

LEA Name:	North Rose Wolcott
BEDS Code:	651501060004

ENTER DATA INTO ALL YELLOW CELLS.

### 2017-2018 District Comprehensive Improvement Plan (DCIP)



Contact Name	Melanie Steevnson	Title	Assistant Superintendent for Instruction and School Improvement
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Website for Published Plan	www.nrwcs.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Stephan J. Vigliotti, Sr.	7/31/2017
President, B.O.E. / Chancellor or Chancellor's Designee		Lucinda Collier	7/31/2017

## Statement of Assurances

By signing this document, the Local Education Agency certifies that:

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 plans before they are approved.
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
4. 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).
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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.

## District Leadership Team

**DISTRICT LEADERSHIP TEAM:** The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 27, 2017	District Office		
June 28, 2017	District Office		
July 26, 2017	HS auditorium stage		
July 27, 2017	HS auditorium stage		
July 28, 2017	HS auditorium stage		

Name	Title / Organization	Signature
Melanie Stevenson	Assistant Superintendent for Instruction and School Improvement	
Megan Palliotti	Director of Special Education	
Mark Mathews	Principal	
Melissa Pietricola	Principal	
Brian Read	Principal	
Kristin DeFeo	Assistant Principal	
Robyn Roberts Grant	Assistant Principal	
Matthew Wendel	Assistant Principal	
Jennifer Kelsey	Teacher	
Meagan Caminiti	Teacher	
Dawn McIntyre	Teacher	
Abigail Davies	Teacher	
Laurie Elliott	Teacher	
Kurt Laird	Teacher	
Melissa Minchiello	Teacher	
Amy Wiktorowicz	Teacher	
Caithlyn Wasielewski	Teacher	
Cathy Peterson	Teacher	

## District Information Sheet

District Information Sheet				
District Grade Configuration	PK-12	Total Student Enrollment	1270	% Title I Population
		% Attendance Rate	93%	

Racial/Ethnic Origin of District Student Population				
% American Indian or Alaska Native	0.4%	% Black or African American	0.8%	% Hispanic or Latino
		% Asian, Native Hawaiian/Other Pacific Islander	8.9%	% White
			0%	% Multi-Racial
				86.7%
				3.1%

Overall State Accountability Status				
Number of Schools	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools
			1	Number of Schools in Accountability Status
			2	Number of Title I SIG 1003(a) Recipient Schools
				2
				Number of Title I SIG 1003(b) Recipient Schools
				0

Did Not Meet Adequate Yearly Progress (AYP) in ELA				
-	American Indian or Alaska Native	-	-	Black or African American
X	Hispanic or Latino	-	-	Asian or Native Hawaiian/Other Pacific Islander
X	White	-	-	Multi-Racial
X	Students with Disabilities	-	-	Limited English Proficient
X	Economically Disadvantaged	-	-	

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics				
-	American Indian or Alaska Native	-	-	Black or African American
X	Hispanic or Latino	-	-	Asian or Native Hawaiian/Other Pacific Islander
X	White	-	-	Multi-Racial
X	Students with Disabilities	-	-	Limited English Proficient
X	Economically Disadvantaged	-	-	

Did Not Meet Adequate Yearly Progress (AYP) in Science				
-	American Indian or Alaska Native	-	-	Black or African American
-	Hispanic or Latino	-	-	Asian or Native Hawaiian/Other Pacific Islander
X	White	-	-	Multi-Racial
-	Students with Disabilities	-	-	Limited English Proficient
-	Economically Disadvantaged	-	-	

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective				
	Limited English Proficient			

## DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").

<input type="checkbox"/>	Limited Degree (Fewer than 20% of goals were achieved.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
<input checked="" type="checkbox"/>	Moderate Degree (At least 50% of goals were achieved.)
<input type="checkbox"/>	Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

<input type="checkbox"/>	Limited Degree (Fewer than 20% of activities were carried out.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of activities were carried out.)
<input checked="" type="checkbox"/>	Moderate Degree (At least 50% of activities were carried out.)
<input type="checkbox"/>	Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").

