

District Comprehensive Improvement Plan (DCIP)

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

# 2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

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| 1 | We prioritize the development of sustainable interventions which address barriers to regular student attendance. |
| 2 | **We prioritize the development of classroom instruction that is meaningful, relevant, and engaging for all learners.** |
| 3 | **We prioritize creating affirming environments which engage the entire school community with sustainable, responsive systems to support students’ and families’ social, emotional and development needs.** |
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# PRIORITY 1

## Our Priority

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| **What will we prioritize to extend success in 2024-25?** | **We prioritize the development of sustainable interventions which address barriers to regular student attendance.** |
| **Why is this a Priority?**  *Things to potentially take into consideration when crafting this response:*   * *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?*   *Districts with schools identified for TSI, ATSI, or CSI should also consider:*   * *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?* | This Priority was included in the District’s 2023 – 2024 DCIP. Following the 2024 – 2025 DCIP Team’s analysis of chronic absentee indicators for the current school year it was decided to maintain it as a top priority. While individual grade levels made incremental progress, the overall improvement goals set in the former plan were not met. The 2023 – 2024 Chronic Absenteeism Accountability Report for the City School District of the City of Niagara Falls stands at 68.2% for students Grades 1 – 8, and 75.8% for students Grades 9 – 12. District subgroup trends mimic those noted state-wide, including students experiencing housing insecurity and Hispanic/ENL pupils posting the poorest attendance rates. The DCIP team understood that a lack of continued attention to this issue would ultimately undermine other improvement initiatives – if students do not attend regularly, they will not benefit from the multiple systems for academic, social and emotional well-being the district strives to provide. Finally, the strategies planned under this priority during the 2023 – 2024 school year were all implemented but must be expanded and allowed to mature before impact can be measured.  **This priority will support the district’s TSI and ATSI school commitments listed below:**  **79th Street Elementary Commitment #1:** We commit to comprehending and addressing the diverse needs within our school community. We will foster stronger interpersonal relationships among students, teachers, and families. Through this effort, we will cultivate a positive and safe school environment.  **Gaskill Preparatory Commitment #3:** We commit to creating an environment that prioritizes consistent attendance which is paramount to instruction, learning and a health school culture.  **Niagara Falls High School Commitment #3:** We commit to partnering with families and community organizations to maximize student engagement and achievement. |

## Key Strategies and Resources

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| 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? |
| Audit of attendance coding and recording procedures | Representatives from the District Information Services Department, Assessment Office and MTSS Steering Committee will review all codes and procedures to tease out inconsistencies or recording errors which may be resulting in inaccurate data. | N/A. Through regularly scheduled meetings this will be accomplished by the 6th week of student attendance. |
| Fully implement the EveryDay Labs Intervention System piloted during the 2023-2024 school year | * Ensure timely startup and integration with SIS by September (daily uploads/schedule of mail and text nudges/updating Family Support Bot) * Update and expand staff and family awareness activities for data sharing and messaging to include all schools and pupil grade levels * Create training plan for key staff to leverage the EveryDay Pro dashboard (100% access and scheduled calendar for data review- Reporting periods and “look-fors”: patterns and trends/set up and monitoring of intervention groups, etc.) * Create additional training plan for staff who interact with families but do not directly access the dashboard – build a cache of strategies for improving student attendance through critical conversations and various family engagement techniques – leverage District Professional Learning Days to deliver workshops for instructional and support staff members | An annual contract – this has been obtained through a partnership with Erie 1 Boces allowing the District to enroll all students, families and staff. |
| Replace *Attendance* section of District’s School Data Dashboard with required EveryDay Pro reporting | Develop specific directions for EveryDay Pro reports school principals will be required to produce and review with the Superintendent and Cabinet at each in-person School Review. | N/A |
| Set Attendance Improvement Targets for each school | Collaboratively with school principals, review baseline data from the 2023 – 2024 SY and set attainable improvement targets by school for January and June 2025. | N/A |
| Plan and distribute positive, monthly attendance reminders/nudges to the entire school community through various delivery systems | A subcommittee of the MTSS Steering Committee and district Trauma-Informed Educational Practice Messaging subcommittee will prepare monthly messages to be distributed through the following sources:   * Superintendent’s weekly phone call to families * District and school social media accounts * Signage designed by students and installed in all schools | N/A |
| District repository of activities to engage families with attendance improvement/promote regular attendance | The current online repository curated during the 2023 – 2024 SY focuses on promotion of school attendance as a stand-alone or responses for students who have already established poor attendance patterns. This addition will include models for integrating attendance awareness and interventions into existing school events and broader interactions with students and families. Research-based, ESSA approved family engagement outreach models will be highlighted. | N/A – a subcommittee of the MTSS Steering Committee will engage in this work. |
| Select Family and Community Outreach liaisons for each school | The district will select one or more liaisons for school, whose duties will include:   * Incorporating positive messaging re/consistent school attendance into all school events which draw family participation * Attending community events to raise awareness of the importance of school attendance and District resources for families experiencing difficulty prioritizing their children’s school attendance | FCEP grant funding will be used for this purpose. |
| School Counselors create early warning target lists of pupils in need of attendance intervention | August 2024 – All school counselors will receive stipend pay to review attendance records from 2023-2024 to create early intervention target lists of chronically absent students and contact each family to help and support prior to the start of the school year. | Student Mental Health Support grant funding will be dedicated to this iniative. |

