New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cheektowaga Central School District	**Mr. Scott Zipp**

2025-26 Summary of Priorities

1	To create a supportive and nurturing environment within the school district that promotes the well-being of students, teachers, parents, and staff, fostering positive relationships among all.
2	To develop and implement structures within the school district that promote effective teaching and learning to support student success.
3	To establish active and meaningful engagement among students, teachers, administrators, staff, and parents that promotes collaboration, shared responsibility and a sense of ownership for all.

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

Final

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2025-26?	**To create a supportive and nurturing environment within the school district that promotes the well-being of students, teachers, parents, and staff, fostering positive relationships among all.**
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?*	CCSD continues with the priority of creating a supportive and nurturing environment that promotes well-being aligns with the district's vision of "Where character, curriculum, and community connect." This approach emphasizes developing positive character traits, enhancing curriculum effectiveness, and strengthening community bonds. By prioritizing well-being, the district ensures that character, curriculum, and community are interconnected and mutually reinforcing for the benefit of all stakeholders. ● **Character:** A supportive and nurturing environment fosters the development of positive character traits in students. It promotes empathy, compassion, respect, and resilience, which are essential aspects of character education. By prioritizing well-being, the district actively cultivates the character of its students and underscores the importance of creating a caring community. ● **Curriculum:** A supportive and nurturing environment enhances the effectiveness of the curriculum. When students feel supported and valued, they are more engaged in their learning, leading to improved academic outcomes. By prioritizing well-being, the district ensures that the curriculum is implemented in an environment that maximizes its impact on student growth and development. ● **Community:** A supportive and nurturing environment strengthens the sense of community within the district. When students, teachers, and staff feel supported, they develop a strong sense of belonging and connection. This fosters positive relationships and collaboration among all members of the school community. By prioritizing well-being, the district actively builds a community that values the well-being of its members and creates an inclusive and supportive atmosphere.

Final

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?
1. Well-Being of Teachers and Staff	• **Monthly Well-Being Activities:** ○ Principals will allocate one meeting per month specifically for well-being activities for staff. ○ Activities may include walking around the track, yoga, massages, mindfulness sessions, and coloring activities. • **Staff Involvement and Feedback:** ○ Principals will conduct surveys to gather input from teachers on their interests and preferences for well-being activities. ○ Identify teachers who are interested in leading well-being activities and leverage their skills and enthusiasm.	• **Processes** ○ Monthly PD Wellness Schedules ○ Surveys Created ○ Identification of Activity Leaders • **Money** ○ Funding for specific district wide activities with community partners • **Space** ○ Spaces to host district wide events
2. Restorative/CPI Practices	• **Professional Development** ○ Equip staff with the knowledge and skills needed to effectively implement Restorative Practices (RP) and Crisis Prevention Institute (CPI) strategies. ○ Schedule and conduct comprehensive training sessions on RP and CPI for all staff members • **Monitor and Evaluate Implementation** ○ Establish metrics for evaluating the success of the RP and CPI integration, such as reductions in behavioral incidents and improvements in school climate. ○ Regularly collect and analyze data on student behavior and staff feedback	• **Processes** ○ Calendar the date of the presentation ○ Create the PPT ○ Record the Sessions • **Space** ○ Spaces to host district wide events
3. Well-Being of Students	• **Develop a Calendar of Activities** ○ Principals create a yearly calendar outlining monthly well-being activities. ○ Ensure the calendar is communicated to students, parents, and staff through newsletters, the school website, and social media • **Evaluate and Reflect** ○ Adjust future activity plans based on feedback and evaluation results to better meet student needs and preferences.	• **Processes** ○ Monthly Schedule of Events • **Space** ○ Reserve any shared spaces

