

LEA Name:	Sidney Central School District
BEDS Code:	121601060000

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 District Comprehensive Improvement Plan (DCIP)

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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		William H. Christensen	
President, B.O.E. / Chancellor or Chancellor's		Nancy Parsons	

Statement of Assurances

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

- Yes 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
- N/A 2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present
- Yes 3. 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.
- Yes 4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
- Yes 5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
- Yes 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- Yes 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.
- N/A 8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the



District Information Sheet

District Information Sheet											
District Grade Configuration	preK-12	Total Student Enrollment	1068	% Title I Population	45%	% Attendance Rate	94%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.001	% Black or African American	.006	% Hispanic or Latino	.06	% Asian, Native Hawaiian/Other Pacific Islander	.01	% White	.89	% Multi-Racial	.03

Overall State Accountability Status											
Number of Focus Schools	1	Number of Priority Schools	0	Number of Local Assistance Plans	0	Number of Schools in Status	1	Number of SIG 1003(a) Recipient	2	Number of SIG 1003(g) Recipient	0

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

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

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- 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").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- 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").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- 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").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- 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").

- Limited Degree (Fewer than 20% of planned activities were funded.)

- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- 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").

- 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
- 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).

100% of faculty received training in an overview of Professional Learning Communities and implemented the writing and administering of common formative assessments with data analysis. Connected with this all faculty receive training in the use of eDoctrina for assessment creation and data analysis.

- 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.

The PLC Instructional Support Team and administrators reviewed faculty progress at the end of each quarter to determine what further support respective departments and faculty members needed in order to create a meaningful formative assessment-data analysis-reteaching cycle. As a result of this all faculty were able to participate.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current DCIP.
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1) Systematic support for review and refinement of curriculum and assessment documents, data analysis through our PLC Instructional Support Team and (new this year!), PLC Lead Teachers in each department. 2) Further professional development in curriculum and assessment review. 3) Professional development in high-yield instructional strategies. 4) Incorporation of performance based elements into assessments. 5) Systematic implementation of interventions designed to improve students social and emotional health while improving student academic achievement. 6) A more focused approach to regular communication with families.

- List the identified needs in the district that will be targeted for improvement in this plan.

1) Continuing and refining curriculum and assessments to ensure appropriate levels of complexity based on CCSS expectations. 2) Continual monitoring of student progress through formative and summative assessments -in all subject and all grade levels. 3) Teacher professional development in curriculum, assessment and instructional strategies. 4) Systematic approach to supporting the social and emotional health of middle school students through a comprehensive counseling program. 5) Build family and school partnerships.

- 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

Our mission, "challenging all students to achieve their greatest potential." We envision this as graduating students who are college, career, and citizenship ready, who are literate in multiple disciplines and posses 21st century skills such as innovative and critical thinking, and effective communication. If we are to accomplish this, we must ensure that our curriculum becomes uniformly aligned to new standards' expectations, at the appropriate level of complexity, and that our assessments are well designed to meet those standards. We must regularly assess student progress in those standards and re-teach and provide enrichment in response to the data. We must, however, also ensure that instructional methods are creating classrooms where students are schooled in thinking deeply and critically, where students learn to ask and answer open ended questions that are relevant to our world. To ensure this, we must provide staff development. In addition, we must make sure our students are prepared to handle the emotional challenges of the post-secondary world, and so we designed our goal and action plan for tenet 5 to help us help our students achieve at higher levels. Family partnerships are even more essential now than ever before, as it is vital that families understand what the changing expectations are for their children, understand what the school is focusing on to help our students, and understand how they can help.

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

We want to improve all students' academic achievement, including students with disabilities (who are specifically named in this plan), by 10% as measured on a variety of assessments: Scholastic Reading Inventory Lexile levels (grades 7-8); locally created and vetted formative and summative assessments; BOCES regional assessments (ELA and math, grades 7-8).

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

Collaborative team time for teachers and administrators; PLC Lead teachers and the PLC Instructional Support Team to support all of this work; partnerships with outside agencies like Solution Tree and ASCA (American School Counselors Association); more frequent staff development days built into the calendar; continued use of technology to assist in collection and analysis of data (eDoctrina).

