



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Kenmore Town of Tonawanda Union Free School District	Sabatino Cimato

2024-25 Summary of Priorities

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

1	Establish a Culture of Belonging that fosters inclusive learning environments
2	Ensure High Expectations for all learners through data-driven instruction
3	Strengthen School Community Engagement : families, student, teachers and staff

PRIORITY I

Our Priority

What will we prioritize to extend success in 2024-25?	Establish a Culture of Belonging that fosters inclusive learning environments
<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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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>How does this priority connect to the district vision?</p> <p>Building positive school culture and community are strategic intents of our Ken-Ton Forward strategic plan. Our goal is to ensure a safe and secure learning and work environment for all Ken-Ton students, staff and visitors through safety infrastructure improvements while promoting a positive and inclusive environment and school culture.</p> <p>Why did this emerge as a priority?</p> <p>Each TSI school has completed a needs assessment and all schools identified a need for the school and district to improve school culture and outline clear expectations to foster predictable and consistent behaviors. Good Tier 1 practice for all students will ensure a common set of expectations for all. In addition, clearly defined Tiers II and III will ensure the support needed for students not making sufficient progress with Tier I instruction. School behavior data indicated 28% of middle school behavior referrals were due to classroom disruption and insubordination, compared to 23% K-12. At elementary 25% of referrals were due to minor aggression and disorderly conduct compared to 11% district wide. This represents data across all levels. School ESSA Accountability attendance data indicates that in our TSI schools 26% of the students were chronically absent in the 22-23 school year, and 23% were chronically absent in the 23-24 school year. The District-wide chronic Absenteeism also improved, showing a 3% reduction from 27% in 2022-23 to 24% in 2023-24 school years.</p> <p>What makes this a top priority to pursue?</p> <p>This is a top priority because sub-groups of students (Black, SWD and Hispanic) have been identified as underperforming academically. Additionally these subgroups are reflected in our TSI school behavior data as groups with greater numbers of referrals. We believe this behavior is indicative of distractibility, or in other words, a lack of engagement with the learning which impacts performance. We want to ensure our school culture and community support the specific needs of these individuals.</p> <p>How does this priority connect to the other top priorities and the district's long-term plans?</p> <p>School culture and community supports safe and welcoming learning environments and extends the classroom beyond the school day.</p>

Priority 1

This priority addresses the whole child, not only meeting academic targets but also meeting SEL and behavioral needs that are important for learning readiness.

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?
Implement the MTSS Framework in our schools	Further develop MTSS structures to support positive behavior, SEL and attendance. A district team will identify and develop Tier 2 and Tier 3 supports for SEL and behavior.	MTSS Infinite Campus and Panorama training and support.
Implement Safe and Civil Schools Foundations Strategies to improve safety and behavior	Further develop school wide structures and expectations that foster higher levels of engagement and reduction in referrals.	Foundations Training and Consultant Support in Schools
Implement Community Building Circles	Each school will dedicate minimally bi-monthly periods where teachers are implementing community building circles to establish positive classroom climates. This will allow classrooms to develop common practices and expectations.	Restorative Circle Training and Support
Continue monthly attendance meetings at each school	Each school will utilize the attendance review practices provided by the district to outline student needs and supports for those chronically absent.	District Attendance analysis Protocol
Implement Restorative Conferences for students receiving behavior support	Schools will utilize restorative conferences with students to repair harm and improve student self efficacy in problem solving.	Restorative Practices Training for Administrators

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.

Our goals are as follows for the end of the 24-25 School Year:

- 5% reduction compared to the previous year in chronic absenteeism district wide
- 5% reduction in behavior referrals and suspensions district wide, compared to the previous year
- Student, parent, teacher survey data will demonstrate 10% overall favorable improvement from the fall to the spring on school climate survey for schools.