## Measuring Success

### **END OF THE YEAR**

#### What will success look like for this Priority at the end of the year?

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| 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’s Chronic Absenteeism Accountability Report of June 2025 will demonstrate a minimum 5% reduction of the percentage of chronically absent students in both group measures, Grades 1 – 8 and Grades 9 – 12. |

### **THROUGHOUT THE YEAR**

#### In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

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| Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?) | When we would want to achieve that success criteria | **What we ended up seeing** *(complete after the date listed in the preceding column)* |
| All schools have target list of students with a history of chronic absenteeism and a minimum of one family contact has been made for each | September 5, 2024 |  |
| Attendance Improvement Targets for each school complete and presented to Superintendent | October 3, 2024 |  |
| 100% of schools will have one or more Family Outreach liaisons in place | October 17, 2024 |  |
| School Staff required to access EveryDay Pro have completed a minimum of one training session and have logged into the system at least once | October 25, 2024 |  |
| Audit of Attendance Coding and Procedures is complete, and distribution/awareness activities are planned | November 15, 2024 |  |
| First set of monthly positive attendance reminders/nudges have been circulated via identified vehicles | December 2, 2024 |  |
| Mid-year attendance improvement target data has been collected, assessed and shared with school principals – 50% of schools will have achieved a modest improvement target | January 31, 2025 |  |
| 75% of teachers PK – 12 have participated in one mandated Attendance Improvement workshop | March 21, 2025 |  |
| Each MTSS Steering Committee member will report on at least one Family Engagement event/activity which successfully integrated regular attendance messaging | May 21, 2025 |  |

