



District Comprehensive Improvement Plan (DCIP)

District-Level Systems for Supporting Schools Identified for Additional Support

District	Superintendent
Kenmore Town of Tonawanda UFSD	Sabatino Cimato

School Key Strategies

What Instructional and Non-Instructional Key Strategies have the schools in the CSI, ATSI, and TSI support models identified on their SCEPs?

Instructional Key Strategies	Schools
Implement a system of targeted learning-that makes clear for the student what is to be learned and practiced in the unit (learning intentions) and what it looks like to have achieved that desired learning (success criteria).	Kenmore East
Use student data to evaluate the effectiveness of implementing a system of success criteria to maximize tier 1 instruction and increase teacher clarity, ensuring students understand learning goals and can achieve them through clear, measurable expectations. Emphasize teacher clarity by: crafting learning intentions and success criteria; co-constructing learning intentions and success criteria with learners; sharing learning and progress between students and teachers; creating opportunities for students to respond (i.e. formative assessment); providing effective feedback on and for learning.	Kenmore West
Implement high-effect-size instructional strategies (Teacher Clarity) to maximize tier 1 instructional success and student achievement with priority NYS Learning Standards.	Hoover Middle School, Holmes Elementary
Use the high effect size instructional strategy of teacher clarity to practice NYS standards in ELA, Reading, and Mathematics to maximize student achievement.	Franklin Elementary
Analyze real-time student assessment data to inform and modify both necessary tier 1 differentiation and intervention and upcoming tier 1 whole group instruction.	Franklin Elementary

DCIP: District-Level Systems

Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment, and intervention.	Holmes Elementary, Hoover Middle School, Franklin Middle School
Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments.	Franklin Middle School, Kenmore East
Non-Instructional Key Strategies	Schools
Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	Kenmore East, Kenmore West, Franklin Middle, Hoover Middle
Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school using a MTSS framework.	Franklin Elementary & Holmes Elementary

District Support

What actions will the district lead to support improving teaching practices related to these key strategies?

Action	Person Responsible	When
Professional Development on Tier 1 Instruction: Teacher Clarity & Standards Based Instruction	Consultant, Executive Directors, Principals, Coaches, Teachers	August 2025 to June 2026
Consultant & Intervention Support to improve Tier 1 Behavioral & Attendance	Consultant, Executive Directors, Principals, Coaches, Teachers	August 2025 to June 2026
Data Driven Instruction through Professional Learning Communities & MTSS Interventions	Consultant, Executive Directors, Principals, Coaches, Teachers	August 2025 to June 2026

Measuring Success

What will the district look for as evidence of the success of the actions listed above?

Use the following sentence frame: "If we achieve [*Quantitative Data Target*] [*time reference of when you would want to see that*], then we will know we are making progress through these actions."

Examples:

- *If we achieve 85% of teachers using accountable talk stems within two weeks of the September PD, then we will know we are making progress through these actions."*
- *If we achieve more than 85% of students with 1 or 0 absences a month, then we know we are making progress through these actions."*
- *If we achieve 90% of students achieving more than 80% of the possible points from short constructed response questions on our mid-year assessment, then we will know we are making progress through these actions."*

DCIP: District-Level Systems

If 85% of staff respond favorably to the survey question ‘Teachers at this school have the opportunity to provide feedback and influence decisions’ on the end-of-the-year survey, then we know we are making progress through these actions.”

Quantitative Data Target	Time Reference of When You Would Want to See That
Tier 1 Academic Support Target	If we achieve 90% of classrooms demonstrating aligned Tier 1 instruction with evidence of grade-level tasks and student engagement during our November learning walks, then we will know we are making progress through these actions.
Attendance & Behavior Target	If we achieve a 25% reduction in suspensions and 85% of students with 1.5 or fewer absences and a 10% reduction tardiness per month by the end of the first semester with our designated subgroup, then we will know we are making progress through these actions.
Data Driven Instruction: Learning Walk Target	If we achieve 100% of building administrators conducting at least 60 minutes of learning walks per week with feedback on effective Tier 1 Instruction documented and shared with teachers by December, then we will know we are making progress through these actions.

Coherence

The Key Strategies are intended to be drivers that will improve current results in schools that are in the CSI, ATSI, and TSI support models, rather than everything a school is doing to support instruction. In consideration of this, what is the district’s plan to ensure **coherence** in the upcoming year so that its support of the Key Strategies above is aligned to its own district wide vision for instruction?

To ensure coherence in the upcoming year, the district will intentionally align its support of the Key Strategies to our district wide vision for instruction through a multi-tiered system that emphasizes fidelity of implementation, strategic alignment, and strong instructional leadership.

