New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

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

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

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

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2024-25?	**To create a supportive and nurturing environment within the school district that promotes the well-being of students, teachers, parents, and staff, fostering positive relationships among all.**
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The priority of creating a supportive and nurturing environment that promotes well-being aligns with the district's vision of "Where character, curriculum, and community connect." This approach emphasizes developing positive character traits, enhancing curriculum effectiveness, and strengthening community bonds. By prioritizing well-being, the district ensures that character, curriculum, and community are interconnected and mutually reinforcing for the benefit of all stakeholders. ● **Character:** A supportive and nurturing environment fosters the development of positive character traits in students. It promotes empathy, compassion, respect, and resilience, which are essential aspects of character education. By prioritizing well-being, the district actively cultivates the character of its students and underscores the importance of creating a caring community. ● **Curriculum:** A supportive and nurturing environment enhances the effectiveness of the curriculum. When students feel supported and valued, they are more engaged in their learning, leading to improved academic outcomes. By prioritizing well-being, the district ensures that the curriculum is implemented in an environment that maximizes its impact on student growth and development. ● **Community:** A supportive and nurturing environment strengthens the sense of community within the district. When students, teachers, and staff feel supported, they develop a strong sense of belonging and connection. This fosters positive relationships and collaboration among all members of the school community. By prioritizing well-being, the district actively builds a community that values the well-being of its members and creates an inclusive and supportive atmosphere.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
1. **Monthly Well-Being PD (teacher and staff)**	● **Monthly Well-Being Activities:** ○ Principals will allocate one meeting per month specifically for well-being activities for staff. ○ Activities may include walking around the track, yoga, massages, mindfulness sessions, and coloring activities. ● **Staff Involvement and Feedback:** ○ Principals will conduct surveys to gather input from teachers on their interests and preferences for well-being activities. ○ Identify teachers who are interested in leading well-being activities and leverage their skills and enthusiasm. ● **Centralized Documentation** ○ Create a central document where schools can enter and share their planned wellness activities. This document will facilitate the exchange of ideas and best practices across the district	● **Processes** ○ Monthly PD Wellness Schedules ○ Surveys Created ○ Identification of Activity Leaders ● **Money** ○ funding for specific district wide activities with community partners ● **Space** ○ Spaces to host district wide events
2. **Restorative Practice/CPI Presentation**	● **Training and Professional Development** ○ Equip staff with the knowledge and skills needed to effectively implement Restorative Practices (RP) and Crisis Prevention Institute (CPI) strategies. ○ Schedule and conduct comprehensive training sessions on RP and CPI for all staff members ● **Monitor and Evaluate Implementation** ○ Establish metrics for evaluating the success of the RP and CPI integration, such as reductions in behavioral incidents and improvements in school climate. ○ Regularly collect and analyze data on student behavior and staff feedback	● **Processes** ○ Calendar the date of the presentation ○ Create the PPT ○ Record the Sessions ● **Space** ○ Spaces to host district wide events

Priority 1

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?

3. **Student Well- Being Activities**	● **Develop a Calendar of Activities**
	  ○ Principals Create a yearly calendar outlining monthly well-being activities.
	  ○ Ensure the calendar is communicated to students, parents, and staff through newsletters, the school website, and social media
	● **Examples of Monthly Well-Being Activities**
	  ○ Some examples include, but are not limited to Pep Rallies, Spirit Weeks and Fun Run.
	● **Evaluate and Reflect**
	  ○ Adjust future activity plans based on feedback and evaluation results to better meet student needs and preferences.
		● **Processes**
		  ○ Monthly Schedule of Events
		
		● **Space**
		  ○ Reserve any shared spaces

4. **School Climate Survey**	● **Implementation**
	  ○ Create a local survey to be delivered on google survey
	  ○ Conduct regular school climate surveys to gather feedback from students, parents, teachers, and staff.
	● **Monitor and Evaluate**
	  ○ Use survey results to identify areas of improvement and adjust the implementation plan accordingly.
	  ○ Share survey findings with the school community to maintain transparency and encourage collective responsibility for creating a positive school climate.
		● **Processes**
		  ○ Survey Creation
		  ○ Administration of Survey Dates

