



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
North Tonawanda City School District	Dr. Jeffrey Jachlewski

## 2024-25 Summary of Priorities

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

1	Continue to Increase our Participation Rate above 95% for ELA and Math State Assessments
2	We prioritize providing professional learning to Improve Sense of Belonging for All (Social and Emotional Learning (SEL) Experiences & Practices)
3	Increase Student Proficiency in Literacy
4	Data Collection and Implementation to Drive Instruction
5	

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Continue to increase our Participation Rate above 95% for ELA and Math State Assessments</p>
<p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Increasing Participation in New York State ELA and Math Testing is a priority in the North Tonawanda City School District as it serves to provide:</p> <ul style="list-style-type: none"> <li>• <b>Comprehensive Data for Decision-Making:</b> Higher participation in state tests provides the district with more comprehensive data on student performance. This data is critical for identifying trends, gaps, and areas for improvement across the student population. The district participation rate has been low for the last 7 years and the data has not accurately reflected the abilities and needs of all students, leading to an unreliable means to make informed instructional planning and resource allocation decisions.</li> <li>• <b>Equity in Education:</b> Ensuring that all students participate in state testing is key to promoting equity. It helps the district identify and address disparities in educational outcomes among different groups of students. Without full participation, certain subgroups may be underrepresented, making it difficult to address their specific needs effectively.</li> <li>• <b>Benchmarking and Improvement:</b> Participation in the NYS ELA &amp; Math Tests allows the district to compare its performance against other districts and Next Gen Standards. This comparison can motivate improvements in curriculum and instruction, fostering a culture of continuous improvement within the district.</li> </ul> <p>An increase in student testing participation will yield multiple benefits and allow our 3-8 Schools to move toward restoring its status with all schools and the District being in good standing. More students will engage in test-taking strategies, which will serve them well as they prepare for commencement level exams such as the Regents, and the SAT, ACT, and AP exams. If test taking is the expectation for students in NY state public schools, it should also be the expectation that our students partake in the test taking process.</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>We will communicate the importance of test taking with parents through school correspondences.</p>	<p>Letters, emails, phone calls will be sent home from both administration and classroom teachers to communicate to the parents the value we see as a school community in taking the test. This will be a strategic part of a more robust communication plan to educate parents and guardians about the importance of state testing. We will highlight how test results are used to improve instruction, identify student needs, and allocate resources effectively, and address any concerns or misconceptions that might cause reluctance to participate.</p>	<p>Letters need to be drafted in any necessary languages to be able to communicate with all parents. Phone messages will need to be translated as well. Use district wide communication tools like SeeSaw, Schoology, &amp; Remind.</p>
<p>Create intentional opportunities for parent engagement to ask questions, be more informed, and understand the role and important of assessments in their child’s learning progression.</p>	<p>Parents who attend Open House will be given the opportunity to hear the importance of state tests, format of the exams, how the data from the assessments are used, and to ask questions. A follow up meeting will be held prior to the state tests in February, allowing parents to ask questions. Administration as well as classroom teachers will participate in the meeting.</p>	<p>Scheduled meetings in the evening when the majority of parents can attend. Provide opportunities for all parents and guardians to attend, especially parents of students with disabilities and parents of our ENL students.</p>
<p>Classroom discussion of the importance of test taking, should happen twice in between communications with parents</p>	<p>Administration, guidance counselor, classroom teachers, should speak with students about the importance of testing and test taking strategies.</p>	<p>Time. Planning.</p>
<p>Classroom teachers will focus at least two lessons on test taking strategies prior to state tests being administered.</p>	<p>Our 3-8 teachers will continue to create and administer CFA’s, exit slips and practice assessments using existing tech partnership with ThinkTech, as well as use of NYS Question Samplers in the Nextera Test Delivery System.</p>	<p>Curriculum rate to gather our Peer Coordinators and colleagues to collaborate beyond the contractual day. Focus on DDI. Training on CBT, Questions Samplers, and Tools.</p>
<p>Create Supportive Testing Environments</p>	<p>We will continue to Offer test preparation resources and support to help students feel confident and prepared for the exams. This includes after-school programs, tutoring, and practice sessions that familiarize students with the test format and content.</p>	<p>Funding for Tutors, after school support, and preparation of test prep materials and activities.</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.

