District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Lockport City School District	Dr. Mathis Calvin III

2023-24 Summary of Priorities

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

1	The education and application of interpersonal and conflict resolution skills with the goal of reducing incidences of bullying and improving relationships between all stakeholder groups.
2	Improved overall student attendance and a reduction in chronic absenteeism, particularly among identified subgroups, through increased engagement and connectedness to school.
3	Consistent improvement in student performance in ELA and Math.
4	The removal of barriers to student success as impacted by issues of diversity, equity, inclusion, and cultural responsiveness.
5	Education and resources that support the health and wellness needs of students, staff, and families to reduce unhealthy choices that impact success in school, work, and life.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	**The education and application of interpersonal and conflict resolution skills with the goal of reducing incidences of bullying and improving relationships between all stakeholder groups.**
Why is this a Priority? *Things to consider when crafting this response:* • *How does this Priority fit into the District's vision, values, and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the proper Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI support?*	This priority is directly related to the District's vision, which states: "Schools create conditions for success academically, socially, emotionally, physically, and aesthetically." It also relates to our values and aspirations which center around creating a learning and working environment that is inclusive, supportive, and focused on improving communication. Student social, emotional, and mental health has been a priority for some time. The social, emotional, and mental health and wellness of students, families, AND staff must be a priority as they impact individual wellness but also the development and sustainability of healthy relationships. This priority is intrinsically connected to the others, particularly priorities 2, 4, and 5. When we consider a holistic approach to improving outcomes for students we must recognize that each area that we desire to improve has roots in wellness. For example, the District cannot address issues of inequity (priority 4) without considering the impact of that inequity on the social, emotional, and mental health of its students, families, and staff. In addition, the District cannot expect students to improve attendance, achieve academically, or feel able to express themselves or their beliefs, attitudes, or identities if they do not feel safe to do so. Students and staff who are in a good state of social, emotional, and mental health and overall wellness are better able, and more inclined, to engage productively and positively in the work of teaching and learning. Common concerns around relationships and bullying emerged from the Student Interviews conducted at the identified school as well as the School Climate Surveys, in which all respondents (teacher, non-instructional staff, students, and parents) expressed concern over bullying. The Equity Self-Reflections, while not specifically citing concerns about bullying, do speak to the need for more focus on building relationships and providing consistent SEL instruction. TSI school, Emmet Belknap Intermediate School, included language in their commitments that speak to the importance of prioritizing social and emotional health and wellness, which includes issues such as bullying and relationship building:

	● Emmet Belknap Intermediate School: "We commit to providing research-based, cohesive, consistent, and comprehensive social-emotional programs and activities."

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?
Lion's Dens (mindfulness rooms) district-wide	● Identify Space in LHS and LHSW ● Provide materials for the Lion's Den ● Identify staff that will facilitate the Lion's Den ● Define intent and purpose of the space and communicate with stakeholders ● Train Lion's Den staff ● Revisit Lion's Den intent and purpose in all locations	● Lion's Den staff ● Time to train staff ● Space for the Lion's Dens ● Materials/supplies to place in the Lion's Dens
Evidence-based SEL and anti-bullying programs	● Identify with a needs assessment ● Review data ● Research and identify SEL and anti-bullying programs ● Implement selected programs ● Progress monitor for effectiveness	● Time and staff to administer the needs assessment ● Funds to purchase a program, i.e. OLWEUS, Rachel's Challenge ● Time and staff to conduct progress monitoring & program review
Therapeutic Crisis Intervention, Trauma-Informed Care, and Restorative Practices training for staff	● PD plan ● Identify training provider ● Schedule training offerings in collaboration with the Assistant Superintendent for Curriculum and Instruction. ● Provide ongoing technical assistance and support ● Accountability and expectations	● Addition to the PD Plan ● Trainers ● PD schedule ● Process for sharing expectations and holding staff accountable
Linkage with CBOs and other community agencies for resources, programs, and services	● Assets and needs assessment ● Identify gaps in service provision ● Identify agencies that provide needed services	● Results from the needs assessment ● Staff to identify gaps, services, agencies ● CBO/agency staff to partner

	● Integrate services into school and district systems after consultation with building and district administration ● Formalize partnerships as appropriate ● Connect with Family Empowerment Center (FEC)/sharing resources	● Contracts/MOUs ● FEC staff
School-community events that promote a sense of connection	● Form a professional learning community (PLC) to research effective school community engagement programs and activities ● Select initiatives ● Make recommendations ● Pilot selected programs/activities	● Staff to participate in the PLC ● Time and space to meet ● Materials for research ● Schedule of events ● Supplies for events ● Time and space to hold events ● Staff to organize and attend events

