District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
North Tonawanda CSD	**Dr. Jeffrey Jachlewski**

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	**Deepen Literacy Proficiency Through Culturally Responsive, Aligned Instruction**
2	**Build Systems that Translate Student Belonging into Academic Engagement and Ownership**
3	**Use Disaggregated Data to Target Supports and Monitor Equity in Outcomes**
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2025-26?	Deepen Literacy Proficiency Through Culturally Responsive, Aligned Instruction
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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Improving literacy proficiency is central to our district's vision of ensuring that all students are equipped with the skills and confidence to thrive academically and beyond. This priority emerged from a review of multiple data points, including state assessments, Aimsweb benchmarks, and running records, that consistently showed below-average performance among students in key literacy domains, particularly among historically underserved subgroups. While the district has made gains in climate and culture, the 2024–25 results confirmed that academic outcomes have not yet caught up, especially in Grades 3–8. This priority is critical to closing opportunity gaps and aligns with the district's long-term goals of instructional coherence, equity, and continuous academic growth. It also connects directly to our broader commitment to culturally responsive-sustaining education and the integration of student voice into learning. This year, we are targeting this priority through the strategic allocation of School Improvement funds to increase access to dedicated reading and math intervention staff, enabling more students to receive timely, differentiated, and data-informed academic support.

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?
Deploy highly targeted, small-group interventions in reading and math aligned to priority literacy standards.	Intervention staff (funded through the School Improvement Grant) will deliver Tier 2 and Tier 3 support during the school day. Instruction will be based on real-time screening, diagnostic, and formative data. Interventionists will collaborate with classroom teachers during PLCs to ensure alignment.	$50,000 to fund reading and math interventionists Scheduled intervention blocks during the school day Aimsweb, running records, state assessment data, Collaboration time within school schedule, and build capacity for Instructional leadership support.

Use disaggregated data to identify students in need and monitor progress by subgroup.	Data teams will disaggregate performance by race, ELL status, and disability to ensure equitable access to supports. Progress will be reviewed monthly.	Data dashboards and subgroup reports, Monthly PLC/data team meetings, Building administrators and interventionists.
Build teacher capacity through job-embedded collaboration and support.	Interventionists and classroom teachers will co-plan and debrief during PLCs. Professional development will focus on differentiation, structured literacy, and culturally responsive teaching strategies.	PLC time within schedule, Peer Coordinators and Interventionists, PD calendar/early release data days, Observation and feedback cycles

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 2025-26 school year.
By June 2026, the district will see: • A 5% increase in proficiency on the NYS ELA assessments for all students in Grades 3–8. • A 10% reduction in the percentage of Black students in Grades 3–8 performing below Level 2 on the NYS ELA assessments. • 100% of identified students receiving Tier 2 or Tier 3 literacy interventions will demonstrate measurable growth as defined by Aimsweb or other progress monitoring tools & metrics

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing (complete after the date listed in the preceding column)
Intervention schedules finalized; students grouped using diagnostic data	By September 30, 2025	(to be completed at year-end)
100% of interventionists implementing weekly small-group instruction aligned to priority standards	By October 31, 2025	(to be completed at year-end)
First round of Aimsweb progress monitoring shows 50% of students on a growth trajectory	By December 2025	(to be completed at year-end)

>5% improvement in decoding or comprehension skills for students receiving interventions	By February 2026	(to be completed at year-end)
Monthly subgroup data reviews show reductions in performance gaps	Ongoing, monthly	(to be completed at year-end)
Student work samples reflect improved ability to apply literacy strategies across content areas	April–May 2026	(to be completed at year-end)

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?	**Build Systems that Translate Student Belonging into Academic Engagement and Ownership**
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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	While students across the district, including those in historically underserved groups, report a strong sense of belonging, connection, and care from teachers and peers, our 2024–25 reflection revealed that this social-emotional strength is not consistently translating into academic confidence, goal-setting, or achievement. This priority is rooted in our aspiration to ensure that every student not only feels welcomed in our schools, but also develops a strong academic identity and ownership of their learning. By prioritizing student engagement, goal-setting, and culturally affirming instruction, the district aims to leverage belonging as a driver of academic growth. This aligns with our long-term equity goals and complements our academic priorities by embedding student voice and agency into instructional practices.