5. **SEL Curriculum Implementation**	● **Implementation**
	  ○ Implement the Everyday Speech program, focusing on K-8 students, with the goal of enhancing social-emotional learning and fostering a supportive school environment.
	  ○ The program will be led by our counselors and social workers, ensuring professional guidance and effective execution.
	  ○ Each K-8 school will submit a plan of action of how the program will be implemented in their schools.
	● **Monitoring and Assessment:**
	  ○ Conduct regular assessments to monitor student progress and the effectiveness of the program.
		● **Processes**
		  ○ K-8 implementation plan
		
		● **Money**
		  ○ Curriculum Material/Program

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?
	○ Implement feedback mechanisms for students, teachers, and parents to gather input and make necessary adjustments ○ Regularly review the implementation process and outcomes, making adjustments as needed to enhance the program's effectiveness.	
6. **Character Education**	● **Implementation** ○ Implement a comprehensive character education program across all schools, with specific initiatives tailored for different grade level: 　○ Grades 5-12 - *BE THE ELITE* 　○ Union East - The 5 B's ○ Highlight specific character traits each month ○ Organize activities, discussions, and projects that encourage students to embody and reflect on these traits. ○ Implement recognition programs to celebrate students who consistently demonstrate the highlighted traits, such as student of the month awards and certificates. ○ Incorporate character education themes into the existing curriculum through literature, history, and social studies lessons ● **Monitoring and Assessment:** ○ Regularly review the implementation process and outcomes, making adjustments as needed to enhance the program's effectiveness.	● **Processes** ○ Monthly Character Words

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 2024-25 school year.

- By June 2025, 92% of the staff will report a moderate or high level of overall well-being on the School Climate surveys.
- By June 2025, 85% of student survey results will report moderate or high levels of well-being on School Climate Surveys
- By June 2025, participation rate surveys will be as follows
  - Students - 70%
  - Certified Staff - 80%
  - Building and Grounds - 50%
  - Secretarial/Clerical Staff - 80%
  - Support Staff (Aides) - 80%
  - Parents - 10%

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
1. **Monthly Well Being Professional Learning** Monthly PL Activities dates selected and entered into a central tool	November 2024	
2. **Presentation of Crosswalk between Restorative Practice and CPI** New teachers training in the RP/CPI as measured sign in sheets and feedback (recordings, PPT) 100% of staff trained in the RP/CPI as measured sign in sheets and feedback	November 2024 June 2025	
3. **Student Well- Being Activities** 3 spirit weeks scheduled for the year Monthly Lunch with Superintendent Scheduled	November 2024 November 2024	

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
4. **Social Emotional Curriculum** Monthly usage reports	November 2024 (4 push in) February 2025 (8 push in)	
5. **School Climate Survey** Survey Created for Distribution Administration Results of survey	February 2025 May 2025	
6. **Character Education** Character Words Monthly selected and Distributed to schools	November 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	To develop and implement structures within the school district that promote effective teaching and learning to support student success.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
   ● *How does this Priority fit into the District's vision, values and aspirations?*
   ● *Why did this emerge as something to prioritize?*
   ● *What makes this the right Priority to pursue?*
   ● *How does this fit into other Priorities and the District's long-term plans?*
 	
Districts with schools identified for TSI, ATSI, or CSI should also consider:
   ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
   ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*
	The priority of developing and implementing structures within the school district promotes effective teaching and learning aligns with the district's vision of "Where character, curriculum, and community connect." This approach prioritizes student success, and establishes accountability structures within the district.
	
	Student Success: Strategies are designed to support student success by implementing data-driven decision-making and involving stakeholders in curriculum development and resource allocation. Using data to inform decisions and engaging stakeholders ensures that the curriculum and resources meet student needs and maximize their potential for success.
	
	Accountability: Emphasizing effective communication, collaboration, and data-driven decision-making establishes structures that promote accountability. Regular evaluation of implemented processes and seeking feedback from stakeholders ensure the district remains accountable for its actions and continuously improves to better serve students and the community.
	
