



# District Comprehensive Improvement Plan (DCIP)

*District-Level Systems for Supporting Schools Identified for Additional Support*

District	Superintendent
Cheektowaga-Sloan UFSD	Andrea L. Galenski

## 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
#1- Train the teachers in expectations for effectively using “I can” statements by including learning intentions	Theodore Roosevelt Elementary School (Prek-2) Woodrow Wilson Elementary School (3-5) John F. Kennedy Middle School (6-8) John F. Kennedy High School (9-12)
#2-Continue to grow the capacity of the Science of Reading (SOR) Support Teachers to be grade-level leaders on the subject. Develop a short and long-term training plan for SOR district-wide (PLC)	Theodore Roosevelt Elementary School (Prek-2) Woodrow Wilson Elementary School (3-5)
#3-District Training on Explicit Instruction and Evidence-Based Practices to improve student achievement and increase student engagement	Theodore Roosevelt Elementary School (Prek-2) Woodrow Wilson Elementary School (3-5) John F. Kennedy Middle School (6-8) John F. Kennedy High School (9-12)
#4- MTSS- Establish data procedures to be applied to the entire school population instead of just the RtI teachers. Engage AIS teachers (math and ELA) in this process and	Theodore Roosevelt Elementary School (Prek-2) Woodrow Wilson Elementary School (3-5) John F. Kennedy Middle School (6-8)

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support them with Evidence-Based Interventions to close achievement gaps	
#5-Establish data collection and analysis procedures for our Middle School ELA curriculum, CommonLit, to drive instructional choices for students.	John F. Kennedy Middle School (ATSI)
<b>Non-Instructional Key Strategies</b>	<b>Schools</b>
Establish a Professional Learning Community (PLC) where they will study creating an affirming and supportive school environment. They will apply what they learn and create a school-wide plan to expand a positive culture and climate.	John F. Kennedy Middle School (ATSI)
Implementation of Restorative practice into all buildings' disciplinary procedures and creating Restorative materials for teachers to use with students	Theodore Roosevelt Elementary School (Prek-2) Woodrow Wilson Elementary School (3-5) John F. Kennedy Middle School (6-8) John F. Kennedy High School (9-12)
Refine and finalize the Advisement Curriculum to focus on students' social emotional learning, leadership (7 habits/Leader in Me), and Restorative Practice	John F. Kennedy Middle School (ATSI)

## District Support

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

Action	Person Responsible	When
Principals will receive three days of training over the summer on Explicit Instruction. Participants will explore the research behind effective instructional leadership and learn how to transform universal instruction within their schools. Key topics include identifying the look-fors (including modifying our current I CAN procedures to include learning intentions) of explicit instruction, providing meaningful coaching and feedback to teachers, and building a culture of urgency and shared responsibility. We aim to equip administrators with the tools and strategies to lead effective, data-driven decision-making across their districts. Topics will include using data to inform small group instruction, implementing progress monitoring systems, and applying structured data protocols to	Angie Hanlin, Consultant, paid with Title II funds, and Janelle Finn, Assistant Superintendent	Day 1: July 14th, 2025 Day 2: August 18th, 2025 Day 3: August 25th

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guide team discussions and instructional planning. Lastly, we will explore the essential role of continuous professional development and authentic collaboration in driving student achievement. Our consultant, Angie Hanlin, is providing this training.		
Strategic Planning and Development of District-Wide Assessment Plan- 3 summer meetings to establish a clear short-term and long-term plan for the district. We want to ensure we have clear expectations for the instructional look fors (including I can statements and training in evidence-based instructional practices). It will also include finalizing our procedures for the Early Literacy Profile, which will be newly implemented in the Fall of 2025.	Angie Hanlin, Consultant, paid with Title II funds, and Janelle Finn, Assistant Superintendent	July 8th, 2025 July 9th, 2025 July 10th, 2025
Our consultant will be providing on-site visits and leadership coaching district-wide.	Angie Hanlin, Consultant, paid with Title II funds; Janelle Finn, Assistant Superintendent; and building principals	October 21st, 2025 October 22nd, 2025 March 18th, 2025 March 19th, 2025
The entire administrative team (District Office and school administrators) will receive virtual coaching to reinforce the training we learned over the summer and provide assistance/support as needed.	Angie Hanlin, Consultant, paid with Title II funds; Janelle Finn, Assistant Superintendent; and building principals	October 16th, 2025 November 13th, 2025
A district office (along with the building principal) will informally visit classrooms and provide feedback outside of the APPR process	Angie Hanlin, Consultant, paid with Title II funds; Janelle Finn, Assistant Superintendent; and building principals	February 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."*