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?
Implement student-led academic goal-setting and reflection routines.	Students will be guided to set academic goals in literacy and math, track their own progress using teacher feedback and benchmark data, and reflect on growth during conferences.	Goal-setting templates, Progress tracking tools, Teacher collaboration time, Student conferencing time built into schedule
Expand student advisory and voice panels.	Each building will establish student panels (with subgroup representation) to share feedback on their learning experiences and collaborate with school leadership on improvements.	Facilitators for advisory panels, Student interview protocols, Time in school calendar for regular meetings

Embed SEL and identity-affirming practices into instruction.	Teachers will integrate culturally relevant topics and SEL competencies into daily lessons. PLCs will use student feedback to co-design experiences that connect to identity.	Professional development in CR-S and SEL integration, PLCs with student work analysis, Peer Coordinators, building leaders, and E1B Staff Development Specialists

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 2025-26 school year.

- 100% of students in Grades 3–8 will participate in at least two goal-setting and reflection cycles tied to ELA and math.
- Student surveys will show a 10% increase in students reporting confidence in their ability to achieve academic success.
- Student panels will provide actionable feedback that leads to at least three adjustments in instructional practice per building.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing *(complete after the date listed in the preceding column)*
Goal-setting routines introduced in all classrooms Grades 3–8	By October 2025	(to be completed at year-end)
First student-led reflection on academic goals completed	By December 2025	(to be completed at year-end)
Student advisory panels launched and meeting regularly	By November 2025	(to be completed at year-end)
Survey administered showing increased academic confidence	By March 2026	(to be completed at year-end)

Priority 2

| Each building implements three student-informed instructional changes | By May 2026 | (to be completed at year-end) |

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?	Use Disaggregated Data to Target Supports and Monitor Equity in Outcomes
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 Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Across all district schools, the consistent underperformance of our Black student subgroup, despite its small population size, demonstrated that equity in outcomes requires intentional visibility and targeted action. During the 2024–25 school year, we learned that disaggregated data was not always used early or often enough to guide instructional decisions. This priority ensures that the systems we've built for data collection are applied with equity in mind, supporting early identification of needs, targeted intervention, and continuous progress monitoring by subgroup. It reflects the district's values of equity, transparency, and commitment to continuous improvement, and supports our academic goals by ensuring that no group of students is overlooked.

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?
Integrate subgroup-specific data into every PLC and data team cycle.	Teams will receive subgroup breakdowns for academic benchmarks and use them to inform instructional decisions, interventions, and family outreach.	Data dashboards with disaggregation filters, Facilitators for data review cycles, Time in PLC/data team schedules
Set equity-focused academic goals and monitor subgroup progress monthly.	Each school will set academic outcome targets for identified subgroups, aligned to ELA and math goals, and review progress at monthly leadership meetings.	Templates for goal-setting and tracking, Monthly data protocols and School improvement teams
Build staff capacity to recognize and respond to subgroup trends.	Professional development will support data literacy, bias recognition in data interpretation, and the use of data to inform equitable practice.	PD calendar, Support from Peer Coordinators/SST and equity partners, Case study analysis and protocols.

Priority 3

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 2025-26 school year.

- 100% of PLCs and data teams will use disaggregated data to inform decisions at least monthly.
- Each school will meet or exceed at least one subgroup-specific growth target in literacy or math.
- Staff feedback will reflect increased confidence in using equity-centered data practices.

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 throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing *(complete after the date listed in the preceding column)*
All PLC/data teams trained in disaggregated data analysis	By October 2025	(to be completed at year-end)
Subgroup-specific goals set and shared across all schools	By November 2025	(to be completed at year-end)
Mid-year data shows at least 50% of subgroups on track to meet targets	By February 2026	(to be completed at year-end)
Equity in Data PD series completed district-wide	By April 2026	(to be completed at year-end)
End-of-year review shows improvement in subgroup performance and reduced gaps	By June 2026	(to be completed at year-end)

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)
Dr. Jeffrey Jachlewski	Superintendent	District
Michael Tambroni	Director of Student Services	District
Scott Mueller	K-3 Principal	Drake
Greg Burgess	Principal	NTI (Grades 4-6)
Lauren Miranto	Principal/Former K-6 Interventionist/PTO President	NT Middle
Mike Hiller	Parent	NTI
Jacquelyn Dzierzanowski	Interventionist	Drake
Georgia Marzullo	Social Worker	NTI
Joshua Janese	Assistant Superintendent for Administrative Services	District
Patrick Holesko	Executive Director of Educational Services	District

Meeting Dates

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

Meeting Date	Location
February 12, 2025	NTHS Conf Room

Submission Assurances

March 7, 2025	NTHS Conf Room
June 6, 2025	District Office
June 24, 2025	District Office
June 25, 2025	District Office

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 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 to DCIP@nysed.gov by July 1, 2025, 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).