

LEA Name:	Cincinnati Central School District
BEDS Code:	110101040000

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

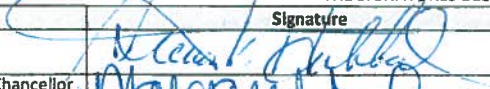

Contact Name	Mr. Steven V. Hubbard	Title	Superintendent of Schools
Phone	607-863-3200 ext. 71	Email	shubbard@cc.cnyric.org
Website for Published Plan	www.cc.cnyric.org		

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		Steven V. Hubbard	7-16-18
President, B.O.E. / Chancellor or Chancellor's Designee		Margaret D. Peri	7-12-18

Statement of Assurances

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

- X 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.
- X 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.
- X 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
- X 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).
- X 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- X 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)
May 17, 2018	School Conference room		
May 30, 2018	School Conference room		

Name	Title / Organization	Signature
Thomas Durkot	UPK-6 Principal	<i>Thomas Durkot</i>
Brittanie Gibbons	Director of Special Education	<i>Brittanie Gibbons</i>
Linda Laudig	Teacher, 7-12 Mathematics	<i>Linda Laudig</i>
Siobhan O'hora	OCM BOCES, SEIS	<i>Siobhan O'hora</i>
David Phetteplace	7-12 Principal	<i>David Phetteplace</i>
Kristen Purcell	Curriculum Coordinator	<i>Kristen Purcell</i>
Shelly Warnow	Curriculum Consultant	<i>Shelly Warnow</i>

DCIP Plan Overview

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

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

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

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

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

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

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

<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.)
<input type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.)
<input checked="" 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 checked="" 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 type="checkbox"/>	Major Degree (There was a significant increase in the level of Parent Engagement.)

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

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

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

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
X	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
X	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).

Through professional learning and support from OCM BOCES Curriculum Consultant, the K-6 team has created and published standards based curriculum that is horizontally aligned.

- 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.

Through perception data gathered after a district professional learning session that was targeting differentiation, the plan was adjusted due to the PD not being explicit enough to include support in common formative assessments and how to build a curriculum using assessments to inform instruction.

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

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

Creating a system for implementing and monitoring the PLC model of collaboration; updated walk-through tool that will provide more direct, specific feedback that will inform teacher practices; continued development of ELA curriculum, with monitoring implementation in the K-6 building and development in the 7-12 building; implementing a district wide SEDH program; increasing reciprocal communication with families

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

Need for a more specific tool to inform instructional practices; need for development and monitoring of ELA curriculum; need for a SEDH program that impacts students; need for increased parent engagement

- 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.

Cincinnati Central School: Striving to meet children's needs, awaken their minds, and touch their hearts. As a community dedicated to ongoing learning, we embrace educational practices that engage students, foster collaboration and innovation, and promote creative and independent thinking. Our graduates will be competent and compassionate individuals, responsible for themselves and their community, and committed to making a positive and dynamic impact on our world. Cincinnati elementary will provide a nurturing environment that is responsive to all student needs, driven by data analysis, action planning, and a culture that is responsive to the community.

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

Students with disabilities- increase ELA and Math 3-8 assessment growth score performance by 8%, evaluated by each student

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

PLC meetings, instructional walkthroughs, curriculum development, and SEDH program. District support of administrative coaching and professional development will be focused on achieving DCIP goals.

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

Lack of SEDH support staff to support SEDH program and needs (1.0 FTE social worker increase for the 18-19 school year)

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

PD regarding the PLC process will be provided via Solution Tree Inc., OCM BOCES consultants, building coordinators and school leaders. Professional learning regarding walkthrough template and intentions regarding the template will occur via school leaders. Curriculum PD will occur through OCM BOCES curriculum coordinator. District-wide training and program implementation will occur via building leaders and outside consultants. Parents will be provided education regarding various identified needs.

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

Opening of school faculty meetings, Open House, Teacher Handbook, faculty meetings, PDP meetings, PLC sessions, instructional walkthroughs, grade level meetings, data meetings, PTO meetings, parent meetings and administrative cabinet meetings.

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

Communication from all offices will include DCIP goals, suggested academic supports, academic activities and CCLS. The plan will be shared on the school website, Open House night, Title I parent meeting, and through school newsletter.

