



# District Comprehensive Improvement Plan (DCIP)

## *District-Level Priorities*

District	Superintendent
West Seneca Central Schools	Dr. Lisa Krueger

## 2025-26 Summary of Priorities

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

1	Build a shared understanding of NYS Standards
2	Build a shared understanding of Multi-Tiered Systems of Support (MTSS)
3	Build a shared understanding of the purpose and utilization of assessments

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></p> <p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"><li>• <i>How does this Priority fit into the District's vision, values and aspirations?</i></li><li>• <i>Why did this emerge as something to prioritize?</i></li><li>• <i>What makes this the right Priority to pursue?</i></li><li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li></ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"><li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li><li>• <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li></ul>	<p><b>Build a shared understanding of NYS Standards</b></p> <p>This Priority connects directly to the District's vision of "Nurturing our full potential." It also promotes the following District values:</p> <ul style="list-style-type: none"><li>• High expectations are the foundation to limitless learning</li><li>• Education requires the commitment of students, staff, caregivers, the Board of Education, and the community</li></ul> <p>The analysis of both qualitative and quantitative data suggests there is a need to improve the alignment of curriculum within and across grade levels with the NYS Standards. In order to achieve this goal, there needs to be a shared understanding of the NYS Standards and how instructional practices help students meet these standards.</p> <p>This Priority also aligns with the priorities outlined in the District's Strategic Plan. The Strategic Plan also focuses on building a shared understanding of NYS Standards and analyzing data to assess where students are in relation to the Standards and determine Priority Standards for each subject and grade level.</p> <p>Through the Envision-Analyze-Listen activities in the schools identified for TSI, the District learned that there are inconsistencies in language and focus aligned with the NYS Standards. There also needs to be a standardization of data practices to assess where students are in relation to the Standards. Additional work also needs to be done around identifying and addressing Priority Standards to increase students' levels of understanding and hence increase proficiency rates on the NYS Assessments. This Priority directly supports the Key Strategy of "Building a Shared Understanding of Academic Language in the Next Generation Learning Standards" at Northwood Elementary and the Key Strategy of "Curriculum Alignment and Implementation" at West Middle School.</p>
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## 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?
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>● Intentional and consistent collection and analysis of data</li> <li>● Determine Priority Standards based on NYS Assessments</li> <li>● Assess where students are in relation to the NYS Standards</li> <li>● Track and analyze student growth over time</li> </ul>	<ul style="list-style-type: none"> <li>● Calendared time for data analysis meetings</li> <li>● Data Dashboard</li> <li>● Professional development around data collection tools, data analysis protocols, and Data Driven Instructional practices</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● Provide professional development and learning around the NYS Standards</li> <li>● Provide Professional Development around data collection tools, data analysis protocols, and Data Driven Instructional practices</li> <li>● Provide support for teachers to implement their learning from Professional Development sessions in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Calendared time for Professional Development sessions</li> <li>● Release time for teachers to attend Professional Development sessions</li> <li>● Support from District Administrators</li> </ul>
<b>Prioritization of NYS Standards</b>	<ul style="list-style-type: none"> <li>● Analyze the results of the 3-8 NYS Assessments to determine Priority Standards</li> <li>● Re-evaluate curricular and instructional resources and practices to align with the NYS Standards</li> </ul>	<ul style="list-style-type: none"> <li>● Calendared time to analyze NYS Assessment data and prioritize the Standards</li> <li>● Utilization of Priority Standards to update curricular and instructional materials</li> </ul>

## 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.

Priority 1

The District strives to have a shared understanding of the NYS Standards across all grade levels and subject areas. Priority Standards will be identified and curricular resources and instructional practices will reflect the NYS Standards. Standardized data analysis protocols will be in place. Student growth will be evident in i-Ready results as students progress from the Fall to Winter to Spring. Student proficiency rates on the 3-8 NYS Assessments will increase. We will begin creating the District Data Dashboard, which will eventually be utilized by all teachers to track and monitor student understanding and growth starting in Fall 2026. Phase 1 Implementation of the Data Dashboard will take place in 2025-2026 during which time, we will begin training administrators in how to use it.