<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.)
<input checked="" type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.) *Have not received this year's data
<input type="checkbox"/>	Moderate Degree (A majority of identified subgroups improved achievement.)
<input type="checkbox"/>	Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

<input type="checkbox"/>	Limited Degree (There was no increase in the level of Parent Engagement.)
<input type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input checked="" type="checkbox"/>	Moderate Degree (There was modest increase in the level of Parent Engagement.)
<input type="checkbox"/>	Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of planned activities were funded.)
<input type="checkbox"/>	Moderate Degree (At least 50% of planned activities were funded.)
<input checked="" type="checkbox"/>	Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").

X	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

	Tenet 1: District Leadership and Capacity
X	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

systems work that was done around MTSS as well as parent engagement

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

We realized that focusing on a topic per month for leverage leadership was too much and we needed more time spent on each instructional practice, e.g. formative assessment

In developing the **CURRENT YEAR'S plan**:

- List the highlights of the improvement initiatives described in the current DCIP.

MTSS, data analysis, reciprocal parent communication, functioning of the district leadership team and school leadership teams, differentiated instruction, personalized learning

- List the identified needs in the district that will be targeted for improvement in this plan.
- improvements in interventions for both academics and social/emotional needs, more structures for data analysis, more teacher involvement in monitoring the many district and building plans, increase in reciprocal parent communication

- State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The mission of the North Rose Wolcott Central School District is to prepare each student for a successful future. Developing a comprehensive MTSS system that is responsive to student needs, ensuring that the curriculum that gets taught is rigorous and aligned to CCLS, responding to students' social/emotional needs, and engaging families in their child's education will all strengthen the district's ability to prepare each student to be college, career, and community-ready.

- List the student academic achievement targets for the identified subgroups in the current plan.

The student achievement targets for Hispanic students, and all subgroups in the district, are a 10% increase in proficiency and mastery on the NYS 3-8 ELA and Math assessments.

- Describe how organizational structures will drive strategic implementation of the mission/guiding principles.



The District's Leadership Council will continue to be the stewards of all of the plans in the district. In addition, the District's Strategic Action Plan will be the driver of all school improvement initiatives.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed. The barriers that we face are similar to ones in the past: teacher turnover and lack of capacity. In addition, the low expectations that our students come to school with are definitely factors that work against us.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. We will continue to provide professional development around effective instructional practices, using data to drive instruction, multi-tiered systems of support, and personalized learning. The rationale for each is to impact teacher practice, build capacity, and improve student achievement outcomes.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community. We are trying to increase our parent communication through social media, letters/post cards from the district, and we intend to upgrade the district website.

- List all the ways in which the current plan will be made widely available to the public. The plan will be posted on the website and has been presented in public session at board meetings.

**For Districts with Priority Schools: Whole School Reform Model**

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.



Common Leading Indicators Worksheet

D2. <u>Leading Indicator(s)</u> : Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students						
Student Average Daily Attendance						
Student Drop-Out Rate						
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)						
Student Discipline Referrals						
Student Truancy Rate						
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"						
Teacher Attendance at Professional Development			Y	Y		Y
Parent Attendance at Workshops						Y
Parent Participation in District/School Surveys						
NYS 3-8 ELA and Math results	Y	Y	Y	Y		Y
MTSS meeting minutes and action plans	Y				Y	
MTSS progress monitoring	Y				Y	
Interim Assessment data	Y	Y				
STAR reading and Math data	Y	Y	Y			
MTSS Handbook	Y					Y
School Leadership Team agendas and meeting minutes		Y				
Curriculum Maps			Y			
Interim Assessments			Y			
SBIP notes and action plans						
leverage leadership tracking tool						
district PD plan						
district MTSS plan					Y	
Family engagement plan						Y

