



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Solvay UFSD	Jay Tinklepaugh

2023-24 Summary of Priorities

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

1	Improve and enhance, school, and family communications, engagement, and involvement.
2	Develop, implement, and sustain a culturally responsive district community
3	Improve student academic achievement
4	Improve student attendance
5	Creation of integrated data systems to drive data-based decision-making

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p><i>Improve and enhance family, school, and family communications, engagement, and involvement.</i></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> • <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>The district’s vision focuses on creating caring community members who are continuous learners. The research is clear that strong school-family relations lead to better academic outcomes for students. This priority was developed because of several reasons as a result of the needs assessment. First, the district-wide Panorama survey only had responses from approximately 10% of our family members. Additionally, a theme that developed in the responses we did have was the need for the district to improve communication with families. We are also aware that we only have approximately 50% of our families checking SchoolTool at least once each marking period. This means that 50% of our families are likely unaware of their student’s academic outcomes and progress. Overall our planning work showed that we need to improve student achievement, students’ sense of belonging, and access for families. The process led us to realize that one of the first steps is finding a way to hear more from our families so we can adjust our practices to meet their needs. Prior to the analysis of our data and engaging in the DCIP planning process the district recognized the need to improve our connection with families.</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>Panorama Survey - Fall 2023 and Spring 2023</p>	<p>The district undertook our first effort to receive feedback from all stakeholders in December 2022 with our first-ever stakeholder survey. The district will once again use the Panorama platform but this year we will issue the survey twice. We will also employ more diverse ways of letting our families know about the survey and when it will be administered.</p>	<p>The District will need monetary resources to deploy the survey. Additionally, we will need time for individuals to analyze the survey data and identify action items as needed.</p>

Priority 1

<p>Focus groups</p>	<p>The district needs to collect more detailed feedback from all stakeholders, specifically families and students to inform district improvement efforts. The district plans to implement this through the use of a consultant who has done this work all over the State. The focus groups are planned to take place in October 2023.</p>	<p>The district needs monetary resources to hire a consultant to plan, conduct, and analyze the focus groups. The district then needs time for collaborative leadership groups to understand the results of the focus groups and plan for improvement based on the focus groups.</p>
<p>Bearcat Bash and Increase Family Events</p>	<p>The district will work to increase the number and attendance at family events. This will begin with the District's first-ever district-wide welcome back to school - The Bearcat Bash. At this event, we will offer the community food, resources, and access to many district programs. The goal is to celebrate the start of school and illustrate to our community all we have to offer students and families.</p> <p>The district will work to offer more family engagement events, specifically based on the results of the focus groups identified above. The district will keep attendance at each event and collect specific feedback to continuously improve events and offerings.</p>	<p>The district needs funding in the future for the Bearcat Bash. This year we are using grant funding that will be running out.</p> <p>The district needs information from families to find ways to improve engagement.</p> <p>The district needs time and resources to plan and implement family engagement activities.</p>
<p>Parent Teacher Home Visits</p>	<p>The district would work with NYSUT to get as many teachers as possible trained in the family engagement protocol. The teachers trained in this protocol would then schedule home visits with families to better understand families and their students.</p>	<p>The district would need support from NYSUT to conduct the training. This has already been initiated. Monetary funds would be needed to pay teachers for any out-of-contractual hours for PD and home visits. The funds for this are coming from an OMH grant that the district has.</p>
<p>Homework Dinner Development</p>	<p>The district will create a homework dinner committee at each building. This committee at each building will inventory the current family engagement events related to curriculum, instruction, and student achievement. The goal would be to deploy homework dinners in each building in Fall 2024.</p>	<p>The district needs to have building leaders prepared to lead these committees. Additionally, the district needs to design and deploy a data collection system to inventory current practices with regard to family attendance. Once the district is ready to deploy the homework dinners funding will be needed to purchase supplies and pay for teachers' out-of-contractual work time.</p>

Priority 1

<p>Regular review of ParentSquare connection and parent calls.</p>	<p>The Community School Coordinator for the district will review the connection data on a monthly basis to identify families that we do not have contact with via ParentSquare. This is the primary platform that the district uses for all communications. Thus, having every family connected to this platform is important. The Coordinator will work to make contact with each family to ensure their contact information is current and facilitate and support them in getting connected via ParentSquare.</p>	<p>A Community School Coordinator and their time is needed. The district already employs the Coordinator who will do this work. This position is new for the 2023-2024 school year.</p>
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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.

