



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2023-24 Summary of Priorities

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

1	To create a learning environment that empowers students with a strong sense of agency and self-worth, enabling them to take ownership of their learning journey, make informed decisions, and develop a positive self-concept.
2	Our priority is to cultivate an environment that encourages personalized and transparent communication between parents and educators. By fostering meaningful dialogues and collaboration, we seek to enhance the educational experience and support the holistic development of each student.
3	We recognize the urgent need to ensure equitable academic excellence for all students. To achieve this, we are placing a high priority on providing comprehensive and culturally responsive professional learning opportunities for our educator community.
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>To create a learning environment that empowers students with a strong sense of agency and self-worth, enabling them to take ownership of their learning journey, make informed decisions, and develop a positive self-concept.</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>We recognize that students' success goes beyond academic achievement. By prioritizing the cultivation of student agency and self-worth, we aim to foster lifelong learners who are confident, motivated, and equipped with essential skills for personal and academic growth. This approach not only enhances academic outcomes but also contributes to students' overall well-being, social-emotional development, and readiness for the challenges of the future.</p> <p>This emerged as a priority based on student interviews, family, community and workforce interviews as well as a recognition that education is not solely about academic achievement; it encompasses the holistic development of students. By prioritizing student agency and self-worth, we acknowledge the importance of nurturing students' social-emotional well-being, character, and life skills alongside their academic progress.</p> <p>Our team determined that this was the right priority to pursue due to our ever changing society. The world is evolving rapidly, and students face complex challenges that require more than just academic knowledge. Empowering students with agency and self-worth equips them with the skills to adapt, problem-solve, and make informed decisions in a dynamic and uncertain future.</p> <p>We also recognize and value that when students feel agency over their learning and believe in their self-worth, they are more likely to be engaged, motivated, and invested in their educational journey. This, in turn, leads to higher levels of perseverance, enthusiasm for learning, and a positive attitude toward challenges. Throughout the student interviews, students indicated that opportunities to take ownership of their learning led to increased active participants in their education, leading to a sense of empowerment and self-direction.</p> <p>It cannot be stressed enough that cultivating agency and self-worth can address equity concerns by ensuring that all students, regardless of their backgrounds or abilities, have a sense of belonging and value within our school environment. This approach supports diverse learners in reaching their full potential and students with a strong sense of self-worth are more likely to engage positively with peers and</p>

Priority 1

educators. This not only contributes to a more harmonious classroom but also supports the development of healthy interpersonal skills.

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?
Positive and Inclusive School Culture	Establish a school culture that values diversity, inclusion, and respect. Encourage open communication, empathy, and collaboration among students, teachers, and staff. Foster a sense of belonging where every student feels valued and accepted.	Implement communication platforms that allow for transparent communication between students, parents, and educators. This facilitates sharing of goals, progress, and feedback.
Student Voice and Choice	Provide opportunities for students to have a say in their learning experiences. Allow them to choose projects, topics, and learning pathways that align with their interests and strengths. Empower students to co-design classroom rules and activities.	Consider design changes or enhancements to learning spaces that encourage collaboration, creative expression, and individualized learning. Flexible furniture, technology integration, and designated areas for group work can contribute to student agency.
Goal-Setting and Reflection	Teach students how to set achievable goals for their academic, personal, and social growth. Regularly guide them through reflections on their progress, celebrating successes and identifying areas for improvement.	Allocate resources for regular evaluation and adjustment of strategies based on feedback, data analysis, and evolving educational research. This ensures that resources are effectively meeting the needs of students and educators.
Teacher Training and Professional Development	Provide professional development for teachers focused on fostering student agency and self-worth. Equip educators with strategies for creating student-centered classrooms and supporting students' social-emotional growth.	Funding for ongoing teacher training and professional development. This might involve workshops, seminars, online courses, and external experts.
Incorporate Student-Led Conferences	Replace traditional parent-teacher conferences with student-led conferences where students showcase their accomplishments, growth, and goals to parents and educators. This builds students' communication skills and self-confidence.	Allocate funds for student leadership initiatives, including student government activities, clubs, and leadership training. Provide resources for organizing

Priority 1

		events and initiatives led by students.
Mentorship and Advisory Programs	Create mentorship or advisory programs that pair students with caring adults who provide guidance, support, and opportunities for discussing personal and academic aspirations.	Establish partnerships with educational organizations, universities, and research institutions that can provide expertise, resources, and opportunities for students and educators.

