New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

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

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

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

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	To create a supportive and nurturing environment with the school district that promotes the well-being of students, teachers, and staff.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The priority of creating a supportive and nurturing environment that promotes well-being aligns with the district's vision of "Where character, curriculum, and community connect." It emphasizes the development of positive character traits, enhances the effectiveness of the curriculum, and strengthens the sense of community within the district. By prioritizing well-being, the district ensures that character, curriculum, and community are interconnected and mutually reinforcing for the benefit of all stakeholders. ● **Character:** A supportive and nurturing environment fosters the development of positive character traits in students. It promotes empathy, compassion, respect, and resilience, which are essential aspects of character education. By prioritizing well-being, the district is actively cultivating the character of its students and emphasizing the importance of creating a caring community. ● **Curriculum:** A supportive and nurturing environment enhances the effectiveness of the curriculum. When students feel supported and valued, they are more engaged in their learning, leading to improved academic outcomes. By prioritizing well-being, the district is ensuring that the curriculum is implemented in an environment that maximizes its impact on student growth and development. ● **Community:** A supportive and nurturing environment strengthens the sense of community within the district. When students, teachers, and staff feel supported, they develop a strong sense of belonging and connection. This fosters positive relationships and collaboration among all members of the school community. By prioritizing well-being, the district is actively building a community that values the well-being of its members and creates an inclusive and supportive atmosphere.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monthly Well-Being PD (teacher and staff)	1. Principal will allocate one meeting per month to implement a well-being activity for staff. (i.e. walk around the track, yoga, massages mindfulness, coloring) 2. Principal will survey teachers and work with counselors and social workers to determine if there are teachers that would want to lead activities or types of activities they would be interested in. 3. Principal will create a Wellness Wednesday PD schedule to share with the district office.	● Monthly PD Wellness Schedules ● Money to fund activities with community partners
Restorative Practices/Expectations	1. Provide new teachers Restorative Practices updates on Social Discipline Window and Fair Process and districtwide RP Expectations during pre-planning week 2. Survey the principal to determine how they will utilize the RP expectations outline for their school and hold teachers accountable	

Student Well- Being Activities	1. Principal will develop activities, at least monthly, for students to focus on their well-being. Some examples include, but are not limited to:
	● Town Halls
	● Pep Rallys
	● Spirit Weeks
	  Fun Run
	  Project Positive
	● Character Development
		Monthly Schedule

Social Emotional Curriculum	1. Assess SEL resources the district currently has and determine how each school will address the SEL curriculum in their school 2. Each school will create a plan and provide the plan to the district 3. Hold discussions with principals about their individual plans and alignment with the district priorities	School SEL Plans
Evaluative Beings Well-Being Surveys	1. Administrators will attend a 3-hour training on survey administration with the Evaluative Beings team 2. Administer the survey to Students staff in October, February and May 3. Work with consultants to analyze data and provide recommendations to address specific concerns.	Cost of survey

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By June 2024, 90% of the staff will report a moderate or high level of overall well-being on the Evaluative Beings surveys.

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.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
75% positive responses on well-being staff survey	December 2023	
Increase by 10% positive responses	June 2024	
Number of Monthly Activities (staff and Student) one per month/ per school	Monthly	
All new teachers to the district trained on Restorative Practice	September 2023	
All schools have a plan to utilize RP expectations	October 2023	

PRIORITY 2

Our Priority

What will we 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.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The priority of developing and implementing **structures** within the school district that promote effective accountability of communication, collaboration, and decision-making processes to support student success aligns with the district's vision of "Where character, curriculum, and community connect." It emphasizes character education, promoting communication and collaboration, prioritizing student success, and establishing accountability structures within the school district. **Character Education:** By integrating character education into the curriculum and school culture, the district is emphasizing the importance of character development alongside academic achievement. This aligns with the district's focus on character, ensuring that students develop not only academic skills but also ethical behavior, integrity, and responsibility. **Communication and Collaboration:** Promoting clear communication channels and collaborative decision-making processes within the district emphasizes the value of community engagement. By involving various stakeholders, including administrators, teachers, students, parents, and community members, the district is fostering a sense of connection and partnership. **Student Success:** The strategies aim to support student success by implementing data-driven decision-making processes and involving stakeholders in curriculum development and resource allocation. By using data to inform decisions and engaging stakeholders, the district can ensure that the curriculum and resources are aligned with student needs and maximize their potential for success. **Accountability:** The emphasis on effective communication, collaboration, and data-driven decision making establishes structures that promote accountability. By regularly evaluating the implemented processes and seeking feedback from stakeholders, we are ensuring that the district remains accountable for its actions and continuously improves to better serve the students and community. All of the aforementioned areas were themes that emerged in the school envision, analyze and listen activities and support commitments outlined in the school's SCEP.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Thoughtful Classroom 5 Episodes	1. All administrators will receive training in the 5 episodes' expectations and implementation - one episode a month and then turnkey to staff 2. All staff will be trained in the Thoughtful Classroom 5 episodes and be provided resources to use in the classroom (One episode a month) 3. Work with school leaders to create a walkthrough tool to measure the implementation of the 5 episodes 4. Work with school leaders and create a "learning window" and/or "annotation guide" to plan for the 5 episodes.	**5 Episodes Book and Resources** *(Tools for Classroom Instruction that work - Silver and Strong)*
Fostering Academic and Behavior Success Professional Learning	1. Provide professional learning to all schools 2. Provide behavior consultations to schools (30 hours per building) 3. Provide opportunities for training with outside agencies for teachers 4. Provide teachers access to outside evaluations to help construct FBA and BIPs at each school. 5. Create a Districtwide FBA team to construct structured and concise documents. The team will be comprised on representatives from all buildings	Cost of training (611 grant) Stipends for FBA Team
Data Protocols	1. Revisit the district data protocol and work with the school to determine needs for developing additional data resources to meet specific needs. 2. Each school shares their data protocol process with the district office. 3. Each school determines specific targets for proficiency and growth and share with the district office.	
eSchool/Guru Board Professional Learning	1. Provide professional learning to administrative staff on eSchool/Guru 2. Work with administrative staff to create/define the districtwide codes/markers that will be used to register discipline incidents 3. School Leaders provide training to staff on revised eSchool codes and updates to referral forms	

