

District Comprehensive Improvement Plan (DCIP)

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| District | Superintendent |
| Niagara Falls City School District | Mark R. Laurrie |

# 2022-23 Summary of Priorities

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

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| 1 | We prioritize student ownership of learning through the development of classroom instruction that is data-driven, culturally responsive, relevant, engaging, interactive and student-centered. |
| 2 | **We prioritize the principles of diversity, equity and inclusion in all aspects of learning so that the District meets the needs of the larger community it serves.** |
| 3 | **We prioritize student social-emotional learning so that all children may achieve their individual potential.** |
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# PRIORITY 1

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **We prioritize student ownership of learning through the development of classroom instruction that is data-driven, culturally responsive, relevant, engaging, interactive and student-centered.** |
| **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)?* | This priority addresses a key trend noted by the DCIP planning committee following a review of District data. The need to support student agency stood out across all data sets, both ownership and control of academic achievement and emotional condition. Student interviews at the elementary level revealed that while most students expressed satisfaction with the quality of the instruction they receive, they wish for more rigor and relevant activities. At the secondary level, most students expressed general dissatisfaction with the quality of classroom instruction. Survey results indicated low engagement, a lack of group work or interactive discourse, and questions regarding relevance and usefulness of the content taught. Therefore, the district must ensure that the strategies, focus, methods and expectations for quality instruction are consistent from Pre-Kindergarten to 12th grade.  **Both district’s identified schools formulated commitments, listed below, which this priority will support:**  **79th Street Elementary School:** We commit to increasing achievement for all students by implementing meaningful, participatory, and engaging instruction.  **Gaskill Preparatory School:** We commit to support an engaging learning environment and foster instructional practices that assist teachers and administration in cultivating a building culture that is inclusive to the needs of students, staff, faculty and administration. |

