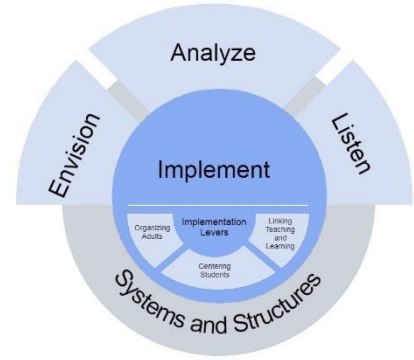




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# DCIP Planning Document for 2024-25 DCIP

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**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 2024-25 DCIP. This document is the district-level needs assessment that informs the final plan, and similar to the [school-level needs assessment](#), the document is organized around NYSED’s core needs assessment concepts: Envision, Analyze, and Listen.

This document will involve:

- **Envision:** Reflecting on the District’s vision, values, and aspirations
- **Listen:** Reflecting on the 2024-25 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- **Analyze:** Understanding Local Data
- **Analyze:** Considering the effectiveness of the 2023-24 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 2024-25 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: Envision: District's Vision, Values, and Aspirations

1. What is the District's vision?

- **District Vision:** Where Character, Curriculum, and Community Connect
- **District Mission:** Create a structured and engaging environment that fosters positive relationships and the well-being of ALL in reaching their full potential.
- **District Priorities:** Well-Being, Structure, Engagement, Relationships

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?

- Our mission, vision, and priorities (the 4 cornerstones) are deeply embedded in all schools, and stakeholders are well-acquainted with them. However, demographic changes may have affected community connections due to cultural differences and differing beliefs about the role of parents in education. To address this, we have continually increased opportunities for family engagement through our monthly parent series.

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

- There is clear evidence that the district and schools are actively practicing and implementing procedures and activities aligned with our vision, values, and aspirations, as well as the four cornerstones. We maintain consistent expectations for both teachers and students.

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

There is evidence to support that there is still work to be done in the following areas:

1. **Engagement:** Defining engagement across the district, encompassing learning and cognitive development.
2. **Needs Assessment Recommendations:** Focused on the following areas:
  - **Parent Involvement**
  - **Student Voice**
  - **Adult Participation**
3. **Themes from Recommendations:**
  - **Leadership and Communication:** Enhancing clarity and effectiveness in communication.
  - **Engagement of Adults:** Fostering commitment to the district and to each other.
  - **Ownership:** Encouraging individuals to feel a part of the community

## Section 2: LISTEN: School Commitments

This section provides the opportunity for districts to consider what schools are indicating through their needs assessment and plan development process. To best position the district for success, NYSED strongly encourages members of the school-level planning teams to assist in developing the DCIP.

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 2024-25?

Commitment 1	Commitment 2	Commitment 3
<ul style="list-style-type: none"> <li>To enhance the academic success for all students while reducing achievement disparities for targeted subgroups, specifically African American and Hispanic students.</li> </ul>	<ul style="list-style-type: none"> <li>Empower students to take leadership roles in the school to ensure a sense of belonging and safety within the school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide parents intentional data on their child’s school learning, skills, to help improve student achievement</li> </ul>

The themes that emerged are academic success, student belonging and data analysis

2. What Key Strategies are the schools prioritizing? How might the district create opportunities for schools to pursue similar strategies to learn from one another?

Commitment 1	Commitment 2	Commitment 3
<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Embed Core Research based school wide strategies in reading/math instruction daily</li> <li>Utilize IXL progress monitoring (reading/math)</li> <li>Analyze data by subgroups</li> <li>Create Classroom Peer Mentoring Program</li> </ul>	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Explore how to Institute A Peer Mediation Program</li> <li>Create a Parent Council</li> <li>Explore Social Emotional Resources that teachers can use</li> </ul>	<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>Once a Month Parent Communication Days</li> <li>Create 5 week reports for specific students in subgroups in lieu of all students (students in danger of failing)</li> </ul>

The district shared commitments with other schools and many of their strategies were aligned to those of the ATSI school. The schools throughout the district will focus on the following strategies

- Embed Core Research based school wide strategies in reading/math instruction daily
- Analyze data by subgroups
- Explore Social Emotional Resources

## SECTION 2: LISTEN: SCHOOL COMMITMENTS

3. 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)?

