New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Cheektowaga Central School District	Steven Wright

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	**CCSD commits to creating a restorative culture within the District.**
2	**CCSD commits to increasing student achievement by providing meaningful learning and feedback to schools, teachers, and students driven by data.**
3	**CCSD commits to ensuring that all district systems, processes, and procedures are intentionally created and communicated to fulfill the mission, vision, and priorities of the District.**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	CCSD commits to creating a restorative culture within the District.

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)?*
	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.
	
	The "How Learning Happens" 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.*"
	
	Data gathered from the Equity Self-Reflection shows that students seek to have closer relationships with teachers in their building. As a District, our schools have included commitments around Restorative Practice so that ALL students feel safe, have opportunities to build healthy relationships, and are treated fairly as a member of the CCSD 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?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Professional Development for Staff	1. Develop a refresher training for staff and set the expectations based on the district priority
	2. Determine staff that need initial training in Restorative Training and have them sign up for August training
	3. Develop a core "Restorative Practice (RP)" team to guide the work and serve as member of the District RP Team
	  a. Each School will have two representatives
	4. Create and calendar mini monthly workshops, with consultant, that focuses on:
	  a. Social Discipline Window
	  b. Fair Process
	  c. Psychology of Affect
	  d. Restorative Practice Continuum
		● An explicit plan for each school of what RP looks like, sounds like, and feels like.
		● Teacher Surveys
		● Workshop Reflections
		● Decreased Referrals
		● Principal Walkthroughs
			● Create email to solicit team members
			● Calendar dates in Districtwide Calendar
			● Consultant Fees
			● After school pay for RP team

	5. Calendar dates for district RP team to meet for initial meeting to begin training for team 6. Creates explicit expectations of what RP looks like, sounds like, and feels like for each school		

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 2022-23 school year.

- By June 2023, 100% of targeted schools will create explicit plans for what RP looks like, sounds like, and feels like and shared with stakeholders as measured by the completed plan.

- By June 2023, 100% of targeted schools will create RP teacher surveys to measure the effectiveness of Restorative Practice implementation practice as measured by data from surveys.

- By June 2023, workshop reflections from RP mini workshops will show that 90% of participants found information useful and helpful in them becoming more restorative.

- By June 2023, the number of referrals in 100% of targeted schools will decrease by 10% from the previous year.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	**CCSD commits to increasing student achievement by providing meaningful learning and feedback to schools, teachers, and students driven by data.**

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.
	
	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 still emerging in the areas of High Expectation and Rigorous Instruction and Inclusive Curriculum. Focusing on providing targeted feedback will further support these efforts.
	
	The "How Learning Happens" document indicates that every child should be engaged in meaningful learning that is relevant to them. Feedback provided to teachers will ensure relevant learning is at the forefront.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Introduce the use of Digital Literacy and Fluency Standards	● Introduce the new digital Literacy Fluency Standards to district and explain why there is a focus on using these standards ● Share the Technology Goals for the year	● Develop an agenda for district wide roll out of the standards and goals	

Curriculum Integration of the Digital Literacy and Fluency Standards	● Solidify a Districtwide Tech Integrator Team
	  ○ Solicit team members for each school
	
	● District Tech integrators should:
	  ○ Have knowledge of technology within the district
	  ○ Have the ability to deliver PD
	  ○ Can coach and push into classrooms to support teachers and students
	  ○ Support the new standards and help coach teachers
		● Agenda
		● District Calendar
		● Meeting Minutes	

	integrate in all subject areas ● Hold monthly meetings with Tech Team to: 　○ Share the standards with the team so there is a complete understanding (August) 　○ Identify specific standards to focus based on the TPACK and ISTE standards (Aug - Dec) 　○ Plan with teachers to determine how standards integrate into current curriculum (January) 　○ Review and determine resources that can be used (January)		
LEARNING WALKS	● Explore learning walk tools that can be used by all that focus on all areas of learning ● Create a system to house walkthrough information to analyze data ● Systems to evaluate district initiatives and classroom visitation schedules and Danielson. 　○ Illustrative math 　○ Restorative Practitioners 　○ Reading and writing Workshops	● Learning Walk Tool ● Learning Walk Calendar ● Learning Walk Data Collection	

	○ Curriculum Pacing ● Conduct monthly learning walks with district directors (DOL, DOT, PPS) looking at particular focus ● Provide meaning feedback to teachers and school leaders based on walkthrough data		