We will increase the percentage of parents who are connected through ParentSquare and the number of families who check SchoolTool at least once a marking period.

The District will complete the focus groups and analyze the data to identify areas in need of improvement by December 2023.

Family responses to the Panorama survey will be at least 50% (as a reference the family response rate in December 2022 was just under 10%).

The district will compile the feedback from the focus groups and Panorama survey and incorporate feedback for planning the 2024-2025 school year. The analysis of the focus groups and survey will be shared district-wide through BOE meetings, public summary shared via various communication methods (ParentSquare, social media, web page, etc.), district leadership meetings, and faculty meetings.

The district will track attendance at family events and expect increasing involvement as the year progresses. The district will look to increase overall attendance as well as have the attendance represent the diversity in the district. For example, the district's ELL population is about 6%, thus, the percentage of ELL families participating in family events should be 6%.

For the Bearcat bash, the district would like to see participation by over 50% of families.

Training of at least 20 teachers in-home visits and conducting home visits in 20 homes by June 2024.

Priority 1

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 <i>(complete after the date listed in the preceding column)</i>
Increased attendance in family activities	Throughout the year, starting with the back-to-school celebration.	
Increase participation in a survey	October and Spring 2024	
Participation in focus groups	October 2023	
Teacher home visit PD for at least 20 teachers	December 2023	
Conducting teacher home visits	10 by December 2023 and 10 more by June 2024	
ParentSquare - Connection with 98% of families families	December 2023	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p><i>Develop, implement, and sustain a culturally responsive district community</i></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>The needs assessment and review of available data indicated this should be a focus for several reasons. The rate of chronic absenteeism is greater for subgroups including black and mixed race. Additionally, the student performance for these two sub-groups is substantially lower than other groups. The Panorama survey data from students indicated a low percentage of students feel like they have a sense of belonging in our district. The survey indicated that students do not feel understood by their teachers and lack a connection to the school. The district seeks to support the development of all students and data indicates we are not succeeding. The district recognizes that the student and family populations are changing and we need to adjust our practices accordingly.</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>Implicit Bias Training for staff (NYSUT - Sticks and Stones)</p>	<p>The district has two teachers who are certified to provide this training. The district will offer this training at least 2 times throughout the academic year and one time in summer 2024.</p>	<p>The district needs to cover the cost of subs for the academic year of training. For the summer training, the district will need money to pay for the trainers and attendees working outside of contractual hours.</p>
<p>Increase district-wide awareness of various holidays, religious celebrations, and other important dates.</p>	<p>The district will work to publicly celebrate and build understanding for various special holidays and events that are representative of the diversity within the district. The district</p>	<p>Our ENL department will lead this effort by identifying the major holidays and celebrations associated with our diverse body</p>