**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?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Creation of and initial training on the District Data Dashboard (Phase 1 2025-2026: Administrator training)	October 2025	
Participation in Professional Development sessions around the NYS Standards	Ongoing throughout the year	
Analysis of 2025 NYS Assessment results	October 2025	
Determination of Priority Standards based on NYS Assessments	October 2025	
Participation in Professional Development sessions around data collection tools, data analysis protocols, and Data Driven Instructional practices	Ongoing throughout the year	
Analysis of i-Ready data to assess students' understandings of grade level standards and individual student growth	October 2025	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></p>	<p><b>Build a shared understanding of Multi-Tiered Systems of Support (MTSS)</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>This Priority connects directly to the District’s vision of “Nurturing our full potential.” It also promotes the following District values:</p> <ul style="list-style-type: none"> <li>• All children have the right to equitable opportunities that promote and support intellectual, emotional, physical, and social growth</li> <li>• High expectations are the foundation to limitless learning</li> <li>• Education requires the commitment of students, staff, caregivers, the Board of Education, and the community</li> </ul> <p>The analysis of both qualitative and quantitative data suggests there needs to be more professional development and learning around Multi-Tiered Systems of Support (MTSS) and what it means to support students with Tier 1, Tier 2, and Tier 3 interventions. This will allow the District to better meet the needs of all students.</p> <p>This Priority also aligns with the priorities outlined in the District’s Strategic Plan. The Strategic Plan focuses on building a shared understanding of Multi-Tiered Systems of Support (MTSS) and analyzing data to assess where students are academically, measure student growth, and determine Tier 1, Tier 2, and Tier 3 needs.</p> <p>Through the Envision-Analyze-Listen activities in the schools identified for TSI, the District learned that there are inconsistencies in approaches to Multi-Tiered Systems of Support (MTSS). While MTSS is already an approach being utilized to support students, there is a need to develop a more targeted intervention process that includes specific language-based skill placement, tracking, professional learning for all staff on scaffolded instruction, and improved monitoring of intervention effectiveness. This Priority directly supports the Key Strategy of “Strengthening Tiered Supports Through MTSS and Strategic Use of AIS” at Northwood Elementary. The first DCIP Priority and the Key Strategy of “Curriculum Alignment and Implementation” at West Middle School are also aligned with this Priority since an understanding of the Standards and strong curriculum alignment will be critical components of an effective MTSS process.</p>

## 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?
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>● Intentional and consistent collection and analysis of data</li> <li>● Determine Tier 1, Tier 2, and Tier 3 instructional needs</li> <li>● Assess where students are in relation to the NYS Standards and integrate into MTSS discussions and planning</li> <li>● Track and analyze student growth to determine Tier 1, Tier 2, and Tier 3 approaches</li> </ul>	<ul style="list-style-type: none"> <li>● Calendared time for data analysis meetings</li> <li>● Assessment Calendar</li> <li>● MTSS Calendar</li> <li>● Data Dashboard</li> <li>● Professional development around MTSS language, processes, and practices</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>● Provide professional development and learning around MTSS</li> <li>● Provide Professional Development around MTSS language, processes, and practices</li> <li>● Provide support for teachers to implement their learning from Professional Development sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Calendared time for Professional Development sessions</li> <li>● Release time for teachers to attend Professional Development sessions</li> <li>● Support from District Administrators</li> </ul>

## 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.

The District strives to have a shared understanding of Multi-Tiered Systems of Support (MTSS). There will be consistent implementation of MTSS processes across the district. Data will be utilized to determine Tier 1, Tier 2, and Tier 3 needs. Student growth will be evident in i-Ready results as students progress from the Fall to Winter to Spring, especially with students receiving Tier 2 and Tier 3 interventions.

### 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

Priority 2

**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?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Participation in Professional Development sessions around MTSS	Ongoing throughout the year	
Analysis of i-Ready data to assess student growth and to determine Tier 1, Tier 2, and Tier 3 needs	October 2025 January 2026 Late May 2026	

## PRIORITY 3

### Our Priority

#### **What will we prioritize to extend success in 2025-26?**

##### **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?*

#### **Build a shared understanding of the purpose and utilization of assessments**

This Priority connects directly to the District's vision of "Nurturing our full potential." It also promotes the following District values:

- High expectations are the foundation to limitless learning
- Education requires the commitment of students, staff, caregivers, the Board of Education, and the community

The analysis of both qualitative and quantitative data suggests there is a need to improve how the value and purpose of assessments is shared with families and students and how assessment data are used within the District to guide Data Driven Decision-Making. There is a need for the District to improve student participation and proficiency rates on the NYS 3-8 Assessments.

