



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Orchard Park Central School District	Mr. David Lilleck

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Support students to reach their maximum potential.
2	Understanding our students so we can better respond to their social-emotional needs while being inclusive of our students and their unique perspectives.
3	Reduce the competitive nature of the academic environment.
4	Promote the vision and goals of our DCIP within every District and Building level committee.
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?	Support students to reach their maximum potential.
<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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The vision of the Orchard Park Central School District is to give students the vision to reach for the stars, the skills and fortitude to climb the ladder, and the wisdom to appreciate the beauty of the journey. Over the past 2 years, providing the support students need to reach their maximum potential has been a priority for the district. Therefore, it was only fitting to make this a district-wide priority.</p> <p>Identifying research-based instructional practices and strategies have been a focus area with traction begin gained at the K-5 level in the area of mathematics. There were also many professional development opportunities for teaching math and reading. The District researched the expansion of curricular resources for ICT and Special Classes.</p> <p>A guiding principle behind our district is that resources are focused on the continuous improvement of student achievement, citizenship, and character development. To remain on a path of continuous improvement of student achievement it will be extremely important during the 2022-2023 SY to adopt data review cycles at the middle and high school level that analyze the academic progress of subgroups that were already evident prior to the COVID-19 pandemic.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
K-5 Data Meetings	<p>Enhancing the current K-5 data meeting structures to focus on the academic progress of our subgroups.</p> <ul style="list-style-type: none"> Define the work of the team. Identify BOY, MOY, and EOY meetings Identify goals and outcomes. 	<p>Occurrence of these meetings with agendas, minutes, and documented plan of action after each meeting.</p> <p>Established goals with check-in points throughout the year to determine if the goals are realistic and achievable.</p>	<p>Schedule.</p> <p>Processes.</p>
Data Review Cycles at the middle and high school level.	<p>Adopt data review cycles at the middle and high school level that analyze the academic progress of subgroups.</p> <ul style="list-style-type: none"> Identify what data to analyze. Identify when to analyze the above data. Identify data analysis protocols to use. 	<p>Established data review cycles.</p> <p>Identification of which data to use at the middle and high school level.</p> <p>Established data protocols.</p> <p>Scheduled meetings.</p>	<p>Schedule.</p> <p>Processes.</p> <p>Professional Development for middle and high school teachers on data analysis and protocols.</p> <p>Money for substitute teachers/pay teachers for after-school PD.</p>

Priority 1

Level course analysis	<p>Annually study the enrollment in leveled courses by subgroups including:</p> <ul style="list-style-type: none"> • Accelerated honors and Advanced Placement (AP) courses; • General level courses; • B-level courses, AIS, and special education. 	Document of the level course analysis by subgroup and course.	<p>Processes.</p> <p>Schedule.</p> <p>Money for substitute teachers/pay teachers for after-school PD.</p>
Increase Accelerated, Honors, and AP courses	<p>Increase the number of students who are recommended, request, and participate in accelerated, honors, and AP courses.</p> <p>Begin tracking the number of students who are recommended, request, and participate in these courses.</p>	Increase of students enrolled in accelerated, honors, and AP courses by 20% from 2021-2022 numbers.	<p>Processes.</p> <p>Time for guidance counselors and teachers to review this data.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Increase the number of students who are recommended, requested, and participate in accelerated courses by 20%.

Teacher DEI Indicator for December Survey:

75% of teachers agree that this school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).

75% of teachers agree or strongly agree with the statement, “We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.” [Spring 2022 Survey: 54.82%]

75% of secondary students agree or strongly agree with the statement “My teachers explain material in a different way when I do not understand.” [Spring 2022: 51.23% Middle School Students/49.35% High School Students]

75% of secondary students agree or strongly agree with the statement “My teachers explain things in different ways so that all students learn.” [Spring 2022: 65.90% Middle School Students/45.81% High School Students]