# PRIORITY 2

## Our Priority

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| **What will we prioritize to extend success in 2024-25?** | **We prioritize the development of classroom instruction that is meaningful, relevant, and engaging for all learners.** |
| **Why is this a priority?**  *Things to potentially take into consideration when crafting this response:*   * *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?*   *Districts with schools identified for TSI, ATSI, or CSI should also consider:*   * *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?* | This priority from the 2023 - 2024 plan was ranked as the most critical by DCIP Team members so remains as Priority #2 for 2024 - 2025. For the most part, all action steps linked to the Strategies and Methods listed in the former plan were successfully implemented, however, end-of-year data points showed mixed results. At the elementary level, stakeholder survey and student achievement data demonstrated growth, while at the secondary level, measures of success related to this priority showed little to no improvement. For the second consecutive year, student interviews at the elementary level revealed that while most students expressed satisfaction with the quality of the instruction they receive, they wish for more rigor, project-based learning, and less technology-driven instruction. At the secondary level, students have similar wants, however, most expressed general dissatisfaction with the quality of classroom instruction. Survey results indicated low engagement, a lack of group work or compelling discourse, and student doubts regarding the relevance and usefulness of the content taught. According to the Student Voice Survey for middle and high school, only 28.6% of students reported that their classes were interesting and held their attention, while 40.1% agreed with the statement, “our school curriculum is challenging.” Meanwhile, the vast majority of teachers at all levels, 85% and 87% respectively, claim that they consistently differentiate their instruction to suit student needs and construct classroom activities to ensure high student engagement. The DCIP Team concluded that its most pressing need is to facilitate teacher self-reflection and professional learning at the secondary level, that builds capacity to provide instruction which truly interests and engages students. Therefore, the district must ensure that the strategies, focus, methods and expectations for quality instruction are consistent from Pre-Kindergarten to 12th grade. The activities that follow will include expansion of work at grades Kindergarten to 6 but intentionally target the middle and high school level.  **The district’s identified schools formulated commitments, listed below, which this priority will support:**  **NFHS Commitment #2 -** We commit to fostering a growth mindset of professional learning and collaboration that promotes classrooms valuing individualized learning, mastery, ownership, engagement, and accountability.  **GPS Commitment #2** - We commit to support a student-centered learning environment by cultivating a building culture that is inclusive.  **79th street Elementary Commitment #2 –** We commit to evaluating ELA, writing assessments, and Math data collaboratively with teachers using local assessments and universal screeners to guide instructional decisions. Additionally, we will monitor attendance and behavior to ensure comprehensive support for student growth. |