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*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>We are receiving training in the <a href="#">“Explicit Instruction Component”</a> Rubric. Principals and District Office Staff will visit classrooms frequently and provide feedback to the school community based on data collected with the rubric</p> <p>Our goal is to have 85% compliance for each bullet. We will proceed with providing feedback on the next bullet until all have 85% compliance:</p> <ul style="list-style-type: none"> <li>● Learning intentions are posted</li> <li>● Learning intentions are shared with the students</li> <li>● Success criteria is posted (“I can”)</li> <li>● Success criteria is shared with the students</li> <li>● Review previous skills and link new learning to previous learning</li> <li>● Model or demonstrate the skills</li> </ul>	<p><b>November 2025</b></p>
<p>We are receiving training in the <a href="#">“Explicit Instruction Component”</a> Rubric. Principals and District Office Staff will visit classrooms frequently and provide feedback to the school community based on data collected with the rubric</p> <p>Our goal is to have 85% compliance for each bullet. We will proceed with providing feedback on the next bullet until all have 85% compliance:</p> <ul style="list-style-type: none"> <li>● Success criteria is referred to several times throughout the lesson</li> <li>● Discuss/share the relevance of the learning intention</li> <li>● Instruction aligns to the learning intention</li> <li>● Learning intention is based on state standards</li> <li>● guided practice (we do)</li> <li>● Checks for understanding</li> </ul>	<p><b>March 2025</b></p>

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<ul style="list-style-type: none"> <li>● Independent practice (you do)</li> <li>● Student engagement</li> <li>● Appropriate pacing</li> </ul>	
<p>We are receiving training in the <a href="#">“Explicit Instruction Component”</a> Rubric. Principals and District Office Staff will visit classrooms frequently and provide feedback to the school community based on data collected with the rubric</p> <p>Our goal is to have 85% compliance for all items found in the Explicit Instruction Component Rubric</p>	<p><b>June 2025</b></p>

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, we are training Pre-K-8 administrators on how to serve as instructional leaders and implement evidence-based practices. The District Office administrators will also participate in this training. As our elementary students progress and eventually enter JFK Middle School, the students, faculty, staff, and administrators will have a common understanding of evidence-based practices. We began training our teachers and administrators in 2018 on Instructional Look-Fors. Our previous work has established a nice foundation, and we are ready to expand/refine our practices to build coherence and fidelity across the district.

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?

At Cheektowaga-Sloan, we only have one building at each level.

- Theodore Roosevelt Elementary (Prek-2)
- Woodrow Wilson Elementary (3-5)
- JFK Middle School (6-8)
- JFK High School (9-12)

We are a community-eligible school district, and all our students get free breakfast and lunch. Our poverty levels are similar across the schools, and we always ensure equitable distribution based on need. We achieve this by leveraging grant funds, such as Title I-A 1003 and Title Grants, to allocate resources to meet the needs of our school community. We implement a needs assessment and a yearly Climate/Culture survey each year. We also receive stakeholder input at every building through various committees, grade-level leaders (K-8), and department chairs (9-12). We use the information gathered from stakeholders to plan our Superintendent’s Conference days and our District goals. Each school develops plans for implementing the District goals based on the needs of its school community.

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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?

By training our Prek-8 administrators and our teachers in evidence-based practices, we are ensuring that JFK Middle School, our identified ATSI school, has access to strong teachers as their peers identified for LSI. The teachers at the ATSI school will have the same training, feedback, and support as our LSI schools. We are a small district with a total enrollment of around 1,300 students. With our small size and one building per grade-level band, we can easily implement district-wide practices. For example, we are entering our seventh year of implementing Restorative Practice. We have one Restorative Practice Liaison at each building who helps the Assistant Superintendent establish individualized professional learning plans tailored to the needs of each school community. We pride ourselves on district-wide implementation and collaborating/supporting our school community. Our teachers work extremely hard and are very committed to our students. Our administrative team is dedicated to providing collaborative support to our teachers and students.

## Our Team's Process

### 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>
Janelle Finn	Assistant Superintendent	District Office
Chris Farrell	Principal	John F. Kennedy Middle School (ATSI school)
Robert Julian, Jr.	Principal	John F. Kennedy High School
Jeffrey Mochrie	Principal	Theodore Roosevelt Elementary School
Beth Zaccarine	Principal	Woodrow Wilson Elementary School
Denver Drennen, Jr.	Coordinator of Curriculum and Instruction	District Office
Jessica Emmerling	Director of Special Education and Student Services	District Office
Brian Zybala	Director of Data and Technology	District Office
Michael Lester	7 <sup>th</sup> Grade ELA teacher	John F. Kennedy Middle School (ATSI school)
Carleen Dixon	Art Teacher	John F. Kennedy Middle School (ATSI school)
Sarah Bandemer	8 <sup>th</sup> Grade ELA Teacher	John F. Kennedy Middle School (ATSI school)
Sheri Sante	AIS Math Teacher	John F. Kennedy Middle School (ATSI school)

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Ms. Schlossin	Parent Representative	John F. Kennedy Middle School (ATSI school)
Fatima Almakhafi, Madison Schultz, Raylyn Gale, Logan Browen, Makenna Cascio	Grade 6 Student Representatives	John F. Kennedy Middle School (ATSI school)
Gianna Rice, Victoria Orzechowski, Levelle Williams, Adrien Washington, Aaliyah Tebo, Danita Ellington	Grade 7 Student Representatives	John F. Kennedy Middle School (ATSI school)
Carmen Burkhart, Daviel Lozada, Dean Ashley, Caylen Jackson, Jeaden Thompson, Taiden Malek, Syriah Patino, Kemiya Dorsey	Grade 8 Student Representatives	John F. Kennedy Middle School (ATSI school)