Priority 2

	will broaden and increase the holidays and celebrations noted on the district’s formal calendar for the 2023-2024 school year. The district will publicly note and build an understanding of these holidays and celebrations throughout the year in each building.	of students. The district already produces a district calendar so the associated dates will be added. The district will need some materials and communication methods to publicly display the various celebrations in each school building.
Curriculum Audit	The district will find and then evaluate various curriculum audit rubrics and tools to deploy to complete a systematic and robust review of the curriculum for cultural diversity and responsiveness. A committee for each content area at each building will be identified. A schedule for this review will be developed to allow for the work to be completed for all areas at all levels within three years.	A curriculum audit tool, and some professional development for the staff that will complete the audit. Time and resources to support the audit such as money for out-of-contractual work time. The district also plans to hire a consultant to support this work.
A systematic review of extracurricular activities and programming.	The district will collect information on participation in extracurricular activities to evaluate if participation is aligned with the diversity of the district. If it isn’t (this is anticipated) each school will work systematically and purposefully to identify new activities and programming to increase the diversity of students participating.	The development of a data collection system to use as source data for the evaluation. Time and leadership to conduct this work.
Cultural fair at each building	The district will develop a committee of teachers, students, and caregivers in each building to organize and run a cultural fair in each school building. These will be done during the school day to allow for all students to participate.	People work on this and money to support the cultural fairs in each building.
Code of conduct review and update	The code of conduct committee will continue its work to update the code to be more culturally responsive. The committee will meet for 3 half days during the 2023-2024 school year.	Release time for the teachers in the training. Further training for the committee.

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.

Priority 2

We will be able to measure success by overall participation in the Panoramic Survey. We expect to see greater participation from families and an improvement in measures of belonging for students as compared to the baseline in December 2022. A new and updated calendar with cultural dates that are indicative of multicultural representations. General education teachers and administrators will collaborate with ESL teachers to increase multicultural events. We will have in place a way to track extracurricular participation linked to student ID so we can analyze data for equity. Run a cultural fair in each building by June 2024. The creation of curriculum audit committees for each building and a plan to review all curricula by September 2026. Implicit bias training of at least 40 staff by August 2024. The district will submit an updated code of conduct for BOE review in July 2024.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Curriculum audit: <ol style="list-style-type: none"> 1. Creation of committees 2. Identification of audit tool 3. Creation of a plan to audit all curriculum 4. Begin audits based on the plan 	The district will see the creation of the committee, a plan for completing work, with work beginning by July 2024.	
Addition of more representative celebrations and holidays on the district calendar and noticeable representations of these in school buildings.	Get recognition of more diverse holidays and holidays.	
Staff trained in Implicit Bias training	The training of staff in fall 2023 and spring 2024 training. The goal would be to train over 20 staff members	
Cultural celebration at each build	Each building will hold a cultural celebration by the end of the 2023-2024 school year.	

Priority 2

Code of Conduct review	The committee meets at least 3 times during the year and submits edits to improve the cultural responsiveness of the code of conduct that will be board-approved in July 2024.	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Improve Student Academic Achievement</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"> • 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>The review of student achievement data at all levels clearly indicates the need to improve student academic achievement. This was evident in local data such as AIMSWeb benchmarking and state assessments including 3-8 test and Regent exam results. The district’s primary focus is to educate all students. Furthermore, the district is a target district specifically because of student achievement data for subgroups.</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>Adopt new 6-8 math curriculum</p>	<p>The purchase and implementation of a vertically aligned 6-8 math curriculum.</p>	<p>Money to purchase the curriculum, professional development for teachers, and support for teachers for implementation. Release time during the school year to assess the implementation and plan</p>

Priority 3

		for further implementation.
Develop a process and timeline for updating/creating curriculum maps in each content area PreK-12 and a regular process for reviewing and updating.	Leverage the existing teacher leader network within the district to identify a process and procedure for regular review of curriculum maps in all content areas. This should include a regular analysis of student learning outcomes to identify areas in need of improvement including analysis of relevance and inclusivity of the curriculum.	There will be coherent, vertically aligned curriculum maps in each core area within 3 years. The goal for this year is to identify a review process, curriculum mapping tool or format, and timeline for implementation of the first round of this work.
Identify and implement student data meetings at all grade levels.	Provide professional development for all teachers on a data-based review and analysis protocol. Implement the use of this protocol at least quarterly with each grade level team as well as AIS providers	Professional development for teachers and leadership support to implement the process.
Review various student support processes such as RtI, AIS, and building-level student-in-need meetings.	The district will convene a district-wide team to review, assess, and adjust the district's student support process such as AIS and RtI. This year will be focused on understanding our current practices to analyze areas in need of improvement. Completion of a program assessment to review the appropriateness and efficacy of our current RTI and AIS process and programs.	Program assessment tool. Time to convene the group Whiling participants from each building to identify a diverse committee. Data to support the analysis of the current program.