## Key Strategies and Resources

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| 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? |
| Hold each schools’ leaders accountable for assessing staff proficiency in each instructional practice contained in the District Instructional Look-Fors document and selecting one or two around which to develop professional support and feedback cycles for faculty | Principals will use the district-created Microsoft Classroom Walkthrough Recording tool to collect criterion-based evidence and provide individualized feedback for teachers. Consistent use of the walkthrough protocol along with the Walkthrough Tool and feedback provided should be tailored by the principal to each school’s identified improvement needs and instructional commitment(s).  A section will be added to each school’s Data Dashboard for principals to report measures of proficiency to match each selected instructional look-for/area of concentration. | Technology Integrators will update School Dashboards  Principals will present a snapshot of their Walkthrough data to the Superintendent’s Cabinet at each of their biannual SCEP presentations |
| Ensure that all school leaders/principals are sharing and analyzing student achievement data with faculty | The Assistant Superintendent for Curriculum and Instructional Coaches for grades Kindergarten through 8 will create a Student Assessment Review and Data Analysis Toolkit to include the following:   * An overview of formative and summative District assessments by grade level * A prioritized list of assessments to be reviewed in department or grade level meetings throughout the school year * A suggested calendar for collection and review meetings tied to each prioritized assessment * Guidance documents with links to suggested meeting protocols and products (such as Data Analysis and Planning Handbook, templates for “Do It Now” student review activities, etc.) * A schedule of district-wide (elementary level only) and school-based department meetings so that instructional coach support can be available for planning, facilitation or miscellaneous support | Funding for work beyond the contract day for staff to complete the guidance.  A schedule for instructional coaches to attend department and grade level meetings by school to facilitate and/or offer support. |
| Enhance Foundational Skills instruction beyond Grade 2 with strategies and curriculum aligned to the Science of Reading | Implement the Wilson Language *Fundations* foundational skills program in grade 3, by:   * Scheduling professional development for teachers so they understand the “why” behind the shift to a more rigorous/demanding curriculum (include classroom strategies for supporting students with Dyslexia) * Select, train and certify an in-district Wilson Language Level 3 Facilitator/Presenter to support all grade 3 classroom and support teachers * Provide training for principals so they understand and can support the instructional shifts in their Grade 3 classrooms * Provide targeted principal coaching so that they can capably observe foundational skills and broader reading skills instruction in their classrooms and provide both feedback to teachers and determine next steps for professional learning for themselves and staff members | Funding will need to be allocated for training and additional student and teacher materials.  Teachers will need to be released from the classroom for one or two days to participate in the required training. |
| Orient middle level English Language Arts staff to research and practices aligned to the Science of Reading at the secondary level | Engage the NFCSD Teacher Resource Director and Far West Network to provide SOR awareness training to English Language Arts teachers grades 6 – 8, beginning with a review of the NYS Science of Reading Brief Series for the secondary level, and including a mix of mandated and elective opportunities | NYS Teacher Center grant funds will be needed to acquire resources  Time during district-directed Professional Learning Days dedicated to this topic |
| Introduce new curricula to address the needs of striving middle school readers that is age-appropriate and backed by reading science *for those students with the largest achievement gaps\**  \*will include foundational skills instruction (phonemic awareness/phonics and word recognition/high frequency words/encoding and fluency in addition to comprehension) | Pilot i-Ready *Phonics for Reading* (Dr. Anita Archer) with volunteer teachers at each middle school:   * Train and administer specialized screening tool * Provide teacher training * Identify students and schedule appropriately * Progress monitor * Evaluate curriculum utility and if warranted viable expansion plans | The district and its ATSI middle school will dedicate SIG Basic 1003 funding for this initiative |
| Introduce new curricula to address the needs of striving middle school readers that is age-appropriate and backed by reading science *within the current Academic Intervention Service learning block* | Pilot *i-Ready Reading* with volunteer teachers at each middle school:   * Train and administer specialized screening tool * Provide teacher training * Identify students and schedule appropriately * Progress monitor   Evaluate curriculum utility and if warranted viable expansion plans | The district and its ATSI middle school will dedicate SIG Basic 1003 funding for this initiative |
| Provide staff at Niagara Falls High School (TSI designation) professional development which focuses on student ownership of learning to foster active, rather than passive, learning environments | The district will provide continued training and support based on the strategies from *Leaders of Their Own Learning* by R. Berger, focusing on new or novice (5 years- experience or less) teachers. Sessions will be embedded in the school day, and include teacher choice of strategy, co-planning and co-teaching of lessons, and collaborative debrief sessions.   * Key strategies   + Learning Targets and Success Criteria   + Cognitive engagement (active learning)   + Formative assessment   + Complex questioning and student-to-student discourse   \*While teacher needs may vary, strategies will emphasize building an inclusive and culturally relevant classroom environment | The school will dedicate SIG 1003 (Basic) funding for this initiative |
| Foster responsive instruction and reteaching at the high school by implementing formative assessment data analysis and planning cycles | Administrators, Department Chairs and department teachers will participate in Data Analysis and Planning Cycles for the following Regents courses:   * Global Studies II * Earth and Space Science   Steps will include:   * Analysis of 2024 results and strengths/needs * Creation of formative interim assessments * Interim assessment review protocols including norms for analysis and expectation for planning cycle outcomes (documents for students and teachers, commitment to calendar for embedded review, etc.) | Staff developers from the Erie 1 Boces Instructional Resource Team will work with District facilitators to plan and implement this process |
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## Measuring Success

### **END OF THE YEAR**

#### What will success look like for this Priority at the end of the year?

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year. |
| 1. Data from Principal/AP Walkthroughs will demonstrate evidence of increased proficiency in one or more of the strategies targeted for improvement within the school 2. 60% of students in the middle school ELA intervention pilot programs will achieve their diagnostic growth target established in September 2024 3. NFHS June 2025 Regents exam results in Global History and Earth and Space Science will show a 10% increase in pass rate compared to June 2024   Spring 2025 Stakeholder Survey results will show the following:   * A minimum of 85% of teachers district-wide will agree with the following statement, “Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion.” * A minimum of 45% of secondary students will agree with the following statement, “My classes are interesting and hold my attention.” |

### **THROUGHOUT THE YEAR**

#### In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

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| Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?) | When we would want to achieve that success criteria | **What we ended up seeing** *(complete after the date listed in the preceding column)* |
| Elementary and Middle School Assessment Review calendars complete | October 4, 2024 |  |
| NFHS Data Analysis and Planning Plan and Schedule complete and initiated | October 11, 2024 |  |
| Middle Level AIS pilot curricula in place | October 18, 2024 |  |
| 75% of Grades 6 – 8 ELA teachers will have participated in a minimum of one workshop on evidence-based practices aligned with the Science of Reading | January 17, 2025 |  |
| *Fundations* Grade 3 teacher training and implementation schedule complete and initiated | February 10, 2024 |  |
| High School DAP Teams will have completed two rounds of Data Analysis and Planning | February 28, 2025 |  |