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?
4. School Climate Surveys	• **Implementation** ○ Create a local survey to be delivered on google survey ○ Create a QR codes for the survey and share with school leaders ○ Leaders will post the QR codes for the school climate surveys at all schools events to gather feedback from students, parents, teachers, and staff throughout the year	• **Processes** ○ Survey Creation ○ Administration of Survey Dates
5. Every Day Speech SEL Curriculum	• **Implementation** ○ Implement the Everyday Speech program, focusing on K-8 students, with the goal of enhancing social-emotional learning and fostering a supportive school environment. ○ The program will be led by our counselors and social workers, ensuring professional guidance and effective execution. ○ The program will be implemented in ■ Elementary School- grade K-4 and ■ Middle School - will use with their students with Special Needs and as a resource for general education. • **Monitoring and Assessment:** ○ Conduct regular assessments to monitor student progress and the effectiveness of the program.	• **Processes** ○ K-8 implementation plan • **Money** ○ Curriculum Material/Program
6. Character Education	• **Implementation** ○ Implement a comprehensive character education program across all schools, with specific initiatives tailored for different grade level: o Grades 5-12 – ***UNLEASH YOUR POTENTIAL*** ○ Highlight specific character traits each month ○ Organize activities, discussions, and projects that encourage students to embody and reflect on these traits. ○ Implement recognition programs to celebrate students who consistently demonstrate the highlighted traits, such as student of the month awards and certificates.	• **Processes** ○ Monthly Character Words

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?
	• **Monitoring and Assessment:** ○ Regularly review the implementation process and outcomes, adjusting as needed to enhance the program's effectiveness.	

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, 92% of the staff will report a moderate or high level of overall well-being on the School Climate surveys.
- By June 2026, 85% of student survey results will report moderate or high levels of well-being on School Climate Surveys
- By June 2026, participation rate surveys will be as follows
  - Students - 70%
  - Certified Staff - 80%
  - Building and Grounds - 50%
  - Secretarial/Clerical Staff - 80%
  - Support Staff (Aides) - 80%
  - Parents - 10%

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)*
1. Monthly Well Being Professional Learning 1a. *What data will we review?* - Monthly PL Activities dates selected - Sign in sheets used - Number of sessions offered vs planned	November 2025	

Priority 1

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)*
1b. *What do we hope to see?* - Reduction in staff-reported burnout or stress on annual survey - Increase in staff-reported sense of belonging or connectedness	June 2026	
2. Presentation of Crosswalk between Restorative Practice and CPI 2a. *What data will we review?* - New teachers training in the RP/CPI as measured by sign in sheets and feedback (recordings, PPT) - 100% of staff receive ongoing training in the RP/CPI as measured by sign in sheets and feedback 2b. *What do we hope to see?* - Observation data showing use of restorative practices or de-escalation strategies - Staff self-assessment on confidence using strategies - Reduction in office discipline referrals	November 2025 June 2026	
3. Student Well- Being Activities 3a. *What data will we review?* - 3 spirit weeks scheduled for the year - Monthly Lunch with Superintendent Scheduled 3b. *What do we hope to see?* - Increase in student participation rates for spirit weeks - Diversity of activities offered	November 2025 June 2026	
4. Social Emotional Curriculum 4a. *What data will we review?* - Percentage of classrooms delivering SEL lessons - Lesson Plan documentation 4b. *What do we hope to see?* - Decrease in disciplinary incidents related to peer conflict	November 2025 (4 push in) February 2026 (8 push in) June 2026	

Final

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)*
- Student self-reported sense of belonging or ability to manage emotions		
5. School Climate Survey 5a. *What data will we review?* - Survey and QR code created - Number of events survey is responded to - Survey results 5b. *What do we hope to see?* - Identification of specific areas of growth or concern from survey results - Action plan revisions based on survey results	November 2025 June 2026	
6. Character Education 6a. *What data will we review?* - Character monthly words selected - Visual evidence of monthly words (newsletters, daily announcements etc) 6b. *What do we hope to see?* - Increase in positive recognitions - Reductions in incidents of bullying	November 2025 June 2026	