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.

The district should see an increase in student achievement data with local and state-level measures. The district will have a process and plan for reviewing all curriculum maps on a regular basis.

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 <i>(complete after the date listed in the preceding column)</i>
Increased scores in NYS Assessments and local measures.	Improvement in student achievement should be seen throughout the year in local benchmarking and formative assessments. By the end of the year, we expect to see an increase in state assessments compared to spring 2023.	
Increased use of a protocol for reviewing student data	During team meetings, we should see teachers using the protocol to discuss student achievement.	
Creation and meeting of an AIS and RtI review committee	A committee will be created at each building by October 2023. The committees will meet by the end of Dec. 2023 and complete the review process by June 2023.	

Priority 3

Development and sharing of curriculum review timeline	By May 2023 the teacher leadership team will develop and distribute a plan for the regular review of curriculum maps with the goal of improving student achievement.	

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p><i>Improve student attendance</i></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>The data showed that chronic absenteeism is a problem across the entire district. For example, almost 50% of our high school students are chronically absent. The data showed that chronic absenteeism is higher for some subgroups such as ELL students and students who receive free and reduced lunch. In order to support students' learning and development they need to be in school.</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>Increase students’ and their families’ awareness of the importance of coming to school.</p>	<p>Create visual representation around all buildings related to the importance of attending school.</p> <p>Replace robocalls with calls from a school representative if a student misses two days of school within a week.</p>	<p>Time to create the representations and space for displaying them.</p> <p>Time for support staff to make calls.</p>
<p>Review student attendance at all SST meetings</p>	<p>Student attendance will be a standing agenda item in each building's student support team meetings. Student attendance will be closely</p>	<p>Leadership from building administrators to facilitate that work.</p>

Priority 4

	monitored and if a student is in jeopardy of becoming chronically absent a member of the SST will be assigned to work closely with the student and family to improve the student's attendance.	
Identify barriers to attendance	Through focus groups being conducted in a previously articulated priority, the district will seek to understand the reasons why students are not attending school. Based on this information the district will work to decrease as many barriers to attendance as possible.	Consultant to complete focus groups.
Develop a reentry plan for students who are absent	Collaborative leadership teams in each building will work with student support staff to create a process for re-entry for a student who has had more than two consecutive days of absences. The plans will be developed by January 2024 and implemented after.	Time and leadership
Review Attendance Works resources	Review resources to identify any that would be helpful for us to employ to improve attendance	Time to review what is available.

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.

The district will see a decrease in absenteeism overall and specifically a decrease in students that are deemed chronically absent.

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 <i>(complete after the date listed in the preceding column)</i>
Increase in the number of families called directly by the school.	This should begin in September 2023 and	

Priority 4

	continue throughout the school year.	
Regular review of student attendance data at SST meetings	This should occur beginning in September 2023 and continue throughout the year at every SST meeting. The result should be a decrease in student absenteeism.	
Creation and implementation plan for student reentry.	The result will be fewer students becoming chronically absent. Increase in student attendance after an absence of 3 or more days.	

