

LEA Name:	Sidney CSD
BEDS Code:	121601060000

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Tony Stenta	Title	Director of School Improvement
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Website for Published Plan	Sidneycsd.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 ESSA and Commissioner's Regulations 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 Christensen	
President, B.O.E. / Chancellor or Chancellor's Designee		Kerri Green	

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 comment on the plans before they are approved.

- n/a 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.

- yes 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

- yes 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).

- yes 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- yes 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)

Name	Title / Organization	Signature
Kerrie Johnston	Assistant Superintendent	
Tony Stetna	Director of Curriculum and School Improvement	
Sarah Miller	Director of Curriculum and Instructional Technology	
Eben Bullock	Junior/Senior High School Principal	
Rob Hansen	Elementary Principal	
Megan Rose	Instructional Coach	
Michael Welsh	Instructional Coach	
Stephanie Hulbert	Secondary ELA Teacher	
Samantha Oliver	School Counselor	
Paula Dewey	Elementary Teacher	
Monica Gatto	Library Media Specialist	
Brenda Bagley	Parent	
Rosie Mukhlis	Elementary SPED Teacher	
Gary Williams	CSE Chair	
Melissa Williams	7-12 SPED Teacher	

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 type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input checked="" 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 type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" 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.) |
| <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 type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input checked="" 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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input 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").

- 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).

Instructional coaches support implementation of data meeting action plans and professional development initiatives (i.e., data meetings, PLCs, scaffolds for students with disabilities, focused ELA and math initiatives) via coaching. The impact is that instructional walkthrough data indicates an increase in the percentage of teachers implementing critical instructional practices identified by the Quality Improvement Plan team (QIP). We were able to make a positive impact by adding a .5 instructional coach.

- 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 improvement initiatives described in the current DCIP.

As evidenced in classroom visits, ELA and math teachers are providing instruction aligned to the CCSS shifts. We have had ongoing communication with our SESIS to help analyze data from classroom walkthroughs to identify leverage points for the coaches. This helps ensure quality instruction for all learners. The impact is that instructional walkthrough data indicates an increase in the percentage of teachers implementing critical instructional practices (including building code knowledge, remediation at individually identified leverage points, providing scaffolds to grade level instruction to bridge student skill gaps, questioning techniques that hold all learning accountable for thinking, and providing differentiated supports for struggling learners) identified by the Quality Improvement Plan team (QIP).

- 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 district.

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 possess 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: Reading Inventory Lexile levels ; locally created and vetted formative and summative assessments.

- 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 will attend the Solution Tree Summit conference in February of 2018 with a team of administrators and coaches. We continue to work with a designated Solution Tree partner with all of our staff on the mission and vision of our PLC work. We will also be turning 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 8th and 9th 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.

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	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.
B1. Most Recent DTSDE Review Date:	May15-16 2018
B2. DTSDE Review Type:	self review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The district needs to continue to engage in a variety of recruitment approaches and evaluation strategies in order to secure appropriate personnel who are able to implement district and school visions of increasing student achievement and opportunities. It has become increasingly difficult to attract and keep highly qualified teachers in our district.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the summer and throughout the school year, the district will recruit, evaluate and sustain highly qualified personnel, resulting in increased student achievement. APPR observations will be conducted at least twice per year, and non-evaluative walkthroughs will be conducted at least twice per quarter for the purpose of sustaining teachers who are highly qualified and for increasing student achievement (the latter of which is referred to more specifically in this plan in tenets 2 and 3). We will expand our job searches across the state of New York and increase partnerships with local colleges to establish relationships with future teachers. We will show an increase in the number of applications for jobs in our district.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Teacher retention rate 2. Teachers rated as "Effective" and "Highly Effective" 3. Walkthrough data based on NYS Evidence Guides

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/7/2017	Fall 2018/Spring 2018	The district will maintain highly qualified staff members in partnerships with colleges and universities to meet the needs of our diverse population. We will partner with local universities to host more teaching candidates during the school year.
9/7/2017	9/6/2018-6/22/2018	The district will provide administrators and the PLC Instructional Support Team to conduct 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, at least two times per quarter.
9/7/2017	10/1/2018-5/31/2018	At least two times per year, administrators will observe, evaluate and give specific feedback to all teachers, based on the approved APPR rubric. Administrators will also conduct 2 informal observations, with feedback only, during the school year. The purpose of these observations is to ensure that all teachers are maintaining a commitment to best practices in alignment with the NYS evidence guide.
9/7/2017	9/6/2018-6/22/2018	The district will increase the number of instructional coaches from 2.5 to 3.5. Staff will now receive instructional coaching in all core subjects instead of just ELA and math.