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Understand our students so we can better respond to their social-emotional needs while being inclusive of our students and their unique perspectives.</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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>For more than two years, students, staff, and families were isolated. We heard during discussions with leaders, teachers, and PPS staff that although systems were put in place to support students they still need additional support now that school is back in session.</p> <p>The Orchard Park Central School District collaborated with the Town of Orchard Park to host a Family Resource Center at the town's new community center. The town of Orchard Park supports the planning and creation of the Family Resource Center. The District will facilitate focus groups with the community to gain insights into what resources they would like the Family Resource Center to provide.</p> <p>The Family Support Center will launch in September 2022. Research and planning occurred throughout the 21-22 school year. A special project is currently being completed that will identify a variety of details related to the Center.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Family Support Center	<p>Open a Family Support Center to serve the families of Orchard Park during the 2022-2023 school year.</p> <ul style="list-style-type: none"> Share the opening of the Family Support Center throughout the Orchard Park community. 	<p>Opening of the Family Support Center.</p> <p>Evidence of how the Family Support Center has provided service to members of the Orchard Park community.</p>	<p>Resources (staff to support the needs of the community).</p> <p>Schedule.</p>
Professional development to promote awareness and strategies to support students.	<p>Provide professional development in areas such as:</p> <ul style="list-style-type: none"> Youth Mental Health First Aid Culturally Responsive Classrooms Trauma Informed Care Restorative Practices 	<p>Professional development on the district PD calendar.</p> <p>Documented sign-ups and sign-in sheets.</p>	<p>Financial resources to hire a PD provider.</p> <p>Time/Schedule.</p>
Student Voice	<p>Elicit and consider student voice in decision making.</p> <ul style="list-style-type: none"> Student surveys Student participation in governing bodies, eg. Board of Education. 	<p>Students participated in survey focus groups.</p> <p>Student participation in governing bodies or participation in student council/government.</p>	<p>Time/Schedule</p> <p>Processes.</p> <p>Student Interest.</p> <p>Funds to pay teachers to act as an advisor.</p>

Priority 2

	<ul style="list-style-type: none"> • Student Council and government. • Student journalism • Student-led conferences 	<p>Student journalism provides students with a platform to gather information, interview sources, raise issues, and report news.</p> <p>Evidence of schools adopting one or many of these strategies, as appropriate, to engage students and ensure that schools reflect the interests and needs of the populations they serve.</p>	
Identify a social-emotional wellness screening tool.	<p>Evaluate and consider the social-emotional wellness screening tool, and determine whether or not to implement the tool at various grade levels.</p> <ul style="list-style-type: none"> • Identify the purpose of the tool. • Research and evaluate the tools. 	<p>Create a purpose for the social-emotional wellness screening tool.</p> <p>Identify a list of screening tools.</p> <p>Identify a tool.</p>	<p>Time.</p> <p>Funds to pay teachers to possibly assist with research after-school.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

75% of intermediate students will agree or strongly agree with the statement, "My teachers allow students to talk about how they are feeling." [Spring 2022: 54.10%]

75% of parents will agree or strongly agree with the statement, "Procedures are in place to make sure students in need do not "fall through the cracks." [Spring 2022: 52.05%]

75% of secondary students will agree or strongly agree with the statement, "There is a teacher, counselor, or other staff member at school who I can talk to about any problem." [Spring 2022: 43.73%]

75% of teachers will agree or strongly agree with the statement, "Students are identified for additional SEL supports based on clear criteria that are consistently applied throughout the school." [Spring 2022: 54.67%]

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Reduce the competitive nature of the academic environment.
<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 commitment 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 commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>One of our guiding principles as a district is to focus our resources on the continuous improvement of student achievement. As with all school districts, the Orchard Park Central School District understands that academic gaps will continue to exist due to COVID-19 closures.</p> <p>However, the Orchard Park Central School District also realizes there is a culture of competitiveness when it comes to access to accelerated, honors, and Advanced Placement courses. Although healthy competition is necessary because it gives students motivation to branch out and grow. Unhealthy competition is where the environment becomes too focused on being the top dog rather than growing as a person.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Open Enrollment for advanced coursework.	Implementing open enrollment to increase access to accelerated, honors, and Advanced Placement courses.	Open enrollment for all students. Increase the number of students enrolling in accelerated, honors, and Advanced Placement courses by 20%.	Schedule - potentially may need more sections to accommodate student interest.
Decrease competition amongst students.	Eliminate practices that promote competition among students. (i.e. class rank)	Alternatives to practices that promote competition among students.	Time to research.
Promote a growth mindset for all students.	Promote a mindset that all students can and should seek challenges to reach their highest potential. <ul style="list-style-type: none"> provide resources to teachers on growth mindset. create a print environment with growth mindset reminders. 	Ongoing measurement of how adults agree/disagree with the mindset that all students can and should seek challenges to reach their highest potential.	Time. Resources - books, PD for teachers and leaders.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Increase the number of students enrolling in accelerated, honors, and Advanced Placement courses by 20%.