## Key Strategies and Resources

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| 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? |
| Develop consistent protocols across all district schools which result in regular analysis of student achievement and SEL data and differentiated instruction and/or programming for all students. | Determine the what: District principals, by level (elementary, middle and high school) will develop a consistent data dashboard to be used for continuous data collection and analysis.  Example:  [GJ Mann Data Dashboard 2021-2022 6-13-22 (1).docx](https://nfschools-my.sharepoint.com/:w:/g/personal/rcarella_nfschools_net/EXNmvbi1HDZIhmCUppqTRssB4E27l1oTkufNqDrUHGl3ug?e=IYRSB4)  District principals, by level, will create a process and timeline for student data collection and analysis. All principals will be expected to lead regular data meetings by department, grade level, or one-on-one with individual teachers as needed, throughout the school year.  District Instructional Coaches will be trained in the Student-Centered Coaching Model. A review of various models indicates this will allow for coaches to have a greater positive impact on teacher practice.  [Student-Centred Coaching Cycles – Instructional Coaches Corner](https://www.instructionalcoaches.com/student-centered-coaching-cycle-guide/#:~:text=%207%20Core%20Practices%20For%20Student%20Centered%20Coaching,to%20co-plan%20instruction%3A%0AAnything%20that%20makes%20student...%20More%20)  The Assistant Superintendent for Curriculum and Instruction and District Instructional Coaches will plan and deliver district-wide workshops on topics and strategies identified as priorities via the schools’ data analysis and planning protocol. | Each level will agree on one template to be approved by the Superintendent. All school leaders will display and explain how their dashboard is utilized each time they present their school status report to the Superintendent and his cabinet (three times per school year).  Principals will publish their meeting calendars bi-monthly.  All coaches share their calendars and coaching logs with the Assistant Superintendent for Curriculum and Instruction.  Workshop agendas, materials, and staff evaluations/exit tickets will be documented and reviewed. | It may be necessary to involve the Administrator for Information Services and his systems engineers to streamline data collection from various student information systems. In addition, the District’s ongoing search for a viable Learning Management System must be accelerated so that the data needed by each school is readily available from a single source.  The district will support each school by providing funding to remunerate teachers to engage in student data analysis and planning beyond the contractual day, to include after school hours and weekends throughout the school year.  School principals will need to find creative ways to provide release and conference time for teachers in coaching cycles.  The District will dedicate funding for facilitators, materials and compensation for attending staff. |
| Provide individualized feedback to all teachers so that a positive culture of continuous improvement is evident in each District school | Each school principal will develop her/his own Classroom Walkthrough protocol, which will result in individualized feedback for teachers and quantifiable evidence of implementation proficiency of the key strategies emphasized in school SCEPS.  The District’s three new Assistant Principals will receive training in the Foundational Five instructional strategies and how to provide feedback to the teachers they will supervise (Leveraged Leadership Program provided by PLC Associates). | Principals will present feedback samples and case studies to the Superintendent and his cabinet at each school status meeting.  The APs will be released from their duties for eight, half-day professional learning sessions, which will include conducting practice walkthrough and feedback cycles at the host school. | The Information Services Administrator and Assistant Superintendent for Curriculum and Instruction will support principal needs in this area, depending on the model chosen.  The program facilitation and associated costs will be included in the District’s School Improvement Grant application. |
| Provide professional development opportunities which focus on student ownership of learning and allow teachers to collaborate and lead implementation efforts. | The district will provide all interested schools with continued training and support based on the strategies from **Leaders of Their Own Learning** by R. Berger. Sessions will be embedded in the school day, and include teacher choice of strategy, co-planning and co-teaching of lessons, and collaborative debrief sessions.  The District’s two identified TSI schools will create Teacher Academies, whose primary purpose will be to develop lead teachers for facilitation of collaborative discussions around instructional strategies and student social/emotional learning needs. Activities will include:   * PLC book studies chosen by the group * Classroom visitations – volunteer teachers will highlight classroom practices related to the SCEP or teacher interest * Conversations with school and District leaders to “close the loop” and communicate successes and challenges, and identify where further support is needed   The District will create a New Teacher Academy for teachers in their first or second year of teaching, to include the following:   * Weekly check-ins with Instructional Coaches * Bi-weekly meetings to review curricular expectations, share critical information, facilitate micro-training sessions as needed and determine topics for in-depth support such as coaching cycles or targeted workshops tailored to needs of the novice teacher | The Assistant Superintendent for Curriculum and Instruction will coordinate the professional development calendar for this initiative, to include consultant schedules, agendas, and artifacts from lesson studies.  Schools will keep a calendar of events and teacher reflections. Progress/Successes/Challenges will be discussed and recorded at each Quarterly Monitoring Visit.  Following the New Teacher Orientation in August, each instructional coach will be assigned a mentor list of new teachers.  Meetings will be a combination of virtual and in-person, and all sign-in sheets, agendas, etc. will be  reviewed monthly. Anonymous teacher satisfaction surveys will be conducted following each semester.  Weekly progress reports will be included in the Superintendent’s Cabinet meeting agenda. | The district will dedicate funding for facilitation of all training with compensation for both consultants and district instructional coaches.  The District will provide necessary funding for professional books, etc.  and assist school leaders in finding the space and time for activities.  The District will provide materials as requested by new teachers if appropriate. Funding will be set aside for compensation for planning and/or attending workshops beyond the contractual day for new teachers and/or coaches as needed. |
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## Measuring Success

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

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
| * + Customized Principal Walkthrough Tools will demonstrate evidence of increased proficiency of one or more of the strategies targeted for improvement within the school   Spring 2023 Stakeholder Survey results will show the following:   * A minimum of 75% of teachers district-wide will agree with the following statement, “Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.” * A minimum of 45% of secondary students will agree with the following statement, “My classes are interesting and hold my attention.” |

# PRIORITY 2

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **We prioritize the principles of diversity, equity and inclusion in all aspects of learning so that the District meets the needs of the larger community it serves.** |
| **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)?* | District schools have made a concerted effort across all levels to provide welcoming and affirming environments. The majority of Equity Self-Reflection documents noted that not enough has been done to ensure the curriculum taught and resources used are inclusive and present students with varying views. Opportunities to discuss sources of bias in developmentally appropriate ways are scarce, and in the rush to cover content scant attention is paid to empowering students to examine their beliefs and take informed civic action.  Furthermore, a predominant theme from student interviews is the need to cultivate an appreciation for differences, be they individual or cultural. Students want adults to know they are “people.” They want their outlooks, backgrounds, ideas and personalities to be respected. They yearn for a stronger connection to both peers and adults in the school setting.  The DCIP team realizes that nurturing a culture that celebrates Diversity, Equity and Inclusion must be intentional and district-directed rather than left to chance. The strategies which follow acknowledge that the school community is at an “awareness” stage regarding DEI principles and the immediate focus should be on raising the level of awareness across all stakeholder groups. |