	4/16/2018-4/20/2018	The district will deploy a team of recruiters across the state of New York for Teacher Recruitment Day's

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. Most Recent DTSDE Review Date:	May15-16 2018
B2. DTSDE Review Type:	self review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The school leader will continue to monitor the PLC process with the implementation of a building level leadership team inclusive of PLC leads (i.e. building leader, classroom teachers, special education teachers, reading specialist, school counselors, instructional coaches, and district administrators, The school leader will increase his attendance at PLC meetings during the school year and attend a minimum of 3 meetings per week. The school leader will use the information gathered at PLC meetings to collect feedback and utilize collected data to inform decision making.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	For school year 2018-2019 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 growth is shown on summative assessments at all grade levels. The data will be collected during every instructional cycle.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student summative assessment results including Fountas and Pinnell, Reading Inventory (RI), Math Inventory (MI), Regents exams and locally created summative assessments.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/10/2018, 8/2018	6/22/2019	The district and school leader will participate in a system wide review process and utilize the resulting strategic plan to provide a roadmap for future school years. The school leader will work in collaboration with the administrative team, the board of education, teachers, parents, students, and the K-12 insight team to make decisions.
9/6/18	6/22/2019	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. The PLC Instructional Support Team will also attend one meeting per month to get information from the school leaders to pass on and implement within their specific PLC's.
9/6/18	6/22/2019	The district has altered the school day to allow for school leaders to facilitate professional development and curriculum writing and review. Teachers will meet weekly as a grade level, vertically and across disciplines to discuss specific teaching strategies, as well as the intervention process. Special education teachers will be included in each group to ensure that the needs of students with disabilities are being met.

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. Most Recent DTSDE Review Date:	May15-16 2018
B2. DTSDE Review Type:	self review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	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. Essential learning targets for Tier I and Tier II instruction continue to be refined. Identification of instructional strategies that “best” teach skills/knowledge identified in the essential learning targets. This can be supported by continuing and enhancing co-teaching opportunities which will be a brand new model for the 2018-2019 school year to increase the rigor for students with disabilities.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the 2018-2019 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 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 in light of the needs of students with disabilities. Progress in the creation of well aligned and rigorous curriculum will be evidenced by quarterly qualitative analysis of curriculum and assessment documents (including: data team meeting templates,
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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, Fountas and Pinnell Literacy Benchmark assessment results, Reading Inventory, Math Inventory, 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

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/16/2018	7/18/2018	The district will provide periodic time for special education curriculum development and calibration with general education curriculum, as well as common planning time for data analysis. PLC lead teachers will work with all staff to implement the PLC/RTI process, including assessment building, data review, instructional remediation plans, creating specific SMART goals, and ongoing data analysis.
9/6/2018 Tuesday-Friday Weekly	6/22/2019	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.
7/1/2017	6/22/2018	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 to integrate PBL with curriculum blueprints and assessments with a focus on students with disabilities.

