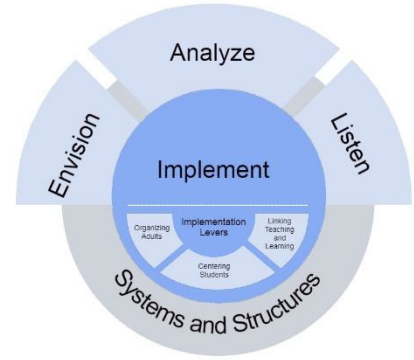




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DCIP Planning Document for 2023-24 DCIP

District

Cheektowaga Central School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2023-24 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District’s vision, values, and aspirations
- Reviewing the 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2023-24 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

Vision:

- To inspire

Mission:

- To inspire a high level of learning for all students

District Priorities:

- Improve student learning
- The whole child
- Create opportunities for our students that incorporate 21st Century Skills

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

The district has a new superintendent and is in the process of revising the mission to be more explicit

Vision: Create schools where character, curriculum and community connect.

Mission: To develop the well-being, structure, relationships and engagement of teachers and students

Priorities - 4 Building Blocks (Rebuilding the foundation)

1. Well-Being -

- Wednesday instructional time for well-being of staff - team building and togetherness (Organic)

2. Structures - (Systems, routine, and processes)

- Matrix, code of conduct, style of teaching, structure to lesson and day, and daily expectations
- 5 episodes - Preparing students for new learning, Presenting new learning, Deepening and reinforcing learning, Applying and demonstrating learning, Reflecting on and celebrating learning

3. Relationships -

- Student Well-being: teachers, counselors and staff checking in and creating conversations. Currently, we don't do enough. Staff have to develop relationships to entice students to come to the classrooms to learn. What are the principals doing with staff to help them learn to build relationships with students and families?
- Districtwide Engagement: Increase events we offer as a district - ie. Multicultural Festival, more family events, Parent Series
- Character Ed/Five B's and Restorative Practices help with building relationships

4. Engagement -

- If we do all three above, all engagement ties into the five episodes of students being a partner in the learning.

Needs:

1. Dedicated time and space
2. Accountability for Districtwide Expectations (5 episodes)
3. Communication
4. Professional Development

CCSD Middle School

Envisioning statements – centered around

- Academic performance of all students
- Environment of the school
- Increased communication with families.
- Meeting STAR end of year targets

Section 2: School Commitments

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24?CSI support

CCSD Middle School (Targeted School)

COMMITMENTS:

1. Increase student achievement for all students while decreasing performance gaps. This commitment encompasses our efforts to promote schoolwide academic growth, including targeted support for high-need student groups. Through explicit and systematic instruction students from all sub-groups, including English Learners and students with disabilities, we will meet our 2023-24 desired outcomes in ELA proficiency, math proficiency, science proficiency, and ELL progress. We will increase the percentage of our students meeting and surpassing State learning standards.
2. Provide a safe and secure environment for all staff and students
3. Increase parent and community involvement

THEMES:

- Provide a Safe and Secure Environment to all staff and students
- Training E-school (Guru) and dashboard data
- Attendance Committees
- Mentoring

While the middle school is the targeted school, all schools within the district went through the needs assessment and plan development process.

Union East Elementary

COMMITMENTS

1. At Union East we commit to intentionally designing meaningful learning opportunities for students and staff to ensure their growth and development.
2. At Union East we commit to being intentional in our communication with all stakeholders.

THEMES

- Communication
- Data Analysis
- Accessibility

High School

COMMITMENTS

1. Increase effective use of engagement & technology/digital fluency strategies in the classroom.
2. Provide a safe learning environment for all and increase the sense of school community (belonging) for all.
3. Use data analysis to increase student achievement and decrease performance gaps.

THEMES

- Data Analysis
- District – Implicit Bias/ CR-SEF
- Restorative Practices
- Leadership Capacity

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

SECTION 2: SCHOOL COMMITMENTS

CCSD Middle School

1. Staffing Resources (Stipend for Summer Training)
2. IXL Licenses
3. Reading Books for each grade level (Amplify Science/Core Licenses for Social Studies)
4. BOCES
5. Reading Novels for each classroom
6. Guru Board Training
7. Chromebooks

5. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

CCSD Middle School

- Adding Administrative Positions

6. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

- Shared District Positions across schools (Coaches)

Section 3: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2022-23 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
1. Parent/Teacher Survey Data	<ul style="list-style-type: none"> • District Leaders Openly Communicate 65% • District Leader Actions are consistent 63% • District Leaders reasons behind key issues 47% • District leaders have best interest of students in mind - 67% • District leadership hires quality teachers - 87%
2. Technology Data	<ul style="list-style-type: none"> • My child has access to Internet at school - 91% • My child has learning Learning Material 92%
3. Attendance Data	<ul style="list-style-type: none"> • 88% EOY attendance Rate
4. Teacher Turnover	<ul style="list-style-type: none"> • 18 new positions (9 retirees and 9 new positions)
5. Discipline in E-School	Top 6 areas: <ol style="list-style-type: none"> 1. Defiance - 205 2. Disrespectful 3. Disruptive Behavior 170 4. Fights - 115 5. Skipping Class - 132 6. Physical Contact 125

Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

Priority 1 in 2022-23 DCIP: CCSD commits to creating a restorative culture within the District

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

- By June 2023, 100% of targeted schools will create explicit plans for what RP looks like, sounds like, and feels like and share with stakeholders as measured by the completed plan. **Elem - Yes / Middle - Yes**
- By June 2023, 100% of targeted schools will create RP teacher surveys to measure the effectiveness of Restorative Practice implementation as measured by data from surveys. **Elem - Yes / Middle - No**
- 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. **Elem - YES/ Middle - No**
- By June 2023, the number of referrals in 100% of targeted schools will decrease by 10% from the previous year. **Elem - Yes / Middle - No**

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Middle school underwent a leadership change at the beginning of the year that affected the implementation of practices outlined. The school was without a school leader for the first semester.

Middle school also had significant challenges with the school schedule at the beginning of the school year.

Priority 2 in 2022-23 DCIP: CCSD commits to increasing student achievement by providing meaningful learning and feedback to schools, teachers, and students driven by data.

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

- 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. **No [HS- 100%; UE- 70% & MS- 10%]**
- 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 goal setting forms and reflection of students and teachers. **YES**
- 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. **YES**
- 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. **No**
- 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. **YES**
- 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. **No**

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Priority 2 in 2022-23 DCIP: **CCSD commits to increasing student achievement by providing meaningful learning and feedback to schools, teachers, and students driven by data.**

Factors

New leadership changes at the district office and school building affected the completion of the goals.

After the needs assessment it was determined that the district would focus only on the high school for the Digital Literacy and Fluency Standards.

The district began the DEI work with outside consultants and will continue to work towards this goal for the 2023-2024 school year. The change in Superintendents mid year also halted the work of the committee.

Priority 3 in 2022-23 DCIP: **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.**

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

- 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. **Yes**
- 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. **Yes**
- By June 2023, the district will hold 4 town hall meetings with parents/community as measured by sign in sheets and meeting agendas. **No [Two town hall meetings were held]**

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

District Leadership changed midyear which affected the completion of these meetings.

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

- Some of the strategies were ambitious and it is important to think about the capacity of the team to implement the work.
- The district underwent leadership changes and due to a lack of explicit structures, time was lost toward completing strategies that were outlined in the plan.

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Instructional Coaches

What was your goal in directing funds in this manner? To support schools in ELA and Math

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Have you met this goal? How do you know?

Yes, both the Elementary and Middle school are implementing the same curriculum. Coaches work with both schools and can connect instruction vertically and horizontally.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? There is a more aligned curriculum from elementary to middle school. Teachers are able to receive continuous support.

#2 Recipient/Use of District Improvement Funds: Supplies and Material (Multicultural)

What was your goal in directing funds in this manner? To ensure that all teachers had a classroom library of books that reflect the cultures of the students they teach.

Have you met this goal? How do you know? Yes, Through classroom walkthroughs, the libraries are evident and teachers request specific books to add to their libraries.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

The instructional materials are now more culturally responsive to the needs of our students.

#3 Recipient/Use of District Improvement Funds: Intervention/Afterschool Programs

What was your goal in directing funds in this manner? To provide an opportunity for students to receive additional support to the Tier I instruction & trough targeted interventions

Have you met this goal? How do you know? Yes. This was measured by the number of students enrolled in the afterschool programs at each school.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

Wraparound Tier 2 and Tier 3 interventions are needed for the district.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

- There is a need to hire additional coaches, personnel to support the instruction at the middle school and administration to support improving the school culture and climate.
- There is a need for districtwide, consistent instructional processes.

Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2023-24?	To create a supporting and nurturing environment with the school district that promotes the well-being of students, teachers, and staff
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This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☒ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☒ Themes from the Envision-Analyze-Listen activities CSI support (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 2:

What will the District prioritize to extend success in 2023-24?	To develop and implement structures within the school district that promote effective accountability of communication, collaboration, and decision-making processes to support student success
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This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☒ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☒ Themes from the Envision-Analyze-Listen activities CSI support (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 3:

What will the District prioritize to extend success in 2023-24?	To foster positive relationships among students, teachers, administrators, staff, and parents that promote a sense of support, trust and belonging
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This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☒ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☒ Themes from the Envision-Analyze-Listen activities CSI support (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2023-24?

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

This Priority helps support (indicate all that apply)

- ☒ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities CSI support (Section 1, Questions 3-4)
- ☒ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☒ What was learned from our review of recent data (Section 3)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. In addition to the sample DCIPs available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2023-24 DCIP.