1. Instructional Coach and TOSA Salary
2. Renew of IXL
3. Everyday Speech
4. Sub Support/Class Coverages
5. Peer Mediation Material/Training
6. Outside Consultant

4. 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?

- The district has determined that the following district staff can be used to advance the commitments of the schools
  - Director of PPS -
    - Professional Development on autism, Behavioral Support and FBA
    - Special Education Processes
  - Director of Human Resources
    - Hiring of Full time subs - each school will have 3 FT subs
  - Community engagement Specialist
    - Monitoring of DEIB-CRSE professional learning in schools
  - Director of Learning
    - Partnership with University of Buffalo - Read, STOP, Write
  - Director of Technology
    - Walkelid Implementation in the Middle School 8th grade)

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 Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

## SECTION 2: LISTEN: SCHOOL COMMITMENTS

- Time: Wednesday Early Release - Professional Learning
- Money: Funds for Summer Training/Curriculum Writing
- Space: Professional Learning Lab

## Section 3: ANALYZE: 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

As you review your district-level data, **focus on variation in performance:** *“Understanding the sources of variation in outcomes, and responding effectively to them, lies in the heart of quality improvement.”*<sup>1</sup> Select data that identifies areas where there is **variation in outcomes** (i.e., the performance in one area is not the same as the performance in another area). This could result in looking at variation within **certain subjects** (i.e., students perform better on some standards or skills compared to others), or variation within **certain standards or skills** (i.e., some students perform better on a certain standard than other students), or variation across classrooms, grade levels, or schools, or variation across groups of students. The job of team can then be to **consider WHY those variations** exist.

When possible, consider data from the 2023-24 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>
<b>District Wide Survey Data</b> <b>(SEL Well Being)</b>	<ul style="list-style-type: none"> <li>● 90% of teachers report moderately and high well being</li> <li>● 5% from the October to June administration of the Student Evaluative Beings survey in the category of overall well-being</li> </ul>

<sup>1</sup>Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

## Section 4: ANALYZE: Considering What was Learned in 2023-24 (Re-Identified Districts Only)

### Evaluating the Success of the 2023-24 DCIP

Refer to the 2023-24 DCIP to complete the information below.

#### Priority 1 in 2023-24 DCIP:

**To create a supportive and nurturing environment with the school district that promotes the well-being of students, teachers, and staff.**

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

- Goal 1: By June 2024, 90% of the staff will report a moderate or high level of overall well-being on the Evaluative Beings surveys. **(Goal Met)**
- Goal 2: By June 2024, student survey results will increase by 10% from the October administration of the Evaluative Beings survey in the category of overall well-being **(Not met)**

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

#### Factors

Goal 2: Fewer students took the survey in June compared to October. However, we achieved a 5% increase in participation. There is a need to develop a solid communication plan to ensure the survey is conducted in a structured and timely manner across the district.

#### Priority 2 in 2023-24 DCIP:

**To develop and implement structures within the school district that promote effective accountability of communication, collaboration, and decision-making processes to support student success.**

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

- Goal 1: 100% of teachers will be trained and will implement the 5 Episodes as measured by classroom walkthrough data **(Goal Not Met)**
- Goal 2: 100% of schools will have a consistent data protocol as measured by data results for interim assessments - **(Goal Met)**
- Goal 3: 100% of schools will have a plan to embed Tier 2 vocabulary and active word walls on a daily basis as measured by school plans **(Goal Partially met)**

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

#### Factors

Goal 1: Due to other competing factors, we were unable to focus on this goal as intended while prioritizing our cornerstones, mission, and vision. We will concentrate on achieving this goal in the 2024-2025 school year

Goal 3: This goal was partially met, with some schools implementing vocabulary and creating word walls within the classroom. We will continue to focus on this goal in the next school year.



**Priority 3 in 2023-24 DCIP:**

**To foster positive relationships among students, teachers, administrators, staff, and parents that promote a sense of support, trust and belonging.**

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

- Goal 1: By June 2024, survey results will indicate a 10% growth in positive response to questions related to relationships from November 2023 to May 2024. **(Goal Not met)**
  - Students (494)
    - 6% increase (Teacher care if I do well in school in school)
    - 3% increase (I have a positive relationship with staff)

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

**Factors**

Goal 1: The number of students who took the exam in May 2024 was lower than in November 2023. Additionally, the timing of the survey was an issue as we did not send daily reminders as we did for the November 2023 survey. We also need to reconsider the timing of the surveys and the frequency with which they are administered.

