



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
West Seneca Central School District	Dr. Lisa Krueger

2024-25 Summary of Priorities

1	Engagement of Students: We are committed to ensuring that all students are engaged leaders of and have an active role in their own learning through setting goals, measuring their progress toward those goals, and growing academically and personally.
2	Engagement of Stakeholders: We are committed to enhancing and increasing opportunities to engage students, staff, caregivers, the community, and the Board of Education with the teaching and learning taking place in the District.
3	Engagement of Staff: We are committed to ensuring decisions support and engage <i>all</i> students and are aligned to the vision of “Nurturing Our Full Potential” as a learning community.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Engagement of Students: We are committed to ensuring that all students are engaged leaders of and have an active role in their own learning through setting goals, measuring their progress toward those goals, and growing academically and personally.</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Ensuring that all students are engaged leaders of their own learning and actively set individual goals, measure their progress toward those goals, and grow academically and personally is important to our learning community. This priority aligns with the District vision of “Nurturing Our Full Potential” by empowering students, fostering individualized learning, developing goal-setting and self-monitoring skills, cultivating resilience and a growth mindset, and preparing them for lifelong learning.</p> <ul style="list-style-type: none"> • By encouraging students to take leadership of their learning, they become active participants rather than passive recipients of knowledge. When students are given the opportunity to set their goals, they develop a sense of ownership and accountability for their education. This empowerment promotes a growth mindset and motivates students to invest effort in their learning. • When students are involved in setting their goals, they can personalize their learning experience according to their interests, strengths, and areas for improvement, allowing for a more tailored approach that accommodates diverse needs and promotes their full potential. By engaging students in setting goals, they develop essential skills in planning and self-regulation. They learn to identify specific, measurable, attainable, relevant, and time-bound (SMART) goals. Regularly assessing their progress and adjusting along the way helps students develop self-awareness, self-reflection, and self-discipline, all of which are valuable for lifelong learning. • When students take an active role in their learning, they learn to embrace challenges, view mistakes as learning opportunities, and persist in the face of obstacles. By setting goals and monitoring progress, they develop a growth mindset, understanding that intelligence and abilities can be developed through effort and practice. This fosters resilience and a belief in their capacity to reach their full potential. • By being leaders of their own learning, students develop agency, taking responsibility for their educational journey. This sense of agency extends beyond the classroom and prepares students for lifelong learning. They become self-directed learners who can set goals, seek resources, and adapt to evolving challenges, nurturing their full potential throughout their lives. <p>All of the aforementioned areas were themes that emerged in the school Envision- Analyze-Listen activities and support commitments outlined in the school SCEP.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Professional Learning on Data Resources</p>	<p>The District will provide targeted professional development to all classroom teachers on the following:</p> <ul style="list-style-type: none"> ● i-Ready - Grades K-6 ● Benchmark Reading - Grades K-5 ● IXL - Grades 7-10 ● MAP - Grades 7-10 <p>School/District Leaders will ensure fidelity and implementation of resources through a variety of modalities (e.g., informal class visits, pre-observation discussions, etc.).</p>	<p>Schedules</p> <ul style="list-style-type: none"> ● Calendared dates <p>Funding</p> <ul style="list-style-type: none"> ● iReady professional learning costs <p>Processes</p> <ul style="list-style-type: none"> ● Data Collection (implementation of resources) ● Training for Teachers
<p>2. Professional Learning on Checks for Understanding across the disciplines</p>	<p>Develop a consistent presentation on the use of <i>Checks for Understanding</i> as a formative assessment to create a common understanding and expectation.</p> <p>School leaders will schedule professional learning sessions to deliver the CFU presentation (Possible Resource: Teach Like A Champion 2.0)</p> <p>A bank of strategies for using Checks for Understanding will be developed and provided to teachers. Teachers will commit to using 3-5 consistently throughout the course of the school year.</p> <p>Professional Learning will be presented through a variety of delivery methods: New Teacher Academy, Staff Meetings, Grade level/department meetings, etc.</p> <p>During observations, school leaders will document the presence/usage of formative assessments/checks for understanding in the classroom.</p> <p>At the conclusion of the school year, teachers will engage in a survey to identify which Checks for Understanding they used and the frequency in which they were used.</p>	<p>Schedules</p> <ul style="list-style-type: none"> ● Calendared dates <p>Processes</p> <ul style="list-style-type: none"> ● Presentation on Checks for Understanding ● Documentation of the presence of Checks for Understanding on the teacher observation form ● Checks for Understanding survey ● Training for Teachers