# PRIORITY 3

## Our Priority

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| **What will we prioritize to extend success in 2024-25?** | **We prioritize creating affirming environments which engage the entire school community with sustainable, responsive systems to support students’ and families’ social, emotional and development needs.** |
| **Why is this a priority?**  *Things to potentially take into consideration when crafting this response:*   * *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?*   *Districts with schools identified for TSI, ATSI, or CSI should also consider:*   * *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?* | In October 2023, all district pupils grades Kindergarten to 12 were screened with the BASC-3 BESS (Behavioral and Emotional Screening System).  Baseline reports demonstrated that district-wide, 9% of elementary students were at the Extremely Elevated Risk level, and 14% had Elevated Risk.  The number of elevated students were most pronounced at the kindergarten and 6th grade level, a trend that has remained consistent over the last three years.  The district-wide secondary (middle and high school) report revealed 9% of students screened were at the Extremely Elevated Risk level, and another 23% at the Elevated Risk level. Rather than decrease, the percentages of students at the elevated and extremely elevated risk levels have varied only one percentage point in either direction from baseline screenings in 2022 and 2023. At the same time, the district’s capacity to provide interventions and referrals for other support has grown, yet, at this point a positive impact on student well-being is not measurable. The DCIP Team acknowledged that while resources and capacity have increased in this area, coordination and oversight are lacking. Therefore, strategies around this priority should focus on systems that include robust progress monitoring and sustainable district protocols and practices.    **The district’s identified schools formulated commitments, listed below, which this priority will support:**  **NFHS Commitment #1 -** We commit to engaging students in experiences that immerse them in a safe, culturally response, and social emotional learning environment to build social, emotional, and cognitive skills for their future.  **GPS Commitment #1** - We commit that every child and staff member feel safe, celebrated, respected, supported and has a true sense of belonging.  **79th street Elementary Commitment #1 –** We commit to comprehending and addressing the diverse needs within our school community. We will foster stronger interpersonal relationships among students, teachers, and families. Through this effort, we will cultivate a positive and safe school environment. |

## Key Strategies and Resources

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| 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? |
| Create a sustainability plan to ensure Trauma-Informed Education Practices are implemented district-wide | * Shift responsibility for training to each school by installing turnkey trainers prepared to use the University at Buffalo’s Institute on Trauma and Trauma-Informed Care’s *Trauma Toolkit* * Produce guidance which defines and clarifies roles of the District Response Team, School Champion Teams and School Crisis/Threat Assessment Teams * Prepare subcommittees for Community Outreach, Messaging and Training to produce long and short-term goals and action plans, including role of a lead facilitator, such that they become self-sustaining * Create a Steering Team which will meet monthly and oversee all aspects of district implementation, eventually independent of university support * Create a District Office/Central Champion Team * Include TI-EP Plan development as a supplemental summer task along with creation of school SCEPs, and embed monitoring of plans within bi-annual SCEP review with the Superintendent’s cabinet * Embed Trauma 101 training in all future New Employee Orientation schedules * Draft an organizing structure and training toolkit to ensure sustainability of current Student Champion Teams at the middle and high schools, to include expansion to each elementary school’s 5th and 6th grade population | Most work will be in-kind, however, funds from the district’s mental health support grants will be dedicated as necessary  A district office administrator will oversee maintenance of this initiative as part of her/his duties |
| Update District Social Work and Counseling staff Work Plans | * Draft a District Social Work Plan which   + Defines roles   + Clarifies referral and intervention procedures   + Establishes protocols for interacting with community-based organizations * Update the District School Counseling plan to ensure alignment and appropriate overlap/coordination with the Social Work Plan * Build district and community awareness around the recently established District Family Support Center by holding multiple activities, to include:   + A Superintendent’s press conference   + Orientation and Open House for District student support staff   + Circulation of informational messages for all school staff   + Plan for orientation to and dissemination to staff which goes beyond simple distribution to include examination and discussion | Most work will be in-kind, however, funds from the district’s mental health support grants will be dedicated as necessary  A district office administrator will oversee maintenance of this initiative as part of her/his duties |
| Expand accessibility to the District Family Support Center by engaging key staff and the NYS Office of Mental Health to create satellite sites in 2 to 3 district schools | Review district mental health service need (“Landscape”) report to identify two to three satellite sites/schools with most critical needs   * Engage community partner BestSelf Behavioral Health to create satellite office applications for consideration by the NYS Office of Mental Health |  |
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## Measuring Success