	All these areas were key themes identified during the school's envision, analyze, and listen activities and support the commitments outlined in the school's SCEP.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

1. **Thoughtful Classroom 5 Episodes**	● **Administrator Training**
	  ○ All administrators will receive training on the expectations and implementation of the five episodes and alignment to Danielson Rubric:
	    ■ **Prepare (Engagement) (Domain 2)**
	    ■ **Present (Domain 2)**
	    ■ **Deepening & Reflecting (Engagement) (Domain 2-3)**
	    ■ **Applying (Engagement) (Domain 2-3)**
	    ■ **Assessment (Domain 3)**
	● **Staff Training and Resources**
	  ○ All staff will be trained in the Thoughtful Classroom's five episodes and provided with resources to use in their classrooms.
	● **Formal Walkthroughs and APPR**
	  ○ During formal walkthroughs and Annual Professional Performance Reviews (APPR), all five episodes should be observed.
	● **Planning Tools**
	  ○ Work with school leaders to create a "learning window" and/or "annotation guide" to help teachers plan for the five episodes. Teachers who need the Tool Book will receive it upon request.
	● **Focus on Specific Strategies**
	  ○ Based on Principal Walkthroughs, school leaders will identify specific strategies from the Tool Box to focus on within their school.
		● **Processes**
		  ○ 5 Episode Window Guide

2. Data Protocols	● **Revisit District Data Protocol**
	  ○ Revisit the existing district data protocol and collaborate with schools to identify and develop additional data resources to meet their specific needs.
	● **School Data Protocol Sharing**
	  ○ Each school will share their data protocol process with the district office to ensure alignment and support.
	● **Setting Targets**
		● **Processes**
		  ○ **School based Data Process**
		
		● **Money**
		  ○ Renewal of Renaissance Program

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	○ Each school will determine specific targets for proficiency and growth, and these targets will be shared with the district office for monitoring and support	
3. Partnership with UB	Partner with the University of Buffalo to develop the Read, STOP, Write program, which will be aligned with the Science of Reading principles. This collaboration aims to enhance literacy instruction by incorporating evidence-based practices to improve reading and writing skills among students. ● **Training for Educators** 　○ Provide comprehensive training for teachers and staff on the Read, STOP, Write program, including the underlying principles of the Science of Reading. ● **Resource Provision** 　○ Develop and distribute resources and materials needed for the effective implementation of the program in classrooms. ● **Implementation** 　○ Begin with a implementation in select classrooms rollout. ● **Monitor and Evaluate** 　○ Regularly monitor the implementation of the program, gather feedback from educators and students, and make necessary adjustments. ● **Ongoing Support** 　○ Provide continuous professional development and support to educators to maintain the quality and effectiveness of the program. ● **Assess Outcomes** 　○ Evaluate the impact of the Read, STOP, Write program on student reading and writing proficiency, using data to inform future improvements.	● **Processes** 　○ **MOU with UB** ● **Money** 　○ Curriculum Material/Program

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

4. Culturally Responsive Systaing Education (CRSE) Professional Learning	Each school will complete a 2 year cycle for CRSE Professional Learning. By following this two-year cycle, each school will be equipped to create an inclusive and equitable learning environment that respects and values the diverse cultural backgrounds of all students
	● **Professional Learning Topics**
	  ○ **Topic 1 - Implicit Bias Training**
	    ■ **Introduction to Implicit Bias**: Understand the concept of implicit bias and its impact on teaching and learning.
	    ■ **Self-Reflection Activities**: Engage in self-reflection exercises to identify personal biases and understand their origins.
	    ■ **Bias Mitigation Strategies**: Learn and practice strategies to mitigate implicit biases in educational settings.
	    ■ **Discussion and Collaboration**: Participate in discussions and collaborative activities to share experiences and insights with colleagues.
	  ○ **Topic 2 - Culturally Responsive Teaching and the Brain**
	    ■ **Understanding Cultural Responsiveness**: Explore the principles of culturally responsive teaching and how they relate to brain science.
	    ■ **Integrating Culturally Responsive Practices**: Develop skills to integrate culturally responsive teaching practices into the classroom.
	    ■ **Student Engagement Strategies**: Learn techniques to engage students from diverse cultural backgrounds effectively.
	● **Professional Learning Sessions**
		● **Processes**
		  ○ Schedule for ProfessionalLearning
		