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>3. Goal Setting/Tracking</p>	<p>The District Diagnostic, e.g., i-Ready-K-6 and MAP 7-10, will be administered three times per year.</p> <p>After each administration, school leaders will have teachers review data reports for students, share the data with students, and have them set goals.</p> <p>Elementary teachers will use the goal setting forms (embedded within the iReady program) with their students.</p> <p>Secondary teachers will work with building principals to identify building-wide data from which students are asked to set goals. Each classroom will have data/goals displayed in all classrooms. For example:</p> <ul style="list-style-type: none"> ● For ELA/Math: i-Ready/MAP data ● Attendance Data ● Passing Rates each quarter ● Social/Emotional/Personal Goals <p>Goals are visited on a regular basis as set by the school site. For example:</p> <ul style="list-style-type: none"> ● K-6: After each testing administration (3x) ● 7-12: After each quarter (4x) 	<p>Schedules</p> <ul style="list-style-type: none"> ● Calendared dates <p>Processes</p> <ul style="list-style-type: none"> ● Data Displays ● Data tracking form ● Determine data tracked at each school ● Access to data reports <p>Money/Funding</p> <ul style="list-style-type: none"> ● Resources for teacher/school displays

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 2024-25 school year.

iReady Data

- Typical Growth-increase of 10% from EOY 2024 to EOY 2025
- Stretch Growth-increase of 10% from EOY 2024 to EOY 2025
- At or Above Grade Level-increase of 10% from EOY 2024 to EOY 2025

School-Wide Building Data Goals Met

- Varies by building

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
1. Professional Learning on Data Resources <ul style="list-style-type: none">• Sign in Sheets for September PD (80% of middle school teachers)• Sign in Sheet for middle school teachers (80%)• Diagnostic Administration Data: Class summary reports and profile reports used to guide instruction (Data Day Summary Form/Action Forms)	October 2024 October 2024 February 2025 May 2025	
2. Professional Learning on Checks for Understanding <ul style="list-style-type: none">• Professional learning scheduled and delivered at each school	November 2024	
3. Goal Setting/Tracking <ul style="list-style-type: none">• Every school has identified a goal setting form for teachers to use with their students.• Individual schools will determine what type of goals students will create and	November 2024	

will submit summary data to the District Office to determine if students have met goals.	November 2024 February 2025 May 2025	
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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Engagement of Stakeholders: We are committed to enhancing and increasing opportunities to engage students, staff, caregivers, the community, and the Board of Education with the teaching and learning taking place in the District.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>When students, staff, caregivers, the community, and the Board of Education are engaged within the educational process, it fosters a supportive and collaborative partnership, leading to numerous benefits for the overall learning community. This priority aligns with the vision of "Nurturing Our Full Potential" by acknowledging the vital role that all stakeholders play in nurturing and supporting students' development.</p> <ul style="list-style-type: none"> • By enhancing and increasing opportunities to engage students, staff, caregivers, the community, and the Board of Education, the District can tap into collective resources, knowledge, and experiences. This collaboration allows for a more holistic approach to education, where the District, schools, and families work together to provide comprehensive support and guidance for students. • Engaging families in the educational process acknowledges that a child's development is not limited to the school environment alone. It recognizes that families play a crucial role in nurturing their children's social, emotional, and intellectual growth. By involving families, schools can create a more comprehensive approach to education that supports the holistic development of each child. • Through our vision, we will create a supportive learning environment where students feel valued, understood, and encouraged. When families are involved, they can provide additional academic support, reinforce positive behaviors and values, and help bridge the gap between school and home. By working together, teachers and families can share insights, observations, and concerns, allowing for a more tailored and personalized approach to education. This individualized attention helps ensure that each student receives the necessary support and resources to reach their full potential. • Engaging the community and School Board in the educational process extends beyond individual student development. It strengthens the bond between the school and the greater community. It fosters a sense of belonging and ownership within the community. This partnership cultivates a collaborative culture that benefits all stakeholders. <p>All of the aforementioned areas were themes that emerged in the school Envision-Analyze-Listen activities and support commitments outlined in the school SCEP.</p>