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p><i>Creation of integrated data systems to drive data-based decision-making</i></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"> • 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>As seen in previous priorities we have a focus on developing more data-based discussions and decision making. During the process of creating the DCIP, it was noted by the committee that we have plenty of data but we don’t usually have multiple data points available that are easy to see in the collective. For example, we have BIMAS data but it is not connected with academic data or absenteeism data. It would be powerful to be able to see coordination between different data points for the same students. Furthermore, there are places where we are not yet collecting usable data. An example of this is participation in extracurricular activities. We would like to be able to do an equity audit of our extracurricular activities to analyze participation for equity. We would like to know if we have some subgroups of students who are not participating in extracurricular activities so we can work to find things that would better fit their needs and interests. This will allow the district to drill down more and look for correlations to identify areas in need of improvement.</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>Identify what data we want to bring together</p>	<p>Create a committee to identify what data would be beneficial to bring together.</p>	<p>Release time for the committee and district leadership time to facilitate the committee.</p>
<p>Identify and select a data-based decision protocol and schedule PD.</p>	<p>The use of a district-wide protocol for reviewing and analyzing data. Training for all teachers and student support staff.</p>	<p>Identification of available protocols and professional development for the one selected.</p>
<p>Hire a data specialist to help build the system or identify an existing system to use.</p>	<p>Hire a specialist to help us identify an existing system or build a system using Google Data Tools and SchoolTool to bring various sets of data together.</p>	<p>Money to hire the consultant</p>

Priority 5

Increase data collection	Create a data team to look at what other data collection we need to consider. For example, how do we collect data on extracurricular activities?	Time for the team to work

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.

If we are successful by the end of the school year we will have a comprehensive and integrated data system that will be used as a platform for supporting students, and families, and evaluating areas in need of improvement. Various sources of data such as SchoolTool, BIMAS, AIMSWeb, etc. will be integrated. The district will engage in regular data-based discussion in various meetings including administrative cabinet, building leadership team meetings, district-wide curriculum and instructional council meetings, team/grade level meetings, etc.

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 <i>(complete after the date listed in the preceding column)</i>
Comprehensive review of current sources of data and the identification of additional data needs.	This will occur in September and October with various district and school-based collaborative leadership teams.	
Hiring a consultant to support this work.	Contract in place and work beginning by October 1st.	
Development and use of integrated data system	June 2024 and fully deployed and in regular use for 2024-2025 school year.	

Priority 5

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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.

Name	Role	School <i>(if applicable)</i>
Jessica Whisher-Hehl	Assistant Superintendent of Educational Services	District Office
Russ Stanton	Principal & Parent	Middle School
Bridget Nadzan	Assistant Principal	Middle School
Chris Miczan	Principal & Community resident	Elementary School
David Beachner	Teacher	High School
Maria Mercer	Teacher Leader	Elementary School
Allison Szatanek	Teacher	Elementary School
Nicole Ruggireo	Teacher & Community resident	Elementary School
Yulia Creedon	Teacher	Middle School
David Elmer	Teacher	Middle School
Rory Malone	Coordinator MTSS, Mental Health, and Community Partnership	District
Ellen Sheehan	Director of Special Education	District
Amy Stanton	Parent	All three buidings

Our Team's Process

Jennifer Fragola	Parent	Middle School
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Meeting Dates

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

Meeting Date	Location
July 19, 2023	DO Conference Room
July 14, 2023	DO Conference Room

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 have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers from all three buildings were on the committee and directly involved with its development. Additionally, teacher input was gathered through our Panorama survey and a survey seeking input on needs that was created to support the creation of the district's FSCS grant application. Furthermore, throughout the spring the district leadership discussed the DCIP at various building and district meetings to gather input.
Parents with children from each identified subgroup	We had parent representation on the committee. The district's parent advisory committee was consulted and will continue to be consulted. The DCIP and SCIP will be regular agenda items during meetings. Additionally, parent input was gathered through our Panorama survey and a survey seeking input on needs that was created to support the creation of the district's FSCS grant application.
Secondary Schools: Students from each identified subgroup	Students were interviewed in focus groups to gather input. Additionally, parent input was gathered through our Panorama survey and a survey seeking input on needs that was created to support the creation of the

Stakeholder Participation

	district's FSCS grant application. The student responses from the Panorama survey were heavily relied on for the creation of the DCIP.
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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, 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).