



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

Year 2/3

District	Superintendent
Solvay UFSD	Jay Tinklepaugh

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 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 2024-25?</p>	<p><i>Improve and enhance student, 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>This priority was first identified in 2023-2024 and will remain a priority for 2024-2025. 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. In 2023-2024, we were able to complete the Family Focus Group Interviews. The results of those interviews confirmed that communication is an area of growth for our district. They also pointed out that families need us to meet them where they are at to support engagement and involvement. Our first annual Bearcat Bash, held in August 2023, was a move in the right direction but we would like to refine some of our communication and engagement practices to better reflect the needs of our 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 Family Survey–Fall 2024</p>	<p>The district undertook our first effort to receive feedback from all stakeholders in December 2022 with our first-ever stakeholder survey. We were unable to complete a family survey administration in 2023-2024 but we are aiming to do one in Fall 2024. We 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>
<p>Coordinate communication for maximum impact.</p>	<p>Some parents reported that they received too many calls from ParentSquare which made it hard to discern the most important information. Other parents in the focus groups talked about not receiving enough information or timely information.</p> <p>We need to work to coordinate information that is going to families across the classroom-</p>	<p>Having a point person at each building who can coordinate information would help to systematize communication.</p>

	<p>building-, and district-levels. This might include creating weekly or monthly communications that condense information and share it on a regular schedule that parents can anticipate. For big events (i.e., awards ceremonies, concerts), we need to send out reminders at least two weeks in advance so families can adjust their work schedules if needed.</p>	
<p>More intentional focus and advertisement for Bearcat Bash and Family Events</p>	<p>The district will work to ensure that each of our family events has an intentional focus. The first Bearcat Bash in August 2023 was a success, but this year we would like to be more selective about the community groups we invite to partner—being sure we are targeting what we know are family needs, and ensuring that the district is sharing key information during the event.</p> <p>This “intentional focus” will be kept as we plan other family engagement events, ensuring that our efforts at engagement have purpose.</p> <p>We would also like to utilize our technology tools to design visual flyers/advertisements for events that can be shared with the community.</p>	<p>The district needs funding for the Bearcat Bash in the future. Last year we used grant funding that has since ran out. We need to continue to develop our community schools partnerships to be able to leverage support for activities.</p> <p>The district needs time and resources to plan and implement family engagement activities, including human effort.</p>
<p>Parent Teacher Home Visits</p>	<p>The district is working with NYSUT to get as many teachers as possible trained in the family engagement protocol. Currently, 27 teachers have been trained. Our next step is to create an action plan for rolling out home visits. We need to develop a system for scheduling, implementing, and tracking visits.</p>	<p>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. The district needs a small group of people to take the lead on initiating home visits for the teachers that have been trained.</p>
<p>Professional development for teachers around appropriate communication with parents.</p>	<p>Many teachers are reluctant to call home about their students. We need to work with them to develop the confidence to communicate with families. We also need to set expectations for them about the need to contact families, when to use ParentSquare vs. when to make a phone call, and provide them time to do so.</p>	<p>Administrators at each building need to set expectations for family communication.</p>

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.

The percentage of families connected through ParentSquare will remain at 95% or greater.

The percentage of families in the Middle School that check SchoolTool at least once per marking period will be 70% or greater. At the High School, the percentage will be 50% or greater.

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 track attendance at school-level 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%.

By June 2025, the district will have completed at least 15 home visits.

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>
Conversations at faculty meetings and other opportunities for administrators to talk with teachers about communication	September 2024 and beyond	
A plan for initiating home visits is created and approved by administrators and the teachers' union. Check in's are done throughout the year.	October 2024 and beyond.	
Conversations between Solvay and Panorama to plan the Fall 2024 Family Survey	September 2024 through survey administration.	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	<i>Develop, implement, and sustain a culturally responsive district community</i>
<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>This priority was first identified in 2023-2024. It will remain a priority for 2024-2025. 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 students. Additionally, the student performance for these two sub-groups is substantially lower than other groups. (Black/African-American students are the identified sub-group in the SCEP.) The Panorama survey data from students indicated a low percentage of students feel like they have a sense of belonging in our district. This remained unchanged in the Spring 2024 survey administration. Focus group data supported these findings. The district is committed to helping our teachers understand the students in their classrooms and ensuring that the instruction they receive is culturally responsive and sustaining.</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?
Expand opportunities for staff to engage in Implicit Bias Training (NYSUT - Sticks and Stones)	<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 2025.</p> <p>Additionally, the district will offer ongoing professional development around implicit bias and its impact on education for people who have already completed the initial training.</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.
Continue to increase district-wide awareness of various holidays, religious celebrations, and other important dates.	In 2023-2024, the district worked to publicly celebrate and build understanding for various special holidays and events that are representative of the diversity within the district. The district broadened and increased	Families willing to share their culture and knowledge with the staff.

