



# District Comprehensive Improvement Plan (DCIP)

| District   | Superintendent    |
|--|-------------------|
| Westhill Central School District<br>420701060000 | Stephen R. Dunham |

## 2024-25 Summary of Priorities

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

|   |  |
|---|--|
| 1 | <p>In 2024-2025 the District will continue what we initiated in the 2022-2023 DCIP - building awareness, building capacity, and implementing, through a phase-in process, the Culturally Responsive-Sustaining Education Framework through New York State. This has also become part of Westhill Central School District’s Strategic Plan - Foster an affirming, welcoming, and supportive school community that promotes belonging and elevates the unique voices of students, families, and staff.</p>   |
| 2 | <p>The Westhill Central School District will implement a comprehensive, K-12 guaranteed and viable standards-aligned curriculum. This will be reinforced by continuing the districts MTSS priority from the 2022-2023 DCIP.</p> <ul style="list-style-type: none"> <li>● Document the current horizontal alignment as living documents. This will be occurring at each grade level and in each content area, K through 12.</li> <li>● Identify and prioritize the essential standards across each content area.</li> <li>● Implement and articulate a continuous four-year curriculum review cycle.</li> </ul> <p>Any students who are not meeting the grade-level standard will receive intervention (MTSS)</p>   |
| 3 | <p>Mental Health: Create a culture and environment of understanding, support, and belonging for mental health and wellness across the school community.</p> <ul style="list-style-type: none"> <li>● As a district, we have noticed an uptick in student absence</li> <li>● We have received an increase in students diagnosed with anxiety and/or depression</li> <li>● There has been an increase in atypical student behavior since our return from being out of school due to COVID-19.</li> </ul> <p>Our students' emotional well-being is always a priority. For the fourth year, we will screen all students to determine areas of need for each student. This will allow our classroom teachers and mental health providers the opportunity to address the areas of need. School staff will communicate with parents and guardians as needed. This year, we will move beyond the screening into a more defined set of interventions for each of the domains.</p> |



# PRIORITY I

**Our Priority:** Foster an affirming, welcoming, and supportive school community that promotes belonging and elevates the unique voices of students, families, and staff.

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| <p><b>What will we prioritize to extend success in 2024-25?</b></p>  | <p>The district will continue to build awareness, build capacity, and implement, through a phase in the process, the Culturally Responsive-Sustaining Education Framework through New York State.</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>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</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>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul> | <p>Westhill Central School District’s demographics continue to become more diverse as evidenced from the information below:</p> <ul style="list-style-type: none"> <li>• The demographics of the Westhill Central School District are gradually shifting to being more racially diverse and with an increased rate of poverty             <ul style="list-style-type: none"> <li>○ Free and Reduced Price Lunch (FRPL) has dramatically increased over the past five years (17% to 29%)</li> <li>○ Although ENL student population has increased it is still only at 2% of the overall student population which is significantly lower than area districts</li> </ul> </li> <li>• Increase in students who are Chronically Absent</li> <li>• There is an increase in the number of transient students who move in and out of the district             <ul style="list-style-type: none"> <li>○ McKinney Vento students have also increased.</li> </ul> </li> </ul> |