**Tenet 1: District Leadership and Capacity**

<p><b>Tenet 1: District Leadership and Capacity</b></p>	<p>The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</p>	
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	<p>District</p>	
<p><b>B2. DTSDE Review Type:</b></p>	<p>District</p>	
<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</p>	<p>The district needs to establish a structure for meetings that will ensure that each building plan, along with the District's plans, get implemented fully and are monitored on a regular basis.</p>	
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>The District Leadership Team will establish and implement a meeting calendar whereby each building's improvement plan, along with the district plan are evaluated on a monthly basis, with input from teacher leaders.</p>	
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Monthly meeting agendas, Board of Education Reports, Data analysis protocols</p>	
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> identify the projected end date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>9/1/2017</p>	<p>6/30/2018</p>	<p>The ASI will establish a monthly 2 hour meeting with each SLT to review the action steps from their building plan, collect data, monitor progress, and set future goals. The intended impact will be to ensure that the goals are being met.</p>
<p>9/1/2017</p>	<p>6/30/2018</p>	<p>The SLT will establish an agenda for each month for the meeting with the ASI that includes review of data and classroom visits. The intended impact will be to have teacher leaders in classrooms and assisting with data collection.</p>
<p>9/1/2017</p>	<p>6/30/2018</p>	<p>The SLT will provide professional development for staff based on needs that are identified through monthly data review and classroom visits. The intended impact will be to build teacher capacity in areas identified by the data.</p>
<p>9/1/2017</p>	<p>6/30/2018</p>	<p>The ASI will report to the board of education regarding progress toward each building's plan and the district plan. The intended impact will be to keep the BOE and public informed.</p>
<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>

**Tenet 2: School Leader Practices and Decisions**

<p><b>A. Statement of Practice Addressed:</b></p>	<p>SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</p>		
<p>B1. Most Recent DTSDE Review Date:</p>			
<p>B2. DTSDE Review Type:</p>	<p>District</p>		
<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</p>	<p>The district needs to establish a clear plan for leadership development and a structure in each building that supports the school leader in the implementation of the building improvement plan.</p>		
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>The school leader will enable a school leadership team that consists of key stakeholders that will serve as a shared decision-making team and will develop and implement a building school improvement plan for 2017-18, based on student achievement data with the goal of increasing student achievement results in the identified subgroup by 10% or more.</p>		
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>SLT minutes, data analysis reports and action plans, faculty meeting agendas</p>		
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>	
<p>7/1/2017</p>	<p>6/30/2018</p>	<p>The school leader (Melissa Pietricola, Mark Mathews, Brian Read) will establish a school leadership team of key stakeholders which will meet on a monthly basis with agendas sent ahead of time and minutes taken; impact will be to share the responsibility of creating and implementing the building improvement plan.</p>	
<p>7/1/2017</p>	<p>8/30/2017</p>	<p>The school leadership team will analyze the 3-8 ELA and Math assessment results and create a building improvement plan based on those results that target students in the identified subgroup.</p>	
<p>10/1/2017</p>	<p>6/30/2018</p>	<p>The school leadership team will engage in the school based inquiry process to analyze building data to include STAR reading and math and interim assessment results and will create action plans based on that data regarding PD needs at faculty meetings, specific coaching for teachers, the SLT will meet monthly with the intendend impact being that the actions taken by the SLT will be based on student data and will be intended to improve teacher practice and student results.</p>	
<p>11/1/2017</p>	<p>6/30/2018</p>	<p>The SLT will provide staff development at faculty meetings and on Superintendent Conference days that is based on student and teacher needs, as evidenced by building data; the intended impact is more targeted and useful professional development for staff which will improve teacher practice</p>	
<p>9/1/2017</p>	<p>6/30/2018</p>	<p>The SLT will monitor the implementation of building initiatives and professional development through the collection of data and visiting of classrooms; this will happen on a monthly basis; the intended impact will be greater staff accountability to implement what they have learned at professional development and to ensure implementation of district initiatives.</p>	