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.
The district intends to decrease the incidents of bullying among students and support the development of healthy and positive relationships between all stakeholder groups. We will know if we have achieved this goal based on stakeholder group responses to the School Climate Survey questions on bullying and relationships, through student interview responses to similar questions, and on a separate bullying survey conducted during the school year (TBD but likely OLWEUS). Our goal is to see a 10% reduction in School Climate Survey responses that indicate that bullying is a concern.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Conduct Needs Assessment/Audit to determine gaps and overlaps in existing SEL and anti-bullying programming as well as investigation of issues of consistency in	Conduct in September and October 2023	

program delivery and potential staff training needs		
Purchase of the OLWEUS & Rachels' Challenge programs	November 1, 2023	
Mindfulness (de-escalation) rooms in each school facilitated by staff trained in SEL, TIC, RP, and TCI	December 1, 2023 (trainings to continue throughout the school year)	
Administer the School Climate Survey	December 1, 2023	
School Climate Survey Reports received, begin using in DAP process for decision-making	February 1, 2023	
Offer training to district staff in TIC, RP, and TCI	Ongoing throughout the school year	
Form a PLC to research best practices in parent and family engagement and work with school staff to schedule engagement events based on research	October, 2023 - form PLC January, 2024 - report on research conducted with recommendations and create engagement events calendar February through June, 2024 - hold events	
Identify and connect with CBOs and other local organizations to support parent and family engagement efforts	November, 2023 - January, 2-24 Include in event planning and delivery	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	**Improved overall student attendance and a reduction in chronic absenteeism, particularly among identified subgroups, through increased engagement and connectedness to school.**
Why is this a priority? *Things to consider when crafting this response:* • *How does this Priority fit into the District's vision, values, and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI support?*	The importance of student attendance is not directly stated in the District's current vision. It is, however, understood that students must be in school regularly in order to benefit, not only from academic instruction, but from the many services and opportunities provided, both academic and non-academic by the schools and school district. Every school in the Lockport City School District has been identified as having high levels of absenteeism and chronic absenteeism. Chronic absenteeism has been cited by NYSED (and supported by local data) as a concern among all subgroups at all district schools. Because of this continued concern with student absenteeism, improving student attendance must continue to be prioritized. Like Priority #1, this priority is intrinsically connected to the others. It is clear that if students are in school they are more likely to have positive academic and social outcomes. Student attendance was not a theme that emerged through either the Student Interviews or the Equity Self-Reflections, as neither of those exercises was designed to specifically investigate this topic. However, Emmet Belknap Intermediate School focused its second commitment on the importance of student and family engagement: "*We commit to increasing student and family engagement in Emmet Belknap Intermediate School*". While the importance of student attendance is not expressly stated, it can be predicted that students who feel welcome, affirmed, and empowered are more likely to be in school. By supporting increased student attendance the District is supporting and affirming the TSI school's SCEP commitment.

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?
Assets and needs assessments	- Identify impacted student subgroups - Development of a tool(s) for collection - Development of survey questions - Administer survey - Review of survey results	- Subgroups data - Survey/needs assessment tool - Time and staff to administer the survey - Survey/needs assessment report
Create community awareness of the importance of school attendance and connectedness (positive impacts/negative impacts of absenteeism)	- Collection and dissemination of research-based/evidence-based information surrounding the importance of student attendance - Create newsletter/social media campaigns about encouraging attendance in our buildings and events that are occurring - Utilization of parent-teacher conferences, parent nights, and student activity nights to share information about the importance of regular attendance in both short and long-term careers as students	- Communication Specialist - Content for media - Time, staff, and space to share information at events
Student mentorship programs	- Identify where the need for mentorship exists within buildings of LCSD - Solicit and identify potential mentorship pairings based on needs - Identify a coordinator to handle the scheduling, pairings, and arrangement of meetings	- Time and staff to identify mentorship needs - Mentors - Time and space for mentors/mentees to meet - Staff to coordinate mentorship program
Before and after school programs and activities	- Complete needs assessment - Evaluate the relevance of current programming - Review accessibility of programming, including transportation and timing of events	- Results of the survey/needs assessment - Time staff to evaluate current programming and make recommendations
Leverage community programs/resources for families and students that support school attendance	Survey parents, students, and staff on needs surrounding chronic attendance issues	- Survey tool - Time and staff to administer survey - Survey results report

