District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cheektowaga Central School District	Steven Wright

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	**Fostering Leadership in all stakeholders by providing consistent and timely district and school communication**
2	**Increase student achievement by providing environments to support social, emotional and cognitive learning**
3	**Increase student achievement by providing meaningful feedback on instruction to schools and staff**
4	**Increase student achievement by providing meaningful learning to all students**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	Fostering leadership in all stakeholders by providing consistent and timely district and school communication

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district vision is "To Inspire" and this means that our goal is to inspire all stakeholders to be leaders within their roles in the district. In order for stakeholders to become leaders, the district must ensure that communication is clear, timely and consistent. Based on survey data from the following information was obtained:
	
	• District communicates about important changes in the district.
	   o 83% parents agree
	   o 42% of staff agree
	
	• District leaders' actions are consistent with their words.
	   o 78% parents
	   o 62% staff
	
	Parents and staff are integral to the district and ensuring that communication is clear to them will help them continue to communicate what is happening in the district and help create leaders to help share the happenings within the school and community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create, implement and share a district wide communication plan	- Create a plan to outline who, what and when information is circulated among all stakeholders. - Include school district staff on all communications sent to students and families to ensure congruence. - Identify communication modes and ensure all stakeholders have access. - Create and share monthly newsletters by building and share with all stakeholders within the district.	Staff and Parent surveys will reflect increased satisfaction in communication across the district.	- Time and individuals/committee to create the team to create a communication plan. - Time to write monthly newsletters.

Update Blackboard communication platform	- Ensure WinCap is aligned/linked with Blackboard - Ensure staff know how to update information with Wincap - Create an email to staff to explain the document and process for updating personal information in WinCap (Beginning of each year) - Utilize Parent Portal districtwide - In September & January require families to update contact information - After communication review data to see the reach	- Staff and Parent surveys will reflect increased satisfaction in communication across the district. - Increased number of families reached from Blackboard Connect diagnostic report. - All staff members' information updated by September 3.	- Directions on how to access WinCap and update information - WinCap Update Form for staff - Blackboard Updates
Launch messaging campaign on Facebook, Twitter, Instagram	- All buildings and district will create and use the following accounts on a weekly basis: - Facebook - Instagram - Twitter - Create a list of post/information that can be used for daily postings. - Ask staff to send items to post on platforms - Train principal on platforms that can be used to send messages to send stakeholders (HootSuite)	- Post, replies and comments on Social Media platforms - Parent and Staff surveys	- Training on HootSuite - Communicate message to stakeholders about social media campaign launch
Conduct quarterly Town Hall Meetings with stakeholders	- Conduct District wide - quarterly Town Hall meetings to include parents and staff. - September	Staff and Parent surveys will reflect increased satisfaction in communication across the district.	- Schedule of meetings - Communication plan for stakeholders

	• December
	• March
	• June
	
	• Meetings held virtually and in person to ensure optimal participation.
	  • Topics are open format based on what the building has going on in the year, society etc.
	  • Share district plan and updates		

Create and Distribute District Assessment/ Professional Learning Calendars	• Create a plan with dates outlined for district assessments.
	  • STAR Assessments
	  • Interim Assessments
	  • Mock Regents
	  • Regents Exams
	• Institute Data days within the District calendar
	• Have Schools submit plans with Professional Learning topics
	• Plan District Professional Learning Topics
		• District Aligned Professional Learning
		• District Calendar published
			• List of district assessments
			• List of Professional learning topics for schools and district

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- By June 2022, results from surveys will indicate that 80% of respondents agree that District leaders openly communicate about important changes in the district.

- By June 2022, results from surveys will indicate that 80% of respondents agree that District leaders' actions are consistent with their words.

- By June 2022, results from surveys will indicate that 80% of respondents agree that District leaders clearly explain the reasons behind decisions on key issues.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Increase student achievement by providing environments to support social, emotional and cognitive learning

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	One of the priorities of the district is the "Whole Child." For CCSD this means that we strive to support the social, emotional, and cognitive well-being of all students by providing services to ensure their needs are met.
	