We will know if we were successful if state test participation rates increase for next year both general education and special education students, and numbers in all subgroups.

### THROUGHOUT THE YEAR

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

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
100% contact with all students/families who are eligible to participate in the 24-25 Grades 3-8 NYS ELA & Math Testing	At least one month prior to the first day of Administration Window (April 7, 2025)	
Results from NYS Practice Tests	Ongoing	
CFA Results, Running Records, Aimsweb Benchmark Data to refer students in need of after school support/tutoring and test prep.	Ongoing	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>We prioritize providing professional learning to Improve Sense of Belonging for All (Social and Emotional Learning (SEL) Experiences &amp; Practices)</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Our District’s strategic plan Pillar for Engaged Learners names and prioritizes our commitment to creating safe and inclusive environments where the Lumberjack family are supported and encouraged to strive for personal growth. This pillar initiative is grounded in our belief that <i>positive, supportive cultures are created by the actions of each of us and are essential to teaching and learning.</i></p> <p>The District is committed to implementing the NYS Culturally Responsive Sustaining (CR-S) Education Framework, Restorative Practices, and Trauma Informed Practices to ensure every individual feels accepted, validated, included, and supported. When individuals feel they belong they are more energized, motivated, spend more time on task, and choose to be in environments that challenge them and help them grow.</p> <p>Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p>SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (CASEL.org).</p> <p>The District solicits feedback from relevant parties around SEL. In addition, the District will move to consistently measure climate and culture using a Climate survey. These surveys will be for students, staff and families. The results will inform our decisions and actionable</p>

Priority 2

	plans to make SEL a priority and to improve a sense of belonging for all.
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**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?
Installation of calming corners in all K-6 classrooms.	Allocating materials to all schools to establish calming corners starting in Fall 2024.	Time, space, materials, and PD.
All Schools in PreK-8 will study Second-STEP resources to build stronger communities and support including equitable learning.	This entails ensuring that all grades in the District will utilize consistent practices, language and support.	Funding for Second Step Kits. Professional Development. Curriculum rate for Social Workers/Counselors and various stakeholders to build capacity and support the study and implementation plan.
Refine/Review focus on strengthening students' personal, social, and academic efficacy through restorative practices.	<p>Continue partnership with Restorative Edge Consulting, LLC.</p> <p>Develop/update on-going restorative training to additional cohorts.</p> <p>Establish and disseminate a framework and action plan that identifies goals and common language around restorative practices.</p>	<p>Contracted partnership with Restorative Edge Consulting, LLC.</p> <p>Allocate time and resources to support cohort I &amp; II to grow the work and to introduce cohort 3 &amp; 4.</p> <p>PLC and time after school for collaborative work and action planning.</p>
The District's commitment to Diversity, Equity, & Inclusion will continue to be prioritized.	<p>The DEI committee will continue to meet monthly to review policy, update school leaders/stakeholders, and plan activities and learning opportunities for staff and students that will be structured throughout the school year.</p> <p>Support year 3 of DEI partnership and initiative with neighboring schools (Niagara Falls, Niagara Wheatfield) that will include Grand Island in 24-25. Plan events with student champions to create shared learning</p>	<p>A DEI committee has been formed and meets regularly to support this priority. A champion for each school will need to be established.</p> <p>Time, transportation, funds for field trips, communication.</p>

Priority 2

	opportunities and find ways to grow our larger school community to promote inclusivity and belonging.	
Identify a social-emotional wellness screening tool & sense of belonging survey.	Evaluate and consider a social-emotional wellness screening tool, and determine whether or not to implement the tool at various grade levels. <ul style="list-style-type: none"> <li>Identify the purpose of the tool.</li> <li>Research and evaluate the tool.</li> </ul>	Time. Time to create a survey. Select a screening tool. Funds to pay teachers to assist in planning and research beyond the school day.