	• Utilization of resources like Empowerment Center, LCSD social workers, service providers, YWCA, YMCA, and varied Niagara County services	• CBOs and other agencies to provide support • FEC staff/space
Consistent, district-wide, student engagement, and attendance promotion	• Evaluate current system • Expand upon positive events districtwide • Rebranding of district signage, spaces to create a uniform and welcoming environment for students, staff, and families	• Time and staff to evaluate current engagement and attendance systems and program • Time, space, and staff to plan, implement, and share district and school events • Communication Specialist and vendor for signs

Measuring Success

END OF THE YEAR

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

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

- 5% increase in student attendance based on 2023-2024 year-end local data when compared to the 2022-2023 school year
- 10% decrease in chronic absenteeism among students from identified subgroups based on 2023-2024 year-end NYSED data when compared to the 2022-2023 year-end NYSED data

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Results from the Assets and Needs Assessment	December 1, 2023	
Create message regarding the importance of attendance	January 1, 2024	
Attendance message dissemination	Starting January 2024 then ongoing	

Priority 2

Identify mentorship needs at each building	November 1, 2023	
Request mentor volunteers	November 1, 2023	
Implement structured mentorship program	December 1, 2023	
Conduct before and after school programs and activities audit by building. Determine engagement, equity of offerings, accessibility, etc.	January 1, 2024	
Identify CBOs and other local agencies that can support engagement and attendance, and formalize partnerships	January 1, 2024	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	Consistent improvement in student performance in ELA and Math.
Why is this a priority? *Things to consider when crafting this response:* ● *How does this Priority fit into the District's vision, values, and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	As a public school district, it is our main function to provide a high-quality academic education to all of our students. This priority is directly related to the essential work of the District and is included in the District's vision, which states: "Our mission is to assure comprehensive learning for all so that each person will be a lifelong learner." It also relates to our values and aspirations which express the desire to create an "inclusive environment in which students, staff, and families can learn, work, and grow to their full potential." LCSD has a history of inconsistent, though positively trending, improvement in ELA and Math outcomes. Of particular importance is the average proficiency in ELA and Math in the "feeder grades", from early elementary to 8th grade. Improving student proficiency in ELA and Math has been a consistent priority for the District and it is anticipated that it will remain so for the near future as new data indicates we have considerable work to do at increasing academic success. Our new baseline data from the 2022-2023 school year STAR and NYS aligned benchmark assessments have shown that we have not consistently improved in student ELA and Math proficiency.

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?
Identify new ELA and mathematics programs to use with students in grades K-8.	● ELA and Math Instructional Coaches and Department Chairs will review (by reading, attending presentations, reviewing blogs, etc.) research-based NYS standards-aligned curriculum	● Up to three 'work days' will be scheduled for the ELA and math instructional coaches and department chairpersons.

	programs in K-8 ELA and Mathematics.	Substitute coverage will be provided as needed.
Review current research (Science of Reading)	● ELA instructional coaches will participate in webinars, podcasts, discussions, etc. to gain a deeper understanding of the Science of Reading.	● Up to three 'work days' will be scheduled for the ELA and math instructional coaches and department chairpersons.
Review benchmark assessment, STAR, and New York State assessment data for students in grades K-8.	● Classroom teachers, building administrators, and instructional coaches will meet to facilitate Data Analysis and Planning (DAP) meetings three times per year. ● Skill deficits will be identified, and instructional strategies (ex: reteaching, spiral activity) to address these deficits will be identified and explicitly taught to students.	● Substitute coverage will be provided as needed for staff to attend the DAP meetings. A national instructional coaching consultant will be arranged to train building administrators and coaches.
Use Ed Reports to review ELA and mathematics programs.	● ELA and math instructional coaches and department chairpersons will review curricular programs.	● Up to three 'work days' will be scheduled for the ELA and math instructional coaches. District technology devices will be provided to the coaches to complete this work.
Meet with vendors offering ELA and mathematics programs identified by the coaches and department chairpersons.	● In-person meetings will be scheduled to view the components of each identified program. During the presentations, the pros and cons of each program will be identified in a summary document.	● Substitute coverage will be provided for department chairpersons to attend meetings with vendors.
Visit local districts to view identified ELA programs in use.	● Classroom teachers and instructional coaches will be scheduled for visits. These individuals will be asked to provide feedback on their observations. These individuals will identify 1 or 2 programs for the district to arrange for a one-year pilot.	● Release time will be provided to teachers and coaches. Travel expenses will be paid by the district. The district will purchase the materials and training for the identified program(s) to pilot.

