



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan

2026-27

District	Superintendent
Kenmore Town of Tonawanda School District	Sabatino Cimato

Section I: Building a Shared Understanding for Teaching and Learning

Purpose: Ground the plan and support coherence and consistency by clarifying the district’s shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction:	We are a school community where teachers use clear goals, success criteria, and feedback to engage all students every day in cognitively demanding learning experiences grounded in reading, writing, speaking, and listening.
<i>What is the District’s definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	

Section 2: District Actions to Support Structures

This section of the DCIP is devoted toward actions the **DISTRICT WILL DO** to support the strengthening of the same structures schools are strengthening in their SCEPs.

District Actions to Support Teacher Learning Core Structures

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Teacher Learning:

- **Fund and staff instructional coaching positions**, including ratios that allow coaches to work deeply with teachers rather than being spread thin across too many schools or roles.
- **Invest in content expertise** by hiring or contracting subject-matter specialists who can support coaches and schools in high-leverage content areas, especially where internal capacity is uneven.
- **Build districtwide learning communities for instructional coaches**, providing ongoing training in facilitation, reflective questioning, adult learning, and content-specific pedagogy.
- **Provide training, ongoing support, and role clarity for instructional coaches**, ensuring they have content expertise aligned to district instructional priorities and strong skills in supporting adult learning through questioning, facilitation, data analysis, and reflection.
- **Fund and protect coaching roles** by limiting non-instructional assignments and compliance work that dilute their impact.
- **Create access** to instructional experts, demonstration classrooms, and shared resources for schools without in-house coaching capacity.
- **Provide substitute coverage or release time** so teachers can participate in learning cycles, peer observations, lesson study, or coaching without disrupting instruction.
- **Develop shared tools and protocols** for collaborative planning, student work analysis, and coaching cycles, reducing the burden on schools to invent their own systems.
- **Align master scheduling guidance and staffing allocations** to protect collaborative planning time during the instructional day.
- **Invest in multi-year professional learning** tied to a small set of instructional priorities rather than rotating annual initiatives.
- **Provide shared district tools, protocols, and learning resources** that anchor teacher learning in daily instructional work rather than stand-alone trainings.

Section 2: District Actions to Support Structures

What specific activities will the district pursue to strengthen the Teacher Learning Structures around Teacher Collaborative Time and Teacher Access to Experts?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
<p>What activity will we pursue?</p>	<p>What does this district level support/action entail? What will implementation look like in our district?</p>	<p>What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?</p>
<p>1. Invest in content literacy and math expertise by contracting with subject-matter specialist Angela Hanlin (Literacy) and Building Thinking Classrooms (Math) who will support instructional coaches and school administrators in preparing teachers to <i>engage students in cognitively demanding tasks that require reasoning, sense-making, and problem solving.</i></p>	<p>The district will provide ongoing professional learning and coaching for teachers and administrators to strengthen high-quality Tier 1 instruction, ensuring rigorous, engaging, and standards-aligned learning experiences for all students.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide quarterly instructional leadership coaching in all 10 schools with Angela Hanlin to support the implementation of explicit, rigorous, and evidence-based literacy instruction. 2. Facilitate a three-part professional learning series with Peter Liljedahl on <i>Building Thinking Classrooms</i> to enhance Tier 1 mathematics instruction through student-centered problem solving, productive struggle, collaborative discourse, and deeper mathematical thinking. 3. Support school and district leaders in monitoring implementation and providing feedback that promotes instructional excellence and improved student outcomes. 	<p>GOAL: To establish clear research based instructional strategies for Tier 1 instruction in Literacy and Math.</p> <p>DATA: District Benchmark and Common Formative Assessments</p> <p>MEETING GOAL: Improved student performance on benchmarks above and learning walk observations reflect growth in student engagement through reading, writing, listening and speaking.</p>
<p>2. Build building and districtwide professional learning communities for instructional coaches & teachers.</p>	<p>The district will establish and sustain professional learning communities (PLCs) for teachers and instructional coaches that promote collaborative planning, reflective practice, and continuous improvement to</p>	<p>GOAL: To strengthen equitable Tier 1 instruction and improve student learning outcomes aligned to NYSED standards across all schools.</p>