## Key Strategies and Resources

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| 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? |
| Articulate a comprehensive District vision for providing an equitable education for all learners by Completing EAB’s Equity Self-Assessment Tool | The Superintendent and Central Support Team will complete a portion of the **Equity Self-Assessment: Addressing the Inequitable Impact of Your District’s Policies and Practices on BIPOC Students** from EAB (Educational Technology, Services and Research Institute) at each meeting, focusing on the sections for Long-Term Strategies.  The Superintendent and Central Support Team will select two to three key development areas from the self-assessment to 1) complete EAB recommended research/background building activities for and 2) formulate actionable next steps to implement sustainable equity initiatives around.  The Superintendent and Central Support Team will select a minimum of two priority areas upon which to take informed action, through either modification of policy or additional or updated District practice. | By January of 2023, Central Support Team minutes will reflect discussion of development areas and research reviewed, and opportunities to address the inequities noted will be documented.  Revised or newly created policies/practices  \**Note: The Central Support Team will use Equity Self-Assessment results as a data set to inform planning the 2023-2024 DCIP* | Space on meeting agendas – fall of 2022 |
| Provide awareness training to build the capacity of the District’s workforce to promote and celebrate Diversity, Equity and Inclusion | The District’s Professional Development Planning Group will provide a variety of differentiated professional learning opportunities for all staff in the following core areas at three points throughout the school year:   * Unconscious Bias and Micro-Aggressions – facilitating partner – National Federation for Just Communities WNY * “Many Threads, One Fabric,” facilitating partner – NYSUT * Supporting LGTBQ+ students – facilitating partner – GLYS Western New York, Inc. | Participating school staff will respond to exit surveys to determine the appropriateness and effectiveness of each program and indicate next steps for training and/or initiatives District leaders should consider for the future. | The district will use American Rescue Plan Act funding to support all programming |
| Introduce developmentally appropriate diversity programming to elementary students | Pilot two programs from the **National Federation for Just Communities WNY** [**https://nfjcwny.org/**](https://nfjcwny.org/)   1. “Talking in Class” – an Anti-Bullying program and 2. “Different But the Same” - a program that helps elementary-aged children appreciate people from different backgrounds | Participating school staff, parents, and students will engage in exit surveys to determine the appropriateness and effectiveness of each program. | The district will use American Rescue Plan Act funding to support both initiatives |
| Meet regularly with, and offer services to, parents of English Language Learners | Create an Adult ESL program to teach English to parents of the District’s English Language Learners who are not yet literate in English. The program will incorporate family literacy strategies and interactive activities parents can use at home to promote the English fluency of all family members.  Facilitate quarterly ENL family sessions for offering support services or connections to local advocacy groups, improving communication between families and District administration, and celebrating achievements. | The following will be facilitated and evaluated:   * 12 academic sessions for parents * 4 (quarterly) family sessions   A culminating feedback session will be held for the purpose of improving and growing the program in the 2023-2024 school year. | The district will reserve funding for this project and enlist the services of faculty from Niagara University. |
| Plan an audit of District instructional resources to determine the extent to which they are responsive to racial, cultural, and linguistic differences | In order to achieve a comprehensive review, the following steps will be taken:   * Set up a diverse committee of stakeholders to plan the review (include students and parents if feasible) * Gather research and procedural best practice (consult resources from EAB and NYSED’s Culturally Responsive-Sustaining (CR-S) Framework * Gather or develop tools for the committee to use as the process proceeds * Propose a framework on which to base a Corrective Action Plan based on audit findings * Set an Audit timeline to begin as soon as feasible | The committee selected to begin the audit of District instructional resources will complete a project proposal to include the strategies listed here. | The District will use District and School Improvement Funding to accrue resources and compensate staff for work beyond the regular school day |
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## Measuring Success