	Based on the results of district surveys,
	
	● 76% of students surveyed indicated that there is a teacher, counselor, or staff member who they can talk to about any problem.
	● 74% of students indicated they feel safe in school.
	● 65% of students are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.
	
	The "How learning happens" on the Whole Child states "The importance of adopting a child development centered approach to teaching and learning is higher than ever. More than ever, social and emotional learning strategies are urgently needed to help parents and children alike develop strategies for managing stress, managing relationships, and finding answers to all the pain and dislocation of this moment."
	
	As a district our goal is to increase these numbers to number of students who agree with these survey question so that ALL students feel safe and treated fairly as a member of the CCSD community

7

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement a specialized program for the 5-10% of students in each building who are "disconnected" from the district based on Attendance, social emotional and chronic absenteeism data	• Identify students in each building that meet criteria and ensure they are a part of the mentoring or skill building groups in the individual schools. • Evaluate and monitor Welcome Warrior, Golden Warrior and TNT programs within schools. • Address these needs to include linking each student with a faculty member or mentor. • Create Consistency across the buildings through shared messages.	• An increase in student engagement and attendance for identified students. • Students will be connected to at least one faculty member (check in-check out) • A sense of belonging and community will be born. • Informational sessions/workshops for parents • Messaging communicated across multiple platforms	• PPS Team Members (School Counselors, Social Worker, Administrative Teams) • Time • Training (for staff/professional learning & student mentors) • Mental Health Advocates

Priority 2

Implement Restorative Practices in all building	● District Restorative Practices team meets to plan professional development activities for each school. ● Each school explicitly outlines with staff what restorative practice looks like, sounds like and feels like in their school instructionally and behaviorally, using the social discipline window as a foundation. Schools will use this tool to hold staff accountable to practices outlined. ● Leadership team to support and drive implementation of Restorative Practices and share success with the school community. ● Create a tracking system to monitor the use of the Restorative Practice Model when resolving student discipline referrals. ● Onboarding process for new staff includes restorative practice social discipline window and background /introduction. ● Create Consistency Restorative practice "Messages" and information shared on district website as	● Reflections gathered from students, staff, families ● Reduction in discipline ● Increased student/teacher relationships	● Administrative Teams ● RP Trainers ● PPS Team Members ● Money ● Time

	well as other platforms (communication of message). ● Develop Restorative Practices training sessions for parents.		
Implement SEL Programs	● Meet with school leaders and PPS team to review SEL materials and determine the connection and alignment between SEL curriculum & state of NY requirements (meeting with school principals). ● Review/presentation of PPS Team Roles and their support/program for SEL annually to each building. ● Review and update the Comprehensive District Counseling Plan to reflect changes annually (counselors and mental health). ● Conduct program SEL program audits to ensure fidelity. ● Create a district wide calendar of events and publish across multiple platforms. ● Align resources to ensure communication and consistency among schools and central office.	● Reflections gathered by students, staff, community. ● Implementation of SEL programs ● Social Emotional and Behavior Referrals	● PPS Team Members ● Administrative Teams ● All Teachers Professional Learning ● Budget Commitment ● Time ● Money

Priority 2

	● Ensure the commitment to social, emotional development is supported via the budgetary process.		

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- By June 2022, 60% of all student discipline referrals will be resolved using the Restorative Practices model.

- By June 2022, 100% of schools within the CCSD will implement restorative practices within their school building as measured by observations, survey results, circle implementation and professional learnings delivered.

- By June 2022, 100% of schools within the CCSD will implement targeted programs to support identified students who are "disconnected" from the district as measured by sign-in sheets from programs/meetings implemented.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	Increase student achievement by providing meaningful feedback and coaching on instruction to schools and staff

Why is this a priority?
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	One of the district priorities is to improve student learning. In an effort to ensure that our leaders are continually learning how to improve instruction in their schools, providing meaningful feedback to administrators and teachers is paramount.
	
	Data from the 2020-2021 end of year teacher surveys showed that 79% of teachers agree with the questions "My principal/administrator provides meaningful feedback about my instructional practices" and "My principal/administrator observes my instructional practices."
	
