



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent (interim)
West Seneca Central School District	Dr. Jeffrey Rabey

2023-24 Summary of Priorities

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

1	Engagement of Students: Ensuring that all students are 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 Families: Enhancing and increasing opportunities to engage families within the educational process.
3	Engagement of Stakeholders Ensuring all decisions are aligned to the new Vision of “Nurturing Our Full Potential.”

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Engagement of Students: Ensuring that all students are 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? <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> • <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 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. This aligns with the district vision of “Nurturing Our Full Potential” by empowering them, 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 in 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 schools 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?
Professional Learning on New Data Resources	<ol style="list-style-type: none"> The District will provide targeted professional development to all classroom teachers on the following topics: <ul style="list-style-type: none"> i-Ready - Grades K-5 Benchmark Reading - Grades K-5 IXL - Grades 6-10 MAP - Grades 6-10 School/District Leaders will ensure fidelity and implementation of resources through a variety of modalities (i.e. instructional rounds, observations, etc.) 	<ul style="list-style-type: none"> Dates on the Calendar Money for purchase of program
Learning Targets/Exit Tickets	<ol style="list-style-type: none"> School leaders will provide mini professional learning sessions on learning targets and the characteristics of exit tickets using Teach Like A Champion 2.0 as a resource. All teachers will have learning targets posted and will refer to them on a daily basis. Teachers will also utilize exit tickets for each standard that is delivered. <ul style="list-style-type: none"> <u>Secondary</u> - All teachers will develop standards-based learning targets using the scope and sequence and create exit tickets to measure if students have mastered the objectives of the lesson. <u>Grades K-5</u> - All teachers will review the objectives outlined in the Benchmark (ELA) curriculum, identify the standards-based objectives, and align activities to measure the objectives. All other subjects will refer to curriculum materials and scope and sequence to develop learning targets and exit tickets. During observations, school leaders will document the presence/usage of learning targets and exit tickets in the classroom. School leaders will hold quarterly meetings with teachers to gather reflective data on the use of learning targets and exit tickets. 	<ul style="list-style-type: none"> Teach Like A Champion 2.0 (page 191)

Priority 1

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?
Goal Setting/Tracking	<ol style="list-style-type: none"> After each administration of the District data tools, i-Ready-K-5 and MAP 6-10, school leaders will have teachers review data reports for students, share the data with students, and have them set goals. Teachers will use the goal setting forms embedded in the data resources with their students. Each classroom will have data/goals displayed in all classrooms. <ol style="list-style-type: none"> For ELA/Math: i-Ready/MAP data Other content areas: teams will work together to determine which data to display 	<ul style="list-style-type: none"> Resources for teachers Access to data reports
Data Days	<ol style="list-style-type: none"> During each data day, school leaders will include time for teachers to review and analyze data, and plan for goal setting with students and maintain posted data displays. 	<ul style="list-style-type: none"> October 18, 2023 February 29, 2024 May 22, 2024

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, 80% of students within the District will demonstrate growth as measured by the beginning to the end of the year assessments (i-Ready and MAP).

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)
Learning Targets Displayed	By October 2023, learning targets will be posted and regularly referred to by teachers and students will demonstrate understanding of targets.	

Priority 1

Success Criteria	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>)
Completed Goals Setting Sheets	November 2023 and each test administration thereafter	
Data Displays	November 2023 and Quarterly thereafter	
100% of teachers trained on new district data tools/ programs	By September 2023	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	Engagement of Families: Enhancing and increasing opportunities to engage families within the educational process.
<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> • <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 families are actively involved in their children's education, it fosters a supportive and collaborative partnership between the school and home, leading to numerous benefits for both students and the overall learning community. This priority aligns with the vision of "Nurturing Our Full Potential" by acknowledging the vital role families play in nurturing and supporting students' development.</p> <ul style="list-style-type: none"> • By enhancing and increasing opportunities to engage families, schools can tap into the collective resources, knowledge, and experiences that families provide. This collaboration allows for a more holistic approach to education, where the school 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 student. • 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 families within the educational process extends beyond individual student development. It strengthens the bond between the school and the greater community. When families actively participate in school activities, events, and decision-making processes, 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 schools 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?
District-Wide “On My Way to K” Event	<ol style="list-style-type: none"> 1. Calendar the date of event (August 16, 2023) 2. Host a 2-hour open house. Families will engage in: <ol style="list-style-type: none"> a. Meeting members of the school b. Receiving books c. Meeting PTA/PTO/ SEPTA representatives d. PT/OT activities e. Bus rides f. Other 3. Provide district information such as: <ol style="list-style-type: none"> a. Family Support Services b. Food Services c. Transportation d. Community Education/Before and After School Program 4. Provide student incentives 	<ul style="list-style-type: none"> ● Student Incentives ● Staff ● Equipment ● Technology stations
District-Wide Curriculum Showcase	<ol style="list-style-type: none"> 1. Calendar a Date (March 26, 2024) 2. Create an opening program that highlights the curriculum that the District offers before having parents visit the displays 3. Convene the District-Wide team to plan the event for the spring 4. Provide an opportunity for parents to complete school climate survey 	<ul style="list-style-type: none"> ● Curriculum Showcase Program ● Technology Stations ● Staff Volunteers ● Social Media advertisements
District Surveys	<ol style="list-style-type: none"> 1. Work with the leadership team to revisit the surveys, discuss the length of the surveys and questions asked at each level. 2. Determine opportunities to embed the survey in school-based family and community activities. 	<ul style="list-style-type: none"> ● Linkit! ● School Climate Surveys ● Technology
Increase Participation and Collaboration with SEPTA	<ol style="list-style-type: none"> 1. Create opportunities for the District to support students and families of SEPTA 2. Collaborate with representatives of SEPTA on events and fundraisers 3. Advertise SEPTA events on the District website 4. Include SEPTA information as part of open house 	<ul style="list-style-type: none"> ● SEPTA facebook page ● social media
Family Conferences	<ol style="list-style-type: none"> 1. Provide the option for virtual conferences to families to learn about their child’s education 2. Create a form that each school will use to document the parent conferences that took place 	<ul style="list-style-type: none"> ● Google Form