## Our Team's Process

### Meeting Dates

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

Meeting Date	Location
December 11, 2024	Woodrow Wilson Elementary School- DCIP CHECK IN with Leadership Team (Principals, Directors, Coordinators, Assistant Superintendent)
March 11, 2025	Woodrow Wilson Elementary School- Leadership Team Meeting (Principals, Directors, Coordinators, Assistant Superintendent)
March 18, 2025	John F. Kennedy Middle School- Gathered feedback on SCEP, DCIP and Climate survey results through Focus Groups- grade 6-8 students(see list in "team members"), Parents (Schlossin, Zaccaria, Pawlowski), Teachers (Sheri Sante- AIS teacher, Erin Stillman- School counselor, Kristine Brown- Grade 6 math teacher, Michael Lester- Grade 7 ELA, PJ Odrobina- PE teacher)
April 2, 2025	John F. Kennedy Middle School- Megan Zoladz- grade 6 science teacher, Carleen Dixon- Art Teacher, Sheri Sante- AIS Math, Michael Lester- grade 7 ELA, Kristie Schlossin (parent)
May 6, 2025	Woodrow Wilson Elementary School- Leadership Team Meeting (Principals, Directors, Coordinators, Assistant Superintendent)
June 12, 2025	John F. Kennedy Middle School- Carleen Dixon- Art Teacher, Sheri Sante- AIS Math, Michael Lester- grade 7 ELA, Kristie Schlossin (parent)

### 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	<p>Teachers identified the following areas in need of improvement:</p> <ul style="list-style-type: none"> <li>● Providing opportunities for teachers to observe and discuss effective teaching practices</li> <li>● Creating a collaborative environment so that staff work together in achieving goals</li> <li>● Accessibility and visibility of school-level administrators</li> <li>● Develop a more integrated approach to student learning</li> </ul>

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	<p>By utilizing PLCs and training administrators in evidence-based instructional practices, we are providing opportunities to discuss/apply effective teaching practices. This will also foster a collaborative environment, particularly with the PLC group focusing on the classroom climate/culture. A common language, clear goals/expectations, and support will create a more integrated approach to student learning. With the established goal of administrators using a rubric based on evidence-based instructional practices to provide professional feedback to teachers, administrators will be visiting classrooms more frequently and will be more visible.</p>
<p>Parents</p>	<p>Parents identified the following areas in need of improvement:</p> <ul style="list-style-type: none"> <li>● Communication on how their children are doing academically and socially-emotionally</li> <li>● Receiving phone calls, notes, or other forms of communication to provide feedback to parents.</li> <li>● Increasing student engagement in class</li> <li>● Helping our students feel emotionally and physically safe in school</li> </ul> <p>By providing more feedback through classroom visitations outside of the APPR process, teachers will be better equipped to share effective feedback with parents about their children's academic progress. We have also provided team time through grade-level meetings to meet with students in restorative practice circles and time to contact parents. We offered a communication flow chart to support teachers as they contact parents. We hope to enhance communication and feedback between parents and students through these resources and dedicated time.</p> <p>Lastly, our district-wide approach to training faculty, staff, and administrators in evidence-based practices will increase student engagement. We hope that our focus on Restorative Practice and our PLC team's work on culture will lead to activities that help our students feel safe in school and more connected to the school environment.</p>
<p>Students in Grades 6-8</p>	<p>Students identified the following areas in need of improvement:</p> <ul style="list-style-type: none"> <li>● More frequent classroom visits from our school-level administrators</li> <li>● Making the school positive and fun</li> <li>● Provide more feedback and assistance before grades are assigned, or allow students to redo work based on feedback</li> <li>● They are not comfortable asking questions in class</li> <li>● More time to discuss topics with their peers and learn from each other</li> <li>● Be cognizant of the workload and assignments the students receive across all subject areas. They expressed feeling overwhelmed by the workload.</li> <li>● Feeling emotionally and physically safe due to peer-to-peer interactions</li> </ul> <p>Our district-wide approach to training faculty, staff, and administrators in evidence-based practices will increase student engagement and allow for</p>

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increased peer-to-peer interaction/learning. Through this process, we hope our students will develop the skills they need to collaborate effectively with their peers and engage more deeply with the learning. As our administrators aim to provide more informal feedback to teachers, they will visit classrooms more frequently and be more visible.

Our focus on Restorative Practice, combined with our PLC team's emphasis on culture, will help students feel emotionally and physically safe in school.

Overall, these efforts should enhance student engagement and learning by allowing students to interact and learn from one another more frequently, as well as providing more direct/individualized feedback on their work.

## 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 this document to [DCIP@nysed.gov](mailto: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).