Final

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?	To develop and implement structures within the school district that promote effective teaching and learning to support student success.
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?*	The priority of developing and implementing structures within the school district promotes effective teaching and learning aligns with the district's vision of "Where character, curriculum, and community connect." This approach prioritizes student success, and establishes accountability structures within the district. Student Success: Strategies are designed to support student success by implementing data-driven decision-making and involving stakeholders in curriculum development and resource allocation. Using data to inform decisions and engaging stakeholders ensures that the curriculum and resources meet student needs and maximize their potential for success. Accountability: Emphasizing effective communication, collaboration, and data-driven decision-making establishes structures that promote accountability. Regular evaluation of implemented processes and seeking feedback from stakeholders ensure the district remains accountable for its actions and continuously improves to better serve students and the community. All these areas were key themes identified during the school's envision, analyze, and listen activities and support the commitments outlined in the school's SCEP.

Final

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?
1. **Quality Instruction Cross School Collaboration**	Use the **Thoughtful Classroom 5 Episodes** as a model for Quality Instruction in all classrooms throughout the district **Administrator Training** ○ Leadership team will meet as a team to develop and calibrate on the expectations for each episode and alignment to Danielson Rubric: ■ **Prepare (Engagement) (Domain 2)** ■ **Present (Domain 2)** ■ **Deepening & Reflecting (Engagement) (Domain 2-3)** ■ **Applying (Engagement) (Domain 2-3)** ■ **Assessment (Domain 3)** ● **Staff Training and Resources** ○ All staff will be trained in the **Thoughtful Classroom's 5 episodes** and provided with resources to use in their classrooms. ● **Walkthroughs Tool** ○ The leadership team will collaborate to develop a user-friendly walkthrough tool, embedded within a centralized data dashboard and aligned to the 5 instructional episodes. ○ Each walkthrough will intentionally look for evidence across all five episodes to ensure consistent and comprehensive instructional monitoring ● **Data Analysis** o During weekly principal meetings with the superintendent, walkthrough data from the central data dashboard will be reviewed and areas of concern identified. o The school leadership team will collaborate to develop targeted strategies to address those concerns and implement at their respective sites to	● **Processes** ○ 5 Episode Window Guide

Final

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?
	support teachers in improving instructional practice.	
2. Lesson Planning Outline/Submission	As we strive to ensure high-quality instruction, we must also prioritize the planning that makes it possible. After all, failure is rarely intentional—more often, it's the result of a failure to plan. Thoughtful, intentional lesson planning is essential to delivering effective instruction and achieving strong student outcomes. ● The leadership team will collaborate to identify the essential components of an effective lesson plan, aligned with the *Thoughtful Classroom* 5 Episodes of Effective Instruction. ● Establish a district-wide process for lesson plan submission and how often (i.e. every Thursday) ● Partner with BOCES to provide professional development for all teachers on Specially Designed Instruction (SDI). ● Review SDI lesson plan components and determine which elements should be integrated into the district's standard lesson plan outline.	● **Processes** ○ SDI training with BOCES ○ Lesson Plan components ○ Lesson plan collection and submission
3. District/School Data Protocols	● **School Data Protocol Sharing** ○ Each school will share their data protocol process with the district office to ensure alignment and support. ● **Setting Targets** ○ Each school will determine specific targets for proficiency and growth, (Within their SCEP Plans) and these targets will be shared with the district office for monitoring and support	● **Processes** ○ **School based Data Process**
4. Read, STOP, Write Program (University of Buffalo Partnership)	Partner with the University of Buffalo to expand (year 2) the Read, STOP, Write program, which is aligned with the Science of Reading principles. This collaboration aims to enhance literacy instruction by incorporating evidence-based	● **Processes** ○ **MOU with UB** ● **Money** ○ Curriculum Materials/Program