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Time is the greatest barrier. Some of our goals are ambitious and multi-faceted, but this is the work that we are already doing and we are committed to continuing.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

We continue to work with our partners at Solution Tree. We had a Solution Tree curriculum expert work with our four core subject area teams, and PLC Instructional Support Team in June 2015 to launch the next phase of curriculum work; we've identified our PLC Lead Teachers who will receive training in August 2015, September 4th, October 10th, and March 11th from Solution Tree. Also, we continue to work with a designated Solution Tree partner with all of our staff on the mission and vision of our PLC work (September 3rd, October 10th, March 11th). We will also be turn keying professional development in high-yield instructional strategies (Marzano). Additionally, we continue to provide internal staff development in the use of eDoctrina and assessment and curriculum design. Additionally this year we have PLC Lead Teachers who will assist with PD opportunities, including peer to peer non-evaluative observations.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

District and school leaders meet with one another on a regular basis as well as with our PLC Instructional Support Team, to ensure we are all "speaking the same language." Additionally, the district communicates the goals and supports for the work associated with these goals to all in the school community through distribution of regular newsletters and to faculty in particular at staff development days. The discussion of our focus on our district as a Professional Learning Community began at the start of the 14-15 school year and will continue this year on September 3rd with all faculty. Time is built in to discuss the "whys" of this. Additionally faculty, parents, and students will be completing surveys to provide the district with valuable feedback regarding how each stakeholder group feels supported in this work.

- List all the ways in which the current plan will be made widely available to the public.

The plan is presented to the Board of Education and will be published on our school website and discussed regularly distributed newsletters.

For Districts with Priority Schools: Whole School Reform Model

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-t may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into

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

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 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

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school, 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, 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 gaps needs 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. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

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 the 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

3. A Lead Partner or Partner Consortium should have the expertise and capacity to provide comprehensive support in the areas where there has been an identified gap

A. Partner Identification and Rationale: Complete the Identified Partner Organization chart. Describe in the narrative the rationale for the selection of partner organizations in relation to meeting key district and school-level needs/gaps in capacity. Describe the relationship between the school and the partner organization(s) and

B. Partner Roles and Responsibilities: Describe the lead partner/partner consortium role and responsibilities in relation to district's larger strategy and the identified school's management and proposed governance structure. Types of services may include providing technical expertise in implementing a variety of components of the school intervention models, coordinating services, providing intensive job-embedded professional development for school administrators and teachers, and implementing an equitable teacher and principal evaluation system that relies on student achievement, providing fiscal support services, and creating safe school environments that meet students' social, emotional, and health needs. Explain how, over the course of project, all collaborative activities result in the transferring of knowledge, expertise, and practices from partner(s) to LEA personnel, as well as the development of policies, tools, and resources leading to a new and sustainable capacity for the LEA on its

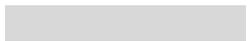
C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:

- A list of schools the partner has previously managed/supported.
- Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
- A summary of the partner's fiscal performance for the past three years.

[Redacted]

[Redacted]

[Redacted]



Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District IIT Review
B3. HEDI Rating Date:	June of 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed	The district needs to continue to collaborate with schools to provide resources aligned to improving student achievement through allocation of finances, staff and materials. <i>(From District IIT Review, June 2014)</i>
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written	The district will ensure resources are equitably and adequately allocated to schools to ensure an increase in student proficiency by 10% on prioritized learning targets by June 2016.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional development, teacher use of high-yield instructional strategies as documented in walk-throughs using NYS evidence guides, student proficiency on prioritized learning targets as evidenced by results on Fountas and Pinnell Literacy Benchmark assessment results, SRI, BOCES 3-8 regional ELA and math assessments, SATs, Regents exams, and locally created and vetted formative and summative assessments.