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Increased Student Engagement: Students of all backgrounds and ability being more actively engaged in their learning, displaying enthusiasm and motivation to participate in class discussions, projects, and activities. They are eager to contribute their ideas and take ownership of their learning experiences. Students exhibit a heightened enthusiasm for learning, showcasing curiosity and a desire to explore new ideas. They demonstrate an intrinsic motivation to discover and learn beyond the classroom.

Empowered Decision-Making: Students demonstrate a stronger ability to make informed decisions about their learning pathways, project topics, and goals. They confidently express their preferences and take initiative in shaping their educational journey. They also communicate an increased perception of being able to do so with a variety of staff.

Self-Reflective Practices: Students engage in regular self-reflection, setting personal goals and tracking their progress. They demonstrate an awareness of their strengths, areas for growth, and strategies for improvement.

Positive Self-Concept: Students exhibit and communicate higher levels of self-confidence and self-worth. They are more willing to take on challenges and view setbacks as opportunities for growth rather than failures.

Stronger Peer Relationships: Students develop improved interpersonal skills, fostering positive relationships with peers. They engage in respectful communication, collaboration, and empathy, contributing to a more harmonious classroom atmosphere. Students exhibit improved emotional regulation and social-emotional skills. They demonstrate the ability to manage stress, cope with challenges, and build healthy relationships with peers and adults.

Demonstrated Leadership: Student leadership initiatives flourish, with students taking on leadership roles in clubs, events, and community projects. They exhibit confidence and competence in guiding their peers and contributing to the school community.

Positive Teacher-Student Relationships: Teacher-student relationships are strengthened, characterized by mutual respect, trust, and effective communication. Teachers witness students' growth and autonomy firsthand.

Priority 1

Quantitative and qualitative data show improvements in student performance, self-assessment, and social-emotional well-being. Educators observe positive shifts in classroom dynamics and student attitudes.

Continuous Improvement: Educators continue to refine strategies based on feedback and outcomes, ensuring that the focus on student agency and self-worth remains a dynamic and evolving aspect of the school's educational approach.

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>
Student self-assessments/surveys indicating increased self-confidence and evidence of students embracing challenges and taking initiative across content and no academic areas.	Quarterly	
Evidence of students setting personal goals and demonstrating progress toward achieving them as well as regular student reflections on their learning experiences and growth.	Quarterly	
Positive peer interactions, demonstrated through improved emotional regulation and conflict resolution skills. Observable growth in self-awareness and self-management. Decreases rated of school based behavioral referrals.	Quarterly	
Improved feedback from teachers about positive student interactions and contributions. Measurable improvements in academic performance and assessment outcomes. Evidence of continuous growth and development.	Quarterly	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Our priority is to cultivate an environment that encourages personalized and transparent communication between parents and educators. By fostering meaningful dialogues and collaboration, we seek to enhance the educational experience and support the holistic development of each student.</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 is a priority because effective communication between parents and educators is crucial for the holistic development and success of students. Several reasons underscore the importance of prioritizing personalized and open communication, none more so than it being stressed as the number one priority in parent surveys district-wide.</p> <p>Collaborative communication between parents and educators ensures that students receive consistent and coordinated support both at school and at home. This approach enhances students' academic performance, social-emotional well-being, and overall success. Personalized communication allows parents and educators to understand each student's unique strengths, needs, and funds of knowledge/islands of competence. Open and authentic communication enables early detection and support of academic or behavioral challenges.</p> <p>We also know from experience that when parents are actively engaged in their child's education, students feel more supported and motivated. Engaged parents can reinforce classroom learning, provide additional resources, and offer emotional support. Effective communication allows parents to provide relevant support at home and builds trust and transparency between parents and educators. When parents are informed about classroom activities, curriculum, and teaching methodologies, they feel more confident in the education their child is receiving. Additionally, when parents are engaged and feel their voices are heard, they are more likely to support the school's initiatives, attend school events, and contribute positively to the overall school culture.</p> <p>Open communication also breaks down barriers and enables parents to advocate for their child's needs effectively. When parents are informed and engaged, they can work collaboratively with our staff to address any concerns or special requirements.</p> <p>Feedback from parents can also provide valuable insights into the effectiveness of teaching methods, curriculum, and school policies. This input supports continuous improvement efforts within the school community and becomes a joint endeavor where parents and</p>

Priority 2

educators collaborate in partnership fostering a sense of shared responsibility for students' growth and development.