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	<p>strengthen high-quality Tier 1 instruction across all schools.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide PLC training for building administrators, and teacher leaders during the summer, fall, and spring to build leadership capacity and ensure effective facilitation of collaborative teams. 2. Support four instructional coaches in completing <i>Coaching for Excellence</i> foundational training to strengthen coaching practices and instructional support. 3. Implement scheduled weekly PLC meetings for K–12 teachers focused on analyzing student learning, refining instructional practices, and improving outcomes for all students. 	<p>DATA: District Benchmark and Common Formative Assessments</p> <p>MEETING GOAL: Improved student performance on benchmarks above and learning walk observations reflect growth in student engagement through reading, writing, listening and speaking.</p>
<p>3. Fund and staff instructional coaching positions through the general fund and Coaching For Excellence Grant.</p>	<p>The district will continue to provide instructional coaching and support across all schools while leveraging the <i>Coaching for Excellence</i> Grant to deliver targeted coaching services in the ATSI schools—Kenmore East High School, Kenmore West High School, and Holmes Elementary School—to strengthen instructional practices and improve student outcomes.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Support instructional coaches with the training, materials, and professional learning required through the NYSED <i>Coaching for Excellence</i> initiative. 2. Develop and share model building schedules that include dedicated PLC time, enabling instructional coaches to facilitate teacher collaboration, data analysis, lesson planning, and instructional reflection. 3. Engage teachers in the exploration of cognitively demanding tasks during collaborative team meetings and provide coaching on effective 	<p>GOAL: Develop the capacity of instructional coaches and administrators to facilitate reflective coaching conversations, support high-quality Tier 1 instruction, analyze student learning data, and build collaborative professional learning structures that improve instructional practices and student outcomes across all schools.</p> <p>DATA: District Benchmark and Common Formative Assessments</p> <p>MEETING GOAL: Improved student performance on benchmarks above and learning walk observations reflect growth in student engagement through reading, writing, listening and speaking.</p>

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	<p>instructional moves that promote student engagement, critical thinking, and deeper learning.</p> <p>4. Facilitate ongoing coaching cycles that support the implementation of high-quality Tier 1 instruction aligned to district priorities and student needs.</p>	
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District Actions to Support Rigorous, Standards-Aligned Instruction

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures for Rigorous, Standards-Aligned Instruction:

- **Adopt and maintain high-quality instructional materials** and invest in training, curriculum mapping, and implementation support so schools are not left to interpret standards independently.
- **Ensure teachers have access to low-floor, high-ceiling tasks** that are capable of stretching student thinking.
- **Fund curriculum implementation supports**, including unit planning guidance, assessment systems, and task banks aligned to district expectations for rigor.
- **Build leadership capacity** so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them without reverting to compliance-driven practices.
- **Fund district-level instructional expertise** to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.
- **Provide districtwide data systems** that allow leadership teams to examine instructional patterns across classrooms and schools.
- **Coordinate central office roles** (curriculum, assessment, special education, multilingual learners) to ensure guidance to schools reinforces a single instructional vision.
- **Provide tools, protocols, and exemplars** that instructional leadership teams can use to examine curriculum use, task quality, student work, and patterns of instruction.
- **Protect schools from initiative overload** by prioritizing a limited number of instructional commitments and sunsetting low-impact or competing demands.