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date	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
1-Jul-15	24-Jun-16	The district will continue to partner with Solution Tree to support our data driven instructional process for the duration of the school year for all teacher for the purpose of increasing student achievement on prioritized learning targets.
1-Jul-15	9/1/2015	The district, in conjunction with the LINKS team, will form a professional development plan, which will address job-embedded staff development needs related to data driven instructional protocols and high-yield instructional strategies. This will be accomplished by September 1st to ensure implementation of the PD plan for the 2015-2016 school year.
1-Jul-15	24-Jun-16	The district employs administrators and instructional support staff to oversee and support teachers' implementation of data driven instructional protocols and high-yield instructional strategies throughout the year.
1-Jul-15	24-Jun-16	District will participate in the Central Business Office model and centralized purchasing to ensure fiscal responsibility and equitable distribution of resources throughout the school year.

1-Jul-15	24-Jun-16	District continues to make adjustments to the instructional calendar to maximize professional development and instructional time for all teachers.
1-Jul-15	24-Jun-16	The district will ensure strategic alignment of all grant funds to increase student proficiency throughout the school year.
1-Jul-15	24-Jun-16	The district will ensure the purchase of curricular and instructional materials aligned to CCSS and other state and national standards, across grade levels and departments throughout the school year.
1-Jul-15	24-Jun-16	The district will continue to support the use of relevant technology tools and products, supported by the instructional technology coordinator, throughout the school year.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District IIT Review
B3. HEDI Rating Date:	June of 2014

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 continues to support a comprehensive professional development plan focusing on data driven instructional protocols and teacher use of high-yield instructional strategies with an emphasis on establishing mechanisms for providing follow-up support that are adaptive and tailored to the needs of staff members from individual schools.
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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.	By September 1, 2015 the district in collaboration with the LINKS team will write and begin to implement a comprehensive professional development plan that includes training opportunities and on-going supports for data driven instructional protocols and teacher use of high-yield instructional strategies. The plan will focus on increasing teacher effectiveness through adaptive and tailored training and feedback by the instructional support staff. Ultimately, teacher effectiveness (and the evidence of the PD Plan) will be evidenced by non-evaluative walkthrough data and an increase in student achievement on locally created summative assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional development activities, teacher use of high-yield instructional strategies as documented in walk-throughs using NYS evidence guides, summative student achievement results including Fountas &Pinnell (F&P), Scholastic Reading Inventory (SRI), Regents, BOCES regional assessments and locally created summative assessments.

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date	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
1-Jul-15	30-Jun-16	The district will find and partner with districts who have more experience implementing PLCs, including networking district PLCs Lead Teachers with PLC Leaders in partner districts. This will result in more support for the district's PLC Lead Teachers throughout the year.

1-Jul-15	30-Jun-16	The district will provide administrators and the PLC Instructional Support Team to conduct, at least two times per quarter, non-evaluative classroom observations of high-yield strategies as documented in non-evaluative walk-throughs using NYS evidence guides to provide specific, timely, feedback by instructional support staff.
1-Jul-15	30-Jun-16	The district will provide resources to teachers, allowing them the opportunity to watch best practices in the form of classroom visits and videos (resources for substitutes, video/online resources) throughout the year.
3-Sep-15	30-Jun-16	The district will continue to partner with Solution Tree to support data driven instructional protocols and support PLC Lead Teachers and instructional support staff. All teachers will participate in additional professional development beginning September 3, 2015 and continuing throughout the school year.
1-Jul-15	1-Sep-15	The district, in conjunction with the LINKS team, will form a professional development plan, which will address job-embedded staff development needs related to data driven instructional protocols and high-yield instructional strategies
1-Jul-15	30-Jun-16	The district will employ an instructional technology specialist, director of curriculum, instructional coaches, and PLC Lead Teachers for the duration of the school year, to ensure consistent communication and support of the PLC process.
1-Jul-15	30-Jun-16	The district will continue to provide professional development using eDoctrina for assessment creation and data analysis, facilitated by instructional technology coordinator, throughout the school year.
1-Jul-15	30-Jun-16	The district continues to make adjustments to the instructional calendar to maximize professional development and instructional time for all teachers.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District IIT Review
B3. HEDI Rating Date:	June of 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed.	The current model of data driven instruction protocols needs to be refocused to include a stronger emphasis on using student formative data to adjust classroom practices with increased student achievement in mind. <i>(From District IIT Review, June 2014)</i>
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written	Using data driven instructional protocols, 100% of teachers will collaborate during twice-monthly meetings throughout the year to focus on selected high-yield instructional strategies to increase student proficiency by 10% on prioritized learning targets by June 2016.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional development activities, qualitative review of data team documents, teacher use of high-yield instructional strategies as documented in walk-throughs using NYS evidence guides, student proficiency on prioritized learning targets as evidenced by summative student achievement results including Fountas &Pinnell (F&P), Scholastic Reading Inventory (SRI), Regents, BOCES regional assessments and locally created summative assessments