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 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>
We will review attendance data quarterly and expect to see a lower rate of chronic absenteeism compared to the same time in the previous school year	Quarterly	
We will review behavior referral data quarterly and expect to see a lower rate of behavior referrals compared to the same time in the previous school year	Quarterly	
We will review School Climate Survey data for families, students and teachers and expect to see 10% improvement in favorable responses.	End of Year	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Ensure High Expectations for all Learners through Data Driven Instruction</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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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>How does this priority connect to the district vision?</p> <p>We believe confidence in learning equates to competence. Our strategic plan prioritizes "Instruction for All" which means we ensure our students have access to differentiated instruction and research based instructional resources.</p> <p>Why did this emerge as a priority?</p> <ul style="list-style-type: none"> • 69% of our 3-8 students participated in the 2023 ELA Exam. • 65% of our 3-8 students participated in the 2023 Math Exam. • 32% of our 3-8 students scored at the level of proficient on the Spring 2022 ELA assessment. • 42% of our 3-8 students scored at the level of proficient on the spring 2022 Math assessment. • 14% of FMS Black students were proficient on NYSED ELA • 18% of FMS Black students were proficient on NYSED Math • 4.5% of FES Black students were proficient on NYSED ELA • 0% of FES Black students were proficient on NYSED Math • 28% of HMS Black students were proficient on NYSED ELA • 17% of HMS Black students were proficient on NYSED Math <p>What makes this a top priority to pursue?</p> <p>This is a top priority because we want to ensure that all students have access to a strong and viable curriculum and that learning can be demonstrated using the NYS Assessment. Additionally, we want to ensure students have rigorous instruction that is supported by research based instructional strategies that fosters engagement, is responsive to student needs and is deliverable using differentiated instructional practices.</p> <p>How does this priority connect to the other top priorities and the district?</p> <p>Other district priorities focus on safety and wellness of students and creating positive school culture. Both of these are foundational for our schools, because they create environments where teachers can set high expectations, foster engagement and use data to drive instruction.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement Professional Learning Communities in our Schools to review student performance data, monthly.	<p>PLC discussions will include: The analysis of building level and district level instructional needs.</p> <p>Administrators will: Share instructional classroom data and observations made from Learning Walks</p> <p>Teachers will: share effective instructional techniques used with particular grade levels or subgroups of students.</p> <p>Training on PLCs, scheduled bi-monthly PLC meetings, defined data sets to review (Survey Data, Grades, Common Assessments, iReady Data)</p>	<ul style="list-style-type: none"> -PLC Institute Training -<u>PLCS that Work</u> by Dufour -PLC Schedules in each school -iReady Benchmark - aimswebPlus Benchmark Assessments - Personalized iReady Licenses -Panorama Dashboard -Math and ELA Unit Assessments/CFAs (MS) -Structured Data Discussion Protocol -Learning Walk Protocol -Leadership Summit for Principals
Regular non-evaluative Learning Walks by school administration and leadership team.	Building leaders and members of the instructional administrative team will follow a structured calendar of Learning Walks.	<p>Allocated time to conduct Learning Walks</p> <p>Provide opportunities to share constructive feedback to teachers.</p>
Monthly Progress Monitoring of Data by District & School Administrators	At monthly district K-12 principal meetings, District and building leaders will share updates, review data from their school/department (tied to ensuring high expectations for student learning), and discuss the strategies and interventions being used to enhance student academic growth.	Data Sets (iReady, aimswebPlus, Panorama, Unit Assessments) Infinite Campus Dashboard
Provide opportunities for professional discussions with teachers on data driven instruction (Data-Rollouts / Quarterly Data Analysis Team Meetings / School-Based Grade or Department Level Meetings)	<p>Professional Learning Community participants will use a structured DDI protocol to effectively analyze student data and utilize that to inform instruction based on these key focus areas:</p> <ol style="list-style-type: none"> 1. Data Disaggregation 2. Trend Identification 3. Root Cause Analysis 4. Action Planning 	<p>Time for Professional Learning Communities to analyze and discuss student performance data</p> <p>Professional Development</p> <p>Coordination and support from Data and Accountability Office</p> <p>Coordination and support of instructional coaches</p>