What specific activities will the district pursue to strengthen the Instructional Leadership Team Core Structures around Rigorous, Standards-Aligned Instruction?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

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<p>1. Adopt and maintain high-quality instructional materials and invest in training, curriculum mapping, and implementation support so schools are not left to interpret standards independently.</p>	<p>The district will adopt and implement high-quality, rigorous instructional materials aligned to the NYSED Next Generation Learning Standards in K–12 ELA & Math classrooms, including Lexia Core5 Reading, Lexia PowerUp, UFLI Foundations, and iReady, Rigorous Text Classroom Libraries, to strengthen literacy instruction and improve student achievement.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide ongoing support through PLCs, where teachers will engage in collaborative planning, unit design, and standards-based instructional assessment studies using the adopted materials. 2. Deliver professional learning and implementation support during district early release days, staff development days, and other scheduled training opportunities. 3. Utilize PLC meetings to analyze student data, monitor the impact of instructional materials on learning outcomes, and make informed instructional adjustments to meet student needs. 4. Support school leaders and instructional coaches in facilitating effective implementation and ensuring fidelity to the instructional resources across all grade levels. 	<p>GOAL: Adopt and sustain the implementation of high-quality literacy instructional materials across all classrooms to increase literacy performance for all students.</p> <p>DATA: iReady and AIMS Web benchmark data to assess our progress toward the goal 3x year.</p> <p>GOAL MET: Improved student growth in reading of complex texts and comprehension.</p>
<p>2. Build leadership capacity so principals and leadership teams understand instructional priorities deeply enough to support, monitor, and reinforce them</p>	<p>The district will build leadership capacity to support effective Professional Learning Communities (PLCs) and the implementation of high-quality Tier 1 instruction aligned with the district’s vision for rigorous standards aligned instruction.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide leadership training focused on effective PLC practices and the key components of high-quality Tier 	<p>GOAL: Increase capacity to establish and maintain high functioning PLC teams and reflect on implementation.</p> <p>DATA: PLC minutes, school data from benchmarks and common assessments.</p> <p>GOAL MET: Improved student performance on benchmark assessments aligned with NYSED standards.</p>

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	<ol style="list-style-type: none"> 1 instruction during the summer and school year. 2. Facilitate school-based implementation through opening day presentations, faculty meetings, and PLC sessions to ensure a shared understanding of district expectations and instructional priorities. 3. Partner with the <i>Learning the Work</i> consultant to provide instructional leadership coaching, develop and implement instructional “look-fors,” and utilize classroom walkthroughs to monitor progress toward School Comprehensive Education Plan (SCEP) goals in ATSI schools. 4. Support instructional leadership teams in using evidence from walkthroughs and PLCs to guide continuous improvement efforts and strengthen teaching and learning across schools. 	
<p>3. Provide tools(books), protocols, and exemplars that instructional leadership teams can use to examine curriculum use, task quality, and student work.</p>	<p>The district will provide instructional leadership teams with research-based tools, professional resources, protocols, and exemplars to support the examination of curriculum implementation, task quality, and student work in order to strengthen Tier 1 instruction and improve student outcomes.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Distribute monthly <i>Leadership Lens</i> newsletters to administrators that highlight key instructional priorities, leadership practices, and strategies aligned with the district’s vision for high-quality Tier 1 instruction. 2. Provide books, resources, and professional learning on Professional Learning Communities (PLCs) for building leaders, instructional coaches, and department chairs to strengthen collaborative practices and build collective teacher efficacy. 3. Equip instructional leadership teams with protocols and exemplars that 	<p>GOAL: Implementation will result in K-12 Leaders understanding how to set up, facilitate and sustain PLC models in each of the schools. Implementation will also result in PLC's reviewing student data in real time, and determining the necessary instructional next steps.</p> <p>DATA: PLC minutes, school data from benchmarks and common assessments.</p> <p>GOAL MET: Improved student performance on benchmark assessments aligned with NYSED standards.</p>