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date	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
23-Jun-15	24-Jun-15	The district will support teacher professional development on prioritization of standards, facilitated by Solution Tree and continued by instructional support staff including PLC Lead Teachers. PD will be available beginning June of 2015 and will continue through the summer, on September 3rd, October 9th and March 11th.
1-Jul-15	30-Jun-16	Beginning in July 2015, at designated curriculum and assessment writings days, teacher will engage in professional development on writing learning targets around prioritized standards, facilitated by Solution Tree and continued by the PLC Instructional Support Team and PLC Lead Teachers.
23-Jun-15	30-Jun-16	The district will support the training of PLC Lead Teachers to guide data driven protocols, facilitated by Solution Tree with continued support by instructional support staff, beginning June 23, 2015, on designated days in July and August 2015, and then again at least three days during the school year.

1-Jul-15	30-Jun-16	The district will provide collaborative time for teacher professional development on assessment creation/refinement, facilitated by instructional support staff, throughout the school year, in order to better address achievement gaps. These will take the form of five half-days spaced throughout the school year.
1-Jul-15	30-Jun-16	The district will provide teacher professional development on high-yield strategies, facilitated by the PLC Instructional Support Team, on designated staff development days.
1-Jul-15	30-Jun-16	The district will employ an instructional technology specialist, director of curriculum, instructional coaches, and PLC Lead Teachers for the duration of the school year, to ensure consistent communication and support of the PLC process.
1-Jul-15	30-Jun-16	The district will provide administrators and the PLC Instructional Support Team to conduct, at least two times per quarter, non-evaluative classroom observations of high-yield strategies as documented in non-evaluative walk-throughs using NYS evidence guides to provide specific, timely, feedback by instructional support staff.
1-Jul-15	30-Jun-16	The district will continue to provide professional development using eDoctrina for assessment creation and data analysis, facilitated by instructional technology coordinator, throughout the school year.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:		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.
B1. HEDI Rating:		Effective
B2. HEDI Rating Source:		District IIT Review
B3. HEDI Rating Date:		June of 2014
C1. Needs Statement: Create a clear and		The district should continue to support school leaders in nurturing school environments that are responsive to the needs of all stakeholders (as determined in District IIT, June 2014).
D1. SMART Goal: Create a goal that dire		For school year 2015-2016 the district office will continue to support the school as a Professional Learning Community through coordination and alignment of district and school leader and teacher activities (see below), to ensure that student achievement results improve by at least 10% on summative assessments at all grade levels.
D2. Leading Indicator(s): Identify the sp		Student summative assessment results including Fountas and Pinnell, Scholastic Reading Inventory (SRI), Regents exams, BOCES regional assessments, and locally created summative assessments.
E1. Start Date: Ident	E2. End Date: Ident	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
3-Sep-15	11-Mar-16	The district will continue to provide training through Solution Tree to administrators in the school improvement process, including backwards curriculum design, assessment design, analysis of data, and high yield instructional strategies. PD sessions will take place on a regular basis (quarterly) throughout the school year.
By November 9, 2015	6/23/2016	The district will continue to provide instructional support staff (the PLC Instructional Support Team) to assist administrators in the turnkey of professional development, and to provide non-evaluative walkthrough feedback using the NYS Evidence Guides.
9/22/2015	3/10/2016	The district has altered the instructional calendar to include periodic early release days to allow for school leaders to facilitate professional development and curriculum writing and review.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	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.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	School Review with District Oversight-Middle School
B3. HEDI Rating Date:	February of 2015