		● **Money**
		  ○ Curriculum Material/books/
		  ○ Consultants

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	○ Schedule regular professional learning sessions throughout the two-year cycle. Ensure sessions are interactive and include practical applications. **Support and Resources** ○ Provide access to books, articles, and online resources on implicit bias and culturally responsive teaching. ○ Offer continuous support through coaching and mentoring. **Monitoring and Evaluation** ○ Evaluate the effectiveness of the training through surveys, feedback, and classroom observations. **Sustainability and Continuous Improvement** ○ Promote a culture of continuous improvement and cultural responsiveness within the school community.	
5. ELL Professional Learning	By contacting BOCES for professional learning and tailoring the learning to each school's needs, we can ensure that ELL strategies are effectively embedded into Tier I instruction, enhancing the learning experience and success of English Language Learner • **Contact BOCES for Professional Development** ○ Schools will reach out to BOCES to arrange professional development sessions focused on ELL (English Language Learners) strategies. • **Needs Assessment** ○ Collect input from teachers, administrators, and support staff to identify areas where additional support and training are required. • **Tailored Professional Learning** ○ Based on the needs assessment, tailor professional learning sessions to address the unique requirements of each school. ○ Ensure that the training includes practical strategies for embedding ELL instruction into Tier I (core) instruction. • **Resource Provision**	• **Processes** ○ Schedule for Professional Learning • **Money** ○ Curriculum Material/Program

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	○ Provide teachers with access to resources, materials, and tools that support ELL instruction. ○ Offer ongoing access to BOCES resources and support for continuous learning. ● **Implementation and Monitoring** ○ Support teachers as they implement ELL strategies in their classrooms. ○ Monitor the effectiveness of the strategies through classroom observations, feedback sessions, and student performance data. ● **Sustainability and Continuous Improvement** ○ Encourage a culture of continuous improvement by regularly revisiting and updating ELL instructional strategies.	
6. **Vocabulary Instruction**	● **University of Buffalo Partnership** ○ The University of Buffalo (UB) will assist schools in developing effective vocabulary instruction strategies. ● **Research and Strategy Development** ○ Each school will conduct research to identify and determine the most effective vocabulary strategies for integration into their curriculum. ○ Schools will collaborate with UB to ensure the selected strategies are evidence-based and aligned with best practices in vocabulary instruction. ● **Active Word Walls** ○ All classrooms will implement active word walls as a dynamic and interactive tool to enhance vocabulary learning. ○ Teachers will regularly update and use these word walls to reinforce new vocabulary and facilitate ongoing practice and review ● **Professional Learning** o Provide professional learning sessions to train teachers on the selected vocabulary strategies and how to integrate them into their curriculum. Include practical applications and examples to ensure teachers can effectively implement the strategies.	● **Processes** ○ UB MOU ● **Money** ○ Curriculum Material/Program

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	● **Evaluation and Continuous Improvement** ○ Evaluate the impact of the vocabulary instruction strategies on student learning and vocabulary acquisition. ○ Use feedback and data to make necessary adjustments and improvements to the vocabulary instruction program	
7. Fostering Academic and Behavior Success Professional Learning	● **Professional Learning for All Schools** ○ Provide comprehensive professional learning sessions focused on fostering both academic and behavioral success. Include training on effective teaching strategies, classroom management, and behavior intervention techniques. ● **Behavior Consultations** ○ Offer up to 30 hours of behavior consultations per building to address specific needs and challenges. Consultants will work directly with school staff to develop and implement effective behavior management strategies. ● **Access to Outside Evaluators** ○ Provide teachers with access to outside evaluators who can assist in constructing Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) at each school. ● **Digitized FBA Documents** ○ Share digitized documents and templates with schools for FBA creation to streamline the process and ensure consistency across the district. ● **Districtwide FBA Team** ○ Create a districtwide FBA team composed of representatives from all buildings. The team will be responsible for constructing structured and concise FBA documents, ensuring they meet district standards and are effectively implemented. ● **Ongoing Support and Monitoring** ○ Provide continuous support and monitoring to ensure the effective implementation of professional learning,	● **Processes** ○ PL Schedule ● **Money** ○ Consultants

Priority 2

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?
	behavior consultations, and FBA/BIP processes. ○ Gather feedback from schools to make necessary adjustments and improvements.	

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 2024-25 school year.