	<p>the holidays and celebrations noted on the district's formal calendar for the 2023-2024 school year. Individual buildings publicly noted and built an understanding of these holidays and celebrations throughout the year in each building. State tests were also scheduled around cultural celebrations.</p> <p>To move forward with this, we would like to partner with our families to invite them to teach our staff more about their cultures and celebrations.</p>	<p>Identification of the correct opportunities to share.</p>
Program Review	<p>The district has developed a system to complete a systematic and robust review of the curriculum for cultural diversity and responsiveness. In 2024-2025, the programs undergoing the Program Review process are ELA and World Languages. Part of this process must include analyzing the culturally responsive and sustaining principles of the curriculum.</p>	<p>Time and resources to support the audit such as money for out-of-contractual work time. The review process also requires teachers to build their understanding of curriculum.</p>
A systematic review of extracurricular activities and programming.	<p>The district will collect information on participation in extracurricular activities to evaluate if participation is aligned with the diversity of the district. We will then survey students who are not engaged to better understand their interests. Each school will then work systematically and purposefully to identify new activities and programming to increase the diversity of students participating.</p>	<p>The development of a data collection system to use as source data for the evaluation. Time and leadership to conduct this work. We will also work with a consultant to help us collect and analyze the data.</p>
Expand the current cultural fairs at each building	<p>In 2023-2024 the middle and high school buildings each hosted a cultural fair. For 2024-2025, we would like to see each school expand the cultural fair in a way that makes sense to the needs of the school. For example, it might mean moving the cultural fair to within the school day to accommodate more students, connecting with partner organizations to provide some funding for the event, or inviting families to participate.</p>	<p>People work on this and money to support the cultural fairs in each building.</p>
Communicate and track Code of Conduct changes	<p>The code of conduct committee worked hard in 2023-2024 to update the code to be more culturally responsive. In 2024-2025, we will focus on communicating the code of conduct changes and monitoring whether the changes are having the intended results.</p>	<p>Explicit plan for communicating changes to teachers, students, and families.</p>
Implement a New Student Welcome process	<p>Solvay has an almost 17% student mobility rate. Welcoming new students to the district is currently done at the building level and looks different at each school. Furthermore, the high mobility strains resources at each building. We would like to coordinate a</p>	<p>Time to create processes and communicate changes to the buildings.</p>

	minimum set of expectations and processes that assist buildings in welcoming new students and that can be supported by the Community Schools Coordinator, helping to alleviate some of the resource strain.	
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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 2024-25 school year.
<p>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.</p> <p>General education teachers and administrators will collaborate with ENL teachers to expand multicultural events, including the cultural fairs.</p> <p>We will have in place a way to track extracurricular participation linked to student ID so we can analyze data for equity.</p> <p>The results of the Program Review in the implicated content areas will shed light on next steps related to curriculum needs.</p>

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 groups will meet regularly and notes from the meetings will be shared with relevant individuals.	Summer 2024 and beyond	
A second level professional development opportunity for teachers interested in Implicit Bias will be identified and offered	Fall 2024 and beyond	
Cultural Fairs at each building will identify one way to expand for 2024-2025	Winter 2024	
Every building will have an overview of the changes to the Code of Conduct	August 2024	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	Improve Student Academic Achievement
<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>Student academic achievement was first identified as a priority in 2023-2024 and will remain a priority for 2024-2025. Although we have made progress in math at the elementary level, the review of other student academic achievement data, including AIMSweb, IXL, and Regents data clearly indicates a need to improve student academic achievement. The district's primary focus is to educate all students and the district is a target district specifically because of student achievement data for subgroups.</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?
Continue K-8 math curriculum with fidelity	In 2024-2025, the elementary school will be on its 3rd year of Reveal Math and the middle school will be using Reveal Math for the 2nd year. Successful adoption of a math curriculum does not stop after the first year or two. We must continue to provide teachers opportunities to talk about the curriculum with each other, learn more about the nuances of the curriculum, and help teachers understand how to prioritize their time when teaching the content.	Ongoing professional development for teacher. Release time during the school year to assess the implementation and plan for further implementation, including for vertical alignment purposes.
Implement the Program Review process as defined above.	The district has developed a system to complete a systematic and robust review of the curriculum for cultural diversity and responsiveness. In 2024-2025, the programs undergoing	There will be coherent, vertically aligned curriculum maps in each core area within 3 years.

	<p>the Program Review process are ELA and World Languages.</p> <p>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.</p>	<p>The goal for this year is to implement the process in the relevant content areas and make adjustments to the process as needed.</p>
<p>Expand data meetings to include next steps for instructional action.</p>	<p>Each building has a process for reviewing student achievement data after benchmarking assessments. In 2024-2025, we would like to focus on using the data meetings to talk about instructional next steps, including what items might need reteaching.</p>	<p>Professional development for teachers and leadership support to implement the process. Support from OCM BOCES for PLCs, specifically at the middle school level.</p>
<p>Investigate RTI models for the Middle School.</p>	<p>The district will convene a school-wide team to learn about different RTI models and the circumstances under which each is successful.</p> <p>The goal is to better understand what RTI options exist and which might have potential to work well at Solvay Middle School.</p>	<p>Time to convene the group</p> <p>Willing participants from the middle school to identify a diverse committee.</p>

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.