	As we move into implementing more practices based on the NYSED Culturally Responsive Sustaining Education Framework, providing feedback to teachers on how to embed practices into the instruction becomes even more vital to the success of our students. This priority also aligns to the school's data from the schools' Equity Self Reflection in that schools were emerging in the areas of High Expectation and Rigorous Instruction and Inclusive Curriculum. Focusing on providing targeted feedback will further support these efforts.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Conducting Learning Walks with principals	- Developing a 10-minute walkthrough monthly calendar, with assistant principal, ensuring that each teacher is visited 2-4 times a month based on the Thoughtful Classroom and Danielson. - Conducting walkthroughs with assistant principal and district leaders to norm expectations and feedback. - Analyzing walkthrough data and determining trends and school needs. - Delegating responsibilities to other school staff as needed to ensure walkthroughs remain a priority. - Providing actionable feedback to teachers within two days of being visited. - Building administrators will lead one data analysis meeting with individual teachers after each interval of interim assessments.	- Improve instruction aligned to Danielson and Thoughtful classroom - Survey results	- Walkthrough form - Calendar of walkthrough focus - System to capture feedback.

	- Surveying teachers regarding their perceptions of the usefulness of feedback they received (Monthly). - Analyzing the results of the teacher survey to determine areas where feedback could be improved. - Principal Sharing data with staff monthly - Meeting monthly with the Superintendent and district staff to report on school data priorities and goals. - Entering feedback data into the district google forms for leaders for review. - District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved.		
Ensure district visibility	- Create an agenda for a dedicated time of 30-minute Calibration Meeting at the beginning district learning walkthrough to share Data on Assessments, behavior, teachers and sharing other information. - Create a tool for district leaders to capture Calibration data to	Survey results of annual survey	- Develop and share a calendar of district walkthroughs. - Calibration Meeting Note form - Schedule for weekly cabinet meeting

	share at district meetings to analyze finding and offer support to schools. ● Schedule weekly district meetings with cabinet members to share finding of calibration meetings and walkthroughs. ● Develop a four-person rotation school visit to ensure that district office leaders visit schools for a minimum of 2 hours a week. ● Send principals weekly schedule from Central Office for visit.	

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- By June 2021-2022, 90% of teachers will agree with the questions, "My principal/administrator provides meaningful feedback about my instructional practices" and "My principal/administrator observes my instructional practices," as measured by the end of year teacher survey.

- By June 2021-2011, 90% of teachers will agree with the questions, "District leaders are visible in my school" as measured by the end of year teacher survey.

PRIORITY 4
Our Priority

What will we prioritize to extend success in 2021-22?	Increase student achievement by providing meaningful learning to all students
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the district's long-term plans?* ● *For Districts with identified schools:* ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ○ *In what ways does this support the SCEP commitments of your identified school(s)?*	The mission of CCSD is to inspire a high level of learning for all students. Our priority is to create opportunities for our students that incorporate 21st century skills. The district's elementary and middle school both have included a commitment to meaningful learning in their SCEP plans and this district priority will provide support to the schools. According to the document" How Learning Happens." Learning is multidimensional, contextual and relational. As a district, our aim is to provide students with meaningful learning opportunities that enhance the quality of relationships and social interactions that shape their ability to learn, incorporate racial, cultural, and individual identities in curriculum material and help our students learn and grow across social, emotional, and cognitive dimensions.

18

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Conduct a Culturally Responsive Curriculum Scorecard Audit	• Use the Steinhardt University, Culturally Responsive Curriculum Scorecard, to review the curriculum and determine the extent to which the district's English Language Art and Social Studies curricula are (or are not) culturally responsive. • Develop a team to conduct the curriculum audit. • Review of NYS Culturally Responsive Framework. • Sharing findings with school leaders and adjusting the curriculum based on finding.	• There will be more culturally relevant materials being used and discussed in the content areas • Ensure/create pacing guides which identify all culturally relevant sustaining education resources used	• The Culturally Responsive Curriculum Scorecard. • Outside consultant to facilitate the process
Developing Agency in students (Every child has authority over their own learning	• Provide students Choice through the selection of HS Electives. • Implement K-8 Reading & Writing Workshop mini lessons as part of instruction to expose student ideas and then providing	• STAR/Writing Benchmark Assessments • Ongoing Assessments Student Work/Portfolios • Principal Learning Walks	• Readers and Writers Workshop Material • Ongoing and sustained professional development. • Data Meetings • Grade Level Planning