## 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.

- Data Point 1: Ensure at least 70% of relevant parties complete a sense of belonging survey.
- Data Point 2: Improve positive responses from beginning of year to end of year by at least 10%.
- Data Point 3: Reduce number of disciplinary incidents and out-of-school suspensions by five percentage points.
- Data Point 4: 75% of teachers will agree or strongly agree with the statement, “Students are identified for additional SEL supports based on clear criteria that are consistently applied throughout the school.”

### THROUGHOUT THE YEAR

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

Success Criteria (What data will we review and what improvements 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)
Analysis of ODR’s in eschool Student Information System	Ongoing	
Results of “Sense of Belonging” Climate Survey (Pre & Post)	End of Year	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p>Increase Student Proficiency in Literacy</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Our District’s strategic plan and our Mission – <i>“Empowering students to reach their fullest potential by cultivating a community of lifelong learners who think critically about the world around them”</i> is grounded in our belief that all students can learn and achieve at high levels. In order to realize this, we have committed to prioritizing literacy at all levels and for all students. Due to learning loss during COVID the needs of our students have increased significantly. Therefore, we are strengthening literacy intervention and our district-wide multi-tiered system of support. Early intervention at Tier 1 through high-quality instruction in foundational skills, high quality tasks, and consistent practices that support cognitive engagement and critical thinking will be a focus district wide.</p> <p>Children who start reading at a young age develop their literacy skills early and increase their chances of academic success in school. Reading improves vocabulary, boosts self-esteem, improves concentration and memory, enhances creativity and builds critical thinking skills. Students’ ability to read at grade level impacts their ability to access texts and material across content areas, allowing them to be more successful in school overall.</p> <p>Grade level proficiency in literacy prepares students for all pathways they choose post-graduation. This preparation is the core work of our District.</p> <p>Throughout the comprehensive school improvement plan and development processes across schools the importance of the teacher’s knowledge of standards when delivering high quality instruction was identified as a focus area. The need for teachers to be provided with additional training and differentiated support to internalize these grade level standards and use this knowledge to plan for and implement high quality lessons at Tier 1 and Tier 2 have been identified as focus areas as well.</p> <p>In addition, through interviews and surveys conducted during the strategic plan process, students articulated they desire learning experiences inside positive, comfortable learning communities in which they are allowed to ask questions, take risks, have opportunities to share ideas and new perspectives. Therefore, student discourse and</p>



Priority 3

	<p>Culturally Responsive Sustaining (CR-S) Education practices will be included in the Tier 1 focus district-wide.</p> <p>The DCIP for the District and in our 3-8 schools includes ELA priorities and measurable goals.</p>
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## 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?
All schools will implement identified instructional practices during Tier 1 instruction.	Provide focused professional development on 3 core instructional practices to be used in Tier 1 instruction throughout the schools that were targeted: 1) High-quality instruction in foundational skills at each grade span (K-3, 4-6, 7-8); 2) High-quality tasks incorporated into lessons; 3) Critical thinking using student discourse through accountable talk.	Use of ELA Peer Coordinators at each grade and time for professional development (PD); and the strengthening of PLC's as they focus on high leverage practices and move heavy of DDI process in 24-25. We will also study and implement UFLI as an explicit and systematic program for teaching phonics in our primary classrooms.
Tier 2 intervention strategies will be utilized within classrooms and in our intentional RtI blocks.	Classroom teachers will be trained in Tier 2 reading interventions to be able to support small groups of students in need of intervention during small group instruction time. K-8 reading interventionists will continue to utilize a series of best practice systems to support Tier I-II interventions in small group sessions.	All schools have general Academic Intervention Support (AIS) & RtI specialists. Peer Coordinators, Contracted Staff Developers at each school are equipped to support Tier 1 and 2 teachers.
All schools will implement Tier 3 reading intervention rooms to support students in need of intensive intervention.	Specially trained reading teacher will pull students in need of Tier 3 intervention daily. Monthly progress monitoring will indicate if students are making more than average growth each month.	Research based Tier III intervention system/program. Professional development, time, and sub release time for classroom teachers and specialists to collaborate and support DDI process.
General AIS teachers will be trained in Tier 2 intervention models to expand the impact of this support to more students in need.	Newly trained AIS teachers will pull students & push into classrooms to support small groups in need of Tier 2 intervention daily.	Time, training, IXL licenses