C1. Needs Statement: Create a clear and	Continue to implement and refine curricular development efforts with teachers of all subjects and grade levels across the district, and ensure that implementation includes rigorous monitoring and evaluation for all students including students with disabilities. <i>This was from the February 2015 School Review with District Oversight of the Middle School in conjunction with the District IIT feedback from 2013-14. (We have begun this curricular development work with all grades and subjects this year, based on the June 2014 IIT Review feedback, but will refine it.)</i>
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D1. SMART Goal: Create a goal that dire	Throughout the 2015-2016 school year the district will provide time and fiscal support for 100% of teachers to use CCLS, national and/or NY State Standards for their content areas to collaborate, plan, and discuss curriculum (through twice monthly data team meetings and periodic district-provided half day professional development time). Time will be allotted for curriculum review in response to regular data collection, using data driven instructional protocols and curriculum review templates. Progress in the creation of well aligned and rigorous curriculum will be evidenced by <i>quarterly qualitative analysis of curriculum and assessment documents</i> (including: data team meeting templates, learning targets, curriculum blueprints, and assessments), <i>walkthrough data using NYS Evidence guides</i> , and an increase in student by 10% on multiple assessments (BOCES regional assessments, the Fountas & Pinnell Literacy Benchmark assessment, SATs, Regents exam results, SRI, common formative and summative assessments, with performance-based elements).
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D2. Leading Indicator(s): Identify the sp	Teacher attendance at professional development sessions and curriculum development sessions; walkthrough data based on NYS Evidence Guides (focusing on instruction that is well aligned to standards-based learning targets); student performance on BOCES regional assessments, Fountas and Pinnell Literacy Benchmark assessment results, SRI, SATs, Regents exams, and locally created and vetted formative and summative assessments. Qualitative review of quarterly curriculum documents including learning targets, blueprints, common formative assessments, summative assessments and data team minutes (use of data team template).
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E1. Start Date: Ident	E2. End Date: Ident	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
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August 12-14, 2015	6/24/2016	District-provided Solution Tree representative will train PLC lead teachers to facilitate data team meetings, to analyze data and examine student work. The work begins August 12th and continues on several scheduled dates throughout the school year (9/22; 10/9; 3/11).
Sept 3 and 4, 2015	6/24/2016	The district will provide periodic half days for curriculum development and common planning time (as possible) for data analysis. As a result of the training, PLC lead teachers will work with all staff to implement the PLC process, including assessment building, data review, instructional remediation plans, creating specific SMART goals, and ongoing data analysis.
9/7/2015	6/24/2016	The district will provide common time for 100% of teachers to participate in twice-monthly data team meetings facilitated by PLC lead teachers to analyze data and examine student work. As a result of this all teachers will develop remediation plans to close student instructional gaps. The district provides facilitators and PLC Lead Teachers to support this work.
Sept 3 and 4, 2015	6/24/2016	The district will provide professional development in PBL (Project-based learning) with the assistance of teachers already initially trained in this, to teachers in selected departments. Time will be allotted on a quarterly basis to teachers in selected departments (PE, Social Studies, Humanities) to integrate PBL with curriculum blueprints and assessments. As a result of this, students will have a deeper understanding of content and potentially earn college credit.
Sept 3 and 4, 2015	6/24/2016	The district will provide the PLC Instructional Support Team who will assist school administration in conducting non-evaluative classroom observations, at least two times per quarter, using NYS evidence guides to provide specific, timely, feedback by instructional support staff. The purpose of these observations is feedback concerning curriculum alignment to standards-based learning targets at the appropriate level of rigor with appropriate scaffolding methods.
Sept 3 and 4, 2015	6/24/2016	The district will continue to provide professional development using eDoctrina for assessment creation and data analysis, facilitated by instructional technology coordinator, throughout the school year. This will be offered at least on a quarterly basis.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	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.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District IIT Review
B3. HEDI Rating Date:	June of 2014