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	<p>support the analysis of curriculum use, instructional tasks, and student work to inform continuous improvement efforts.</p> <p>4. Facilitate opportunities for leaders to engage in reflective discussions and evidence-based decision-making focused on improving teaching and learning.</p>	
<p>4. Fund curriculum implementation supports, including unit planning & guidance</p>	<p>The district will support improvement in instructional writing through curriculum mapping, unit development, and PLC implementation to ensure coherent, standards-aligned instruction and continuous improvement of teaching and learning across all grade levels.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Fund teacher curriculum teams to strengthen K–4 literacy instruction, with a focus on integrating keyboarding and digital writing skills into the curriculum. 2. Engage curriculum teams in reviewing and refining curriculum maps to ensure alignment with the NYSED Next Generation Learning Standards and the district’s expectations for rigorous, high-quality instruction, through the Writing Revolution & EBLI. 3. Provide dedicated time for curriculum teams to develop and enhance unit plans that support consistent implementation across schools and classrooms. 4. Share curriculum team recommendations, revised maps, and instructional resources with departments during district early release days in Spring 2027 to support implementation and collaboration. 	<p>GOAL: Implementation will improve students’ digital literacy skills, enabling them to complete online writing tasks independently, effectively, and confidently.</p> <p>DATA: Review of student digital writing tasks.</p> <p>GOAL MET: Improved performance on students quarterly digital writing tasks.</p>
<p>5. Provide districtwide data systems that allow leadership teams to</p>	<p>The district will invest in and utilize data dashboard systems to strengthen</p>	<p>GOAL: Improve the use of data K-12 to assess student performance at PLC meetings.</p>

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<p>examine instructional patterns.</p>	<p>data-informed decision-making, monitor student progress, and support instructional planning across K–12 classrooms.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide training for K–2 teachers on the Project Read Data System to support ongoing analysis of student literacy data during weekly PLC meetings and the development of targeted instructional goals and interventions. 2. Train building leaders and staff on the Infinite Campus Early Warning System and Data Dashboard to identify student needs, monitor progress, and inform instructional and support decisions. 3. Utilize monthly leadership team meetings to review data trends, establish measurable instructional goals, and document action steps and outcomes within meeting minutes. 4. Support teachers and administrators in using data consistently to evaluate the effectiveness of instruction and improve student achievement through monthly shared decision making team and ATSI meetings after school. 	<p>DATA: Review of UFLI performance data.</p> <p>GOAL MET: PLC meeting minutes and instructional goals set for students in minutes based on data review.</p>
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District Actions to Ensure Every Student Thrives

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to ensure Every Student Thrives:

- **Fund and allocate** counselors, social workers, psychologists, nurses, interventionists, and family liaisons based on student need rather than uniform staffing formulas.
- **Build and maintain** integrated data systems that allow schools to view academic, behavioral, attendance, and support data together over time.
- **Develop and support** a districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools.
- **Design and operate** district-managed intervention, credit recovery, reengagement, and alternative pathway programs that schools cannot sustain independently.

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- **Expand and fund** access to advanced coursework, enrichment, arts, athletics, and career pathways so opportunity is not determined by school assignment.
- **Coordinate and fund** partnerships with community-based organizations, health providers, and mental health agencies to address student needs beyond the schoolhouse.
- **Build and support** early warning systems that help schools identify students needing additional academic, social, or behavioral support before gaps widen.
- **Fund translation and engagement infrastructure** so schools can communicate consistently with families across languages, cultures, and contexts.
- **Provide guidance, tools, and oversight** to help schools monitor equity in school connectedness, belonging, access, supports, and outcomes across student groups.
- **Stabilize student support systems** across years by protecting funding for counseling, mental health, and enrichment even during leadership or budget transitions.