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?
	practices to improve reading and writing skills among students. ● **Training for Educators** ○ Provide comprehensive training for new teachers and staff on the Read, STOP, Write program, including the underlying principles of the Science of Reading. ● **Implementation** ○ Continue implementation in select Grades 4-9 classrooms ● **Monitor and Evaluate** ○ Regularly monitor the implementation of the program, gather feedback from educators and students, and make necessary adjustments. ● **Ongoing Support** ○ Provide continuous professional development and support to include coaching and modeling for educators to maintain the quality and effectiveness of the program. ● **Assess Outcomes** ○ Evaluate the impact of the Read, STOP, Write program on student reading and writing proficiency, using data to inform future improvements.	
5. Culturally Responsive Sustaining Education (CRSE) Professional Learning	Each school will complete a 2-year cycle for CRSE Professional Learning. By following this two-year cycle, each school will be equipped to create an inclusive and equitable learning environment that respects and values the diverse cultural backgrounds of all students ● **Professional Learning Topics** ○ **Topic 1 - Implicit Bias Training** ■ **Introduction to Implicit Bias**: Understand the concept of implicit bias and its impact on teaching and learning. ■ **Self-Reflection Activities**: Engage in self-reflection exercises to identify	● **Processes** ○ Schedule for Professional Learning ● **Money** ○ Curriculum Material/books/ ○ Consultants

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?
	personal biases and understand their origins. ■ **Bias Mitigation Strategies**: Learn and practice strategies to mitigate implicit biases in educational settings. ■ **Discussion and Collaboration**: Participate in discussions and collaborative activities to share experiences and insights with colleagues. ○ **Topic 2 - Culturally Responsive Teaching and the Brain** ■ **Understanding Cultural Responsiveness**: Explore the principles of culturally responsive teaching and how they relate to brain science. ■ **Integrating Culturally Responsive Practices**: Develop skills to integrate culturally responsive teaching practices into the classroom. ■ **Student Engagement Strategies**: Learn techniques to engage students from diverse cultural backgrounds effectively. ● **Professional Learning Sessions for 2025-2026** ○ Elementary School – Topic 1 ○ Middle School – Topic 2 *(Train the Trainer Model)* ○ High School – completed Topics 1 and 2 ● **Support and Resources** ○ Provide access to books, articles, and online resources on implicit bias and culturally responsive teaching. ○ Offer continuous support through coaching and mentoring. ● **Monitoring and Evaluation** ○ Evaluate the effectiveness of the training through surveys, feedback, and classroom observations.	

Final

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?
6. Sheltered English Immersion Strategies (SEI) **(ELL Professional Learning)**	**Train the Trainer Model** ● **Tailored Professional Learning** ○ A core group of teachers will be selected to participate in the Train the Trainer Model for SEI Strategies. ○ Professional learning sessions will be tailored to address the unique needs of each school. ○ Ensure that the training includes practical strategies for embedding SEI strategies into Tier I (core) instruction. ● **Resource Provision** ○ Provide teachers with access to resources, materials, and tools that support ELL instruction. ● **Implementation and Monitoring** ○ Support teachers as they implement ELL strategies in their classrooms. ○ Monitor the effectiveness of the strategies through classroom observations, feedback sessions, and student performance data. ● **Sustainability and Continuous Improvement** ○ Core of Trained teachers turnkey learning in school based Professional Development.	● **Processes** ○ Schedule for Professional Learning ● **Money** ○ Curriculum Material/Program
7. Fostering Behavior and Access Success Professional Learning	● **Professional Learning for All Schools** ○ Provide comprehensive professional learning sessions focused on fostering both academic and behavioral success. Include training on effective teaching strategies, classroom management, and behavior intervention techniques. ● **Behavior Consultations** ○ Offer up to 30 hours of behavior consultations per building to address specific needs and challenges. Consultants will work directly with school staff to develop and implement effective behavior management strategies. ● **Digitized FBA Documents** ○ Share digitized documents and templates with schools for FBA creation to	● **Processes** ○ PL Schedule ● **Money** ○ Consultants