75% of students agree or strongly agree with the statement, “My teachers are supportive and encouraging.” [Spring 2022: 59.22%]

75% of students agree or strongly agree with the statement, “My teachers believe I can succeed.” [Spring 2022: 68.83%]

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Promote the vision and goals of our DCIP within every District and Building level committee.

Since being identified as a Target District, it has been a goal of the Orchard Park Central School District to have all stakeholders involved in the reform process. It is important that the district priorities are embedded in the work at the district and school level.

In order to create that intentionality, we have decided to prioritize the promotion of the vision and our goals in everything that we do from our teaching and learning to transportation. It is extremely important that all committees operate in alignment with the vision and goals of the DCIP.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
DCIP alignment	Adopt structures to ensure that committees operate in alignment with the vision and goals of the DCIP.	Committees operate in alignment with DCIP priorities.	Time Processes
Ongoing revisions	Evaluate revisions to policies and practices while giving consideration to their alignment to DCIP (i.e. Curriculum projects, textbook adoptions, Code of Conduct, etc.).	Revisions are considered to ensure that they remain in alignment with the DCIP.	Time Processes

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

75% of teachers agree or strongly agree with the statement, “District leaders communicate a clear vision and mission.” [Spring 2022: 68.55%]

75% of teachers agree or strongly agree with the statement, “Our district and school leaders identify short and long-term goals for new initiatives it undertakes.” [Spring 2022: 66.39%]

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School (if applicable)
Dr. Lisa Krueger	Chairperson	
David Lilleck	Superintendent	
Jon Wolf	Principal	OP High School
Aaron Grupka	Principal	OP Middle School
Missy Szczesniak	Principal	Eggert Elementary
Diana Nigro	Principal	Ellicott Elementary
Jeff Dolce	Principal	South Davis
Phil Johnson	Principal	Windom
Sarah Hornung	Director of Technology	
Paul Pietrantone	Director of Special Programs	
Dr. Dean Ramirez	Assistant Superintendent	

Our Team's Process

Adam Ziccardi	Teacher	OP High School
Stacy Rominger	Teacher	OP High School
Erin Sall	Teacher	OP High School
Mike Spillman	Teacher	OP Middle School
Sue Chudy	Teacher	OP Middle School
Mary Kolodziejczak	Teacher	Windom
Nicole Holler	STEM Coordinator	
Emerson Smith	Teacher	South Davis
Christina Tundo	Teacher	South Davis
Jenifer Haley	Teacher	Windom
Kate Hylkema	SRP	
Tracy Brege	SRP	Windom
Christine Gray-Tinnez	OP Board of Education	
Karen Hughes	OP Board of Education	
Dr. Jennifer Rogers	OP Board of Education	
TBD	Parent	
TBD	Parent	

Meeting Dates

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

Meeting Date	Location
10/7/21	Google Meeting
11/18/21	Google Meeting
3/29/22	District Office Conference Room
4/27/22	District Office Conference Room
6/2/22	District Office Conference Room
6/21/22	Google Meet (AM/PM session with all administrators)
7/11/22	District Office

Districts with TSI Schools 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	Not applicable, our district does not have an identified school.
Parents with children from each identified subgroup	Not applicable, our district does not have an identified school.

Stakeholder Participation

Secondary Schools: Students from each identified subgroup	Not applicable, our district does not have an identified school.
---	--

Submission Assurances

Directions

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

1. xThe 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. xThe DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. xProfessional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. xThe 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. xA 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. xMeaningful 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 August 1, 2022, 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).