**Priority 4 in 2023-24 DCIP (if applicable):**

**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.**

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

By June 2024,

- Goal 1: 100% of town hall meetings will be held as measured by sign in sheets **(Goal Not Met)**
- Goal 2: 80% of school teachers will state that the “**Teachers Teaching Teachers**” Seminar was beneficial to their professional learning as measured by feedback surveys. **(Goal Partially met)**
- Goal 3: 80% of school students will state that participating in the **Student Leaders Meeting** was beneficial to their voice being heard and recognized. **(Goal Partially met )**

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

**Factors**

Goal 1: The town halls did not occur due to a lack of time at the district level.

Goal 2: We did not promote this district-wide; however, there were pockets of excellence in some schools where this work took place.

Goal 3: This goal was partially achieved using the student board representative

## Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2023-24 Title 1 1003(a) District-level Improvement Funds.

<p><b>#1 Recipient/Use of District Improvement Funds: Community Engagement Specialist</b></p>
<p>What was your goal in directing funds in this manner? Priority 3- to foster positive relationships amongst the district, the greater school community, parents and families.</p>
<p>Have you met this goal? How do you know? Yes we met this goal. The Community Engagement Specialist developed partnerships with community agencies to support the needs of our families. Additionally, worked with administrators to create opportunities for families to engage in their student's education.</p>
<p>What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure? The district has provided more opportunities for stakeholder groups to participate in focus groups, strategic planning, and the DEIB committee.</p>
<p><b>#2 Recipient/Use of District Improvement Funds: Training and support for Community Engagement Specialist to lead the development of a DEIB plan and form a DEIB committee</b></p>
<p>What was your goal in directing funds in this manner? To develop a DEIB plan and form a committee comprised of stakeholders representative of our community</p>
<p>Have you met this goal? How do you know? Yes- we have a DEIB plan and committee.</p>
<p>What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure? The district is prepared to move forward with implementing the DEIB plan and ensuring equity for all students.</p>
<p><b>#3 Recipient/Use of District Improvement Funds: Coaching and support for Superintendent and administrators</b></p>
<p>What was your goal in directing funds in this manner? To support administrators in developing school wide improvement plans that are reflective of the needs identified in the comprehensive needs assessment</p>
<p>Have you met this goal? How do you know? Yes- administrators participated in multiple coaching sessions and worked with the outside consultant to analyze and review the needs assessment report and data to develop a SCEP.</p>
<p>What <b>practices (including student practices and teacher practices)</b> look different in the District now as a result of this expenditure?</p> <p>The administrative team has developed a process to share and review data with stakeholder groups. analyze data and make decisions on addressing the gaps.</p>

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2024-25 DCIP?

- **Review Communication Structure:** It's essential to reassess and enhance our communication strategies to ensure clarity and effectiveness.
- **Monitor the DCIP Plan:** We need to implement a robust monitoring system for the DCIP to track progress and make necessary adjustments.
- **Set Realistic Goals and Activities:** We were overly ambitious with our goals and activities. Moving forward, we need to set achievable and realistic targets.
- **Align with District Retreat:** Ensure that the DCIP is closely tied to the objectives and outcomes of the District Retreat.

## Section 5: Putting it all Together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2023-24 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

### Priority 1:

<b>What will the District prioritize to extend success in 2024-25?</b>	<b>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</b>
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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 (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)
- What was learned in 2023-24 (Section 4)

### Priority 2:

<b>What will the District prioritize to extend success in 2024-25?</b>	<b>To develop and implement structures within the school district that promote effective teaching and learning to support student success.</b>
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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 (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)
- What was learned in 2023-24 (Section 4)

### Priority 3:

<b>What will the District prioritize to extend success in 2024-25?</b>	<b>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.</b>
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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 (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)
- What was learned in 2023-24 (Section 4)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2024-25 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. Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, analyze data, and identify goals, benchmarks and strategies.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2024-25 DCIP.**