What specific activities will the district pursue to strengthen the Core Structures necessary for Every Student to Thrive?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
1. Develop and support a districtwide MTSS framework	<p>The district will leverage leadership coaching and targeted professional support to strengthen the implementation of a Multi-Tiered System of Supports (MTSS) framework, ensuring consistent Tier 1 behavioral expectations and positive school climates across all schools.</p> <p>Implementation:</p> <ol style="list-style-type: none"> Partner with the <i>Safe and Civil Schools</i> consultant to support MTSS behavioral practices in grades 8–12 through a continuous improvement cycle that includes reviewing behavioral data, identifying areas of need, and implementing targeted 	<p>GOAL: Improve school culture by establishing clear school wide expectations through standardizing operating procedures.</p> <p>DATA: Infinite Campus MTSS Behavior Dashboard review monthly.</p> <p>GOAL MET: Reduction in targeted school behaviors from MTSS data analysis.</p>

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	<p>strategies based on findings from monthly behavior referral meetings.</p> <ol style="list-style-type: none"> 2. Support high schools in the implementation of the <i>Peaceful Schools Peer Mediation Program</i>, including staff and student training in Fall 2026, program launch in Winter 2027, and a review of implementation progress and outcomes in Spring 2027. 3. Utilize behavioral data and stakeholder feedback to monitor the effectiveness of Tier 1 supports and guide ongoing refinements to schoolwide behavioral practices. 4. Strengthen leadership team capacity to use data-driven decision-making and proactive behavioral supports to foster safe, respectful, and engaging learning environments for all students. 	
<p>2.Design and operate district-managed intervention, credit recovery, reengagement,</p>	<p>The district will design and implement summer and school-year intervention and credit recovery opportunities to support students at risk of academic failure, improve achievement outcomes, increase graduation rates, and promote student engagement.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide summer intervention and credit recovery programming during July and August for students in the district’s ATSI schools to accelerate learning, recover credits, and strengthen pathways toward graduation. 2. Implement i-Ready Personalized Instruction and evidence-based literacy intervention programs in grades 5–12, with student progress, goal attainment, and instructional adjustments reviewed regularly during monthly PLC meetings. 3. Support ATSI schools in implementing academic tutoring programs through after-school services and/or high school 	<p>GOAL: Improve academic achievement, increase credit attainment and graduation rates, strengthen student engagement, and reengage learners through supportive, high-quality instructional opportunities</p> <p>DATA: Common Summer School pre/post assessments, attendance and Regents passing data.</p> <p>GOAL MET: Increased percentage of students on grade level for reading/math, passing Regents and meeting graduation requirements.</p>

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	<p>orientation and transition programs designed to provide targeted academic support and increase student success.</p> <p>4. Monitor student participation, academic growth, credit attainment, and engagement data to evaluate program effectiveness and inform continuous improvement efforts.</p>	
<p>3. Expand and fund access to enrichment & arts programming.</p>	<p>The district will partner with ATSI schools to fund and expand enrichment and arts programming that enhances students’ background knowledge, deepens engagement, and strengthens their ability to make meaningful real-world connections in their learning.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide schools with access to community-based enrichment and arts experiences that broaden students’ exposure to local resources, cultural opportunities, and real-world learning contexts. 2. Bring engaging speakers, artists, and authors into schools through partnerships such as <i>Young Audiences</i> and Author/Artist-in-Residence programs to inspire creativity, build background knowledge, and increase student motivation and engagement. 3. Integrate enrichment experiences into school learning goals to support deeper understanding of content and strengthen students’ connections between classroom learning and the world beyond school. 	<p>GOAL: Increase students background knowledge through community enrichment in the areas of art and history.</p> <p>Data: Student performance on assigned written reflections.</p> <p>Goal Met: Improvement on student background knowledge from pre/post writing assessments after experiencing programming.</p>
<p>4. Provide guidance, tools, and oversight to help schools monitor equity</p>	<p>The district will support ongoing professional learning focused on the Culturally Responsive-Sustaining Education (CRSE) framework and strengthen teachers’ capacity to design curriculum that is culturally</p>	<p>GOAL: to support those educators in designing and implementing engaging learning experiences that reflect students’ identities, and improve equitable outcomes</p>