Priority 2

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

Districtwide Communication Structure	1. Create an explicit plan of communication for each platform.
	2. Determine what information should be communicated with parents on district platforms, i.e.,
	   ▪ Blackboard – Emergency Announcements/Weekly Principal Messages/Schoolwide Events
	   ▪ Classroom DoJo – Weekly Teacher Note/Grade Level Activities/Classroom Activities/Student Recognition/Homework
	   ▪ Facebook – Pictures of School Events/Emergency Announcements/ School Wide Events
	   ▪ eSchool – check report cards
	3. Determine how often we communicate with parents in each of the platforms, so they are not overwhelmed with information
	4. As a staff, determine the difference between notification vs. personal messages shared on Dojo	

Classroom Social Contracts	● Each school will review the schoolwide expectations for their school and share with school staff (Code of Conduct) ● Each teacher will create "Social Contract" based on "how they will operate in the class"	Social Contract Resources

Character Education	● Each school will implement a districtwide character education program.
	   ○ Grades 5-12 - *Look Within* - Specific Character traits will be highlighted each month.
	   ○ Union East - The 5 B's
		Posters
		Lessons plans

Vocabulary Instruction	● Each school will create a plan to focus on Tier 2 vocabulary as a school. ● Each school will research and determine vocabulary strategies to help integrate words into the curriculum ● All classrooms will have active word walls in their classrooms	Resources Beck, McKeown, and Kucan's (2002) Three Tiers of Vocabulary

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By June 2024,

- 100% of teachers will be trained and will implement the 5 Episodes as measured by classroom walkthrough data
- 100% of schools will have a consistent data protocol as measured by data results for interim assessments
- 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

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When would want to achieve success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
Consistent Implementation of Data Protocol		
The 5 Episodes embedded in daily instruction	June 2024	
Social Contracts in all classrooms	September, 2023	
All teachers training in Fostering Academic and Behavioral Success	Ongoing	
Consistent Codes in eSchool	November 1, 2023	
Systematic Communication Structures in place	Ongoing	

PRIORITY 3

Our Priority

What will we 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.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The priority to foster positive **relationships** among students, teachers, administrators, staff, and parents that promotes a sense of support, trust and belonging aligns with the district's vision of "Where character, curriculum, and community connect." Fostering positive relationships among students, teachers, administrators, staff, and parents is crucial for creating a supportive and inclusive educational environment. When these relationships are nurtured, it promotes a sense of support, trust, and belonging within the school community. By prioritizing positive relationships and aligning them with the district's vision, the educational community can create a nurturing and inclusive environment that fosters the growth and success of all its members. ● **Character:** Building positive relationships is a reflection of strong character values such as respect, empathy, and kindness. By prioritizing positive interactions, the district can promote a culture of character development and social-emotional learning. Encouraging students and staff to demonstrate these traits enhances the overall well-being of the school community. ● **Curriculum:** Integrating relationship-building skills and promoting positive interactions can be incorporated into the curriculum. By including activities that foster teamwork, communication, and conflict resolution, students learn how to build and maintain healthy relationships. Additionally, teaching diversity, inclusion, and cultural understanding helps create a more harmonious and respectful environment. ● **Community:** Engaging parents, guardians, and the wider community is essential for establishing a strong partnership in education. By involving parents and community members in school activities, events, and decision-making processes, the district promotes a sense of belonging and shared responsibility for student success. Open communication channels between all stakeholders further strengthen these relationships. All of the aforementioned areas were themes that emerged in the school envision, analyze and listen activities and support commitments outlined in the school's SCEP.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
DEI Committee	1. District will solicit members to be a part of the districtwide DEI Committee. 2. Determine quarterly meeting dates 3. Outline the goals/focus of the DEI Committee	
Family Events	1. The district will work with schools to create/plan two districtwide family events. (Oktoberfest/Title I Presenta... Multicultural Festival, etc.)	**Title I**
CRSE Implementation	1. Each school will create a plan for the implementation of the NYSED CR-SEF into the instruction	**CRSE Inventory** **Book Study**
District Day at the Park	1. Work with school leaders and staff to plan a day in the park ...istrict staff and families	Money/Donations park, food, prizes and games
Professional Learning on Building Relationships	1. Research profess... learning opportunities on building relations... 2. Create a schedule for P... provide for ...als	
Conduct a crosswalk between Restorative Practice and CPI	1. ...lust a cr...lk ...en the RP comp... ...nd the CPI ...line Window.	