This Priority also aligns with the priorities outlined in the District's Strategic Plan. The Strategic Plan focuses on building a shared understanding of assessments. Increasing student participation rates will allow the district to better assess where students are in relation to the Standards and determine instructional, curricular, and Professional Development needs. NYS Assessment data would be another data point to utilize in this decision making, in addition to i-Ready data and Common Formative Assessment data.

Through the Envision-Analyze-Listen activities in the schools identified for TSI, the District learned that there is a need for alignment in tools, language, and purpose of assessments across the District. There is also a growing awareness of NYS Assessment refusal rates which requires proactive family and student engagement. This Priority directly supports the Key Strategy of "Family Communication and Outreach" at West Middle School. This Priority also aligns with the first and second DCIP Priorities. By building a shared understanding of the purpose and utilization of assessments through increased engagement with families, the District will have more data to analyze in order to support a shared understanding of the NYS Standards and using that understanding to implement effective MTSS processes.



## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Family Outreach</b></p>	<ul style="list-style-type: none"> <li>● Intentional communication with families about the purpose and utilization of assessments, especially participation in the 3-8 NYS Assessments</li> <li>● Host school-family engagement events across the District</li> </ul>	<ul style="list-style-type: none"> <li>● Communication plan</li> <li>● Communication platforms</li> <li>● Time to create and disseminate information about assessments</li> <li>● Scheduled school-family engagement events</li> <li>● Staff and buildings to organize and facilitate school-family engagement events</li> </ul>
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>● Provide professional development and learning around the purpose and utilization of assessments to drive instruction</li> <li>● Ensure consistent utilization of “refusal” language vs. “opt-out” language</li> <li>● Develop testing norms for all assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Calendared time for Professional Development sessions</li> <li>● Release time for teachers to attend Professional Development sessions</li> </ul>

## 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.

The District strives to have a shared understanding of the purpose and utilization of assessments. There will be an increase in communication efforts with families to share the importance and value of assessment data, especially the 3-8 NYS Assessment data. Several school-family engagement events will have been held and well attended. Student participation rates on the 3-8 NYS Assessments will increase.

### 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 <i>(complete after the date listed in the preceding column)</i>
Participation in Professional Development sessions around the utilization and purpose of assessments	Ongoing throughout the year	
Communication and outreach efforts to families, providing information on the importance and value of assessments and engaging parents in understanding individual student data reports	Ongoing throughout the year	
Host school-family engagement events across the District	Ongoing throughout the year	
Increase in participation rates on the 3-8 NYS Assessments	May 2026	

## 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>
Nora O'Bryan	Assistant Superintendent for Curriculum and Instruction	District
David Kean	Principal	West Seneca West Middle School
Angela Ferri	Principal	Northwood Elementary
Ann Houck	West Seneca Teachers' Association Union President	West Seneca West Middle School
Jonathan Dalbo	Director of Instructional Technology and Social Studies	District
Franco DiPasqua	Director of Math, Science, and Federal Title Grants	District
Robyn Brady	Director of Humanities	District
Jacquelyn Fowler	Assistant Superintendent of Exceptional Education	District
Andrew Wnek	Director of Special Education	District
Cindy Inglut	Teacher	Northwood Elementary
Lisa Zaccagnino	Teacher	Northwood Elementary
Patricia Gocella	Teacher	West Seneca West Middle School
Joelle Burke	Parent	West Seneca East Middle School
Christina Ruggeri	Consultant	Erie 1 BOCES

## Meeting Dates

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

Meeting Date	Location
6/16/2025	District Office
11/18/2025	District Office
3/04/2025	District Office
6/16/2025	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 were incorporated through school-based surveys, feedback opportunities, 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 opportunities, 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 from the identified subgroup were incorporated through school-based surveys, feedback opportunities, student interviews, 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.  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](mailto: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).