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	<p>relevant, inquiry-driven, and student-centered.</p> <p>Implementation:</p> <ol style="list-style-type: none"> 1. Provide opportunities for teacher representatives from each K–12 school to participate in a three-day <i>Culturally Relevant Inquiry Institute</i> at Buffalo State College, led by Dr. Jevon Hunter, Woods-Beals Endowed Chair for Urban Education, focused on designing inquiry-based learning experiences grounded in culturally responsive and sustaining practices. 2. Facilitate structured opportunities for participants to share their learning and instructional practices through staff development roundtables to build collective capacity across schools. 3. Engage teachers in ongoing district-level CRSE work through participation in the <i>Instruction for All</i> Task Force, contributing to the development of district goals, practices, and strategies that advance equitable and culturally responsive instruction. 	<p>Data: Student performance on inquiry projects.</p> <p>Goal Met: Student and teacher reflection on inquiry designed projects at CRI Showcase in Spring 2027.</p>
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District Actions to Support Attendance

Districts have specific roles and responsibilities separate from the school to ensure that their schools have strong structures to support Attendance:

- **Build and fund** early warning systems that concern flag attendance alongside indicators of mental health, disengagement, and unmet student needs.
- **Establish and support** districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches.
- **Fund and coordinate** school-based and districtwide mental health services, including counselors, social workers, clinicians, and partnerships with licensed providers.
- **Create referral pathways** that allow schools to connect students quickly to mental health supports when school avoidance is linked to anxiety, trauma, or other clinical needs.
- **Develop and sustain** community schools that integrate mental health care, family supports, enrichment, and reengagement services on or near school campuses.

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- **Fund districtwide access to mental health supports** so attendance interventions address underlying school avoidance, not just compliance.
- **Coordinate cross-agency partnerships** with health departments, mental health providers, and community organizations to extend services beyond what schools can offer alone.
- **Invest in reengagement options** such as credit recovery, flexible scheduling, therapeutic programs, and alternative pathways for students with persistent attendance challenges.
- **Use attendance data as a learning signal to adjust** transportation, scheduling, policy, and support structures rather than to enforce compliance.
- **Align transportation, scheduling, and policy decisions** to reduce structural barriers to attendance that schools cannot address on their own.
- **Fund family outreach and navigation supports** to help caregivers understand attendance expectations and access needed services.
- **Monitor attendance patterns and outcomes** by student group to identify inequities and adjust mental health, reengagement, and community school investments accordingly.
- **Fund and provide districtwide training for front-facing staff** (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses.
- **Establish clear, districtwide expectations** for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.

What specific activities will the district pursue to strengthen the Core Structures necessary for Attendance?

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this district level support/action entail? What will implementation look like in our district?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?
<p>1. Fund and expand early warning systems that concern flag attendance alongside indicators of chronic absenteeism</p>	<p>The district will support year 2 of the implementation of the Infinite Campus Work Flow Suite and Campus Analytics EWS.</p> <p>Implementation will include:</p> <ol style="list-style-type: none"> 1. Continued professional development to administrators and MTSS team members on attendance data analysis. 2. Monthly team check-ins from district attendance officer. 	<p>GOALS:</p> <ol style="list-style-type: none"> 1. To strengthen schoolwide attendance monitoring, 2. To reduce truancy and class tardiness, 3. To improve student accountability for time on learning <p>DATA: Analyze all ATED - Absences, Tardies and Early Dismissal data. Weekly review of Average daily</p>