	student with choice and independent activities. ● Conduct peer and teacher Conferring ● Celebrate glowing moments ● Set goals with for students ● Provide professional development for staff to implement program with fidelity.		● Small Focus Group
Provide Instructional Technology platforms for students/parents to stay abreast of assignment and expectations	● Communicate expectation of use & ensure all staff has access ● Google Classrooms grades 1-12 ● Seesaw (grade K)	● Every staff will use their google classroom or Seesaw as a tool for communication and instructional expectations	● Google Suite/Seesaw
Monitor the use of instructional platforms promoted by the district	● Conduct platform use audits for teacher usage and use the instructional platforms to determine effectiveness of use and instruction: ○ Near Pod ○ Desmos	● Survey Results ● Results from Audits ● Increased student engagement	● Near Pod ● Desmos ● Teachers to implement the programs
Implement Data Protocol after each administration of STAR testing and interim assessments	Using the data protocol to monitor student growth and acquisition of standards taught and determine what remediation is needed. **High School** ● adapt the data protocol for all subjects ● Use eDoctrina or similar program to collect and analyze data	● Increased progress growth goal after each administration of the assessment. ● Intentional small grouping and additional support for student offered.	● Data Protocol training for teachers and administrators ● Dedicated time in schedule for Data Review ● Adapted Data Protocol for High School

	● Utilize District wide Data/Instructional Coach to support data process and instruction practices:
	   o Identify leaders to work with coach to build capacity
	   o Identify resources to support the HS in implementing the data protocol
			● Assessment schedule
			
			● Salary District data/instructional coach

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

- By June 2022, the district data protocol will have been implemented a minimum of 4 times to gather data of student growth and standard proficiency as measured by leader presentation of data to superintendent.
- By June 2022, the district instructional coach will have trained a cohort of 6-10 teachers on data and instructional process to help build capacity within the district schools as measured by professional learning logs and agendas.
- By June 2022, the district will have conducted a Culturally Relevant Curriculum Audit on a minimum of two subjects areas and determine instructional needs as measured by final results of the audit.
- By June 2022, 100% of teachers will create and use Google Class or SeeSaw platforms to communicate with students and parents on school happenings, assignments and grades as measured by school data survey data and school data for each teacher site.

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)
Steven Wright	Superintendent	Cheektowaga Central School District
Scott Zipp	Assistant Superintendent	Cheektowaga Central School District
Maureen George	Director of Learning	Cheektowaga Central School District
Gretchen Sukdolak	Director of PPS	Cheektowaga Central School District
Melissa Mitchell	Principal	Union East Elementary
Patrick Cullinan	Principal	Cheektowaga Central Middle School
Karen Cyganovich	Principal	Cheektowaga Central High School
Amy Skierczynski	Instructional Coach	Union East Elementary
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 14, 2021	Cheektowaga Central School District
July 15, 2021	Cheektowaga Central School District
July 19-24, 2021	Virtual review and feedback
July 29, 2021	Cheektowaga Central School District

Districts with TSI Schools 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 teacher survey data was reviewed and analyzed to determine areas of needs for the DCIP. Additionally, there were specific questions within the survey that focused specifically on district processes that were analyzed and used as data for the DCIP. Teacher focus groups and teacher participated in development of the DCIP and SCEPs.
Parents with children from each identified subgroup	The student survey data was reviewed and analyzed to determine areas of needs for the DCIP. Additionally, there were specific questions within the survey that focused specifically on district processes that were analyzed and used as data for the DCIP. Student DTSDE survey results; equity survey results and student focus group feedback were represented in the plan.
Secondary Schools: Students from each identified subgroup	The student survey data was reviewed and analyzed to determine areas of needs for the DCIP. Additionally, there were specific questions within the survey that focused specifically on district processes that were analyzed and used as data for the DCIP. Middle level focus groups were held with students.

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 [Learning] 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 30, 2021, 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).