- · By June 2025, as measured by STAR ELA & Math EOY scores, there will be a 10% increase in proficiency for all district students.
- · By June 2025, as measured by STAR ELA & Math EOY scores, there will be a 10% increase in growth for all district students.
- · By June 2025, there will be a 10% reduction in overall suspensions districtwide.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Thoughtful Classroom 5 Episodes Delivery of Expectations (Window) 60% of teachers fall at Level 3 on APPR Evaluation for Domains 2 and 3 80% of teachers fall at Level 3 on APPR Evaluation for Domains 2 and 3	November 2024 February 2025 June 2025	
Data Protocol		

Priority 2

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
All schools have presented their data process to the district (process used, data protocol, data reviewed STAR DATA a 5% increase for **proficiency for all district students** a 5% increase in growth **for all district students**	November 2024 February 2024	
Partnership with University of Buffalo All school have established a scope and sequence and calendar of support and completed one UB assessment UB Assessment Scores - An 10% increase of the between the pre and post assessment of the RSW program	November 2024 June 2025	
Culturally Responsive Professional Learning Each school has determined CRSE content timeline for implementation Feedback Surveys	November 2024 June 2025	
ELL Professional Learning School has contacted BOCES and determined specific needs for the school/ create a plan for content and professional learning sessions	November 2024	
6. Vocabulary Instruction Each school will have met with UB and create a plan of how they will integrate vocabulary in the school	November 2024	
7. Fostering Academic and Behavior Success Professional Learning ● Names of members of the District wide FBA Committee **FBA DATA** ● 100% of FBA Development (PPS team and Staff) team trained as measured by Signed Sheets (BOCES)	November 2024 February 2025	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	**To establish active and meaningful engagement among students, teachers, administrators, staff, and parents that promotes collaboration, shared responsibility and a sense of ownership for all.**
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The priority to establish meaningful engagement among students, teachers, administrators, staff, and parents that promote a sense of collaboration, shared responsibility and a sense of ownership for all aligns with the district's vision of "Where character, curriculum, and community connect." Fostering meaningful engagement within the school community is crucial for creating a supportive and inclusive educational environment. By nurturing these relationships, the district promotes support, trust, and belonging, which align with its vision and foster the growth and success of all members. This priority reflects themes that emerged in the school's envision, analyze, and listen activities, supporting commitments outlined in the school's SCEP. By prioritizing meaningful engagement and aligning it with the district's vision, the educational community can create a nurturing and inclusive environment that fosters the growth and success of all its members.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
1. **Community Partnerships/Engagements**	● **Initial Planning and Coordination:** ○ Conduct meetings with school leaders to understand their needs and existing community engagement efforts. ● **Building Partnerships:** ○ Identify potential community partners and schedule meetings to discuss collaboration opportunities. ● **Workshop Development:** ○ Create a schedule and agenda for parent workshops. ○ Promote the workshops through various channels, including school newsletters, district websites, and community bulletins. ● **Documentation:** ○ Compile a districtwide partnership document, regularly updating it as new partnerships are formed or existing ones evolve. ○ Ensure this document is accessible to all stakeholders. ● **Event Management:** ○ Develop and distribute sign-in sheet templates to all schools. ○ Train school staff on the importance of sign-in sheets and how to use them effectively. ● **Process Creation:** ○ Design a clear process for schools to engage the CES in parent-related activities. ○ Communicate this process to all schools and provide ongoing support to ensure its adoption.	
2. **Students Leaders/Ambassadors Meeting**	● **Initial Coordination:** ○ CES and Student Ex Officio meet to outline the objectives and structure of the quarterly meetings. ○ Create a calendar for the school year with proposed dates for the meetings ● **Roles and Responsibilities:** ○ **District Student Ex Officio:**	

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
	■ Coordinate with the Community Engagement Specialist (CES) to schedule quarterly meetings. ■ Identify and communicate with school ambassadors and administration to participate in these meetings. ■ Develop an agenda in collaboration with the CES that addresses relevant topics and concerns of the student body ■ Take detailed minutes during the meetings, capturing key discussions, decisions, and action items. ■ Compile minutes from the meetings and create a synopsis. ■ Share the synopsis with the CES in a timely manner. ■ Collaborate with CES to compile information from the quarterly meetings and other relevant sources into a cohesive monthly board report.	
3. **DEIB Committee**	● **Soliciting Members for the DEIB Committee:** 　○ Community Engagement Specialist (CES) and District Administration, identify and reach out to potential members from diverse backgrounds, including teachers, students, parents, community leaders, and other stakeholders. 　○ Ensure representation from various demographic groups within the district to reflect the diversity of the community ● **Initial Communication:** 　○ Send out invitations to selected members, providing details about the committee's purpose, responsibilities, and upcoming meeting dates. ● **Schedule Meetings:** 　○ Finalize the quarterly meeting dates and communicate them to all committee members well in advance ● **Developing a 3-Year Implementation Plan:** 　○ Meet with the Superintendent to determine the focus areas and strategic	

