning from grade to grade. Additionally, the district will continue to leverage Tech/PL mentors to model and support high-impact strategies. A focus on literacy will be embedded throughout content areas, and increased opportunities for student voice and choice will ensure that instructional practices remain responsive and engaging. Together, these efforts aim to create a cohesive, student-centered learning environment grounded in our shared instructional vision.

Equitable Distribution of Resources

What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

The district’s plan to review resource allocation in the upcoming year is grounded in a commitment to equity and responsiveness to the unique needs of each school. This process will begin with a comprehensive review of current staffing, instructional materials, intervention supports, and technology access across all buildings. Data on student performance, demographic trends, and program enrollment will be analyzed to identify areas of need. The district will also engage school leaders in structured conversations to ensure building-level priorities are clearly understood and considered. By aligning resource decisions with student needs, the district aims to provide all learners—particularly those in historically underserved populations—with access to high-quality instruction, targeted supports, and learning environments that promote success. Ongoing monitoring and feedback will guide mid-year adjustments to maintain equity and transparency in allocation decisions.

DCIP: District-Level Systems

What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

In the upcoming year, the district is committed to ensuring that students in TSI-identified schools—including students with disabilities and those who are economically disadvantaged—have equitable access to strong, effective teachers, comparable to or exceeding the access available in LSI schools. This will be addressed through strategic staffing practices that prioritize teacher experience, certification, and demonstrated success in supporting diverse learners. Particular attention will be given to ensuring that teachers placed in TSI schools have the skills and support needed to meet the needs of high-need subgroups. The district will enhance professional development focused on inclusive practices, culturally responsive teaching, and differentiated instruction, while also expanding access to coaching, mentoring, and instructional leadership. Retention strategies and leadership pathways will be considered to keep highly effective educators in TSI schools. The district will also monitor effectiveness data to identify and address any inequities, reaffirming its commitment to ensuring that all students, regardless of background or need, receive high-quality instruction.

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>
Sarah Cupelli	Superintendent	
Christine Taylor	Assistant Superintendent	
Katie Tucker	Secondary Executive Principal	
Shelli Tam	Director of Pupil Personnel Services	
Molly Lahr	Principal Lafayette Intermediate School	Lafayette Intermediate School
Courtney Lutz	Middle School Teacher	Waterloo Middle School
Sue Marciano	Middle School Teacher	Waterloo Middle School
Josh Rice	Intermediate Teacher	Lafayette Intermediate School
Jon Roberts	Principal Skoi-Yase Primary School	Skoi-Yase Primary School
Jim Karcz	High School Principal	Waterloo High School
Abby Held	Middle School Social Worker	Waterloo Middle School
Heather Elisofon	High School Social Worker	Waterloo High School
Bree Minges	High School Teacher	Waterloo High School
Jodie Pigman	Primary Teacher	Skoi-Yase Primary School
Chelsea Jay	Union President	
Joelle Nicholson	Community Member	
Lindsey Sholly	Parent	Lafayette Intermediate School Waterloo Middle School

Our Team's Process

Meeting Dates

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

Meeting Date	Location
May 12, 2025	District Office
June 5, 2025	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	The perspectives of teachers responsible for instructing each identified subgroup were incorporated into the DCIP through intentional cross-representation on both the SCEP and DCIP committees. These committees include teachers, administrators, and support staff who work directly with students with disabilities, economically disadvantaged students, and English language learners on a daily basis. Additionally, the district used insights from the Data Triangle Survey—an instrument that captures the voices of classroom teachers—to inform the development of key strategies in the plan. This ensured that the lived experiences and professional expertise of those teaching each subgroup were meaningfully integrated into the decision-making process.
Parents with children from each identified subgroup	The perspectives of parents with children from each identified subgroup have been incorporated into the DCIP through their direct participation on each of the SCEP development planning teams. Additionally, feedback gathered from the Parent Engagement Surveys administered in both the fall and spring was analyzed and used to inform the development of key strategies within the plan. This ensured that parent voices, particularly those representing identified subgroups, helped shape the district's improvement efforts.
Secondary Schools: Students from each identified subgroup	We interviewed students as part of the Middle School SCEP development process and reviewed those results during DCIP meetings. Additionally, we utilized the results of the Student Voice Surveys administered at both the Middle School and High School to inform the development of our key strategies. These tools provided direct insight into the experiences and needs of students from each identified subgroup, helping to shape our goals related to equity, engagement, and access to high-quality instruction and supports.

Submission Assurances

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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 posted on the district's website and easily accessible when navigating the website.
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 this document to DCIP@nysed.gov by July 1, 2025.

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).