## 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>Continue with the implementation of principle one for the CR-SE Framework.</p> | <ul style="list-style-type: none"> <li>• Our leadership team and staff will continue to work with OCM BOCES.</li> <li>• In addition, the district will continue its DEI committee to discuss DEI moving forward.</li> </ul> | <p>Money to join the OCM BOCES COSER that will provide training to district leadership in large group and small group settings.</p> <ul style="list-style-type: none"> <li>• In addition, DEI training will take place during faculty meetings and professional development days.</li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>• The Rochester Anti-Racist Project may once again provide training to the staff.</li> <li>• Money is needed for staff to embed the practices into their instruction and classroom practices.</li> </ul> |
| Create a unified welcome process for all new students, staff, and families within each building and across the district.  | A committee (from our strategic planning work and DCIP teams) has been formed to create a welcome process for students and their families. This will include soliciting feedback from families to improve our process. | Funding for supplies and possibly compensation to staff who perform work beyond the contractual workday to develop the uniform process and procedures.  |
| Provide ongoing professional learning for stakeholders on diversity, equity, inclusion, and belonging aligned with the NYSED CR-SE Framework that clearly illustrates the role each stakeholder group plays in supporting the district's implementation of the four guiding principles. | Sign up for the PREMIUM plan to collaborate with the BOCES Diversity Liaison to provide training to staff.   | Money to pay for the BOCES diversity liaison to provide professional development for staff - OCM BOCES COSER. .   |
| Expand involvement and strengthen relationships with local businesses, community organizations, and families to increase student success and improve experiences.   | Reaching out to the community to find resources to support Westhill students and their families.   | <ul style="list-style-type: none"> <li>• Time for committees to meet and plan</li> <li>• Money for supplies and resources. Some of this funding can come from Title Reserves for MVA and ENL students</li> </ul>                                |
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## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- all staff implement the action plan for principle one: A Welcoming and Affirming Environment.
- the Diversity Liaison worked with the district through the PREMIUM plan.
- the Community Diversity Committee met a minimum of five times during the year.
- supports to families become more automatic (ie. Blessing in a backpack)

One of the focus areas of Westhill Central School District's newly adopted Strategic Plan prioritizes a Sense of Belonging: fostering

an affirming, welcoming, and supportive school community that promotes belonging and elevates the unique voice of students, families, and staff. There will be a sub-committee formed to address each of the areas outlined under this section of this plan. Ultimately, the district will engage families and better provide them with resources (this will be done in conjunction with the Community School COSER with OCM BOCES).

In addition, the Culture and Climate indicated that for the most part teachers and students feel safe and comfortable in the Westhill Central School District, there are still some who feel rules and regulations need to be tightened involving student behavior and discipline. This will be explored more and addressed at building levels based on specific needs.

## THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look 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 | <b>What we ended up seeing</b><br><i>(complete after the date listed in the preceding column)</i>   |
|--|---|---|
| Increased staff awareness and sensitivity to cultural differences and biases.                                    | Ongoing   | Increased staff participation in DEI training sessions (85% participation by end of year).<br><br>Staff will implement the action plan for principle one: A Welcoming and Affirming Environment. Training will take place at staff meetings, Superintendent’s Conference Days, OCM BOCES sessions, and virtually. |
| Improved interactions between staff, students, and families.   | Ongoing   | Positive feedback from students, families, and staff surveys (our goal is 85% satisfaction rate).   |
| Development of a unified welcome process for new students, staff, and families.                                  | By mid-year (January 2024)                          | Implementation of the welcome process district-wide with positive feedback from 85% of new families and staff.  |
| Increased feelings of connectedness among students, families, and community members.                             | By end-of-year (June 2024)                          | <ul style="list-style-type: none"> <li>● Improved survey results regarding connectedness (an increase of 20%),</li> <li>● increased participation in school events (25% increase)</li> <li>● Community Diversity Committee met a minimum of five times during the year.</li> </ul>                                |
| All stakeholders understand their role in supporting DEI initiatives.  | By end-of-year (June 2024)                          | Successful completion of professional learning sessions with 85% of staff   |

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|   |         | demonstrating knowledge of CR-SE framework in their practice. The District will collaborate with the Diversity Liaison through the PREMIUM plan.  |
| Increased partnerships with local businesses and community organizations.       | Ongoing | <ul style="list-style-type: none"> <li>Established partnerships with 3 new local organizations/CBOs by end-of-year that will have a positive impact on student access to resources and support.</li> <li>Support to families become more automatic (e.g., Blessing in a Backpack).</li> </ul> |
| Increased family engagement in school activities and decision-making processes. | Ongoing | <ul style="list-style-type: none"> <li>Higher attendance at school events by 20% (this will be difficult to determine) by the end of the year</li> <li>Continue active participation of parents in decision-making of various building/district committees</li> </ul>                         |

## PRIORITY 2

**Our Priority:** The Westhill Central School District will implement a comprehensive, PK-12 guaranteed and viable standards-aligned curriculum. This will be reinforced by continuing the District MTSS priority from the 2022-2023 DCIP.