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?
<p>1. Stakeholder Surveys</p>	<p>Design the Survey:</p> <ul style="list-style-type: none"> • Ensure questions are aligned with the priorities identified in the DCIP and SCEP. <p>Establish Survey Administration Dates:</p> <ul style="list-style-type: none"> • Establish specific times during the school year for survey administration. • Coordinate with school administrators to ensure consistent implementation across all schools. <p>Communicate with Stakeholders:</p> <ul style="list-style-type: none"> • Inform students, teachers, and parents about the upcoming surveys, their purpose, and the importance of their participation. • Use multiple communication channels (emails, newsletters, school websites, social media) to reach all stakeholders <p>Monitor Participation:</p> <ul style="list-style-type: none"> • Track survey completion rates and send reminders to those who have not yet completed the survey. <p>Analyze Results:</p> <ul style="list-style-type: none"> • Use the survey platform’s analytical tools or export data for more detailed analysis. • Identify key trends, strengths, and areas for improvement based on the survey responses. • Commit to improvement of areas of deficit. 	<p>Processes</p> <ul style="list-style-type: none"> • School Climate Surveys <p>Resources</p> <ul style="list-style-type: none"> • Technology • Survey Exit Ticket Forms <p>Money/Funding</p> <ul style="list-style-type: none"> • N/A
<p>2. Securing additional resources to communicate with ELL families</p>	<p>Translation Services:</p> <ul style="list-style-type: none"> • Ensure important documents are translated into languages spoken by ELL families in the district. <p>Event Support:</p>	<p>Processes</p> <ul style="list-style-type: none"> • Document Review • Translation Services <p>Resources/Funding</p> <ul style="list-style-type: none"> • Translation of Documents • Translation Services

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p> <ul style="list-style-type: none"> Enlist the support of translators/translating services at school events and meetings to assist ELL families, such as parent-teacher conferences to provide real-time support. <p>Needs Assessment/Document Identification:</p> <ul style="list-style-type: none"> Determine which documents (e.g., report cards, newsletters, important notices) need translation using the Parents' ELL & ML Bill of Rights. <p>Translation Providers:</p> <ul style="list-style-type: none"> Work with professional translation services and BOCES to translate documents accurately. <p>Translation Platforms:</p> <ul style="list-style-type: none"> Utilize platforms like Talking Points or Language Line to streamline the translation process. <p>Formal Process:</p> <ul style="list-style-type: none"> Develop a formal process for sending documents for translation to ensure consistency and timeliness. <p>Translation Resources:</p> <ul style="list-style-type: none"> Create and maintain a list of translation services, ensuring it is regularly updated based on evolving needs. 	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <ul style="list-style-type: none"> Translation Tools <p>Money/Funding</p> <ul style="list-style-type: none"> Associated costs with translation and interpretation <p>Resources</p> <ul style="list-style-type: none"> Parents' ELL & ML Bill of Rights Talking Points/Language Line List of documents
<p>3. Increase Participation and Collaboration with SEPTA</p>	<p>Create opportunities for the District to support students and families of SEPTA.</p> <p>Collaborate with representatives of SEPTA on events and fundraisers.</p> <p>Advertise SEPTA events on the District website.</p> <p>Include SEPTA information as part of Open House.</p> <p>More education for parents on the Special Education Process.</p>	<p>Processes</p> <ul style="list-style-type: none"> SEPTA Facebook page Social Media Campaign

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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?
4.School-Family-Community Engagement Events	<p>On My Way to K!</p> <ul style="list-style-type: none"> • Calendar the date of the event <p>Host the two-hour open campus event</p> <p>Engage families in activities such as...</p> <ul style="list-style-type: none"> • Meeting school staff • Receiving free books • Meeting representatives from PTO/PTA/SEPTA • Providing bus orientation/rides <p>Provide district information to families such as...</p> <ul style="list-style-type: none"> • Family Support Services • Food Service • Transportation Community Ed Programs • Before/AfterSchool Programs • Provide student incentives <p>Host a District-Wide Curriculum Showcase</p> <ul style="list-style-type: none"> • Calendar the date of the event • Convene a committee to plan for the event/activities for family engagement • Advertise the event • Survey families (pre and post) 	<p>Resources</p> <ul style="list-style-type: none"> • Student incentives • Equipment • Technology <p>Money/Funding</p> <ul style="list-style-type: none"> • Funding for supervisory staff • Materials/supplies

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 2024-25 school year.