MONTHLY DATA MEETING	Monthly Data Meeting with the Superintendent as a Cabinet:
	● Designate the last school Friday of each month from 9:30a - 12:30p as the monthly Data Cabinet Meeting
	  ○ **09-30-22**
	  ○ **10-28-22**
	  ○ **11-18-22**
	  ○ **12-16-22**
	● During monthly meetings:
	  ○ Principal will present on SCEP goals
	  ○ District Leaders will present on learning walks with principal as well as other areas of concerns
	● Principal and district leaders will block 9:30a - 12:00p each Friday to schedule meeting time as needed
		● District Calendar of Dates
		● Meeting Minutes	

DEVELOP DEI COMMITTEE	● Solicit members for the committee and send invitation ● Determine Calendar meeting dates (quarterly) ● Outline the goal/focus of the DEI Committee	Committee Members Calendar of Meeting dates Meeting Agendas	

	○ Priority 2 ○ Culturally Responsive Score Card		
Student Goal Setting from STAR data	● Use the STAR data (Elementary/Middle School) data from scrimmages- CFAs (High School), as well as other content indicators to set goals with students each quarter ● Determine goal setting forms and processes for the district. ● Conduct Professional Development to share the process for goal setting	● Goal setting Documents ● PD Calendar ● Sample Goals setting forms	

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 2022-23 school year.

- By June 2023, 100% of teachers and staff will receive information on the Digital Literacy and Fluency Standards as measured by sign in agendas from Professional Development.
- By June 2023, the district goal setting protocol will have been implemented a minimum of 3 times for students to set goals based on STAR data or other content indicators as measured by sample goals setting forms and reflection of students and teachers.
- By June 2023, the Director of Technology will develop a Districtwide Technology team and meet a minimum of 4 times as measured by sign in sheets and agendas.
- By June 2023, the district will develop a DEI Committee and meet a minimum of 4 times as measured by sign in sheets and agendas.
- By June 2023, the district will hold a minimum of 9 monthly cabinet meetings to discuss data, trends, and updates on District DCIP and School SCEP plans as measured by agenda, meeting minutes and district calendar.
- By June 2023, the leadership team in the district and schools will have conducted a minimum of one learning walk, per teacher, each week as measured by walkthrough and feedback data.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	**CCSD commits to ensuring that all District systems, processes, and procedures are intentionally created and communicated to fulfill and grow the mission vision and priorities of the district.**

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 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.
	
	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.
	
	Our goal is to ensure increased communication through streamlining processes and procedures to ensure the District's mission and priorities are fulfilled.

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Districtwide warehouse for scope and sequence for each grade level and curriculum	- Create a districtwide template for Scope and Sequence - Create a districtwide warehouse for K-12 Scope and Sequences - Provide professional development to schools of expectations for creating Scope and Sequences for district warehousing - Provide timeline of implementation and completion of Scope and Sequences	Districtwide Scope and Sequence Drive with documentation for all grade levels and courses.	
Blackboard Communication	- Provide a series of parent workshops on Blackboard (e-school) - Train leaders on how to pull reports and analyze data from Blackboard - Record and send out a weekly voice message to parents each week on Blackboard	- Blackboard Reports - Parent Workshop Calendar Dates and sign in sheet	

Priority 3

Districtwide Calendar	• Create a districtwide calendar for Superintendent Cabinet • Enter dates of all districtwide events on the calendar • Designate personnel to keep calendar updated	Districtwide Calendar	

Quarterly Town Hall with the District Leaders	• Calendar quarterly meeting dates for Town Halls to begin in October
	  • Meeting will include:
	    ○ District updates
	    ○ Each Director share updates and data
	    ○ Invite parents to schools and provide ways to increase parental involvement
	• Brainstorm ways to provide dinner and childcare for parents to increase participation
		Districtwide Calendar
		Meeting Minutes	

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 2022-23 school year.

- By June 2023, the district will have created a districtwide template for Scope and Sequence, collected Scope and Sequences for 100% of all grade levels and content areas, and housed these documents in the district curriculum shared drive.
- By June 2023, the districtwide calendar created will show 100% of all districtwide activities, meetings, and events as measured by access to the school calendar.
- By June 2023, the district will hold 4 town hall meetings with parents/community as measured by sign in sheets and meeting agendas.

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)*
Steve Wright	Superintendent	Cheektowaga Central School District
Scott Zipp	Assistant Superintendent	Cheektowaga Central School District
Maureen George	Director of Learning	Cheektowaga Central School District
Laurie Widman	Business Administrator	Cheektowaga Central School District
Mike Amici	Director of Technology	Cheektowaga Central School District
Melissa Mitchell	Principal	Union East Elementary
Patrick Cullinan	Principal	Cheektowaga Central Middle School

Meeting Dates

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

Meeting Date	Location
July 13, 2022	CCSD Central Office
July 14, 2022	CCSD Central Office

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.
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.
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.

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 August 1, 2022, 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).