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| <p><b>What will we prioritize to extend success in 2024-25?</b></p>  | <p>The Westhill Central School District will implement a comprehensive, K-12 guaranteed and viable standards-aligned curriculum. This will be reinforced by continuing the District MTSS priority from the 2022-2023 DCIP.</p>  |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>How does this Priority fit into the District’s vision, values and aspirations?</li> <li>Why did this emerge as something to prioritize?</li> <li>What makes this the right Priority to pursue?</li> <li>How does this fit into other Priorities and the District’s long-term plans?</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>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?</li> <li>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul> | <ul style="list-style-type: none"> <li>Document the current horizontal alignment as living documents. This will be occurring at each grade level and in each content area, PK through 12.</li> <li>Identify and prioritize the essential standards across each content area.</li> <li>Implement and articulate a continuous four-year curriculum review cycle.</li> </ul> <p>Any students who are not meeting grade-level standards will receive intervention (MTSS)</p> <p>The Westhill Central School District will continue to provide professional development opportunities related to Culturally Responsive curriculum and instruction. This will include work to ensure that the district is using a guaranteed and viable curriculum and engaging instructional practices that will meet the needs of students in our classrooms today and in the future.</p> <p>Curriculum work will continue to create unit plans that will be used to horizontally and vertically align our curriculum to ensure that every student has equal access to the curriculum (NYS Next Generation Learning Standards). This will include time for grade-level teams and departments to work during Superintendent’s Conference Days and pullout time during the school year.</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>Curriculum alignment</p>   | <p>Each grade level/department will work together to record the standards, methods used, resources, essential questions, and guiding questions on a common unit plan template.</p> | <p>Money and time for teams to work toward identifying gaps in our standards being taught.</p>  |
| <p>Universal screening for all students K-8 through one screening tool.</p> | <p>Use iReady for the screening of all students three times per year in math and reading.</p>  | <ul style="list-style-type: none"> <li>Money for iReady</li> <li>Rostering all K-8 students</li> <li>Schedule for screenings</li> </ul> |

Priority 2

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| Build the capacity of teaching staff in Tier 1 instruction in core programs.  | Curriculum Associates to offer ongoing, job-embedded professional learning for all K-8 teachers.                                       | <ul style="list-style-type: none"> <li>• Money for Curriculum Associates</li> <li>• Plan for PD sessions</li> <li>• Money for AimsWeb to help determine student growth and achievement</li> <li>• Space for PD sessions</li> <li>• Participants in professional development sessions</li> <li>• Follow-up support for PD sessions.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Analyze data to place students into proper reading and math interventions and improve Tier 1 instruction as needed</li> <li>• Analyze data to place students into proper reading and math interventions</li> <li>• Professional Development to improve Tier 1 instruction as needed</li> </ul> | Hold building-level data teams at least three times per year after each screening window with each grade-level team.                   | <ul style="list-style-type: none"> <li>• A team of participants a to analyze data from the screenings.</li> </ul>   |
| Ensure every classroom in K-4 has adequate ELA and math time built into their schedule.   | Every classroom will need 60 minutes of math instruction, 60 minutes of module instruction, and 60 minutes of Skills Block/Flex Block. | <ul style="list-style-type: none"> <li>• Creation of schedules</li> </ul>   |
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## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- Aligned NYS Next Generations Standards, identified as priority standards will be reported on and indicated on the report card.
- After the standards are horizontally and vertically aligned, we will monitor student achievement data and document the growth of the skills that were assessed. This will allow us to identify students who are at risk and allow targeted interventions to be applied
- i-Ready will be used to screen all K-8 students three times per year for reading and math.
- Data team meetings will be held with all grade levels (K-8) at least three times per year.



Priority 2

**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 | <b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )   |
|--|---|--|
| Alignment of NYS Next Generation Standards identified as priority standards.                                     | By mid-year (January 2024)                          | All priority standards are identified, mapped across grade levels and subject areas, and reflected on report cards.  |
| Documented growth in student achievement of assessed skills.   | Ongoing   | Consistent growth in student achievement data after each i-Ready assessment cycle, with targeted interventions for at-risk students.                       |
| All K-8 students screened three times per year with i-Ready.   | Throughout the year                                 | Aspirational Goal - Successful completion of three screening cycles with 95% student participation.  |
| Data team meetings are held with all grade levels (K-8) at least three times per year.                           | Throughout the year                                 | Three data team meetings were held per grade level, with data-driven instructional adjustments implemented and documented improvement in student outcomes. |
| Improved sense of safety and positive school climate for all students.   | By end-of-year (June 2024)                          | Positive trends in school climate surveys and decreased disciplinary incidents, especially related to areas identified as needing improvement.             |

## PRIORITY 3

**Our Priority:** Mental Health: Create a culture and environment of understanding, support, and belonging for mental health and wellness across the school community.