C1. Needs Statement: Create a clear and concise statement of the district's needs for professional development.	The district needs to focus professional development to further address teacher creation of regular formative assessments. Additionally, the professional development must focus on instructional strategies that are aligned to CCSS expectations for learning in order to consistently improve instructional practice. This professional development in assessment design and instructional strategies must be based on current research and best practices. <i>(District IIT Review, June 2014)</i>
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D1. SMART Goal: Create a goal that directly addresses the identified needs.	Professional development sessions in common formative assessment design, and in CCLS-based and high yield instructional strategies, will be provided by the district for 100% of Sidney teachers, with a minimum of ten hours per teacher. Improvement in assessment design will be evidenced by: quarterly qualitative analysis of curriculum and assessment documents (including: data team meeting templates and assessments). Improvement in the implementation of high yield instructional strategies will be evidenced by: walkthrough data based on NYS Evidence Guides (focusing on instructional shifts and instructional materials that meet the CCSS expectations for complexity).
D2. Leading Indicator(s): Identify the specific indicators that will be used to measure progress toward the SMART goal.	Teacher attendance at professional development and assessment writing sessions; teacher use of high-yield instructional strategies as documented in walk-throughs using NYS evidence guides; qualitative review of quarterly assessment documents including formative and summative assessments and data team templates.

E1. Start Date: Identify the start date for each activity.	E2. End Date: Identify the end date for each activity.	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 documented in a separate row.
9/15/2015	6/16/2015	All teachers will receive at least 10 hours of professional development in the use of eDoctrina to analyze data to plan instruction and remediation. Training will be arranged by the district and will be facilitated by the PLC Instructional Support Team.
9/15/2015	6/16/2015	The district will provide the PLC Instructional Support Team and administrators to conduct, at least two times per quarter, classroom observations of high-yield strategies. These will be documented in non-evaluative walk-throughs using NYS evidence guides to provide specific, timely, feedback by instructional support staff.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	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.
B1. HEDI Rating:	Ineffective
B2. HEDI Rating Source:	District IIT Review
B3. HEDI Rating Date:	June of 2014

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 coordinate guidance counselors, working with instructional staff, in order to provide a comprehensive, developmental counseling program that challenges students to achieve their greatest potential. <i>(This was from District IIT Review feedback from 2013-14 and is still applicable.)</i>
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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.	The district will provide ASCA (American School Counselor Association) training for school counselors to facilitate annual review of student accountability plans to identify trends, areas of success, social and emotional development and areas in need of improvement in regard to academic achievement through analysis of student data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Academic Achievement Data: Fountas and Pinnell Literacy Benchmark Lexile levels, BOCES regional assessments, SRI, locally created summative assessments (with performance-based elements; student participation rate in the 2016 NYSED 3-8 exams; comprehensive school improvement survey data.

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date	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
By December 1, 2015	Jan-15	The district will arrange for the ASCA professional developer to return to the district for the purpose of further professional development of the guidance department around the new guidance plan, analysis of student achievement, and needed revisions to the action plan.
10/5/2015	6/24/2016	As an outcome of district-provided ASCA training, Jr - Sr High School counselors will identify students failing one or more classes and provide an individual student intervention planning service every five weeks. As a result of this, counselors will gather data regarding increased academic achievement.