9/6/2018 The second Monday of every month	6/22/2018	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.
7/1/2017	6/22/2018	The district will continue to provide professional development using eDoctrina for assessment creation and data analysis, facilitated by director of curriculum and instructional technology, 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. Most Recent DTSDE Review Date:	May15-16 2018
B2. DTSDE Review Type:	self review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The district needs to focus professional development to ensure that curriculum development addresses the needs of students with disabilities. Teachers will work in PLCs that include special education teachers to create and refine of common formative assessments. Additionally, the professional development must focus on instructional strategies that are aligned to CCLS 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.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Professional development sessions in common formative assessment refinement, 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) and a focus on student with disability IEPs. 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 CCLS expectations for complexity).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the 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 projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
10/1/2018	6/22/2019	The districts instructional coaches will observe all teachers on a bi/weekly basis. At the conclusion of each month the coaches will meet with administration to discuss areas of strength and areas of weaknesses across the district associated with high yield instructional strategies used in the class room.
10/1/2018	6/22/2019	The district will provide the PLC Instructional Support Team to conduct, at least two times per quarter, classroom observations of high-yield strategies and consistency of learning goal proficiency across all classrooms. These will be documented in non-evaluative walk-throughs using NYS evidence guides to provide specific, timely, feedback by instructional support staff.
9/6/2018	6/22/2019	At least two times per year, administrators will observe, evaluate and give specific feedback to all teachers, based on the approved APPR rubric. Administrators will also conduct 2 informal observations, with feedback only, during the school year. The purpose of these observations is to ensure that all teachers are maintaining a commitment to best practices.
9/6/2018	6/22/2019	After administering each common formative assessment, teachers will analyze the data by completing the district-wide data template in order to inform instruction. In order to ensure alignment with grade level learning targets.

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. Most Recent DTSDE Review Date:	May15-16 2018
B2. DTSDE Review Type:	self review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The district needs to coordinate school counselors and social worker, working with instructional staff, in order to provide a comprehensive, developmental counseling program that challenges students to achieve their greatest potential. We will also try and meet the changing needs of our students on a more regular basis.
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D1. SMART Goal: Create a goal that directly addresses the Gap 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. We will add a social and emotional class as a special in the elementary school.
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 2018 NYSED 3-8 exams; comprehensive school improvement survey data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/17	6/22/2018	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.
7/1/2017	6/22/2018	We will begin to implement a social and emotional special for students in grades K-4. They will meet once every 4 days for 10 weeks.
7/1/2017	6/22/2018	As an outcome of district-provided ASCA training, school counselors will meet individually with students in grades 4 through 6, who are failing one or more classes, at the end of quarter one. School counselors will provide an individual student intervention planning service.
7/1/2017	6/22/2018	As an outcome of district-provided ASCA training, counselors will administer, once per year, a career inventory to all students K-12. As a result of this school counselors will target the academic, career and social and emotional development of all students.
7/1/2017	6/22/2018	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.
7/1/2017	6/22/2018	The district will provide support and time for the school counselors and social worker to provide social emotional learning opportunities for students in grades PreK-8. Learning opportunities will be in the form of large group guidance instruction for all students with targeted small group interventions for identified students, based on teacher recommendation and student referrals. Instruction will take place a minimum of four times a year. As a result we expect a decrease in student referrals.

7/1/2017	6/22/2018	The district will provide time and support for a Prek-8 behavior management program. The School Counselors will head this initiative with support from the school social worker for the duration of the school year and will collect data on student referrals, and survey information.

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 creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	May15-16 2018
B2. DTSDE Review Type:	self review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Implement systems to build family and school partnerships by increasing attendance in community based nights at the schools.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	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, and surveys; and maintaining or increasing by 5% the participation rate in the Bassett Healthcare service.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Parent Attendance at Workshops/school events 2) Parent Participation in District/School Surveys 3)Parent interaction with online communication 4) Participation rate in Bassett Healthcare services available at the schools in the district

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Fall 2018	Spring 2019	At least two 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.
6/5/2019	6/5/2019	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.
6/23/2018	6/22/2019	Throughout the calendar year, the District will continue to partner with Bassett Healthcare Network to make health and dental services available to all students.
6/23/2018	6/22/2019	In an effort to maintain and/or improve reading levels, the District will support a Summer Reading Program in conjunction with the public library. Students in PreK-12 have the opportunity to log their reading time and earn prizes based on the number of minutes they read.
6/23/2018	6/22/2019	In an effort to improve communication, the District maintains a website, Facebook page and Twitter account. The website, Facebook page and Twitter account keeps the school community up to date with District events and achievements, and emergency information.

6/23/2018	6/22/2019	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.
6/23/2018	6/22/2019	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.

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
	Focus District	
DISTRICT / BUILDING TOTALS		\$0