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| <p><b>What will we prioritize to extend success in 2024-25?</b></p>  | <p>Mental Health: Create a culture and environment of understanding, support, and belonging for mental health and wellness across the school community.</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>• How does this Priority fit into the District’s vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District’s long-term plans?</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>• 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?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul> | <p>The reason mental health is a priority for several reasons:</p> <ul style="list-style-type: none"> <li>• As a district, we have noticed an uptick in student absence</li> <li>• We have received an increase in students diagnosed with anxiety</li> <li>• We have received an increase in students diagnosed with depression</li> <li>• There has been an increase in atypical student behavior since our return from being out of school due to COVID-19.</li> </ul> <p>Our students' emotional well-being is always a priority. For the fourth year, we will screen all students to determine areas of need for each student. This will allow our classroom teachers and mental health providers the opportunity to address the areas of need. School staff will communicate with parents and guardians as needed. This year, we will move beyond the screening into a more defined set of interventions for each of the domains.</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>Identify, analyze, and communicate the ongoing tiered supports, resources, and programs across the K-12 continuum to all stakeholders.</p> | <p>Screen all students in the fall, winter, and spring in the domains of behavior, mental health, and SEL through the Panorama SEL screener.</p> | <ul style="list-style-type: none"> <li>• time to attend meetings</li> <li>• money to sign up if needed</li> </ul> |

Priority 3

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| <p>Prioritize professional learning opportunities to build mental health literacy and knowledge in order to equip classrooms and school buildings with mental health-related resources, accommodations, and support.</p> | <p>Professional development that focuses on mental health will be offered to staff members.</p>                           | <ul style="list-style-type: none"> <li>● Money to pay staff for holding meetings and seminars after work hours</li> <li>● A schedule of events</li> <li>● Space to meet</li> <li>● Participants</li> <li>● Agenda for each meeting</li> </ul> |
| <p>Strengthen community partnerships to support students, families, and staff/faculty members.</p>   | <p>The K-12 mental health team will work together to provide resources and support(s). This will be done proactively.</p> | <ul style="list-style-type: none"> <li>● Money to potentially pay external presenters'</li> <li>● Schedule</li> <li>● Location to meet</li> </ul>   |
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## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

The District will determine the successful implementation of this priority when the items below are measured:

- The Panorama SEL screen will be successfully administered to all students three times per year as measured by participant rates.
- The District Mental Health Team will meet one time per month throughout the school year.
- The District Mental Health Team will proactively provide support and resources to students, their families, and staff

### 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<br><i>(complete after the date listed in the preceding column)</i>  |
|---|---|---|
| Successful implementation of the Panorama SEL screener three times a year.  | Throughout the year                                 | At least 95% participation rate (District-wide) in each of the three Panorama SEL screenings.                                       |
| District Mental Health Team meets monthly to analyze success, plan for the future, and troubleshoot hurdles that are encountered. | Throughout the year                                 | Documentation of monthly District Mental Health Team meetings and resulting actions/supports.                                       |
| Increased proactive support for students, families, and staff.  | Ongoing   | Documented increase in proactive outreach and support provided by the District Mental Health Team to students, families, and staff. |

## PRIORITY 4

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

### Our Priority

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| <p><b>What will we prioritize to extend success in 2024-25?</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> |  |

### 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? |
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## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

### 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 | <b>What we ended up seeing</b><br><i>(complete after the date listed in the preceding column)</i> |
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## PRIORITY 5

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

### Our Priority

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| <p><b>What will we prioritize to extend success in 2024-25?</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> |  |

### 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? |
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## Measuring Success

### END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

### 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 | <b>What we ended up seeing</b><br><i>(complete after the date listed in the preceding column)</i> |
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# 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.