Priority 2

Train all teachers on research based differentiation and engagement strategies to improve Tier 1 Instruction	Schools will utilize our district created Engagement Playbook on Canvas with research based engagement strategies for Tier 1 planning. Additionally schools will use professional texts to support school wide understanding of highly engaged classrooms with differentiation.	<u>Total Participation Techniques</u> book Personalized iReady Licenses for MS <u>Visible Learning</u> by John Hattie PLCS to assess use of strategies <u>Leading and Managing a Differentiated Class</u> by Tomlinson
Implement District Wide Participation Campaign for NYSED assessments	Schools will send out notices on the importance of the state assessment through social media. District will send out in March of 2025 a survey to parents encouraging all to participate.	Infinite Campus Notification System Common school messages for social media.

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.

By the end of the school we strive to have 55% of our middle school students scoring at proficiency on the iReady Math and ELA Assessments.

By the end of the school year we strive to have 60% of our elementary school students scoring at proficiency on the aimswebPlus Math and ELA Assessments.

By the end of the school year we strive to have 95% participation rate on NYSED assessments 3-8.

By the end of the 24-25 school year we strive to see at least 10-15% of our students improve their level of performance on the NYSED ELA and Math.

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

Priority 2

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 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>
We will review iReady (MS) and aimswebPlus (Elem) data for ELA and Math benchmark data three times a year. We will see 10% increase at each benchmark	Beginning of Year, Mid-Year, End-of-Year	
We will review Elem and Middle Panorama Survey student and teacher Data on Engagement skills, academic learning and Social and Emotional Learning. We will see a 20% increase in favorable responses from Spring 2024.	Beginning of Year, Mid-Year, End-of-Year	
We will review Mid Year Math & ELA CFAS for Middle School. We will see at least 60% of our students score at proficiency.	Quarterly	
We will review academic progress for Elementary students using the Data Integration Module in Panorama	Quarterly	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2024-25?</p>	<p>Strengthen Community Engagement: Families, Students, Teachers and Staff.</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> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <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 support?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>How does this priority connect to the district vision?</p> <p>In our Ken-Ton Forward Strategic Plan, Community Engagement emerged as a major priority, based on district - wide needs assessment. This is inclusive of families, students, teachers and staff. We support shared decision-making, cultivating shared responsibility, and accountability for teams in our schools. We believe that parents are partners, and as such we take a shared role in the academic, social/emotional success of students. We want our communication to ensure that families are aware of opportunities our schools will create for students to engage beyond the school walls. We want the schools to be an extension of the home, not just the home being an extension of the classroom. We want mutual reinforcement of expectations and to share a respect for the different learning environments (school/home).</p> <p>Why did this emerge as a priority?</p> <p>Based on survey data and stakeholder feedback, engagement emerged as a priority among families, teachers, staff and students.</p> <p>Survey Data % Reporting Favorable for Engagement: FES: Students 60%, Families 37% FMS: Students 41%, Families 36% HMS: Students 43%, Families 35%</p> <p>Upon further review, qualitative responses indicate family concerns with poor communication between school and home. Additionally, teacher survey data indicated when asked what they could improve about their school "increased communication" was a priority in all schools.</p> <p>What makes this a top priority to pursue?</p> <p>Engagement is a critical component of a successful school community. It is important that our families are aware of what teaching and learning looks like at school, and how they can become involved to support student learning. It is also important for our students and teachers to understand the essential components that contribute to a highly-engaged learner and classroom.</p>

Priority 3

How does this priority connect to the other top priorities and the district's long term plans?

Increased community engagement creates the foundation for successful learning and achievement. It also creates an anchor for mutual respect for shared expectations across school and families. Our strategic plan states that by 2027-28, Ken-Ton will build strong partnerships among all school and community stakeholders to foster a culture of trust and shared responsibility for school and student success. Student engagement leads to a positive school culture and climate, as well as reduced behavior incidences.