Use of the Wilson Reading Systems program to instruct Tier 3 students.	● Reading and special education teachers will be trained and expected to utilize the Wilson Reading Systems program for identified students displaying foundational skill delays.	● The district will provide training and materials for staff to learn about and implement the program. Substitute coverage will be provided for teachers when receiving training on the Wilson program.
AIS instruction at the Tier 2 and Tier 3 levels.	● Reading teachers, math AIS teachers and teaching assistants will provide small group instruction using scientifically based programs as identified in the district's RtI guidance document to identified students displaying foundational skill delays.	● The district will utilize current staff to deliver the Tier 2 and Tier 3 instruction. Building administrators will schedule a time to monitor AIS service delivery.
Restructure AIS service delivery at grade 5-6 building with the goal of servicing more students.	● The building instructional leadership team will review current AIS service delivery methods and student performance data to ensure that all students requiring service are receiving service. Adjustments will be made to the AIS service delivery model to best meet student needs and maximize adult resources.	● Building principals will create AIS service delivery schedules in collaboration with AIS staff.
Implement the use of student data binders.	● With the support of the instructional coaches, classroom teachers will assemble and regularly review student data and set individualized goals. Students and teachers will collectively monitor growth throughout the year.	● The district will purchase binders for each student in grades K-8.

Measuring Success

END OF THE YEAR

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

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

1) An ELA program for grades K-8 will be identified.
2) Students in grades K-8 will achieve a 5-10% increase in performance on benchmark assessments in ELA.
3) Students in grades 4-8 will achieve a 5-10% increase in performance on New York State assessments in ELA.
4) A mathematics program for grades K-8 will be identified to pilot during the 2024-2025 school year.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Three completed Data Analysis and Planning (DAP) meetings in each building.	October 1, 2023, December 1, 2023, and March 15, 2024,	
The ELA Program pilot completed following a mid-year check.	February 1, 2024 - mid year check completed June 24, 2024 - pilot completed	
Research on mathematics program K-8 completed.	May 1, 2024	
Students identified as needing services will be scheduled for AIS instruction.	October 1, 2023, and February 1, 2024	

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2023-24?	**The removal of barriers to student success as impacted by issues of diversity, equity, inclusion, and cultural responsiveness.**
Why is this a priority? *Things to consider when crafting this response:* ● *How does this Priority fit into the District's vision, values, and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the proper Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	This priority was our number 1 priority in 2021-2022, and again in 2022-2023, and while we continue to make progress toward meeting the goals associated with this priority, we still have room to grow. We accept that this priority may remain on the DCIP for some time as we work to address issues around CR-SE and DEI. This year the way we stated the priority changed as we tried to truly capture the thrust of the issue…which is to remove barriers to success and reduce (preferably eliminate) the negative impact of discrimination. This priority is directly related to the District's vision and, to an even greater extent, to its values and aspirations. This priority more clearly states what the District sees as imperative to ensure that "all people can learn" and what its responsibility should be toward the "shared responsibilities of the home, school, and community." This priority emerged in response to a variety of factors, these factors include: national and local attention on the importance (and lack) of diversity, equity, and inclusivity in multiple aspects of institutional functions such as policy, cooperative decision-making, and hiring practices; an increased awareness of the need to incorporate cultural responsiveness in teaching and learning; the information gathered from the completion of the SCEP including the Equity Self-Reflection and Student Interviews; changes in the District's demographics (from 90% White/10% non-White and 26% poverty among students in 2000 to 70% White/30% non-White and 65% poverty in 2023); and clear, consistent, and persistent comment from some members of Lockport's African American and Latino communities that the District engage in DEI work and cultural responsiveness, and continue to enhance communication and stakeholder input DEI and cultural responsiveness initiatives will not only assist the District in reaching the goals associated with the other priorities, it plays an essential role in the District's long term plan to create meaningful and engaging teaching and learning experiences and healthy educational environments for all people.

	Data collected for the 2023-2024 SCEP, particularly the Equity Self-Reflection, strongly suggest that cultural responsiveness and topics around diversity, equity, and inclusivity are of high importance.