**Special Note:** Please be aware the committee listed below ran concurrently with the Westhill Central School District Strategic Planning Committee (which created the district's FIRST strategic plan) and the DEI Committee. The focus of all these committees was based on the same data and each group's outcomes were highly redundant. The bottom line is that this was a combined effort with all the various committees working toward the same goal, to improve the school environment and achievement of the students and also to provide support for families. In addition to the larger strategic planning group which consisted of teachers, community members, and staff members, and focused on the same goals, I pulled a smaller group of individuals from the schools who did not meet the requirement to further analyze data and created the DCIP plan. This was to allow us to focus on the unique components, population, and culture of each school. We are a relatively small school district so you will see redundancy in membership between the committees - this served as a benefit

Below are the members of the smaller DCIP Planning Team

| Name               | Role                            | School<br><i>(if applicable)</i> |
|--------------------|---------------------------------|----------------------------------|
| Richard B. Chapman | Assistant Superintendent        | All                              |
| Laura Hallman      | Teacher                         | Onondaga Hill Middle School      |
| Jennifer Hodgens   | Intervention Specialist         | Cherry Road                      |
| Meghan Snell       | High School Assistant Principal | High School                      |
| Amy Hathaway       | Teacher                         | Onondaga Hill Middle School      |
| Kristen Castracane | Cherry Road                     | Cherry Road                      |
| Deborah Delay      | Teacher/Parent                  | Onondaga Hill Middle School      |
| Penny Feeney       | Librarian                       | Onondaga Hill Middle School      |
| Emily Baker        | Teacher                         | Onondaga Hill Middle School      |
| Natalie Lyons      | Teacher                         | Onondaga Hill Middle School      |
| Kathryn Ta         | Assistant Principal             | Onondaga Hill Middle School      |
| Isabelle McPeak    | Teacher                         | Onondaga Hill Middle School      |

In addition, the list below is of the larger **Strategic Planning Committee** that examined much of the same information/data and discussed the same points.

| <b>Name</b>               | <b>Role</b>              | <b>School<br/>(if applicable)</b> | <b>Action Team</b>   |
|---------------------------|--------------------------|-----------------------------------|--|
| <b>Richard B. Chapman</b> | Assistant Superintendent | All                               |  |
| <b>Karla Prince</b>       | Teacher                  | Onondaga Hill Middle School       | Creating a K-12 Vertically-Aligned Curriculum  |
| <b>Danielle Goodrich</b>  | Teacher                  | Walberta                          | Creating a K-12 Vertically-Aligned Curriculum  |
| <b>Karen McPeak</b>       | Teacher                  | High School                       | Creating a K-12 Vertically-Aligned Curriculum, Developing a Sense of Belonging for ALL, Mental Health  |
| <b>Alex Beauvais</b>      | Teacher/Admin. Intern    | Onondaga Hill Middle School       | Creating a K-12 Vertically-Aligned Curriculum, Developing a Sense of Belonging for ALL, Mental Health, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities), Special Education |
| <b>Ashley Stash</b>       | Parent                   | UPK                               | Creating a K-12 Vertically-Aligned Curriculum, Mental Health, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)   |
| <b>Amy Hathaway</b>       | Teacher                  | Onondaga Hill Middle School       | Creating a K-12 Vertically-Aligned Curriculum, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Joshua Eassa</b>       | Teacher                  | Onondaga Hill Middle School       | Creating a K-12 Vertically-Aligned Curriculum, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Dave Rahme</b>         | Teacher                  | High School                       | Creating a K-12 Vertically-Aligned Curriculum, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Meaghan Stanton</b>    | Instructional Coach      | All                               | Creating a K-12 Vertically-Aligned Curriculum,   |