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:	May-18	
B2. DTSDE Review Type:	District-Led Focus Visit	
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 2017-18 DCIP identified the need for, and a SMART Goal focused on, developing a collaborative culture organized systemically to analyze data and monitor and adjust instructional practice to meet the needs of all students. Throughout the school year, plans were made around the creation of PLCs (professional learning communities, here after delineated with PLC) and the purpose and philosophy of PLCs, along with expanding the role of grade level/department coordinators and training of the leadership team (administrative and teacher leadership) in the practices, protocols, and purposes of PLCs. However, the PLCs were never implemented. As a result, there is a need to fully realize the intent and purpose of PLCs through full and deep implementation of the practices associated with the PLC model.	
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.	By June 2019, 100% of teachers will strongly agree/agree with the following three statements, using the three questions from the Penny L. Ciaburri Associates School Performance Scan Survey: SPS #5: Our school leaders help to build a collaborative environment so that staff works together in achieving goals. Baseline - 45.5% SPS #19: Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress. Baseline - 43.3% SPS #30: We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work. Baseline - 43.3%	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PLC monthly meeting notes-analyzed for patterns/trends in strengths and growth areas end of unit student assessment data % of students receiving supports at Tier 1, 2 and 3	
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.
Aug-18	Aug-18	Leadership team and Coordinators will meet to solidify the system and expectations for PLCs including: data analysis protocols, meeting agenda/minutes structures, coordination and calendar of meetings between and among stakeholders (principals, coordinators, BOCES consultant), coordination and identification of support using the BOCES consultant, and reciprocal communication between leadership and faculty. Responsible: Superintendent and Building Leaders Participants: Leadership Team and Coordinators Frequency: Once Intended Impact: Establish common understanding and identify common structures and tools and ensure clarity of direction in the roll-out and initial implementation of the PLC model by faculty and leadership
Aug-18	Aug-18	Leadership team and coordinators will meet to plan two events: 1. a training for all staff on the expectations, structure, functions, purpose and protocols for a PLC and 2. an initial meeting to launch the PLC model for collaboration. Responsible: Superintendent and Leadership Team Participants: Leadership Team and Coordinators Frequency: 1-2 meetings Intended Impact: Effectively communicate the PLC model and expectations and provide initial professional development to all faculty in initial implementation of the model

Aug-18	Aug-18	Provide a professional development opportunity for coordinators (returning and new) and the Leadership Team in the PLC process as a follow-up to training provided in the 2017-18 school year. Responsible: Superintendent and Leadership Team Participants: Leadership Team and Coordinators Frequency: once Intended Impact: To refresh knowledge and skills of the leadership team responsible for the roll-out, implementation and ongoing professional development of the model
Aug-18	Aug-18	The Leadership Team including Coordinators will create system for monitoring PLC meeting notes and student assessment data and include a communication plan to share patterns and trends with faculty. Responsible: Superintendent and Leadership Team Participants: Leadership Team and Coordinators Frequency: Once Intended Impact: Leaders have a system of accountability with which to monitor progress and implementation.
Sep-18	Sep-18	A meeting to launch the PLC model will be held and a PD session conducted for staff on the PLC Model. Responsible: Superintendent and Leadership Team Participants: Building leaders, coordinators and teachers Frequency: 2 meetings Intended Impact: Discuss the PLC model with all faculty members, highlight purpose and expectations, and teach the structures and skills necessary to successful, ongoing implementation
Oct-18	Jun-19	The Leadership team, including Coordinators, will analyze agendas, minutes and student assessment data for trends and identify topics and skills requiring further professional development that can be a combination of building-wide, small group or individual depending upon need. Responsible: Superintendent and Building Leaders Participants: Leadership Team, Coordinators, and Teachers Frequency: Monthly data analysis and PD as needed Intended Impact: Implementation of PLCs will be monitored for fidelity and effectiveness and support provided in targeted need areas to expand faculty skill set in implementation.
Oct-18	Jun-19	The Leadership team, including coordinators, will plan and facilitate professional development around those identified areas and monitor implementation of the PD through subsequent analysis of the agenda, minutes and assessment data. Responsible: Superintendent and Building Leaders Participants: Leadership Team, Coordinators, and Teachers Frequency: Monthly data analysis and PD as needed Intended Impact: Implementation of PLCs will be monitored for fidelity and effectiveness and support provided in targeted need areas to expand faculty skill set in implementation.