Continue to see improvements in elementary math performance. Begin to see improvements in math at the 5th and 6th grade level.

Recommendations for curriculum changes (if needed) for the content areas undergoing program review.

Teachers and administrators in data meetings will be talking about instructional next steps to address students' needs.

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>
At least 3 meetings of teachers and math specialists across the elementary and middle schools to discuss Reveal math practices.	Throughout 2024-2025	
Increased use of a protocol for reviewing student data	Throughout 2024-2025	
Creation and meeting of an AIS and RtI review committee at the Middle School.	A committee will be created by October 2024. The committees will meet by the end of Dec. 2024 and complete the review process by June 2025.	

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 2024-25?</p>	<p><i>Improve student attendance</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>This priority was first identified in 2023-2024 and will continue in 2024-2025. The data around student attendance improved slightly in 2023-2024 but remains a concern for the district. Some of the work around attendance is connected to ensuring that our students are engaged and feel a sense of belonging at school. Some of the work is around helping families understand why attendance matters. A team of district employees learned more about attendance during the national School Community Conference in May, and we are now better positioned to implement strategies such as Attendance Teams.</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/written representations that can be shared with families about the importance of attendance. Include an FAQ about when students can attend school with minor symptoms.</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 money for printing/distributing them.</p> <p>Designation of people to make the call. A script and training for people making the calls. A process for the calls to be made.</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 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</p>	<p>Leadership from building administrators to facilitate that work.</p>

	student and family to improve the student's attendance.	
Develop a reentry plan for students who are absent	The Learning Center at SHS will contribute to this work. At SMS, administrators will work student support staff to create a process for re-entry for a student who has had more than two consecutive days of absences.	Time and leadership
Implementation of Attendance Teams	Attendance Teams will be implemented this summer at each building. Part of their work will be to review resources to identify any that would be helpful for us to employ to improve attendance	Time to review what is available. Time for committees to meet.

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.

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>
Attendance Teams will be meeting regularly.	September 2024 and beyond	
Regular review of student attendance data at SST meetings	September 2024 and beyond	
Students with extended absences are able to access the Learning Center in the High School.	September 2024 and beyond	

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 2024-25?</p>	<p><i>Investigation 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"> ● <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>This is the priority from 2023-2024 that saw the least amount of movement. We will continue to make it a priority in 2024-2025. 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>Creating a committee to attend to data integration ideas.</p>	<p>Identifying the people and perspectives beneficial to a committee. The committee will be charged with identifying the data points that would be useful to have integrated and then identifying and investigating potential data integration tools.</p>	<p>Release time for the committee and district leadership time to facilitate the committee.</p>
<p>Continued focus on using data to make decisions and drive instruction.</p>	<p>Commitment by school leaders at all levels to collect and use the data needed to make decisions.</p>	<p>Communication of goal. Data points to share.</p>

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.

If we are successful by the end of the school year, the committee will make a recommendation about a data integration tool that could assist teachers and administrators in better using data to drive decision-making and instruction. 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>
Committee is identified and is meeting regularly.	August 2024 and beyond	
Committee investigates at least 2 platforms for data integration	December 2024	
Committee makes recommendations to the district about a data integration platform	Spring 2024	

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <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
David Beachner	Teacher	High School
Maria Mercer	Teacher Leader	Elementary School
Allison Szatanek	Teacher	Elementary School
Rory Malone	Coordinator MTSS, Mental Health, and Community Partnership	District Office
Lori Grattan	Teacher	Elementary School
Steve Grattan	Teacher	Elementary School
Amanda Berlin	Teacher	Middle School
Kristen Powers	Teacher	Middle School
Nick Godzak	Teacher	High School
Anita Michaels	School Mental Health Liaison	District Office
Andrea Martin	Teacher	Middle School/High School
Kathy Baker	Speech	Elementary

Lauren Alberts	Teacher	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 11, 2024	DO Conference Room
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. 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 completed focus group interviews in Spring 2024. The interviews specifically targeted parents of students in the identified subgroup (Black/African-American). Questions in the interview reflected the information needed to complete the DCIP and the results are thread throughout this document.
Middle School: Black/African-American Students	We completed focus group interviews in Spring 2024. The interviews specifically targeted students in the identified subgroup. Additionally, middle school students completed the Panorama Survey in Spring 2024. The student responses from the Panorama survey and the focus groups were heavily relied on for the creation of the DCIP.

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).