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?
Family Engagement - Family Communication through building quarterly newsletters from the building principal	All schools will send quarterly newsletters to families about events and instruction. This will ensure consistent communication across all grade levels	Smore Online Newsletter Infinite Campus Clerical Training Webmaster/Social Media Liaison
Teacher/Staff Engagement - Weekly updates to teachers and staff from the building principal	All schools will send weekly updates to teachers communicating school-wide events as well as instructional priorities/strategies.	Smore Online Newsletter Canvas LMS Principal & Clerical Training
Family Engagement - Teacher Communication about classroom learning from teachers - monthly at a minimum	Teachers will utilize either See Saw (Elem) or Canvas (MS) to communicate about what students are learning in their classroom. Schools will provide parents with tutorial support on accessing online communication.	Tech Instructional Support Specialist to support Seesaw and Canvas as a Communication Resource
Family Engagement - Parent Information Night to support student learning resources (Canvas, Seesaw, IC, etc)	All schools will host sessions at Open House and share the following: 1) ways to be involved in their child's school 2) how to access class information on the LMS 3) Understand the school's academic goals	ISS, building faculty Building Technology Liaisons
Student Engagement - Students becoming leaders of their own learning	Students will participate in goal setting in the classroom with their teachers and share progress with parents at parent conferences.	Student Goal Setting Accelerated Reader After School Tutoring Transportation for Tutoring

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.

Our goal at the end of the year is to have student and family survey data indicate that 60% report favorably for increased engagement in schools.

Our goal at the end of the year is to have teacher survey data indicate that 60% report favorably that they receive effective communication in 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 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)
Parents will have access to class information in See Saw and Canvas. We expect to see at least a 15% increase in parent access when compared to the same time in the previous school year.	End of year	
We will see a 15% increase of K-8 parents participating in Open House and Parent Conferences from the previous school year.	End of 1st Semester	
Students will participate in parent conferences. We will see at least 50% of students per class participating in parent conferences.	1st and 2nd semester	
All teachers will utilize highly effective engagement strategies evident in their lesson plan design and classroom instruction.	Throughout the year, APPR lessons will include engagement strategies reviewed by administrators.	

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)
Kelly White	Asst. Superintendent of Curriculum, Instruction and Leadership	
Michael Muscarella	Executive Director of Elementary Education	
Lisa Cross	Executive Director of Secondary Education	
Frank Spagnolo	Director of Data and Accountability/CIO	
Dina Ferraraccio	Director of School Culture	
Anne Martell	Director of K-12 Education	
Matt Raines	Principal	Holmes Elementary
Kia Evans	Principal	Franklin Elementary
Marco Galante	Principal	Franklin Middle
Elaine Thomas	Principal	Hoover Middle
Debbie Kopec	Parent	Franklin Middle
Heather Kramer	Parent	Franklin Elem, Middle
Tiffany Van Dewater	Teacher: Instructional Support for ELA	District
Melissa Carrato	Teacher: Instructional Support for Math	District
Mary Bieger	Teacher: Instructional Support for RTI/MTSS	District
Mary Jane Vanderbosch	Senior Clerk Typist	District

Meeting Dates

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

Meeting Date	Location
June 10, 2024	District Office: 1500 Colvin Blvd. Buffalo, NY 14223
June 20, 2024	District Office: 1500 Colvin Blvd. Buffalo, NY 14223
July 19, 2024	District Office: 1500 Colvin Blvd. Buffalo, NY 14223
July 23, 2024	Virtual with BOCES

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	Teachers indicated a need to improve Tier 1 instruction and differentiate more to meet students' individual needs.
Parents with children from each identified subgroup	Parents indicated a need to have better communication from schools so they know how to help their students improve academically.
Secondary Schools: Students from each identified subgroup	Middle school students who participated in the student interviews indicated they felt they were engaged in learning, but did not always enjoy what they were learning. Additionally students indicated a need to improve peer to peer relations with a focus on showing mutual respect and trust.

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 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).