Tenet 2: School Leader Practices and Decisions

	<p>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.</p>
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May-18</p>
<p>B2. DTSDE Review Type:</p>	<p>District-Led Focus Visit</p>
<p>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.</p>	<p>The current walkthrough tool measures the presence of Learning Targets (69.5%), Checks for Understanding (98%), Questioning (76%) and Differentiation (71%). The measure is based upon "is it there or not" rather than the quality and depth of the implementation. The leadership team has not been calibrated using the tool which leads to inconsistent data collection across leaders. The walkthrough data is not used to impact instruction. The data has been collected but has not been used to inform individual feedback to teachers or to inform professional development next steps to faculty at the building level. There is a need to revise and strengthen the tool and implement a system of accountability to provide specific and timely feedback for instructional improvement.</p>
<p>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.</p>	<p>By May 2019, a system of accountability using walkthrough data will be developed and implemented for the purpose of instructional improvement as evidenced by implementation of instructional best practices across the building at a consistent rate of 90%. Instructional practices will be measured using the revised walkthrough tool.</p>
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Walkthrough data Survey of staff on helpfulness of feedback</p>
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>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.</p>
<p>Jul-18</p>	<p>Leadership team will revise the walkthrough tool to better reflect identified best practices and develop a structure for the feedback. Responsible: Leadership Team Participants: Leadership Team Frequency: once Intended Impact: District Leaders will have a tool that more precisely gathers information on the level of implementation of instructional practices and teachers will receive feedback from the walkthrough in a more timely manner.</p>
<p>Jul-18</p>	<p>Leadership team will meet to develop a common understanding of what the best practices mean and what they look like and sound like in practice inside classrooms. At this meeting communication will be developed to share with the faculty both verbally and in writing (see action step below) Responsible: Superintendent and Leadership Team Participants: Leadership team Frequency: 1-2 meetings Intended Outcome: The leadership team will have a more reliable data set to use for planning next steps and PD for teachers and teachers will receive more consistent feedback.</p>

Aug-18	Aug-18	Create a system of accountability for collection of walkthrough data, collection of feedback provided, analysis of both the data and feedback for strength areas and areas for further growth. Areas for further growth will inform future professional development offerings. This system will be explained to the faculty as well in the communication planned above. Responsible: Superintendent and Leadership team Participants: the Leadership Team Frequency: once Intended Outcome: District leaders will hold themselves accountable not only for data gathering but for the analysis of the data and using it to inform their next steps in work with the teachers for the overall purpose of instructional improvement.
Sep-18	Sept. 2018	Communication will be designed and disseminated to the faculty to explain the revised walkthrough tool - what the best practices are and what they look and sound like in practice in classrooms - before implementation of the walkthrough tool. In addition, what the system for feedback is, and what the intent and purpose of the feedback is will also be included in this communication. Responsible: Superintendent and The Leadership Team Participants: Leadership team and teachers Frequency: once Intended Outcome: Faculty will have increased understanding of the purpose of walkthroughs and the resulting feedback and the expectations for their use of feedback to improve their instructional practice.
Sep-18	Jun-19	Leadership team will develop a survey to implement three times over the school year. The survey will illicit information from teachers about the feedback they are receiving from the walkthroughs, the helpfulness of the feedback and how they use the feedback they receive. The leadership team will use the data to monitor and adjust the feedback they provide to teachers as a follow-up to their walkthroughs. Responsible: Superintendent and Leadership Team Participants: Superintendent and Leadership Team Frequency: 4 x per year-1. develop the survey, 2-4. analyze data gathered from administering the survey Intended Outcome: The effectiveness of feedback results from walkthroughs will be monitored and adjusted as necessary for the purpose of improving instructional practices and closing student learning gaps.
Oct-18	Jun-19	Implement the system of accountability designed above through scheduling and executing monthly meetings for the purpose of walkthrough data analysis and determining next steps in their work with the faculty as a whole and individual teachers Responsible: Superintendent Participants: Leadership team and teachers Frequency: monthly Intended Outcome: Leaders will increase their knowledge and understanding of the instructional strengths and needs in their buildings and teachers will receive ongoing feedback to improve their practice. All levels of the organization will be held accountable for student learning.

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:		May-18
B2. DTSDE Review Type:		District-Led Focus Visit
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.	Based on the DTSDE DCIP planning document, curriculum has been written and aligned at the K-6 level in ELA but is not yet fully implemented at K-6. The ELA written curriculum at the 7-12 level is not currently standards-based (it is primarily novel-based) and subsequently the ELA curriculum is not fully aligned K-12. Walkthrough and observation data show that the curriculum is not being implemented with fidelity across classrooms. An "At a Glance" document at all levels K-6 is available and followed by the teachers. Each K-6 teacher teaches the units at their own individual pace. Walkthrough data demonstrates continuing misalignment within grade levels. There is a gap between the written curriculum and the consistency of what is being taught across classrooms. What is necessary to close this gap is the creation of a system to support, through ongoing feedback, the implementation of the ELA written curriculum at K-6 and to continue to write and align curriculum through grade 12 in order to ensure instruction is standards-based across the K-12 continuum.	
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.	By May 2019, 100% of the ELA curriculum K-12 will be written including an "At a Glance" document for each grade level that identifies the length of time for each unit. This written curriculum will be implemented in ELA classrooms with fidelity as measured by 85% proficiency rates on end-of-unit assessments/projects student performance.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student results on ELA Unit assessments/projects Walkthrough data cross-referenced to the "At a Glance" curriculum documents to measure alignment vertically and horizontally	
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.
Jul-18	Aug-18	The walkthrough tool will be adjusted to include monitoring the implementation of the curriculum with cross-reference to the "At a Glance" document. Responsible: Leadership team including the Curriculum Coordinator Participants: Leadership team with the Curriculum Coordinator Frequency: One meeting Intended Impact: There will be a system of accountability for curriculum implementation for both leaders and teachers that includes timely feedback for support in implementation and adjustment of the curriculum based upon student need.
Jul-18	Aug-18	A system will be created for student unit/project assessment data to be collected, analyzed and action plans developed from the analysis by the grade level/departments PLCs and building leaders. Responsible: Superintendent and Building leaders Participants: Leadership Team, Curriculum Coordinator, and Coordinators Frequency: two planning meetings Intended Impact: This system will continuously progress monitor curriculum implementation and address both teacher needs to support student learning needs in a timely manner.