|                               |                       |                             |  |
|-------------------------------|-----------------------|-----------------------------|--|
|                               |                       |                             | Opportunities for Students<br>(Examine Master Schedule,<br>Course Offerings, Clubs &<br>Activities)  |
| <b>Dave Amidon</b>            | Parent                | Cherry Road                 | Creating a K-12<br>Vertically-Aligned Curriculum,<br>Opportunities for Students<br>(Examine Master Schedule,<br>Course Offerings, Clubs &<br>Activities) |
| <b>Dan Carroll</b>            | Parent                | Middle School               | Creating a K-12<br>Vertically-Aligned Curriculum,<br>Opportunities for Students<br>(Examine Master Schedule,<br>Course Offerings, Clubs &<br>Activities) |
| <b>Thomas Vaughan</b>         | Parent                | High School                 | Creating a K-12<br>Vertically-Aligned Curriculum,<br>Opportunities for Students<br>(Examine Master Schedule,<br>Course Offerings, Clubs &<br>Activities) |
| <b>Mary Pat Hoag</b>          | Instructional Coach   | All                         | Creating a K-12<br>Vertically-Aligned Curriculum,<br>Special Education   |
| <b>Kaylee Kick</b>            | Teacher               | Cherry Road                 | Creating a K-12<br>Vertically-Aligned Curriculum,<br>Special Education   |
| <b>Marianna Politis-Tacea</b> | Long-Term Sub         | Onondaga Hill Middle        | Creating a K-12<br>Vertically-Aligned Curriculum,<br>Special Education   |
| <b>Kelley Frisch</b>          | Teacher               | High School                 |  |
| <b>Dan Dolan</b>              | High School Principal | High School                 |  |
| <b>Molly Jackson</b>          | Teacher               | Middle School               | Developing a Sense of<br>Belonging for ALL   |
| <b>Taylor Heffron</b>         | Teacher               | Cherry Road                 | Developing a Sense of<br>Belonging for ALL   |
| <b>Nancy Amerault</b>         | Teacher               | High School                 | Developing a Sense of<br>Belonging for ALL   |
| <b>Penny Feeney</b>           | Librarian             | Onondaga Hill Middle        | Developing a Sense of<br>Belonging for ALL   |
| <b>Sheri Goldthwaite</b>      | Secretary             | Onondaga Hill Middle School | Developing a Sense of<br>Belonging for ALL   |
| <b>Amanda Wheeler</b>         | Parent                | Cherry Road                 | Developing a Sense of<br>Belonging for ALL   |
| <b>Katie Ta</b>               | Assistant Principal   | Onondaga Hill Middle School | Developing a Sense of<br>Belonging for ALL   |

|                         |                    |                             |  |
|-------------------------|--------------------|-----------------------------|--|
| <b>Mary Beth Past</b>   | Parent             |                             | Developing a Sense of Belonging for ALL  |
| <b>Erin Ryan</b>        | Teacher            | High School                 | Developing a Sense of Belonging for ALL, Mental Health   |
| <b>Michael Henesey</b>  | Parent             |                             | Developing a Sense of Belonging for ALL, Mental Health   |
| <b>Trish Lasher</b>     | Teaching Assistant | Walberta Elementary         | Developing a Sense of Belonging for ALL, Mental Health   |
| <b>Jillian Fritz</b>    | Teacher            | High School                 | Developing a Sense of Belonging for ALL, Mental Health, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities) |
| <b>Carrie Ellis</b>     | Parent             | Onondaga Hill Middle School | Developing a Sense of Belonging for ALL, Mental Health, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities) |
| <b>Meghan Voit</b>      | Parent             | Onondaga Hill Middle School | Developing a Sense of Belonging for ALL, Special Education   |
| <b>Nicole DeTomaso</b>  | Teaching Assistant |                             | Mental Health  |
| <b>Shawna Jackson</b>   | Parent             | High School                 | Mental Health  |
| <b>Gretchen Rose</b>    | Parent             |                             | Mental Health  |
| <b>Jill Johnstone</b>   | Parent             |                             | Mental Health  |
| <b>Molly Valenti</b>    | Parent             |                             | Mental Health, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Beth Kramer</b>      | Principal          | Walberta                    | Mental Health, Special Education   |
| <b>Kim Arroyo</b>       | Psychologist WP/HS | Walberta and High School    | Mental Health, Special Education   |
| <b>Shana Lewis</b>      | Parent             |                             | Mental Health, Special Education   |
| <b>MARIA SHEPHERD</b>   | Paren              |                             | Mental Health, Special Education   |
| <b>Ashley Caporizzo</b> | MS Counselor       | Onondaga Hill Middle School | Mental Health, Special Education   |
| <b>Beth Piorkowski</b>  | WP Social Worker   | Walberata                   | Mental Health, Special Education   |