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

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
| 1. The committee selected to begin the audit of District instructional resources will complete a project proposal which includes an activity timeline, resource plan, and guidance for stakeholder participation and actionable next steps. 2. District Stakeholder Survey results will indicate the following:  * A minimum of 75% of school staff will agree with the statement, “Students of different backgrounds try to understand each other.” * A minimum 10 percentage point increase will be evident for both elementary and secondary pupils who agree with the following statement, “At this school, we talk about the importance of understanding and accepting each other.” |
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# PRIORITY 3

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **We prioritize student social-emotional learning so that all children may achieve their individual potential.** |
| **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)?* | As per the 2021 – 2022 DCIP, all district pupils grades Kindergarten to 12 were screened with the BASC-3 BESS (Behavioral and Emotional Screening System). Baseline reports demonstrated that district-wide, 8% of elementary students were at the Extremely Elevated Risk level, and 15% had Elevated Risk. The number of elevated students were most pronounced at the kindergarten and 6th grade level. The district-wide secondary (middle and high school) report revealed 12% of students screened were at the Extremely Elevated Risk level, and another 24% at the Elevated Risk level.  Other sources of District data support this priority as well. The Family Engagement Survey results indicated parents feel the district can do more to reduce bullying and lessen disruptive behavior. Common themes from student interviews were concerns relating to feeling safe at school and wanting to be assured that school staff and their peers would treat them with respect.  **Both district’s identified schools formulated commitments, listed below, which this priority will support:**  **79th Street Elementary School:** We commit to assure that every child feels safe, respected and has a true sense of belonging in a school environment that is welcoming and affirming.  **Gaskill Preparatory School:** We commit that every child and staff member feels safe, celebrated, respected, supported and has a true sense of belonging. |

## Key Strategies and Resources

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| 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? |
| Put systems in place which facilitate the analysis of BASC-3 BESS screening data and enable school support teams, including teachers, to assign, implement, and progress monitor interventions across tiers. | Following fall screening, each school START (Student-Teacher Action Response Team) will receive training to ensure members are able to retrieve and interpret BESS outputs and recommend movement into tiered intervention. Concurrently, Tier 3 (highly elevated) students should move to the problem-solving stage.  By mid-October, all schools will select a minimum of one grade level, team, or department to pilot the Total Behavior System (Review 360 platform) with its associated professional learning and digital platform for assignment of student interventions and documentation of progress.  From mid-October to mid-November, all schools’ pilot teams will receive training and support for utilizing the Total Behavior System software, to include definition of roles, such as who collects pre-intervention data and completes progress monitoring once interventions are in place.  Introduce, by level, additional Tier 2 group interventions and means of delivery for behavior, social skills, and other domains.  The District Multi-Tiered System of Supports Steering Committee will, via its Intervention subcommittee, seek community-based organizations to provide Tier 3 intervention to students and families as needed. | All training will be scheduled before the conclusion of the BESS screening window.  A roster of START members and pilot teachers will be due to the Assistant Superintendent for Curriculum and Instruction by October 14.  Training logs and outcomes will be documented and shared with the District MTSS Steering Committee  Schools will collect schedules, student rosters and provide implementation insights to the MTSS subcommittee. | The District Multi-Tiered System of Supports Steering Committee members will meet regularly to monitor the multiple processes outlined under this strategy.  The district will also dedicate funding as needed, and secure consultation services from Niagara University to support district staff in planning and monitoring activities.  Schools will need to coordinate utilization of school psychology interns and interns from the Mental Health Professional Demonstration grant, along with school counselors and social workers to deliver the full complement of group interventions needed. |
| Ensure schools at each level (elementary, middle and high school) have fully developed Tier I school-wide programming. | By November, all schools who have not previously used a formal SEL curriculum will select and pilot one on a school-wide basis.  The District will provide multiple professional learning opportunities, including on the opening of school workshop dates, for school staff to examine documented research and practices on effective alternatives to student suspension (may include Circles, Restorative Chats, etc.)  [Alternatives To Suspension | PBIS World](https://www.pbisworld.com/tier-2/alternatives-to-suspension/)  Each school must, before its first SCEP status review with the Superintendent, document its efforts to provide alternatives to suspension and present successes/challenges/resource needs to cabinet.  School Climate committees in the two middle and NF high school will establish PBIS programming in their schools, to include:   * School-wide behavior expectations * Acknowledgement and celebration of positive behaviors * Data-based planning | By March of 2023, schools will make a final recommendation to the Assistant Superintendent for Curriculum and Instruction who will procure the curriculum of choice for each school.  Opportunities will be added to the District’s Professional Development Plan.  District suspension statistics will be reviewed weekly by the Superintendent's cabinet.  PBIS at the targeted levels will be included in the District MTSS Handbook and individual school handbooks. | The district will allocate funding to acquire SEL curricula (and training if needed) for each school.  The district will include variations of the training described here in each professional learning day scheduled for the 2022-2023 school year.  Vendors or public partners from outside of the district may be engaged for their expertise and resources. The district will prepare to dedicate time and funding to these efforts. |
| Create District MTSS Guidance Documents and Procedures which are up-to-date, user friendly and address all aspects of student need including both academic and social/emotional. | Establish an additional subcommittee of the District MTSS Steering Committee to organize tasks surrounding expanding the current RtI Handbook into a comprehensive MTSS guidance document.   * Establish a completion timeline, one that includes multiple years * Report to the committee regularly * Provide a comprehensive list of professional development to both introduce the guidance to all staff and parents, as well as monitoring and sustaining adherence to its practices and procedures | A phase 1 review and dissemination plan will be due in June of 2023. |  |
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## Measuring Success