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?
	streamline the process and ensure consistency across the district. ● **Districtwide FBA Team** ○ Create a districtwide FBA team composed of representatives from all buildings. The team will be responsible for constructing structured and concise FBA documents, ensuring they meet district standards and are effectively implemented. ● **Ongoing Support and Monitoring** ○ Provide continuous support and monitoring to ensure the effective implementation of professional learning, behavior consultations, and FBA/BIP processes. ○ Gather feedback from schools to make necessary adjustments and improvements.	
8. Instructional Coaches	Intentionally deploy instructional coaches to support teachers identified as needing targeted growth, with a focus on improving lesson planning and quality instructional delivery. Coaching activities will include but, not limited to: ● Facilitating instructional planning meetings across all grade levels and departments, not limited to content areas. ● Hosting mini professional learning sessions on high-impact instructional strategies and planning practices. ● Collaborating on curriculum development and alignment to district priorities. ● Supporting teachers in analyzing student achievement data and planning responsive instruction through PLT (Professional Learning Team) collaboration. District will determine if there are sustainable funding sources to support additional instructional coach positions district-wide.	

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, as measured by STAR ELA & Math EOY scores, there will be a 10% increase in proficiency for all district students. • By June 2026, as measured by STAR ELA & Math EOY scores, there will be a 10% increase in growth for all district students. • By June 2026, there will be a 10% reduction in overall suspensions districtwide.

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)*
1. Thoughtful Classroom 5 Episodes 1a. *What data will we review?* - Sign in sheets - Walk through logs - Schedule of coaching sessions or PLC discussions 1b. *What do we hope to see?* - An increase in the number of classrooms where at least 3 episodes are evident - 60% of teachers fall at Level 3 on APPR Evaluation for Domains 2 and 3 - 80% of teachers fall at Level 3 on APPR Evaluation for Domains 2 and 3	November 2025 February 2026 June 2026	I
2. Data Protocol 2a. *What data will we review?* - Schools data processes shared - Number of staff trained in data process - Number of grade-level/content teams holding data meetings - Number of meetings with documented next steps linked to data findings	November 2025 February 2026	

Priority 2

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)*
2b. *What do we hope to see?* - Improvement in students outcomes in areas identified through data analysis - Teacher reported increase in confidence using data to inform instruction	June 2026	
3. Partnership with University of Buffalo 3a. *What data will we review?* - Lesson plan artifacts or unit plans incorporating RSW-aligned strategies - Percentage of teachers participating in the UB RSW program 3b. *What do we hope to see?* - Improvement in student writing samples scored using a common rubric - Teacher reported improvement in student engagement with writing tasks - An 10% increase of the between the pre and post assessment of the RSW program	November 2025 June 2026	
4. Culturally Responsive Professional Learning 4a. *What data will we review?* - Schedule & sign in sheets of Professional Learning sessions for MS and elementary - Feedback surveys from Professional Learning sessions 4b. *What do we hope to see?* - Evidence of CR practices in lesson plans, learning walks and displays - Increase in student sense of belonging as measured through surveys - Teacher self-reported increase in ability to address diverse learners' needs	February 2026 June 2026	
5. SEI Training (ELL Professional Learning) 5a. *What data will we review?* - Core team of trainers selected by the school - Instructional strategies chosen by team based on the specific needs for the school	November 2025	

Final

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)*
- Sign in sheets and materials used for the professional learning sessions 5b. *What do we hope to see?* - Increase in SEI strategies used in instruction as evidenced by lesson plans and learning walks - Increase in ELL participation during instruction as evidenced by observations and student work analysis - Increase in academic performance for ELLs in content area assessments	June 2026	
6. Fostering Academic and Behavior Success Professional Learning 6a. *What data will we review?* - Schedule & sign in sheets of Professional Learning sessions - FBA data 6b. *What do we hope to see?* - Increase in students time-on task during instruction - Growth in academic outcomes for students identified as at risk behaviorally or academically	February 2026 June 2026	

Final

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?	**To establish active and meaningful engagement among students, teachers, administrators, staff, and parents that promotes collaboration, shared responsibility and a sense of ownership for all.**
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?*	The priority to establish meaningful engagement among students, teachers, administrators, staff, and parents that promote a sense of collaboration, shared responsibility and a sense of ownership for all aligns with the district's vision of "Where character, curriculum, and community connect." Fostering meaningful engagement within the school community is crucial for creating a supportive and inclusive educational environment. By nurturing these relationships, the district promotes support, trust, and belonging, which align with its vision and foster the growth and success of all members. This priority reflects themes that emerged in the school's envision, analyze, and listen activities, supporting commitments outlined in the school's SCEP. By prioritizing meaningful engagement and aligning it with the district's vision, the educational community can create a nurturing and inclusive environment that fosters the growth and success of all its members.