Priority 3

<p>Districtwide training, learning opportunities and experiences to develop Culturally Responsive Sustaining (CR-S) Education.</p>	<p>Cohorts of teachers and administrators trained in the New York State CR-S Education framework. Training will include and encourage the following:</p> <ul style="list-style-type: none"> <li>• Cultural awareness and competence</li> <li>• Student agency and voice</li> <li>• Fostering a welcoming and affirming environment</li> <li>• Fostering belonging</li> <li>• Equitable assessment and accountability measures</li> <li>• Culturally Responsive Pedagogy</li> <li>• Culturally responsive family engagement</li> <li>• Historical context</li> <li>• Equitable access to different ways of learning</li> </ul>	<p>Diversity, Equity and Inclusion Committee to name, prioritize and facilitate professional learning opportunities to build capacity and understanding aligned to CR-S.</p> <p>Peer Coordinators and support networks (E1B Staff Developers) for teachers/admin to collaborate, share experiences, and refine their CR-S Education practices.</p>
<p>K-8 Data Meetings</p>	<p>Enhancing the current K-8 data meeting structures to focus on the academic progress of our subgroups.</p> <ul style="list-style-type: none"> <li>• Define the work of the team.</li> <li>• Identify monthly meetings</li> <li>• Identify goals and outcomes.</li> </ul>	<p>Calendar. Time. Ongoing PD around PLC's &amp; DDI.</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.

- Data Point 1: Reduce the number of students scoring Level 1 & 2 on the NYS ELA assessment by 10%.
- Data Point 2: Increase the number of students proficient or above on the NYS ELA assessment by 15%.
- Data Point 3: Increase the number of students making more than average growth from Fall to Winter and Winter to Spring on our District approved K-8 Aimsweb Plus administrations.

### THROUGHOUT THE YEAR

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

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
K-6 TC Running Records (Decoding, Fluency & Comprehension)	Progressions 3x to End of Year (Oct, End of Jan, May/June)	
K-2 Snap Words (word Recognition, Fluency)	Progressions 3x to End of Year (Oct, End of Jan, May/June)	
K-8 CFA's (Next Gen ELA standards based proficiency)	quarterly	
Classroom observations to assess whether teachers are effectively implementing culturally responsive sustaining education practices.	Ongoing	
Seek feedback from parents, families, and the community to gauge whether they perceive positive changes in the school's approach to cultural responsiveness.	Ongoing	

## PRIORITY 4

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

### Our Priority

<b>What will we prioritize to extend success in 2024-25?</b>	<b>Data Collection and Implementation to Drive Instruction</b>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>The NTCSD is committed to collecting and analyzing data to create professional learning communities in every building that value and utilize data to inform their instruction. The North Tonawanda City School District's Strategic Plan emphasizes a vision, mission, and set of values centered around providing high-quality education and ensuring that all students achieve success.</p> <p>Data Collection and Implementation in Driving Instruction - By prioritizing data collection and implementation, the district can ensure that its teaching strategies are tailored to meet the specific needs of students. This approach supports the vision of achieving educational excellence, as data-driven decisions allow for more targeted and effective instruction, helping every student reach their full potential.</p> <p>Our focus is heightened on preparing students for future success through a commitment to academic achievement. Data collection helps track student progress, identify areas for improvement, and adjust instructional strategies to enhance learning outcomes. This ensures that the mission is fulfilled by continuously improving educational practices based on solid evidence.</p> <p>Aligned to our values and Strategic Plan Pillars are our commitment to equity, student-centered learning, and continuous improvement. Data-driven instruction ensures that all students receive the support they need, addressing disparities in achievement and ensuring that no student is left behind. It also reflects a dedication to ongoing improvement, as educators use data to refine their teaching methods continuously.</p> <p>This priority is important to the NTCSD as it will serve to ensure:</p> <ul style="list-style-type: none"> <li>• <b>Personalized Learning:</b> Data helps our educators understand each student’s strengths and weaknesses, allowing for more personalized and effective instruction.</li> <li>• <b>Accountability:</b> Regular data collection holds the district accountable for student outcomes, ensuring that resources are being used effectively to improve learning.</li> </ul>