|                            |                |                             |   |
|----------------------------|----------------|-----------------------------|---|
| <b>Sarah Starowicz</b>     | Teacher        | High School                 | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Annette Casper</b>      | Teacher        | High School                 | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Alaina Weinszok</b>     | Parent/Teacher | High School                 | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Colleen Mahoney</b>     | Parent         |                             | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Kelly Talerico</b>      | Parent         | Walberta                    | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Maureen Gridley</b>     | Parent         |                             | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Kayla Hurley</b>        | Parent         | UPK                         | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Andrew J. Marinelli</b> | Parent         |                             | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Kristen Czaplicki</b>   | Parent         |                             | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities)  |
| <b>Amy Hathaway</b>        | Teacher        | Onondaga Hill Middle        | Creating a K-12 Vertically-Aligned Curriculum, Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities) |
| <b>Mark Bednarski</b>      | MS Principal   | Onondaga Hill Middle School |   |
| <b>Jeremie Auge</b>        | CR Principal   | Cherry Road                 |   |
| <b>Carrie Ellis</b>        | Parent         |                             | Developing a Sense of Belonging for ALL, Mental Health, Opportunities for Students (Examine Master Schedule,                              |

|                            |                           |   | Course Offerings, Clubs & Activities)   |
|----------------------------|---------------------------|---|---|
| <b>Kathlene Hunter</b>     | SLP/CPSE                  | District Office - Walberta, Cherry Road | Opportunities for Students (Examine Master Schedule, Course Offerings, Clubs & Activities), Special Education |
| <b>Shelby Dusart</b>       | CR SPE                    | Cherry Road                             | Special Education   |
| <b>Maureen Henesey</b>     | Westhill OT               | Walberta                                | Special Education   |
| <b>Noelle DeSantis</b>     | HS SLP                    | High School                             | Special Education   |
| <b>Nora</b>                | MS SPE                    | Onondaga Hill Middle                    | Special Education   |
| <b>Kori Stoltz</b>         | TA OHMS                   | Onondaga Hill Middle School             | Special Education   |
| <b>Julia Catalano</b>      | SPE WP                    | Walberta                                | Special Education   |
| <b>Katrina Brown</b>       | SPE WP                    | Walberta                                | Special Education   |
| <b>Penny Mercer</b>        | MS TA                     |   | Special Education   |
| <b>Michelle Manning</b>    | 6th grade teacher, BASCOL |   | Special Education   |
| <b>Rachael Neider</b>      | Teaching Assistant        | High School                             | Special Education   |
| <b>Marietta Lachenauer</b> | Dir SPE                   | District Office                         | Special Education   |
| <b>Meg Losty</b>           | Teaching Assistant        |   | Special Education   |
| <b>Mary Kleberg</b>        | Teaching Assistant        | High School                             | Special Education   |
| <b>Ginger Holleran</b>     | Parent                    |   | Special Education   |
| <b>Tammy Phillips</b>      | Counselor                 | Walbrta                                 | Special Education   |

## Meeting Dates

Use the table below to identify the dates and locations of smaller sub-group DCIP Planning Team Meetings that ran concurrently with the strategic planning teams overseen by OCM BOCES and the Westhill Central School District. Use the table below to identify the dates and locations of smaller DCIP Planning Team Meetings.

| Meeting Date   | Location                      |
|----------------|-------------------------------|
| April 2, 2024  | Onondaga Hill Middle School   |
| April 30, 2024 | Onondaga Hill Middle School   |
| May 7, 2024    | Cherry Road Elementary School |
| May 21, 2024   | Virtual                       |
| June 15, 2022  | District Office               |

## Stakeholder Participation

|                  |  |
|------------------|--|
| Ongoing Meetings | In addition, each of the five Strategic Planning Action Teams met approximately once a month from February to May. Most members of the DCIP Planning Team were also members of an action team, allowing input from the teams to be discussed and considered when meeting to craft the DCIP plan. |
|------------------|--|

## 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:<br>Students from each identified subgroup |  |

## Submission Assurances

### Directions

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

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

### Submission Instructions

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

1. DCIP Planning Document
2. DCIP

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