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?

	goals for the DEIB committee over the next three years.
	● **Work Plan:**
	  ○ Develop a work plan that details the specific tasks and projects the DEIB committee will undertake to achieve its goals.
	  ○ Assign responsibilities and set deadlines for each task or project
	● **Monitoring and Evaluation:**
	  ○ Regularly assess the impact of the DEIB initiatives and adjust strategies as needed to ensure they are effectively promoting diversity, equity, inclusion, and belonging within the district.	

4. **Districtwide Communication Structure**	By creating a structured and clear communication plan, the district can ensure that all stakeholders receive the right information through the appropriate channels. This plan will enhance transparency, engagement, and collaboration between the district, schools, teachers, parents, and the broader community.
	Platform-Specific Communication Plans:
	● **Blackboard:**
	Purpose:
	Central platform for urgent communications and school-wide updates.
	Content:
	  ○ **Emergency Announcements:** Immediate notifications for school closures, safety alerts, and other urgent messages.
	  ○ **Weekly Principal Messages:** Regular updates from the principal, including important dates, policy changes, and school highlights.
	  ○ **Schoolwide Events:** Announcements and reminders about upcoming events, such as parent-teacher conferences, school plays, and sports events.
	● **Classroom DoJo:**
	Purpose:
	Direct communication between teachers and parents about classroom-specific activities.
	Content:
	  ○ **Weekly Teacher Note:** Summaries of the week's activities, learning objectives, and important reminders.	

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?

	○ **Grade Level Activities:** Information about projects, field trips, and collaborative events specific to each grade.
	     ○ **Classroom Activities:** Daily or weekly updates on classroom events, such as special lessons, guest speakers, or celebrations.
	     ○ **Student Recognition:** Highlights of student achievements and recognitions.
	     ○ **Homework:** Assignments, deadlines, and tips for completing homework.
	
	● **Facebook:**
	Purpose:
	Public-facing platform for sharing school culture and engaging with the wider community.
	Content:
	     ○ **Pictures of School Events:** Visual highlights of events, field trips, and daily school life.
	     ○ **Emergency Announcements:** Quick updates on urgent situations (similar to Blackboard, but more public).
	     ○ **Schoolwide Events:** Promotional posts about upcoming events to encourage community participation.
	● **eSchool:**
	Purpose: Secure platform for academic records and official documentation.
	Content:
	     ○ **Report Cards:** Access to student grades, progress reports, and other academic records.
	     ○ **Attendance Records:** Daily attendance and any tardiness or absences.
	
	Notification vs. Personal Messages
	● **Notifications:**
	Definition:
	General information relevant to the entire class or grade level.
	Examples:
	     ○ Homework assignments
	     ○ Weekly summaries
	     ○ Upcoming events or deadlines
	     ○ General classroom announcements
	Personal Messages:
	Definition:
	Individualized communication addressing specific students or parents.
	Examples:
	     ○ Personal feedback on student performance	

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?
	○ Behavioral updates ○ Private concerns or issues ○ Individualized praise or encouragement **Dissemination of the Communication Plan:** ● Conduct training sessions for teachers, administrators, and support staff on the communication plan. ● Organize informational sessions for parents to explain the communication plan.	
5. **Cross School Collaboration**	Our goals is to Foster a collaborative culture by encouraging staff and leaders to visit sister schools and participate in their activities ● **Shared Calendar of Events:** ○ Principals develop and input their events in a centralized, district-wide calendar where all schools can access. ○ Principals regularly update the calendar with upcoming events, workshops, and PD opportunities. ● **Promote PD Opportunities:** ○ Highlight PD sessions that are open to staff from other schools. ○ Encourage staff to actively participate in various activities at sister schools, such as classroom observations, student events, and extracurricular activities. ● **Scheduled Visits:** ○ Create a system for staff to review PL calendar and sign up to visit other schools. ○	
6. **Passport to Wellness**	**Steps to Implement:** ● **Set a Date:** ○ Choose a date to allow for thorough planning and to ensure maximum participation. ● **Form a Planning Committee:** ○ Establish a committee with representatives from each school, including teachers, administrative staff, and possibly even students who are interested in health and wellness.	