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?
	3. District Leadership will announce this option to all teachers prior to family conferences taking place	

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 parents will agree to the survey question, "The school encourages me to be an active partner in educating my child."

By June 2024, 55% of parents will participate in family-teacher conferences as measured by data submitted by each school.

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)
Event Attendance For: <ul style="list-style-type: none"> On My Way to K Curriculum Showcase Family Conferences 	500 or more attendees 700 or more attendees	
Survey Completion	Fall Survey - 10% of district families complete the survey	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Engagement of Stakeholders Ensuring all decisions are aligned to the new vision of “Nurturing Our Full Potential.”
<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"> • 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? 	<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 schools 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?
District Mission Statement and Priorities	<ol style="list-style-type: none"> 1. Convene the District committee to modify the mission statement for alignment to the new Vision of the District. 2. Communicate Vision, Mission, and Priorities to all stakeholders to ensure shared understanding. 	<ul style="list-style-type: none"> • posters and promotional materials to feature in each building and at the District Curriculum Showcase committee in March

Priority 3

District Comprehensive Attendance Policy	<ol style="list-style-type: none"> 1. Provide professional learning on the District Comprehensive Attendance Policy for each school. 2. Ensure that each school has a procedure for discussing attendance on a consistent basis (attendance committee, SST, RTI) 3. The District will share the state chronic absenteeism list with schools to analyze on a regular basis 	<ul style="list-style-type: none"> ● Attendance Policy ● Chronic Absenteeism Reports
Shared Decision Making Teams	<ol style="list-style-type: none"> 1. Each school will create a Shared Decision Making team that consists of a variety of stakeholders as defined by NYSED (Focus on building goals aligned to the DCIP) 2. The Shared Decision Making Team will meet 4 times a year (quarterly) using the required agenda form and submit to the District. 3. Each school will select a representative to serve on the District Shared Decision Making Team that will meet twice a year. 	<ul style="list-style-type: none"> ● SDMT planning document
Culturally Responsive Sustaining Education	<ol style="list-style-type: none"> 1. Continue professional learning on the NYSED CRSE Framework. 2. Work with the District Diversity, Equity, and Inclusion (DEI) committee to create a District-Wide document that outlines CRSE using the previous data from the CRSE framework. 	<ul style="list-style-type: none"> ● Consultants ● CRSE Framework ● DEI Document

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, the District will have a new Mission Statement and Core Beliefs aligned to the new Vision and communicate to all stakeholders as measured by district information, websites, and schools.

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)
Shared Decision Making Teams Agendas and Meeting Minutes <ul style="list-style-type: none"> School District 	November 2023 and each quarter thereafter December 2023 and May 2024	
Mission and Priorities	March 2024 - At Curriculum Showcase	
Chronic Absence Reduction	January 2024 data	

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)
Carol Bush	Director of ELA/World Languages/ENL	District
Jonathan Dalbo	Chief Information Officer, Director of Instructional Technology and Social Studies	District
Katie Danieu-Schiess	Parent	N/A
Christa Danner	Teacher	East Middle
Franco DiPasqua	Director of Math and Federal Grants	District
Rachel Eshenour	Teacher on Special Assignment	Clinton Elementary
Angela Ferri	Principal	Northwood
Jacquie Fowler	Assistant Super of Exceptional Education	District
Carmelina Persico	Assistant Super of Educational Operations	District
Kristen Willman	Special Education Teacher	West Senior
Lisa Zaccagnino	Teacher on Special Assignment	Northwood

Meeting Dates

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

Stakeholder Participation

Meeting Date	Location
July 12, 2023	West Seneca Central School District
July 26, 2023	West Seneca Central School District

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 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. 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 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).