



District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
West Seneca Central Schools	Dr. Lisa Krueger

2026-27 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2026-27 identified in this plan.

1	Apply our shared understanding of NYS Standards to instruction
2	Implement consistent Multi-Tiered Systems of Support (MTSS)
3	Build a shared understanding of the purpose and utilization of assessments at each tier

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2026-27?</p>	<p>Apply our shared understanding of NYS Standards to instruction</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<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"> • High expectations are the foundation to limitless learning • Education requires the commitment of students, staff, caregivers, the Board of Education, and the community <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 last year, the District learned that there were inconsistencies in language and focus aligned with the NYS Standards. There needed to be a standardization of data practices to assess where students were in relation to the Standards. This year, the District will build upon that work and apply their shared understanding of the NYS Standards to instruction. Continued work needs to be done around identifying and addressing Priority Standards in all content areas to increase students’ levels of understanding and hence increase proficiency rates on assessments, including the NYS Assessments. This Priority directly supports the Key Strategy of “Curriculum Alignment and Implementation” at West Middle School.</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?
Data Analysis	<ul style="list-style-type: none"> ● Intentional and consistent collection and analysis of data ● Determine Priority Standards across all content areas ● Assess where students are in relation to the NYS Standards ● Consistently track and analyze student growth over time district-wide ● Expand upon and articulate the data calendar 	<ul style="list-style-type: none"> ● Calendared time for data analysis meetings ● Data Dashboard ● Professional development around data collection tools, data analysis protocols, and Data Driven Instructional practices
Professional Development	<ul style="list-style-type: none"> ● Provide targeted Professional Development around digital data collection tools, data analysis protocols, and Data Driven Instructional practices ● Provide support for teachers to implement their learning from Professional Development sessions in the classroom 	<ul style="list-style-type: none"> ● Calendared time for Professional Development sessions ● Release time for teachers to attend Professional Development sessions ● Support from District Administrators
Prioritization of NYS Standards	<ul style="list-style-type: none"> ● Analyze the results of the assessments to determine Priority Standards ● Analyze our alignment with the literacy attestation and the new math curriculum outline ● Analyze curricular and instructional resources and practices across all content areas in alignment to the NYS Standards 	<ul style="list-style-type: none"> ● Calendared time to analyze assessment data and prioritize the Standards ● Utilization of Priority Standards to update curricular and instructional materials

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 2026-27 school year.

Priority 1

The District strives to apply their 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 and consistent data analysis protocols will be in place. Student growth will be evident in i-Ready and IXL results as students progress from the Fall to Winter to Spring. Student proficiency rates on the 3-8 NYS Assessments will increase. Continue professional development for administrators and teachers around the effective use of the Data Dashboard.

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>
Professional development for administrators and teachers around the effective use of the Data Dashboard	Ongoing throughout the year	
Professional Development sessions around standardized data protocols	Ongoing throughout the year	
Analysis of 2026 NYS Assessment results	October 2026	
Determination of Priority Standards based on NYS Assessments across all subject areas	October 2026	
Analysis of i-Ready and IXL data to assess students' understandings of grade level standards and individual student growth	October 2026	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2026-27?</p>	<p>Implement consistent Multi-Tiered Systems of Support (MTSS)</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<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"> • All children have the right to equitable opportunities that promote and support intellectual, emotional, physical, and social growth • High expectations are the foundation to limitless learning • Education requires the commitment of students, staff, caregivers, the Board of Education, and the community <p>The analysis of both qualitative and quantitative data suggests there needs to be more professional development, learning, and implementation around Multi-Tiered Systems of Support (MTSS) and what it means and looks like 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 last year, the District learned that there were inconsistencies in approaches to Multi-Tiered Systems of Support (MTSS). While MTSS had already been an approach being utilized to support students, there was a need to develop a more targeted intervention process that included specific language-based skill placement, tracking, professional learning for all staff on scaffolded instruction, and improved monitoring of intervention effectiveness. The District will continue this work to ensure consistent implementation of MTSS. 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?
Data Analysis	<ul style="list-style-type: none"> ● Intentional and consistent collection and analysis of data ● Determine Tier 1, Tier 2, and Tier 3 instructional needs ● Assess where students are in relation to the NYS Standards and integrate into MTSS discussions and planning ● Track and analyze student growth to determine Tier 1, Tier 2, and Tier 3 approaches 	<ul style="list-style-type: none"> ● Calendared time for data analysis meetings ● Assessment Calendar ● MTSS Calendar ● Data Dashboard ● Professional development around MTSS language, processes, and practices ● MTSS Liaisons
Professional Development	<ul style="list-style-type: none"> ● Provide professional development and learning in support of consistent MTSS implementation (language, processes, and practices) ● Provide support for teachers to implement their learning from Professional Development sessions 	<ul style="list-style-type: none"> ● Calendared time for Professional Development sessions ● Release time for teachers to attend Professional Development sessions ● Support from District Administrators