Final

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?
1. Community Partnerships/Engagements	● **Initial Planning and Coordination:** ○ Conduct meetings with school leaders to understand their needs and existing community engagement efforts. ● **Building Partnerships:** ○ Identify potential community partners and schedule meetings to discuss collaboration opportunities. ● **Workshop Development:** ○ Promote the workshops through various channels, including school newsletters, district websites, and community bulletins. ● **Documentation:** ○ Compile a districtwide partnership document, regularly updating it as new partnerships are formed or existing ones evolve. ○ Ensure this document is accessible to all stakeholders. ● **Event Management:** ○ Develop and distribute sign-in sheet templates to all schools. ○ Train school staff on the importance of sign-in sheets and how to use them effectively. ● **Process Creation:** ○ Design a clear process for schools to engage the Community Engagement Specialist in parent-related activities. ○ Communicate this process to all schools and provide ongoing support to ensure its adoption.	**Processes:** ● District wide sign- in sheet template
2. Student Leaders/Ambassadors Meetings	● **Initial Coordination:** ○ Community Engagement Specialist and Student Ex Officio meet to outline the objectives and structure of the quarterly meetings. ○ Create a calendar for the school year with proposed dates for the meetings ● **Roles and Responsibilities:** ○ **District Student Ex Officio:**	**Processes:** ● Central folder for meeting minutes

Final

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?
	■ Coordinate with the Community Engagement Specialist (CES) to schedule quarterly meetings. ■ Identify and communicate with school ambassadors and administration to participate in these meetings. ■ Develop an agenda in collaboration with the CES that addresses relevant topics and concerns of the student body ■ Take detailed minutes during the meetings, capturing key discussions, decisions, and action items. ■ Compile minutes from the meetings and create a synopsis. ■ Share the synopsis with the CES in a timely manner. ■ Collaborate with CES to compile information from the quarterly meetings and other relevant sources into a cohesive monthly board report.	
3. DEIB Committee	● **Schedule Meetings:** ○ Finalize the quarterly meeting dates and communicate them to all committee members well in advance ○ Keep minutes for all minutes in a central location. ● **Review the 3-Year Implementation Plan:** ○ Meet with the Superintendent to determine the focus areas and strategic goals for the DEIB committee for the year ● **Work Plan:** ○ Develop a work plan that details the specific tasks and projects the DEIB committee will undertake to achieve its goals. ○ Assign responsibilities and set deadlines for each task or project ● **Monitoring and Evaluation:** ○ Regularly assess the impact of the DEIB initiatives and adjust strategies as needed to ensure they are effectively	**Processes:** ● Central folder for meeting minutes and documents

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?
	promoting diversity, equity, inclusion, and belonging within the district.	
4. Districtwide Communication Structure	Implement a structured and clear communication plan, to ensure that all stakeholders receive the right information through the appropriate channels. This plan will enhance transparency, engagement, and collaboration between the district, schools, teachers, parents, and the broader community. **Platform-Specific Communication Plans:** ● **Blackboard:** **Purpose:** Central platform for urgent communications and school-wide updates. **Content:** ○ **Emergency Announcements:** Immediate notifications for school closures, safety alerts, and other urgent messages. ○ **Weekly Principal Messages:** Regular updates from the principal, including important dates, policy changes, and school highlights. ○ **Schoolwide Events:** Announcements and reminders about upcoming events, such as parent-teacher conferences, school plays, and sports events. ● **Classroom DoJo:** **Purpose:** Direct communication between teachers and parents about classroom-specific activities. **Content:** ○ **Weekly Teacher Note:** Summaries of the week's activities, learning objectives, and important reminders. ○ **Grade Level Activities:** Information about projects, field trips, and collaborative events specific to each grade. ○ **Classroom Activities:** Daily or weekly updates on classroom events, such as special lessons, guest speakers, or celebrations. ○ **Student Recognition:** Highlights of student achievements and recognitions. ○ **Homework:** Assignments, deadlines, and tips for completing homework. ● **Facebook:** **Purpose:** Public-facing platform for sharing school culture and engaging with the wider community. **Content:**	**Processes** Communication Plan