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	<p>3. Working with schools to develop custom reports and data visualizations and to develop individualized attendance plan templates.</p> <p>4. Quarterly District-Level Attendance Committee procedural review sessions.</p>	<p>attendance and Chronic Absenteeism, using Infinite Campus EW and Workflow system reporting tools.</p> <p>GOALS MET: Reduction in ATEDs - absences, tardies, early dismissals and increase in Average Daily Attendance</p>
<p>2. Promote and Support the district’s Every Day Matters Comprehensive Student Attendance Plan.</p>	<p>The district will:</p> <ol style="list-style-type: none"> 1. Ensure that parents or persons in parental relation and students are informed of the District's policy and its purpose as well as the implementation of procedures and the consequences of non-compliance. 2. Provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment. 3. Include periodic reminders of the components of the Comprehensive Student Attendance Plan in District issued newsletters and publications 4. Support schools in ensuring that the district developed Attendance Response Timeline is implemented consistently throughout the year by obtaining implementation feedback during each monthly principal meeting. 6. Support schools in ensuring that the attendance review component of the plan is addressed by providing professional development and coaching on attendance data analysis, intervention strategy development 	<p>GOAL: To build awareness, understanding, and consistent implementation of the district's Every Day Matters Comprehensive Student Attendance Plan among all stakeholders</p> <p>DATA: Policy distribution records, new-staff sign-offs, newsletter reminders, monthly principal feedback on Attendance Response Timeline; chronic absenteeism/ attendance rate trends</p> <p>GOAL MET: Stakeholders confirmed informed; reminders appear year-round; Timeline implemented consistently across all schools; attendance rates improve over the year</p>
<p>3. Monitor and support schools in consistently applying our established districtwide expectations for tracking and responding to student absences, tardies, and re-entry to school after extended absences, so students and families experience welcoming, predictable responses across all schools.</p>	<p>The district will:</p> <ol style="list-style-type: none"> 1. Ensure that all schools apply the District-approved Attendance Codes in Infinite Campus codes (AE, AU, ED, TR, etc.) consistently, with designated office staff entering codes and reasons the same wayK–12. 2. Provide refresher training at the start of the year and spot-check coding fidelity across buildings. 3. Confirm that each school runs the districtwide response timeline on schedule and launches the matching tier of intervention at each threshold, with every 	<p>GOALS:</p> <ol style="list-style-type: none"> 1. Every school codes ATEDs identically so that attendance data are accurate and comparable across schools. 2. Families experience attendance outreach as supportive partnership rather than enforcement, consistently across schools. 3. Every student hits a consistent, supportive early-warning touchpoint at a similar threshold across all schools. 4. Students returning from extended absence are welcomed

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	<p>contact logged in the IC Attendance Intervention Tab.</p> <p>4. Ensure that every building sends the warm, non-punitive Nudge Letter at approximately five absences, paired with a counselor or social worker call, before absenteeism becomes chronic</p> <p>5. Assist schools in establishing a consistent, welcoming re-entry practice for students returning after lengthy or chronic absence — including the back-to-school letter for previously chronically absent students, a check-in with the counselor/social worker, and a plan to address barriers and recover missed work.</p>	<p>back with a predictable support plan, not a punitive reception, at every school.</p> <p>DATA: Coding-audit results per school, percent of interventions logged in IC, count and timing of Nudge Letters sent per school, Number of re-entry contacts/meetings held for eligible returning students.</p> <p>Goals Met: Fewer mis-codes requiring after-the-fact correction, improved attendance for students who received interventions, families report (or staff observe) outreach as welcoming; Nudge Letters go out on time and uniformly districtwide; fewer students relapsing into chronic absence after returning.</p>
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Section 3: Addressing Inequities

Districts will need to complete the DCIP Equity Analysis prior to completing this section. The purpose of this section is to ensure that the students in schools identified as CSI/ATSI/TSI are given the same opportunities for success as their peers.

There are three components of this section:

1. Staffing Inequity (required)
2. Enrollment/Participation Inequity (required)
3. Funding Inequity (optional)

Districts will need to address at least one staffing inequity and one enrollment/participation inequity. In addition, any inequity in specific data points, noted below, **MUST** be addressed.