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By June 2024, survey results will indicate a 10% growth in positive response to questions related to relationships from November 2023 to May 2024.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Districtwide events (two at a minimum)	June 2024	
Parent Workshops (at least 6)	June 2024	
DEI Meetings (at least 2)	June 2024	
Community Engagement (increase by 50% from 22-23 attendance)	June 2024	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we 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.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* *How does this Priority fit into the District's vision, values and aspirations?* *Why did this emerge as something to prioritize?* *What makes this the right Priority to pursue?* *How does this fit into other Priorities and the District's long-term plans?* *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The priority to establish active and meaningful engagement among students, teachers, administrators, staff, and parents that promotes collaboration, shared responsibility, and a sense of ownership for all aligns with the district's vision of "Where character, curriculum, and community connect." When these elements are in place, the district can create a vibrant and inclusive educational environment where students thrive and reach their full potential. **Collaboration:** By fostering active engagement and promoting collaboration, the district is emphasizing the importance of working together towards common goals. Collaboration enhances learning experiences, encourages creativity, and allows individuals to benefit from diverse perspectives. When students, teachers, administrators, staff, and parents collaborate effectively, they contribute to a thriving educational community. **Shared Responsibility:** Establishing a sense of shared responsibility is crucial for creating a supportive and accountable learning environment. When all stakeholders recognize their roles and responsibilities, they actively contribute to the success of the educational community. Students take ownership of their learning, teachers take responsibility for delivering quality instruction, administrators ensure effective policies and practices, staff members provide support services, and parents actively participate in their children's education. This collective commitment promotes positive outcomes for students. **Sense of Ownership:** Encouraging a sense of ownership among all stakeholders leads to increased engagement and investment in the educational process. When students feel a sense of ownership, they become more motivated to excel academically and take pride in their achievements. Teachers who take ownership of their instructional practices continuously strive for improvement. Administrators and staff members who take ownership of their roles are committed to creating a positive and inclusive school environment. Parents who feel ownership for their children's education are more likely to be involved and supportive. This sense of ownership strengthens the overall educational community. All of the aforementioned areas were themes that emerged in the school envision, analyze and listen activities and support commitments outlined in the schools SCEP.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers Teaching Teachers Seminar	1. Work with school leaders to plan for a "Teachers Teaching Teachers" planning day to share best practices around the 5 episodes. (March)	
Superintendent Town Hall	1. The Superintendent will hold two town hall meetings to share the vision and DCIP ● Teachers ● Community	
Community Partnerships/Engagements	1. The District Community Engagement Specialist will work with schools to determine their needs and work with community organizations to engage with the district. 2. Create districtwide Parents' workshops	
Students Leaders Meeting	1. The district will work with school leaders to create a process of quarterly meetings with school ambassadors. 2. A schedule of meeting topics and agendas will be created with school leaders.	

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By June 2024,

- 100% of town hall meetings will be held as measured by sign in sheets
- 80% of school teachers will state that the "Teachers Teaching Teachers" Seminar was beneficial to their professional learning as measured by feedback surveys.
- 80% of school students will state that participating in the Student Leaders Meeting was beneficial to their voice being heard and recognized.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Two Superintendent Town Hall Meetings	June 2024	

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)*
Scott Zipp	Superintendent	
Mike Fatta	Director of HR	
Maureen George	Director of Learning	
Erin Weir	Director of PPS	
Mike Amici	Director of Technology	
Laurie Widman	Business Administrator	
Melissa Mitchell	Principal	Union East Elementary
Karin Cyganovich	Principal	CCSD High School
Chris Salinas	Principal	CCSD Middle School
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 6, 2023	CCSD
July 10-11, 2023	CCSD

Districts with Schools Identified for TSI/ATSI Supports Only

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

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

Submission Assurances

Directions

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

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.

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

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

3. 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.

4. 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).

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, 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).