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

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
| The district would want the following quantitative outcomes:   * + 75% of students identified at the Extremely Elevated Risk level as of the fall 2022 BESS screening will have functioning Behavior Intervention Plans by February 1, 2023   The district would want the following quantitative outcomes from the 2023 administration of the Social-Emotional Developmental Health Stakeholder Surveys:   * + A 15-percent increase in the number of school staff who agree, “Students appear to be good at making the right choices.”   + A 10% increase in the number of elementary students who agree, “Students treat each other with respect.”   + A 10% increase in the number of secondary students who agree, “Students in our school take responsibility for their actions.” |

# PRIORITY 4

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

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **N/A** |
| **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)?* |  |

## Key Strategies and Resources

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| --- | --- | --- | --- |
| 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? |
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## Measuring Success

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

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
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# PRIORITY 5

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

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **N/A** |
| **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)?* |  |

## Key Strategies and Resources

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| 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? |
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## Measuring Success

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

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
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# 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.

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| Name | Role | School  *(if applicable)* |
| Caroline Buchman | Principal | Kalfas Elementary |
| Marcia Capone | Administrator | Office of Assessment |
| Richard Carella | Assistant Superintendent for Curriculum | District Office |
| Thomas Fisher | Teacher on Special Assignment | District Office |
| Rebecca Holody | Business Administrator | District Office |
| Cynthia Jones | Principal on Special Assignment | District Office |
| Mark Laurrie | Superintendent | District Office |
| Maria Massaro | Human Resources Administrator | District Office |
| Valerie Rotella-Zafuto | Teacher on Special Assignment | District Office |
| Stanley Wojton | parent | Maple Avenue Elementary School |
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## Meeting Dates

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

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| Meeting Date | Location |
| July 11, 2022 | District Office |
| July 18, 2022 | District Office |
| July 29, 2022 | District Office |
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## Districts with TSI Schools Only

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

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| Stakeholder group | How the perspectives of this group have been incorporated into the DCIP? |
| Teachers responsible for teaching each identified subgroup | Teacher survey data – district-wide, all schools  Equity Self-Reflections and TSI School Commitments are reviewed by the DCIP committee |
| Parents with children from each identified subgroup | The District Parent Committee members (representatives from all schools) are briefed monthly on DCIP progress and are asked for feedback on District Priorities each spring. |
| Secondary Schools: Students from each identified subgroup | N/A |

# 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](mailto: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).