The resulting plan for Staffing Inequity and Enrollment/Participation Inequity will need to cover both the actions the district will pursue to reduce the gaps **AND** the support the district will provide the schools where there are gaps knowing that these inequities exist. Districts can copy and paste the table if they are addressing more than one inequity.

Districts with inequities related to the following data points **MUST have a plan to mitigate the identified inequity.**

- % of uncertified teachers (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Average number of Teacher Absences (*must be addressed if one of more identified schools has an average that is five days more than the district average*)
- % of teachers with fewer than 3 years' experience (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)
- Teacher Turnover rate (*must be addressed if one of more identified schools has a rate 20 percentage points higher than a school in LSI*)

Districts that do not have any data points in which there is a difference between schools can skip this section. **All districts must submit their completed DCIP Equity Analysis with their DCIP.**

Section 3: Addressing Inequities

Staffing Inequity

Identify how the district will address at least one staffing inequity between schools identified through the needs assessment:

We recognize that Holmes Elementary’s average of teacher absences exceeds the district average by 8.07 days and is on track to do so again and to mitigate this we will dive deeper into the data to disaggregate the data and determine where the greatest impact is.

Inequity	Holmes teacher absences exceeds district average by 8 days	
Actions to reduce the Data Gap	Person Responsible	When
Review of district/bldg meetings that impact teacher attendance and move to time outside of instructional day	Principal & Assistant Principal	August 2026-June 2027
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
Provide quarterly staff attendance reviews with Director of Elementary Follow up with teachers who reflect attendance patterns	Director of Elementary Principal	October 2026, December 2026, March 2027, May 2027

Section 3: Addressing Inequities

Enrollment/Participation Inequity

Identify how the district will address at least one enrollment/participation inequity between schools identified through the needs assessment:

The Equity Analysis of Enrollment and Participation revealed an area that needs targeted support from the district level. The District Team Identified inconsistencies among high schools in particular in the area of In and Out of school suspension rate. Based on this analysis, the District will refine its procedures for managing student discipline at all levels and ensure consistent application of agreed upon elements, such as event types, resolution types and the varying level of agreed upon response types and interventions.

Inequity	Suspension Rate(In and Out) Kenmore East and Kenmore West High Schools	
	Person Responsible	When
Actions to reduce the Data Gap		
Develop a district-wide K-12 Level of Behavior Standard Behavior Guide	Director of Culture	Summer 2026
Review and update all Events Types and Resolution Type options available in Student Information system	Director of Accountability HS Assistant Principals	Summer 2026
Provide Calibration Training for all school administrators to ensure consistent application of events and resolution types across all school	District Level Directors	Summer to Fall 2026
Determine areas for needed teacher or support staff training for entering a behavior referral into student management system	School Principals	Fall 2026
Knowing that these gaps exist now, how will we provide additional support to the affected schools	Person Responsible	When
The District will analyze behavior trends on a weekly basis and share results with all schools	Director of Accountability	September to June
The District will provide opportunities for school administrators to collaborate and discuss emerging behavior trends in their schools and to ensure consistent application of the district-wide K-12 Level of Behavior Guide and to ensure that consistent application of the event and resolution types.	District Level Directors	Summer, 2026
The District will develop and provide training to school staff on proper behavior referral entry into the student management system, as determined by each school principal.	Director of Accountability	Fall to Winter 2026

Feel free to copy and paste the table for each Inequity being addressed.

Section 3: Addressing Inequities

Funding Inequity (optional)

Districts that would like to leverage Title I, 1003 School Improvement Funding to explore how to better equitably distribute resources across the district should complete this section below. This section is optional.

DISTRICT ACTION	METHODS	SUCCESS CRITERIA
What activity will we pursue?	What does this action entail?	What is our goal for doing this? What data will we collect and review to determine if we are on track to meet this goal? What improvements do we hope to see if we have met this goal?

Feel free to copy and paste the table for each Inequity being addressed.