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?
Creating a DEI Committee led by the DEI Director	● Solicit diverse volunteers for the committee based on fitness for the work ● Review potential member applications ● Selection of members ● Onboard members ● schedule meetings ● Creating building-based teams	● Volunteers ● Time and space to meet ● Materials for meetings
Identify subgroups that are at-risk	● Research the data for attendance ● Research the data on academics ● Determine social-emotional gaps	● Time and staff to gather and review data
Identify the barriers to success among the identified subgroups	● School Climate Survey data ● Identify and administer additional data collection methods	● Data Coordinator ● Director of Technology ● Data and Communications, survey platform ● Time, space, and staff to conduct focus groups
Identify cultural difference within Lockport and foster awareness and responsiveness	● Look at community-wide data about Lockport's community make-up ● Newsletter, online calendar, social media posts with all cultural events	● Time and staff to review community-wide data and prepare a report ● Communications Specialist to manage information dissemination
Prioritize diversity among LCSD employees, providers, and volunteers	● Grow your own talent - future teachers ● Investigate programs that give credits ● Promote the professions ● Mentor programs (ex: dads on duty) ● Create district based career fairs	● Establish a collaborative partnership between the Human Resources Office and Director of DEI ● Staff, time, materials, and space for a future teachers program ● Time, staff, space for career/professions fairs

Create and share DEI vision, activities, and strategies	● Building based point person (refer to building based committee)	● DEI Director & school-based DEI staff support ● Time and materials to communicate message across district

Measuring Success

END OF THE YEAR

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

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

By the end of the 2023-2024 school year, we would like to have a smoothly functioning DEI Committee of diverse stakeholders that are informing District practice, a clear picture of the subgroups most at-risk, and how those subgroups may be impacted by DEI and CR-SE issues, have a better universal understanding of the diversity of the Lockport community as a whole, establish a collaboration between the Human Resources Department and the Director of DEI that support hiring a more diverse workforce, and finally a clear consistent DEI message that is known by all District staff and shared widely in the community.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Formation of the DEI Committee	November 1, 2023	
Develop a DEI vision and share that vision, along with strategies for success, with the schools and the community	December 1, 2023	
Identify cultural difference within the community	December 1, 2023	
Identification of at-risk subgroups	January 1, 2024	
Identify barriers to success for at-risk subgroups	January 2, 2024	
Review and revise existing messaging for cultural responsiveness (create new as needed)	February 1, 2024	

Schedule and conduct regular meetings between the Human Resources Department and the Director of DEI.	Beginning September 2023 and ongoing throughout the year	
Support a "grow-your-own" talent program to encourage students to go into the professions (particularly education)	Start October 2023 - ongoing	

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2023-24?	**Education and resources that support the health and wellness needs of students, staff, and families to reduce unhealthy choices that impact success in school, work, and life.**
Why is this a priority? *Things to consider when crafting this response:* ● *How does this Priority fit into the District's vision, values, and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the proper Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	This priority is directly related to the District's vision, which states: "Schools create conditions for success academically, socially, emotionally, physically, and aesthetically." While the data considered for the development of the DCIP did not directly reference health and wellness, the DCIP Team, upon review of all the data and consequent theming of the data results, noticed a clear message across multiple data points. This message is that students, staff, and families in Lockport are negatively impacted by unhealthy attitudes and behaviors. Topics of substance use, vaping, fighting, conflict, and the lack of conflict resolution skills, as well as evidence of high BMIs, childhood preventable disease (i.e. diabetes), and suboptimal food choices/access, arose repeatedly, some through responses to School Climate Surveys, some through student interviews, and some through anecdotes. Like many of the other priorities, this priority also impacts all the others. Students, staff, and families struggling with healthy behaviors and lack of information and resources that support and promote good health and optimal wellness are not best positioned to thrive in school/work and in society. Our long-term goal at Lockport is to improve outcomes for all and this includes working with students and families to form healthy habits early on and maintain those habits for a lifetime. Student vaping and substance use are clear examples of ways that unhealthy choices impact learning, but less obvious are issues such as coping with stress and nutritious eating…both equally impactful on long-term success and happiness.