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?
Delineate between communication methods/platforms	Establish clear communication guidelines for teachers and parents, outlining expectations for response times, preferred communication channels, and topics that can be discussed. Implemented communication platforms (e.g., email, messaging apps, online portals) where parents and educators can exchange messages, updates, and information about assignments, events, and student achievements should have identified purposes. Create a tiered system for communication.	Professional Development Provide access to digital communication platforms, email systems, messaging apps, and online portals that facilitate easy and efficient communication between parents and educators.
Parent Workshops and Webinars	Organize workshops and webinars that provide parents with insights into curriculum, teaching methods, and strategies for supporting learning at home. These events can enhance parents' understanding of the educational process.	Develop resources for parents, such as guides, tip sheets, and online tutorials, to help them navigate digital communication platforms and understand educational concepts. Develop materials for parent workshops and webinars, including presentation slides, handouts, and resources that can help parents understand curriculum, teaching methods, and ways to support learning at home.
Student-Led Conferences	Organize student-led conferences where students share their progress, achievements, and goals with their parents and educators. This empowers students to take ownership of their learning and strengthens communication channels.	Set up appropriate spaces for student-parent-teacher conferences, advisory meetings, and PTA gatherings. Comfortable meeting areas contribute to effective face-to-face communication. Determine

Priority 2

		barriers to participation that can be supported by the school.
Multilingual Communication	Ensure that communication materials are available in languages spoken by parents. This promotes inclusivity and ensures that all parents can engage effectively.	Ensure that the school's technology infrastructure supports digital communication, including reliable internet access, devices, and software for seamless interaction with multilingual families. Expand interpreter services beyond the BOCES system.
Feedback Mechanisms	Seek feedback from representative samplings of parents on the effectiveness of communication strategies and gather suggestions for improvement. This demonstrates a commitment to continuous improvement.	Allocate resources for ongoing evaluation and adjustment of communication strategies based on feedback, outcomes, and changing needs. Utilize tools for collecting feedback from parents about communication strategies and their effectiveness. This could include surveys, focus groups, or suggestion boxes. Provide resources for the functioning of parent advisory councils, including meeting materials, coordination support, and facilities for council gatherings.

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Increased Parent Engagement: Higher attendance at parent-teacher conferences, workshops, and school events. Observable participation in parent advisory groups/councils and PTAs. oParents contributing to school events, volunteering opportunities, and collaborative projects. Observable involvement in supporting school initiatives.

Improved Communication Frequency: Increase in the frequency of communication between parents and educators through digital platforms, emails, and other channels. Parents demonstrating awareness of classroom activities, assignments, and curriculum topics during interactions. Parents demonstrating understanding of their child's academic progress, strengths, and areas for growth. Observable parental engagement in supporting students' learning at home.

Priority 2

Positive Parent Feedback: Positive feedback from parents about the accessibility and effectiveness of communication methods. Demonstrated satisfaction with the quality of information shared as reported in person and on surveys. Observable improvement in the quality of relationships between parents and educators, with increased mutual understanding and collaboration.

Diverse Participation: Evidence of diverse parental participation, including representation from various cultural backgrounds and language groups.

Positive School Culture Impact: Observable positive impact on the overall school culture, with increased involvement in school-wide activities and events.

Student Success Indicators: Measurable improvements in student academic performance, attendance, and social-emotional development. Observable positive impact on students' self-worth and motivation.

Multilingual Engagement: Evidence of effective communication and engagement with parents from diverse language backgrounds. Availability of multilingual resources and materials.