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?
	○ **Pictures of School Events:** Visual highlights of events, field trips, and daily school life. ○ **Emergency Announcements:** Quick updates on urgent situations (similar to Blackboard, but more public). ○ **Schoolwide Events:** Promotional posts about upcoming events to encourage community participation. ● **eSchool:** **Purpose:** Secure platform for academic records and official documentation. **Content:** ○ **Report Cards:** Access to student grades, progress reports, and other academic records. ○ **Attendance Records:** Daily attendance and any tardiness or absences. **Notification vs. Personal Messages** ● **Notifications:** **Definition:** General information relevant to the entire class or grade level. **Examples:** ○ Homework assignments ○ Weekly summaries ○ Upcoming events or deadlines ○ General classroom announcements **Personal Messages:** **Definition:** Individualized communication addressing specific students or parents. **Examples:** ○ Personal feedback on student performance ○ Behavioral updates ○ Private concerns or issues ○ Individualized praise or encouragement **Dissemination of the Communication Plan:** ● Conduct training sessions for teachers, administrators, and support staff on the communication plan. ● Organize informational sessions for parents to explain the communication plan.	
5. Passport to Wellness	**Steps to Implement:** ● **Set a Date:** ○ Choose a date to allow for thorough planning and to ensure maximum participation.	**Schedule:** Schedule of activities

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?
	● **Form a Planning Committee:** ○ Establish a committee with representatives from each school, including teachers, administrative staff, and possibly even students who are interested in health and wellness. ○ Brainstorm activities that could occur that revolve around, mental, physical nutritional and social wellness ○ Determine how technology can be embedded into the event ● **Budget and Resources:** ○ Allocate a budget for the event, considering costs for speakers, materials, activities, and any additional resources needed. ○ Seek sponsorship or partnerships with local businesses and health organizations to provide resources or funding. ● **Marketing Materials:** ○ Create flyers, posters, and digital announcements to promote the event. ○ Use email newsletters, the district website, and social media platforms to reach all staff members. ○ Send out regular reminders leading up to the event, highlighting different activities and workshop ● **Feedback Collection:** ○ Distribute surveys to all participants after the event to gather feedback on what they enjoyed, what could be improved, and suggestions for future wellness initiatives. ○ Include both quantitative and qualitative questions to get a comprehensive understanding of the event's impact	
6. A District Wide Family/Staff Events	**Steps to Implement:** ● **Determine Events** ○ The district will work with schools to choose two events that cater to a broad range of interests and align with the district's educational and cultural goals.(i.e. Veterans Day, Day of Reading,	**Schedule:** Schedule of activities

Final

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?
	Day of Science, Oktoberfest/Title I Presentation, Multicultural Festival, etc) ○ The district will work with schools to garner participation in the district wide staff events (Corporate challenge and Polar Plunge) ● **Set a Date:** ○ Choose a date to allow for thorough planning and to ensure maximum participation. ● **Budget and Resources:** ○ Allocate a budget for the event, considering costs for speakers, materials, activities, and any additional resources needed. ○ Seek sponsorship or partnerships with local businesses and health organizations to provide resources or funding. ● **Marketing Materials:** ○ Create flyers, posters, and digital announcements to promote the event. ○ Use email newsletters, the district website, and social media platforms to reach all staff members. ○ Send out regular reminders leading up to the event, highlighting different activities and workshop ● **Feedback Collection:** ○ Distribute surveys to all participants after the event to gather feedback on what they enjoyed, what could be improved, and suggestions for future wellness initiatives. ○ Include both quantitative and qualitative questions to get a comprehensive understanding of the event's impact	

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.