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?
Offer a variety of supports at different times of the day	- Identify availability of district spaces and staffing - Create partnerships with outside agencies and organizations - Provide more PD for counselors, school psychologists, and social workers	- Space at schools - CBO and agency partners - Trainers and time and space for training
Flexibility in participating in available workshops, training, etc. (virtual, recorded, in-person)	- Livestream capabilities - Internet audit survey - Identify partner agencies and providers to offer PD - Promotion of a large variety of opportunities	- Time and staff to determine livestream capabilities and internet availability - Trainers - Communication process for sharing opportunities
Connect with local resources to create partnerships that bring health and wellness services within the district	- Identify needs vs. what outside resources can offer - Identify possible partnerships - Formalize partnerships - Promotion of available services	- Time and staff to investigate health and wellness needs and what is offered by local agencies - Agency partnerships - Communication process for sharing opportunities
Assist families in securing transportation to attend FEC and other parent and community events	- Assist families with securing transportation - Communicate/advertise that transportation is provided	Communication process for sharing availability
Evidence-based programs that address substance use in students (prevention and cessation)	- Look at relevant data from all schools - Research and/or create preventative education programs - Continue partnerships with Northpointe and Kids Escaping Drugs and explore additional partnerships (ie. Save the Michaels)	- Time and staff to review data and conduct an investigation into evidence-based programs - Formal partnerships with CBO and other agencies that provide substance use prevention and cessation services
Parent education on the negative impact of substance use in children and youth	- Provide opportunities for parent education - Contract with external experts/guest speakers at various events - open houses, etc.	- Time and space at the FEC - CBO/agency providers - Schedule of events for providers to attend

		• Communication process for sharing opportunities

Measuring Success

END OF THE YEAR

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

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

> The district intends to reduce the number of School Climate Survey respondents who reply Strongly Agree or Agree to the statements about Substance Abuse by 5%. The district also intends to reduce the number of ODRs based on substance use in school by 3%.

THROUGHOUT THE YEAR

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

Success Criteria	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Identify the largest health and wellness concerns by school	November 1, 2023	
Identify substance use prevalence by school	November 1, 2023	
Identify programs and/or service providers to provide evidence/research-based health, wellness, and substance use prevention/cessation programs	December 1, 2023	
Implement selected programs (contract with providers as appropriate)	January 1, 2024	
Provide PD on substance use and other health concerns to student support staff	January 1, 2024 and ongoing	
Schedule various workshop delivery options (in-person, virtual, pre-recorded, live stream) on a variety of topics related to health and wellness, including substance use, for families	February 1, 2024	
Assist with providing methods of transportation to families to attend health and	April 1, 2024	

wellness events (emphasis on students' families with McKinney Vento status)		
Promote PD/workshop options and transportation availability/schedule	Ongoing as they occur	

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)*
Holly Dickinson	Director of GDCP, Admin Union President	BOE
Marianne Currie-Hall	Assist. Super. Curriculum & Instruction	BOE
Scott Reddinger	Secondary Teacher, Teacher Union President	Lockport High School
Shawn Haley	Elementary Teacher, Teacher Union VP	George Southard Elementary School
Julie Tette-Schiavone	TSI School Assistant Principal	Emmet Belknap Intermediate School
Heather McClain	Assistant Principal/Director of DEI	Lockport High School/BOE
Alicia Tripi	School Counselor	Emmet Belknap Intermediate School
Amy Scapelliti	School Counselor	Lockport High School
Debbie Rogalski	Community Member/Partner	YWCA
Christine Derby-Cuadrado	Teacher's Aide	George Southard Elementary School
Michael Ferraro	Board of Education Trustee	BOE
Brian Hopkins	Building Maintenance Mechanic, LSEA Union President	Facilities

Katie Haseley	Parent	George Southard Elementary School

Meeting Dates

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

Meeting Date	Location
June 14, 2023*	LCSD Board of Education Board Room
June 21, 2023*	LCSD Board of Education Board Room
July 18th	Virtual - review of DCIP draft
July 19, 2023	Superintendent's Cabinet - Superintendent's Conference Room
July 25, 2023	DCIP Approved by the Board of Education
*These meeting were full day (8 hour) meetings	

Districts with Schools Identified for TSI/ATSI Supports Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers responsible for teaching each identified subgroup participated in School Climate Surveys, Equity Self-reflections, and SCEP Team meetings and were represented on the DCIP Development Team.
Parents with children from each identified subgroup	Parents with children from each identified subgroup participated in School Climate Surveys and SCEP Team meetings and were represented on the DCIP Development Team.
Secondary Schools: Students from each identified subgroup	n/a

Submission Assurances

Directions

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

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

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

1. DCIP Planning Document
2. DCIP

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