Continuous Improvement Efforts: Observable adjustments and refinements made to communication strategies based on feedback and outcomes. Demonstrated integration of parental feedback into school policies, events, and communication strategies. Educators providing positive feedback about the quality of parent interactions, support, and collaboration.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Increased (Informed) Parent Engagement	Quarterly	
Improved Communication Frequency	Quarterly	
Positive Parent Feedback	Quarterly	
Enhanced Parent-Teacher Relationships	Quarterly	
Diverse family Participation	Quarterly	
Positive Educator Feedback	Quarterly	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	We recognize the urgent need to ensure equitable academic excellence for all students. To achieve this, we are placing a high priority on providing comprehensive and culturally responsive professional learning opportunities for our educator community.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	Our commitment to equitable education compels us to address achievement gaps among our diverse student population. By prioritizing professional learning, we aim to equip educators with strategies that recognize and address individual learning needs. We acknowledge the importance of educators understanding the cultural and social contexts of their students. By fostering culturally responsive teaching practices, we seek to create inclusive classrooms where all students feel valued and supported. Our diverse student body possesses a wide range of strengths and talents. Professional learning will empower educators to tap into these unique qualities, fostering a growth mindset and promoting academic success for all. To ensure that our schools are welcoming spaces for all students, it's crucial for educators to reflect on their implicit biases and develop strategies that promote inclusivity and equity. High-quality professional learning not only benefits students but also supports educator growth. By investing in our educators, we are fostering a culture of continuous improvement that directly impacts student achievement.

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?
Culturally Relevant Workshops/ Equity, Inclusion, Belonging Training	Offer workshops and seminars on culturally relevant teaching methods, incorporating diverse perspectives into the curriculum, and creating an inclusive classroom environment. Provide training on recognizing and addressing implicit biases, promoting equity in classroom practices, and fostering an inclusive school culture.	Allocate funds specifically designated for organizing workshops, seminars, training sessions, and guest speakers focused on culturally responsive teaching, equity, and inclusion. Budget for hiring experts and consultants in the field of culturally responsive education and equity to deliver specialized training and support. Hire or designate experienced educators

Priority 3

		or instructional coaches to lead professional learning sessions and guide educators in implementing culturally responsive practices.
Data-Driven Instruction	Equip educators with tools to analyze student data effectively, enabling them to tailor instruction to individual needs and monitor progress.	Ensure access to digital platforms, online resources, and communication tools to facilitate distance learning, online workshops, and virtual professional development. Invest and/or refine data analysis tools and software that help educators track student progress, identify achievement gaps, and make informed instructional decisions.
Student-Centered Pedagogy	Encourage student-centered teaching approaches that empower students to take ownership of their learning, fostering engagement and academic growth. These approaches make explicit opportunities for highlighting and incorporating students funds of knowledge.	Invest in culturally diverse and inclusive curriculum materials, textbooks, and resources that educators can incorporate into their teaching. Provide educators with learning materials, handouts, books, articles, and multimedia resources related to culturally responsive teaching and equity. Develop or acquire resources in multiple languages to accommodate diverse language backgrounds among educators and families.
Ongoing Reflection and Growth	Foster a culture of continuous reflection and growth among educators, encouraging them to regularly assess their teaching practices and refine their approaches.	Develop a sustainability plan to ensure that the resources and initiatives can be continued and refined over time. Set aside funds for ongoing research, development, and adaptation of professional learning content to stay current with evolving best practices. Provide resources to establish and support collaborative learning communities among educators, enabling them to share insights, strategies, and experiences.

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Culturally Inclusive Classroom Environments:

Observations of classrooms displaying visible signs of cultural inclusivity, such as diverse classroom displays and student work. Documentation of curriculum adjustments that reflect diverse perspectives, cultures, and experiences, fostering an inclusive learning environment. Observable incorporation of culturally responsive teaching strategies in lesson plans and classroom activities, as evidenced through classroom observations.

Student Success Indicators:

Measurable improvements in academic performance, attendance, and social-emotional well-being among students, reflecting the impact of culturally responsive practices. Anecdotal evidence or surveys demonstrating students' appreciation for culturally inclusive content and teaching methods. Measurable reduction in academic achievement gaps among different student demographics, particularly those previously marginalized.