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?
	○ Brainstorm activities that could occur that revolve around, mental, physical nutritional and social wellness ○ Determine how technology can be embedded into the event ● **Budget and Resources:** ○ Allocate a budget for the event, considering costs for speakers, materials, activities, and any additional resources needed. ○ Seek sponsorship or partnerships with local businesses and health organizations to provide resources or funding. ● **Marketing Materials:** ○ Create flyers, posters, and digital announcements to promote the event. ○ Use email newsletters, the district website, and social media platforms to reach all staff members. ○ Send out regular reminders leading up to the event, highlighting different activities and workshop ● **Feedback Collection:** ○ Distribute surveys to all participants after the event to gather feedback on what they enjoyed, what could be improved, and suggestions for future wellness initiatives. ○ Include both quantitative and qualitative questions to get a comprehensive understanding of the event's impact	
7. **A District Wide Family/StaffEvents**	**Steps to Implement:** ● **Determine Events** ○ The district will work with schools to choose two events that cater to a broad range of interests and align with the district's educational and cultural goals.(i.e. Veterans Day, Day of Reading, Day of Science, Oktoberfest/Title I Presentation, Multicultural Festival, etc) ○ The district will work school to garner participation in the district wide staff events (Corporate challenge and Polar Plunge)	

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?
	Set a Date: - Choose a date to allow for thorough planning and to ensure maximum participation. **Budget and Resources:** - Allocate a budget for the event, considering costs for speakers, materials, activities, and any additional resources needed. - Seek sponsorship or partnerships with local businesses and health organizations to provide resources or funding. **Marketing Materials:** - Create flyers, posters, and digital announcements to promote the event. - Use email newsletters, the district website, and social media platforms to reach all staff members. - Send out regular reminders leading up to the event, highlighting different activities and workshop **Feedback Collection:** - Distribute surveys to all participants after the event to gather feedback on what they enjoyed, what could be improved, and suggestions for future wellness initiatives. - Include both quantitative and qualitative questions to get a comprehensive understanding of the event's impact	

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

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

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

Cross School Collaboration
- 30 teachers will have participated in cross school collaboration activities as evidenced by sign in sheets

Passport to Wellness
Wellness Day/Technology Day
Survey Feedback - 70% rate the experience positive experience

Corporate Challenge/Polar Plunge
- A minimum of 15 representatives from each school in the district participates as evidenced by sign in sheets

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*

1. **DEIB Committee**
● An established committee with names:
   ○ 2 per school
   ○ 3 parents
   ○ 1 board
   ○ 2 Central Office
   ○ 1 community representative
	November 2024	

● DEIB yearly Focus created based on BEIB Plan	November 2024	
2. **Districtwide Communication Structure** ● A communication guide completed and distributed	November 2025	

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Chris Salinas	Principal	CCSD Middle School
Karin Cyganovich	Principal	CCSD High School
Erin Weir	Director	CCSD District
Mike Amici	Director	CCSD District
Scott Zipp	Superintendent	CCSD District
Maureen George	Director	CCSD District
Mike Fatta	Director	CCSD District
Laurie Widman	Director	CCSD District

Parent, Student and Teacher participation was included through analysis of data received through surveys, parent focus groups and through the participation in the development of the individual school SCEP plans. Those data points, including the SCEPs, were used in the DCIP.

Meeting Dates

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

Meeting Date	Location
July 9, 2024	CCSD District Office
July 10, 2024	CCSD District Office

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	The perspectives of teachers were incorporated through school-based surveys, feedback, focus groups, collaboration, and transparent communication. The DCIP was developed as a comprehensive plan that reflects the needs, aspirations, and priorities of the entire educational community.
Parents with children from each identified subgroup	The perspectives of parents were incorporated through school-based surveys, feedback, focus groups, collaboration, and transparent communication. The DCIP was developed as a comprehensive plan that reflects the needs, aspirations, and priorities of the entire educational community.
Secondary Schools: Students from each identified subgroup	The perspectives of students were incorporated through school-based surveys, feedback, focus groups, collaboration, and transparent communication. The DCIP was developed as a comprehensive plan that reflects the needs, aspirations, and priorities of the entire educational community.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X☐ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X☐ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. X☐ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X☐ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, 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).