Priority 4

	<ul style="list-style-type: none"> <li>• <b>Informed Decision-Making:</b> Using data to drive instruction enables evidence-based decisions, leading to more successful educational strategies and better student outcomes.</li> <li>• <b>Continuous Improvement:</b> As data is collected and analyzed, it helps inform adjustments and innovations in teaching practices, ensuring that the district is always moving forward toward its educational goals.</li> </ul> <p>This priority complements all other priorities, all of which are part of the NTCSD’s Strategic Plan and long-term goals. The data collected will allow us to provide more individualized instruction, close learning gaps, and allow for student growth as independent learners.</p>
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## 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?
Each building will have a Data Collection process that is consistent.	Each grade level/department will utilize a uniform collection for data analysis. Peer Coordinators and Building/District administrators work together, starting at our Summer PC Retreat to action plan and implement.	Teachers will need time to analyze data from assessments, diagnostics, and benchmarks. Teachers will need PD after school to grow as leaders of their respective PLC’s.
Grade level/Departmental PLC’s focused on data-driven instruction.	Peer Coordinators will select significant data points throughout the year and meet monthly to analyze and make informed decisions on student learning, adjust scope & sequence/curriculum maps, identify priority standards, inform Tier 2-3 specialists and to improve/inform/target instruction.	Teachers need time for ongoing PLC work.  Resources needed will be determined by teachers as they determine the needs for their instruction.
Embedded professional development to enhance instruction in all content areas, and data-driven instruction.	Teachers will participate in professional development that will create more inquiry-based instruction, student choice, and student centered/personalized instruction.	Funding for staff developers and substitutes during embedded PD. Release time for shadowing, learning walks, and collaboration.

## 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.

In the 2024-2025 school year:

- 85% of teachers will be involved in a PLC that creates a universal system that effectively and equitably uses data to support building/district learning goals.
- 85% of teachers will input data into a commonly used data collection system and will use that data warehouse, data dashboard, data collection tool(s) to target specific groups of students to address deficit skills
- 90% of District Teachers will consistently collect, input, and analyze data that correlates to their PLC goal. By the end of the year, all students will show an 5-10% increase in students reaching proficiency on local CFA's.

### THROUGHOUT THE YEAR

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

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Teachers will utilize Data Planning time in monthly PLC's, designated district wide "Data Days" to analyze common assessments, benchmarks, etc., to evaluate student performance aligned to our 4 critical questions – What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?	Teachers will meet monthly and on the 3 district-wide Data Days that were negotiated for 24-25.	
There will be a creation of a standards-based and performance-based data sheets for ELA, Math, Science, and Social Studies.	Data sheets will be created by Fall 2024 and utilized through the 2024-2025 school year.	



## 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>
Jeffrey Jachlewski	Superintendent	District
Michael Tambroni	Director of Student Services	District
Patrick Holesko	Executive Director of Educational Services	District
Gregory Burgess	Principal	NTI
Scott Mueller	Principal	Drake Elementary
<b>Joshua Janese</b>	Assistant Superintendent for Administrative Services	District

### Meeting Dates

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

Meeting Date	Location
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### Stakeholder Participation

8/6/2024	NTHS
8/7/2024	NTHS – Admin Retreat
8/22/2024	NTHS
8/30/2024	District Office

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

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## 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](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).