**Tenet 3: Curriculum Development and Support**

<p><b>A. Statement of Practice Addressed:</b></p>	<p>SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.</p>	
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	<p>District</p>	
<p><b>B2. DTSDE Review Type:</b></p>	<p>The district needs to have curriculum maps that clearly outline what needs to be taught in every grade level/content area, along with interim assessments at each grade level/course in order to monitor progress toward standards on a regular basis.</p>	
<p><b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b></p>	<p>The district will write curriculum maps for grades 3-8 in ELA and math which teachers will use for daily lesson planning with corresponding interim assessments, the data from which will also be used for planning purposes.</p>	
<p><b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b></p>	<p>Teacher Attendance at Professional Development NYS 3-8 ELA and Math results STAR reading and Math data</p>	
<p><b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b></p>		
<p><b>E1. Start Date: Identify the projected start date for each activity.</b></p>	<p>6/1/2017</p>	<p><b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b></p>
<p>8/30/2018</p>	<p>8/30/2017</p>	<p>Identify curriculum to be written over the summer of 2017; M. Stevenson will oversee this and will recruit teachers; multiple weeks in July and August will be used for curriculum writing; the intended impact will be that teachers will know what they are supposed to teach</p>
<p>8/1/2017</p>	<p>6/25/2018</p>	<p>Refine curriculum maps for K-8 ELA and Math; HS English, Math (for new Math Expressions series), and Social Studies over summer 2017; M. Stevenson will oversee this; teachers in K-12 will be involved in writing curriculum; multiple weeks over the summer will be used for curriculum writing; the intended impact will be that teachers will know what they are supposed to teach and curriculum will be aligned to NYS standards</p>
<p>9/15/2017</p>	<p>6/25/2018</p>	<p>Collect lesson plans from teachers on a tri-weekly basis based on leverage leadership visits and analyze for alignment to curriculum maps; Principals will be doing this on a weekly basis; the impact will be that teachers will be held accountable for teaching the curriculum and teaching to the standards</p>
<p>9/15/2017</p>	<p>8/30/2017</p>	<p>Monitor pacing of lessons based on pacing and curriculum maps; Principals will do this on a tri-weekly basis through Leverage Leadership visits; the impact will be that teachers will be held accountable for staying on pacing and it will ensure that students receive instruction aligned to all standards required at that grade level/course.</p>
<p>8/1/2017</p>	<p>8/30/2017</p>	<p>Revisit district expectations with staff who participate in curriculum and assessment development; purpose of interims and how to write a quality assessment</p>
<p>11/1/2017</p>	<p>5/30/2018</p>	<p>Administer interim assessments in grades 3-8 ELA and Math and HS core classes 3 times per year; M. Stevenson and Principals will oversee this; intended impact will be that teachers and Principals will know which standards students have mastered and which they have not, and will have a predictor for how students will do on NYS assessments</p>

11/1/2017	5/30/2018	Teachers will use the school-based inquiry process to analyze the interim assessment results 3 times per year (November, February, May) and create action plans for students or groups of students that will target areas of need; Principals will oversee this; the intended impact will be to provide academic intervention that closes student achievement gaps for the targeted subgroup



**Tenet 4: Teacher Practices and Decisions**

<p><b>A. Statement of Practice Addressed:</b></p>	<p>SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.</p>	
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	<p>District</p>	
<p><b>B2. DTSDE Review Type:</b></p>	<p>The district needs to provide professional development that is directly related to the areas of student need as evidenced in NYS test results and with regard to data analysis so that teachers are better able to analyze and use the data from student work to plan their instruction and better address student needs in the classroom.</p>	
<p><b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b></p>	<p>The district will develop and implement a professional development plan that provides direct instruction to staff around data analysis, provides differentiated professional development for staff based on areas of student need from NYS test results, the impact on teacher practice measured through leverage leadership visits.</p>	
<p><b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b></p>	<p>PD plan, PD agendas, SBIP data-driven dialogue notes and action plans, BOCES coaching log, LL tracking tool</p>	
<p><b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b></p>	<p>PD plan, PD agendas, SBIP data-driven dialogue notes and action plans, BOCES coaching log, LL tracking tool</p>	
<p><b>E1. Start Date: Identify the projected start date for each activity.</b></p>	<p>Aug-17</p>	<p><b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b></p>
<p>Aug-17</p>	<p>Oct-17</p>	<p>ASI will work with Leadership Council to develop the professional development plan based Regents and NYS test results. The intended impact will be a well thought-out, clear plan to build teacher capacity with data analysis, delivery of core instruction as well as tier 2 and 3 supports.</p>
<p>Aug-17</p>	<p>Nov-17</p>	<p>Provide professional development around the School-Based Inquiry Process at the beginning of the school year so that teachers are able to analyze student data and develop action plans. The intended impact will be a change in teacher practice whereby they are systematically reviewing and analyzing data, which will lead to improved student results.</p>
<p>Sep-17</p>	<p>Jun-17</p>	<p>ASI, or designee (e.g. BOCES coach) will provide coaching monthly to teachers around differentiation of NYS modules in ELA and Math, specifically targeting the identified subgroup. The intended impact will be visible differentiation in 3-8 ELA and Math classrooms, as measured by LL visits.</p>
<p>Jul-17</p>	<p>Jun-18</p>	<p>ASI will work with school leaders to develop differentiated PD that will be delivered monthly at faculty meetings. The intended impact will be a change in teacher practice around key areas such as learning targets, higher level questioning strategies, formative assessment strategies.</p>
<p></p>	<p></p>	<p></p>