Increased Family Satisfaction:

Feedback from parents indicating satisfaction with the school's efforts to create an inclusive and culturally responsive learning environment. Increased attendance and participation of parents from diverse backgrounds in school events, workshops, and conferences.

Educator Confidence in Cultural Competence:

Pre- and post-assessment of educators' self-reported confidence in applying culturally responsive practices. Evidence of educators sharing culturally responsive strategies and resources within collaborative learning communities. Documentation of educators engaging in regular self-reflection and growth related to culturally responsive teaching practices. Post-training surveys indicating improved awareness and understanding of diverse cultural backgrounds among educators. Educators reporting stronger relationships with students from diverse backgrounds, as indicated through surveys or reflections.

Continued/Increased Professional Learning:

Percentage of educators participating in ongoing professional learning related to cultural responsiveness and equity. Percentage increase in educator attendance and participation in culturally responsive professional development sessions compared to previous years.

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>
Reduction in disparities	Every 5 Weeks	
Student Success Indicators	Quarterly	
Educator Confidence	Biannually	
Increased Educator Participation	Quarterly	

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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> 	

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?

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

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>

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2023-24?	
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <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> 	

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?

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School (if applicable)
Mark Anson	Assistant Superintendent for Instruction	
Max Zeller	Principal	East Irondequoit Middle School
Jim Vallone	Director of Student Services	
Tammy Stamps	Parent	
Debyon Brown-Osbourne	Parent	
Carly Chung-Stowe	Parent	
John Edwards	Instructional Coach	Secondary
Nicholas Hambrick	Student	Eastridge High School
Pat Yandow	Teacher / Union Rep	East Irondequoit Middle School
Rene Fetes	Teacher	East Irondequoit Middle School
Marjorie Adams	Teacher	East Irondequoit Middle School
Melissa Paquin	Special Education Teacher	Eastridge High School
Chris Harnden	Teacher	Eastridge High School

Meeting Dates

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

Meeting Date	Location
06/14/2023	EIMS
7/07/2023	EIMS
7/12/2023	EIMS
8/11/2023	District Offices
8/23/2023	District Offices

Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Prior to developing the plan, teachers were surveyed to gather their insights, experiences, and needs related to responsive teaching. This input informed the design of the professional learning content and strategies outlined. Focus group discussions were conducted with teachers to explore their challenges, successes, and ideas for incorporating a variety of responsive practices. These interactions provided a platform for teachers to share their perspectives and learn from one another. Teachers were invited to participate in planning committees responsible for shaping the professional learning initiatives and district practices. Their expertise and input helped tailor the content of the plan. Opportunities were also provided for teachers to offer individual feedback on proposed training materials, activities, and resources. This iterative feedback loop ensured that the plan aligns with teachers' preferences and needs.
Parents with children from each identified subgroup	Focus group discussions with parents of color to gather their opinions, concerns, and suggestions related to their child's school experience followed district wide surveys of all parents. These discussions can provide insights that shaped the approach of the committee. Additional surveys and questionnaires that specifically target parents of color to understand their perspectives on cultural responsiveness, their experiences with the school, and their expectations for professional learning have been created. Listening sessions or town hall meetings where parents of color can share their experiences, challenges, and aspirations for their children's education are planned for the fall. Our district equity facilitators are parent advocates who can bridge the communication gap between parents of color and the school. These individuals can help gather insights and ensure that their perspectives

Stakeholder Participation

	are considered. This fall we will offer workshops for parents that provide information on the plan's initiatives, their goals, and the ways in which parents can support their children's learning at home.
Secondary Schools: Students from each identified subgroup	We have conducted student interviews at the middle and high school levels about their school experiences to gain valuable insights and inform various aspects of school. These interviews provided a platform for students to express their thoughts, feelings, challenges, and suggestions, allowing educators and administrators to better understand their needs and make informed decisions. Insights gained from student interviews have led to adjustments in teaching methods and strategies that better resonate with students' learning styles and preferences. Understanding students' perceptions of the classroom environment ought to lead to changes that promote inclusivity, comfort, and positive interactions among peers and teachers. Insights from student interviews will continue to guide efforts to foster a positive and respectful school culture where students feel valued, supported, and empowered.

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

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