Survey Results

- An increase of 10% (418) families complete the survey

Translation of District document

- District Survey and integral documents translated in different languages

Participation in Family Engagement Events

- On My Way to K!
- District-Wide Curriculum Showcase

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (<i>complete after the date listed in the preceding column</i>)
1. Survey Completion <ul style="list-style-type: none"> Survey Administered 5% of parents complete the survey 	February 2024	
2. Securing additional resources to communicate with ELL families <ul style="list-style-type: none"> Documents translated for families Listing of translation resources and how to access them 	November 2024 February 2025	
3. Increase Participation and Collaboration with SEPTA <ul style="list-style-type: none"> Participation in workshops increase BOY to EOY as measured by agendas, sign-in sheets 	June 2025	
4. School-Family-Community Engagement Events <ul style="list-style-type: none"> Family and Community participation in On My Way to K! and the District-Wide Curriculum Showcase 	August 2024 March 2025	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Engagement of Staff: We are committed to ensuring all decisions support and engage <i>all</i> students and are aligned to the vision of “Nurturing Our Full Potential” as a learning community.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>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?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>Ensuring all decisions are aligned to the new vision of "Nurturing Our Full Potential" means that every decision made within our system is in harmony with the overarching goal of nurturing and supporting the full potential of all stakeholders. By consistently aligning decisions, we foster an environment that promotes growth, learning, and the realization of individual potential.</p> <p>Aligning decisions to our vision will require a deliberate and concerted effort from various stakeholders, including administrators, educators, parents, students, and the greater community. All schools will ensure an inclusive school environment that reflects the vision.</p> <p>This priority will involve investing in professional development, providing additional support for students, allocating resources for innovative instructional practices/enrichment opportunities, and collecting data on student growth, engagement and well-being. We will regularly monitor progress towards the vision, and evaluate the impact of initiatives and strategies to inform decision-making and make necessary adjustments.</p> <p>All of the aforementioned areas were themes that emerged in the school Envision-Analyze-Listen activities and support commitments outlined in the school SCEP.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Shared Decision Making Teams</p>	<p>Each school will convene a Shared Decision Making team that engages and consists of a variety of stakeholders as defined by NYSED (Focus on building goals aligned to the DCIP).</p> <p>The Shared Decision Making Team will meet at least three times a year (fall, winter, spring) using the required agenda form and submit minutes to the District.</p> <p>Each school will select a representative to serve on the District-Level Shared Decision Making Team that will meet twice a year.</p>	<p>Processes</p> <ul style="list-style-type: none"> • SDMT Planning Document • SDMT Agenda <p>Individuals</p> <ul style="list-style-type: none"> • SDMT Members

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Culturally Responsive Sustaining Education (CRSE) Practices/Diversity, Equity & Inclusion</p>	<p>Continue professional learning on the NYSED CRSE Framework.</p> <p>Work with the District Diversity, Equity, and Inclusion (DEI) Committee to create a District-Wide DEI Plan.</p> <p>Identify Ambassador Teams at the building level to support culturally responsive practices.</p>	<p>Processes</p> <ul style="list-style-type: none"> ● DEI Plan ● Scheduled professional learning opportunities throughout the school year <p>Money/Funding</p> <ul style="list-style-type: none"> ● Consultants <p>Individuals</p> <ul style="list-style-type: none"> ● DEI Team ● Ambassadors

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 2024-25 school year.

SDMT

- 100% of schools have a functional SDMT and have held at least three meetings for the year, as measured by agendas, minutes and sign in sheets.

CRSE/DEI

- At least one Superintendent Conference Day/Building Staff Meeting focuses on CRSE/DEI as measured by agendas, minutes, and feedback surveys.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
1. Shared Decision Making Teams <ul style="list-style-type: none"> • Dates of 3 SDMT meeting for the year and dates posted on Website • A list of Team Members • Copies of Agendas 	November 2025	
2. Culturally Responsive Sustaining Education/DEI <ul style="list-style-type: none"> • Agenda, minutes, and feedback surveys from Schools • Lists of Ambassador Team Members 	June 2025	

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

Name	Role	School <i>(if applicable)</i>
Joelle Burke	Director of Elementary Special Education	WSCSD
Carol Bush	Director of ELA, World Languages, and ENL	WSCSD
Jon Dalbo	CIO & Director of Instructional Technology and Social Studies	WSCSD
Franco DiPasqua	Director of Math	WSCSD
Angela Ferri	Principal	Northwood Elementary
Jacque Fowler	Assistant Superintendent of Exceptional Education	WSCSD
Patti Gocella	Teacher	West Middle School
Ann Houck	Teacher	West Middle School
Cindy Inglut	AIS teacher	Northwood Elementary
David Kean	Principal	West Middle School
Carmelina Persico	Assistant Superintendent of Educational Operations	WSCSD
Jason Winnicki	Principal	East Senior High School
Andrew Wnek	Director of Secondary Special Education	WSCSD
Lisa Zaccagnino	Teacher & Student Support Specialist	Northwood Elementary

Meeting Dates

Meeting Date	Location
July 11, 2023	WSCSD District Office
July 23, 2024	WSCSD District Office
July 25, 2024	WSCSD District Office

Districts with Schools Identified for TSI/ATSI Support Only

Stakeholder group	How have the perspectives of this group 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 needs, aspirations, and priorities of the entire educational community.

Submission Assurances

Directions

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

1. 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. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. 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. 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. 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, 2024, 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).