First, we will provide ongoing, job-embedded professional development for both school leaders and instructional staff that is directly connected to the Key Strategies. This includes targeted coaching through district consultants, regular instructional learning walks, and timely feedback cycles that reinforce Tier 1 instruction, data-informed decision-making, and student engagement. Our commitment to instructional and programmatic excellence—outlined in the District Strategic Plan—is reflected throughout the DCIP, particularly in our emphasis on teacher clarity, the use of success criteria, and setting high expectations for all learners. Strong Professional Learning Communities (PLCs) and consistent learning walks will serve as key levers for monitoring and improving instructional practice.

In support of all learners, the district continues to implement a robust Multi-Tiered System of Supports (MTSS) framework that ensures access to services, supports student attendance, and fosters a positive school climate. These actions promote safety, belonging, and wellness, and are reinforced by a shared culture of high expectations and accountability. Additionally, the district remains committed to building a

connected community through intentional and meaningful family and community engagement—another critical component embedded within this DCIP.

Second, coherence will be strengthened through the use of shared tools and structures, including learning walk protocols, instructional rubrics, and progress monitoring systems. These tools create a common language and shared expectations for instructional excellence. Regular cross-school collaboration opportunities will support both vertical and horizontal alignment of practices across the district.

Finally, the district will maintain coherence through monthly leadership meetings that promote two-way communication and feedback. Instructional cabinet meetings, principal leadership sessions, and routine school comprehensive education plan check-ins will ensure that building-level implementation is responsive to student needs while remaining tightly aligned to district priorities. Together, these efforts will ensure that the Key Strategies are not implemented in isolation, but are meaningfully connected to the district’s larger instructional vision.

Equitable Distribution of Resources

What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

In the upcoming year, the district will conduct a comprehensive resource equity review of school-level data through our Infinite Campus Data Analytics - Early Warning System and Infinite Campus Workflow, including academic performance, enrollment, and student demographics. This analysis will inform budget decisions to ensure that funding, staffing, and support services are aligned to meet the unique needs of each school. Ongoing collaboration with school leaders and community stakeholders will guide adjustments and promote transparency in the allocation process.

What is the district’s plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

In the upcoming year, the district will use the APPR process to identify and support strong teaching practices, prioritizing the placement of highly effective educators in CSI, ATSI, and TSI schools. A focused review of certification and hiring practices through Human Resources will ensure appropriately certified and skilled teachers are matched to areas of greatest need. Ongoing professional development and coaching will be aligned to teacher growth needs identified through APPR to build capacity and retain talent in our highest-need schools.

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	Assistant Superintendent for Instruction	District
Michael Muscarella	Executive Director of Elementary Education	District
Lisa Cross	Executive Director of Secondary Education	District
Frank Spagnolo	Director of Data and Research	District
Anne Martell	Director K-12 Education	District
Dina Ferraraccio	Director of School Culture	District
Heather McCarthy	Principal	Holmes Elementary
Kia Evans	Principal	Franklin Elementary
Marco Galante	Principal	Franklin Middle
Elaine Thomas	Principal	Hoover Middle
Dean Johnson	Principal	Kenmore West
Trevor Brown	Principal	Kenmore East
Alicia Ennis	Parent	Franklin
Mary Jane Vanderbosch	Support Staff	Office of Curriculum
Melissa Carrato	5-12 Math Instructional Support Specialist	HMS, FMS, KE, KW
Michelle Hocking	5-12 MTSS Instructional Support Specialist	HMS, FMS, KE, KW
Tiffany Van Dewater	5-12 ELA Instructional Support Specialist	HMS, FMS, KE, KW
Mary Bieger	K-4 MTSS Instructional Support Specialist	Edison, Franklin El., Holmes, Hoover El., and Lindbergh
Amy Butler	K-4 Instructional Support Specialist, Literacy	Franklin El., Holmes, and Hoover El.
Claire Bellia	K-4 Instructional Support Specialist, Mathematics	Edison, Franklin El., Holmes, Hoover El., and Lindbergh
Kari Fiutak	K-4 Instructional Support Specialist, Literacy	Edison, Holmes, and Lindbergh

Meeting Dates

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

Meeting Date	Location
April 2025	District Office
June 18, 2025	District Office
June 20, 2025	District Office
June 25, 2025	Virtual Participation

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	Survey Data - Administered March 2025 Participation in school TSI Meetings
Parents with children from each identified subgroup	Survey Data - Administered March 2025 Participation in school TSI Meetings
Secondary Schools: Students from each identified subgroup	Survey Data - Administered March 2025 Student Interview April and May 2025

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 posted on the district's website and easily accessible when navigating the website.
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 this document to DCIP@nysed.gov by July 1, 2025.

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).