### **END OF THE YEAR**

#### What will success look like for this Priority at the end of the year?

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| 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 Team will look for an increase in the number of stakeholders agreeing or strongly agreeing with the following questions from the annual surveys noted:**  **Student Voice B:**  AS08: This school helps students learn how to make things better when they do something wrong – a minimum of 45% of responding pupils will agree or strongly agree with the statement (7% increase).  HW78: I believe that I am emotionally healthy – a minimum of 58% of responding pupils will agree or strongly agree with the statement (7% increase)  **Family Engagement Survey:**  AS08: This school helps students learn how to make things better when they do something wrong – a minimum of 73% of responding parents/guardians will agree or strongly agree with the statement (7% increase).  **School Performance Scan (Staff Survey):**  AS08: This school helps students learn how to make things better when they do something wrong – a minimum of 80% of responding instructional staff members will agree or strongly agree with the statement (8% increase). |

### **THROUGHOUT THE YEAR**

#### In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

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| Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?) | When we would want to achieve that success criteria | **What we ended up seeing** *(complete after the date listed in the preceding column)* |
| Schools’ TI-EP Annual Plans are complete, and implementation begins | September 9, 2024 |  |
| Updated Social Work and Counseling Plans have been delivered to staff | November 1, 2024 |  |
| Two to three satellite sites of the District Family Support Center are operational with initial caseloads | January 6, 2025 |  |

# Stakeholder Participation

## Background

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

## Team Members

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

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| Name | Role | School  *(if applicable)* |
| Briglio, John | Assistant Principal | Gaskill Preparatory, ATSI School |
| Buchman, Caroline | Principal | Henry J. Kalfas Primary School |
| Capone, Marcia | Chief Data Officer | District Office |
| Carella, Richard | Assistant Superintendent for Curriculum and Instruction | District Office |
| Chowdhary, Bhawna | TOSA | District Office |
| Elledge, Chelsea | Teacher, Title I School | Cataract Elementary School |
| Fisher, Thomas | TOSA | District Office |
| Laurrie, Mark | Superintendent of Schools | District Office |
| Massaro, Maria | Administrator for Human Resources | District Office |
| Vilardo, Cheryl | Principal | Niagara Falls High School, TSI School |
| Wojton, Stanley | Assistant to the Superintendent | District Office |
| Zimmerman, Derek | Principal | Gaskill Preparatory School, ATSI School |

## Meeting Dates

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

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| Meeting Date | Location |
| July 8, 2024 | District Office |
| July 22, 2024 | District Office |
| July 29, 2024 | Virtual |

## Districts with Schools Identified for TSI/ATSI Support Only

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

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| Stakeholder group | How the perspectives of this group have been incorporated into the DCIP? |
| Teachers responsible for teaching each identified subgroup | Teacher survey data – district-wide, all schools  TSI SCEP School Commitments are reviewed by the DCIP committee |
| Parents with children from each identified subgroup | The District Parent Committee members (representatives from all schools) are briefed monthly on DCIP progress and are asked for feedback on District Priorities each spring. This year an online survey was shared with all District parent/guardians and 120 responses were received. They were then compared to results from the Spring 2024 Family Engagement Survey to confirm trends and priorities from the parent/guardian perspective. |
| Secondary Schools: Students from each identified subgroup | Niagara Falls High School (TSI school) used student survey data, behavioral screening data (BASC-3 BESS), and student interview data to inform their SCEP and this DCIP. |

# Submission Assurances

## Directions

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

1. x The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. x The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. x Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. x The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. x A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. x Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 2024, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor’s designee).