Community Partnerships/Engagements

- A minimum of 20 of events held for the year
- Database of District Partnerships created

Students Leaders Meeting

- A minimum of 4 meeting held as evidence by agenda and sign in sheets

Passport to Wellness

Wellness Day/Technology Day

Survey Feedback - 70% rate the experience positive experience

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)*
1. DEIB Committee 1a. *What data will we review?* - Agendas and meeting minutes of the quarterly DEIB meetings 1b. *What do we hope to see?* - Evidence of inclusive practices observed in classroom and school events - Increase in participation from underrepresented groups in district events - Increase sense of belonging and inclusion as evidenced by survey results	February 2026 June 2026	
2. Districtwide Communication Structure 2a. *What data will we review?* - A communication guide completed and distributed 2b. *What do we hope to see?*	November 2025	

Final

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)*
- Increase in family/staff survey ratings on clarity, timeliness and accessibility of information	June 2026	
3. Community Partnerships / Engagements 3a. *What data will we review?* - List of community partnerships and list of events, workshops or services offered in collaboration with partnerships 3b. *What do we hope to see?* - Increase in student/family access to community services - Positive feedback from partners and families on collaboration outcomes	November 2025 June 2026	
4. District Passport to Wellness Day for Staff 4a. *What data will we review?* - Sign in sheets and resources for wellness activities - Post session feedback surveys 4b. *What do we hope to see?* - Increase in staff-reported well being and morale - Reduction in staff absenteeism	February 2026 June 2026	
5. Student Leaders Ambassador Meetings 5a. *What data will we review?* - Sign in sheets, agendas and minutes of meetings 5b. *What do we hope to see?* - Diverse representation of student voices - Student led initiatives or projects - Students reporting increase sense of voice and influence	February 2026 June 2026	
6. Districtwide Family Events 6a. *What data will we review?* - Attendance counts and demographic representation at events - Frequency and diversity of event types (academic, wellness, cultural etc) - Event feedback surveys	February 2026	

Final

Priority 3

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)*
6b. *What do we hope to see?* - Increase in family satisfaction (survey) - Increase in family participation at events over time	June 2026	

Final

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)*
Chris Salinas	Principal	CCSD Middle School
Joshua Strzelec	Principal	CCSD High School
Melissa Mitchell	Principal	CCSD Elementary School
Erin Weir	Director	CCSD District
Mike Amici	Director	CCSD District
Scott Zipp	Superintendent	CCSD District
Mike Fatta	Director	CCSD District
Laurie Widman	Director	CCSD District
Karin Cyganovich	Director	CCSD District
Bruce Vona	Director	CCSD District
Parent, Student and Teacher participation was included through analysis of data received through surveys, parent focus groups and through the participation in the development of the individual school SCEP plans. Those data points, including the SCEPs, were used in the DCIP.		

Meeting Dates

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

Meeting Date	Location
July 8, 2025	CCSD 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 were incorporated through school-based surveys, feedback, focus groups, collaboration, and transparent communication. The DCIP was developed as a comprehensive plan that reflects the needs, aspirations, and priorities of the entire educational community.
Parents with children from each identified subgroup	The perspectives of parents were incorporated through school-based surveys, feedback, focus groups, collaboration, and transparent communication. The DCIP was developed as a comprehensive plan that reflects the needs, aspirations, and priorities of the entire educational community.
Secondary Schools: Students from each identified subgroup	The perspectives of students were incorporated through school-based surveys, feedback, focus groups, collaboration, and transparent communication. The DCIP was developed as a comprehensive plan that reflects the needs, aspirations, and priorities of the entire educational community.

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 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).

Final