Tenet 6: Family and Community Engagement

Tenet 6: Family and Community Engagement		
A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around	
B1. HEDI Rating:	Ineffective	
B2. HEDI Rating Source:	District IIT Review	
B3. HEDI Rating Date:	June of 2014	
C1. Needs Statement: Create a clear and	Implement systems to build family and school partnerships <i>(From District IIT Review, June 2014)</i>	
D1. SMART Goal: Create a goal that dir	Throughout the calendar year, the district will provide coordination to and fiscal resources for all schools to build family, school, and community partnerships. Areas of focus will be increased communication with families and family engagement in children's education. Progress will be evidenced by at least a 30% parent/family participation rate in engagement nights, summer reading program, and surveys; and maintaining or increasing by 5% the participation rate in the Bassett Healthcare service.	
D2. Leading Indicator(s): Identify the sp	1) Parent Attendance at Workshops/school events 2) Parent Participation in District/School Surveys 3) Family/Student participation in summer reading program 4)Parent interaction with online communication 5) Participation rate in Bassett Healthcare services available at the schools in the district	
E1. Start Date: Ident	E2. End Date: Ident	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.
9/15/2015	6/16/2015	At least three times a year, the District will provide fiscal resources for schools to host a Family Engagement Night. The purpose is to inform parents about CCSS and progress their children are making toward achieving prioritized learning targets, and to assist their child in becoming College and Career Ready.
9/15/2015	6/16/2015	At least once a year, the District will sponsor an Ice Cream Social/Literacy Night for families. At this event, various community groups such as the public library, the Literacy Boosters community group, the School Resource Officer, the high school Interact Club, and teachers provide educational information to families and information about available partnerships.

7/15/2015	7/16/2015	Throughout the calendar year, the District will continue to partner with Bassett Healthcare Network to make health and dental services available to all students.
6/15/2015	9/15/2015	In an effort to maintain and/or improve reading levels, the District will sponsor a Summer Reading Program. The District will provide books to families for students to read over the summer (which can be exchanged on an ongoing basis throughout summer). Students log their reading time and earn prizes based on the number of minutes they read. Logs will be provided in multiple formats (electronic and paper).
7/15/2015	7/16/2015	In an effort to improve communication, the District maintains a website and Facebook page. The website and Facebook page keeps the school community up to date with District events and achievements, and emergency information.
9/3/2015	6/24/2016	The district will purchase a state-approved school improvement survey and coordinate with schools to administer the survey to school stakeholder groups including students and parents.
9/3/2015	6/24/2016	The District will continue to partner with the community group, Literacy Boosters, to support pre-school aged children's academic and emotional development in preparation for school. This effort includes providing a meeting place for monthly meetings, providing staff to participate in meetings, and providing fiscal resources for initiative (such as printing a bi-monthly newsletter to be mailed home with the public library's shipment of children's books distributed to 3-4 year old children in the district's boundaries.

Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$302,718	1%	\$3,027

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside -- Required	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$302,718	6%	\$18,163
Title II, Part A	\$58,708	6%	\$3,522
Title III, Part A LEP (allocation listed only if required)	\$0	6%	\$0
Total Federal Allocation Subject to Set-Aside	\$361,426	6%	\$21,686

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$22,000
Title II, Part A	\$3,500
Title III, Part A LEP	N/A
Title VI REAP	N/A
School Improvement Section 1003(a) - SIG A	\$135,000
School Improvement Section 1003(g) - SIG G	N/A
School Innovation Fund	N/A
Local / General Funds	\$1,000
Total Funding Reserved for Improvement	\$161,500

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25

Participate in DTSDE Trainings	Yes	\$1,000	Yes	
Conduct DTSDE reviews, including administration of required annual surveys	Yes	\$15,000	Yes	
Develop high-quality DCIP and SCEP plans	Yes	\$1,000	No	Local / General Funds
Review the qualifications of Priority and Focus School Leaders	Yes	No cost	N/A	N/A
Submit quarterly leading indicators report to NYSED	Yes	\$2,500	Yes	
Evaluate the fidelity of program implementation	Yes	\$5,000	Yes	
Provide Public School Choice to students in Priority and Focus Schools	Yes*	No cost	N/A	N/A
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A			
<i>TOTAL</i>		\$24,500		

*We will send the obligatory letter, but there are no other schools for children to attend, so this is really N/A

DISTRICT / BUILDING TOTALS		\$161,500

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."
 Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?

\$161,500
 YES

DISTRICT / BUILDING TOTALS		\$3,027

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$3,027
 Has the district demonstrated how ALL funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)? NO