**Tenet 5: Student Social and Emotional Developmental Health**

<b>A. Statement of Practice Addressed:</b>	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	District

**C1. Needs Statement:** Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.

The district needs to refine the School-based inquiry process in regards to evaluating student data to assess social and emotional developmental health through MTSS (multi-tiered systems of support).

**D1. SMART Goal:** Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

**D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor progress toward the goal.

The district will develop a process whereby students were systematically evaluated for social emotional developmentally health, and provided supports and interventions to address areas of student need.

MTSS meeting minutes evidencing effective use of the SBIP, action plans, updated handbook, MTSS progress monitoring (ie. Behavior Benchmarking)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	10/30/2017	Review and revision of the MTSS District-wide handbook, including model documents (alike model lesson plans). The intended impact will be an increase in the number of interventions provided for students as well as monitor the effectiveness of the interventions.
9/1/2017	6/30/2018	Review of the behavior benchmark data and process, and utilize data to inform decision making for building programs and interventions. Consider how other providers and teachers can offer their input and process data. The intended impact would be to increase the effectiveness of the interventions being provided.
9/1/2017	6/30/2018	Meet monthly to review data to review groups, individual students and data regarding specific interventions. Individual and group student plans will be created as a result of the data reviewed at those meetings. The intended impact will be that more students will be provided with social/emotional support and the effectiveness of that support will be monitored on a regular basis.

**Tenet 6: Family and Community Engagement**

	<p><b>SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</b></p>
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	
<p><b>B2. DTSDE Review Type:</b></p>	<p>District</p>
<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</p>	<p>The district needs to engage families (in a streamlined and accessible way) and the community so that families feel welcome at school, they are informed and are a vital part of their child's education, and so that there is a regular reciprocal communication</p>
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>Each school will survey its parents to determine their preferred method of communication, will create a welcoming environment for parents upon entering the building, and will set expectations for teachers for frequency/type of communication that should occur with parents over the course of the school year.</p>
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Parent surveys; building level parent meetings; district mailings; teacher communication logs</p>
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>9/1/2017</p>	<p>Survey parents for their Preferred method of contact form in opening packets. The intended impact would be to ensure we are contacting parents in a way</p>
<p>9/1/2017</p>	<p>Create resource list for teachers (example – Class Dojo; Remind101). The intended impact would be for teachers to implement a communication strategy</p>
<p>10/1/2017</p>	<p>All parents fill out volunteer forms at Open House. The intended impact would be to increase the number of parent volunteers.</p>
<p>9/1/2017</p>	<p>Create a protocol for secretaries for greeting parents when they enter school, Protocol for teachers and staff calling home, ensure we are Communicating to parents in their native language. The intended impact would be for parents to feel welcome upon entering the building.</p>
<p>11/1/2017</p>	<p>Training in School Tool for teachers in regards to how they can use the program to communicate. The intended impact would be to increase parent commu</p>

**Financial Allocation Plan - Improvement**

Improvement Set-Aside Budget Summary			
District	Accountability Status		Amount of Funds Allocated for District-Level Improvement
North Rose Wolcott	Focus District		\$25,000
Name of Priority/Focus School	Accountability Status		Amount of Funds Allocated for School-Level Improvement
Leavenworth Middle School	Focus School		\$25,000
<b>DISTRICT / BUILDING TOTALS</b>			<b>\$25,000</b>
			<b>\$50,000</b>