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 2026-27 school year.

The District strives to develop a consistent implementation of Multi-Tiered Systems of Support (MTSS). Data will be utilized to determine Tier 1, Tier 2, and Tier 3 needs. Student growth will be evident in i-Ready/IXL 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 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 MTSS	Ongoing throughout the year	
Analysis of i-Ready and IXL data to assess student growth and to determine Tier 1, Tier 2, and Tier 3 needs	Fall 2026 Winter 2026/2027 Spring 2027	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2026-27?</p>	<p>Build a shared understanding of the purpose and utilization of assessments at each tier</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<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"> • High expectations are the foundation to limitless learning • Education requires the commitment of students, staff, caregivers, the Board of Education, and the community <p>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 and tiered supports. There is a need for the District to improve student participation and proficiency rates on the NYS 3-8 Assessments.</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 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, IXL, and Common Formative Assessment data.</p> <p>Through the Envision-Analyze-Listen activities in the schools identified for TSI last year, the District learned that there was a need for alignment in tools, language, and purpose of assessments across the District. There was a growing awareness of NYS Assessment refusal rates which required proactive family and student engagement. Progress has been made in these areas, but there is room for further growth. 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 at each tier through increased engagement with families, the District will have more data to analyze in order to support the implementation of the NYS Standards and using that understanding to implement effective MTSS processes.</p>

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>Family Outreach</p>	<ul style="list-style-type: none"> ● Intentional communication with families about the purpose and utilization of assessments, especially participation in the 3-8 NYS Assessments ● Host school-family engagement events across the District 	<ul style="list-style-type: none"> ● Communication plan ● Communication platforms ● Time to create and disseminate information about assessments ● Scheduled school-family engagement events ● Staff and buildings to organize and facilitate school-family engagement events
<p>Professional Development</p>	<ul style="list-style-type: none"> ● Provide professional development and learning around the purpose and utilization of assessments to drive instruction ● Ensure consistent utilization of “refusal” language vs. “opt-out” language ● Monitor testing norms for all assessments 	<ul style="list-style-type: none"> ● Calendared time for Professional Development sessions ● Release time for teachers to attend Professional Development sessions ● Testing Norms Document

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 2026-27 school year.

The District strives to have a shared understanding of the purpose and utilization of assessments at each tier. 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 refusal rates on the 3-8 NYS Assessments will decrease.

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 at each tier	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	
Decrease in refusal rates on the 3-8 NYS Assessments	May 2027	

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
Ann Houck	West Seneca Teachers' Association Union President	West Seneca West Middle School
Jonathan Dalbo	Director of Instructional Technology	District
Robyn Brady	Director of Curriculum and Instruction	District
Jacquelyn Fowler	Assistant Superintendent of Exceptional Education	District
Patricia Gocella	Teacher	West Seneca West Middle School
Andrea Vogel	Parent	West Middle School
Diana Nigro	Director of Professional Learning	District
Regina Capowski	Director of Student Engagement	District
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
3/26/2026	District Office
6/16/2026	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 have the perspectives of this group 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. 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 posted on the district's website and easily accessible when navigating the website.
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, 2026, 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).