Sep-18	Sep-18	<p>Communication (verbally and in writing) will be developed to explain to teachers the expectations for how the curriculum and "At a Glance" documents will be used in instruction (including time frames and assessments to measure student progress and the reporting structure to the principal). In addition, the system for data collection will be explained. Responsible: Building leaders and Curriculum Coordinator Participants: Building leaders, Curriculum Coordinator and Teachers Frequency: Once at opening faculty meeting with follow-up on individual basis as needed. Intended Impact: The teachers will understand the expectations for how to plan using the curriculum documents and this will strengthen their capacity to implement the written curriculum with fidelity both within and across the grade levels.</p>
Sep-18	Mar-18	<p>A plan will be developed and implemented to write the grade 7-12 ELA curriculum including the "At a Glance" documents. Responsible: Superintendent, Building leaders and Curriculum Coordinator Participants: Curriculum coordinator, Building Leaders, ELA teachers and Service Providers Frequency: Monthly Intended Impact: A standards-based and aligned curriculum in ELA K-12 will be written and implemented with increasing fidelity over the school year.</p>
Sept. 18	May-18	<p>The Leadership Team with the Curriculum Coordinator will implement and monitor the assessment data collection and analysis (as described above). Responsible: Superintendent and Building Leaders Participants: Building Leaders, Curriculum Coordinator, and Teachers Frequency: Monthly PLC meetings (8 x per year minimum) Intended Impact: This monitoring system will support deep implementation of the curriculum and improved student achievement of the standards.</p>
Sept. 18	May-18	<p>The Leadership Team will meet regularly to analyze data from student end-of-unit/project assessment results, PLC documents (agendas/minutes/planning notes), and walkthrough data cross-referenced to "At a Glance" documents to monitor, support, and adjust curriculum implementation. Responsible: Superintendent, Leadership Team, and Curriculum Coordinator Participants: Superintendent, Leadership team, and Curriculum Coordinator when possible Frequency: Monthly Intended Impact: Implementation of a guaranteed, viable curriculum will be supported, sustained and deepened over time with a system enacted for collective accountability.</p>

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:	May-18	
B2. DTSDE Review Type:	District-Led Focus Visit	
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 DTSDE review and classrooms observations over the course of the school year demonstrated an absence of common formative assessments to inform instruction to target individual student learning needs. In addition, active engagement strategies and checks for understanding are not consistently used to engage the students in their own learning and to monitor and adjust instruction within a lesson. 95% of classrooms visited during walkthroughs showed teachers using checks for understanding, however, it is not clear how the information gathered through the check for understanding is being used to inform instruction. The systemic monitoring of student learning within and across lessons is missing. Therefore, a system to monitor and support teachers in their use of checks for understanding and formative assessment to address student learning needs is necessary.	
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.	By May 2019, 80% of faculty will demonstrate instructional planning using formative assessment data that incorporates checks for understanding and student engagement strategies. This planning will target individual student needs, using the data, as evidenced by action plans and notes resulting from the data analysis that occurs in PLCs, as well as, teacher planning evidence.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly PLC planning notes Teacher planning evidence	
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.
Jul-18	Aug-18	Building leaders and the grade level/department PLCs will collaborate to identify data analysis protocols and planning note structures in order to enhance the PLC's analysis of student formative assessment data and the subsequent strategies and plans identified for next steps from the analysis. Responsible: Building Leaders, Coordinators, Curriculum Coordinator Participants: PLCs Frequency: once Intended Outcome: Instruction will be informed by formative assessment data so that student learning needs are addressed.
Aug-18	Sept. 18	Building leaders will create a system for collection and analysis of PLC planning notes/minutes. The system will include follow-up to address strengths/needs gleaned from analysis. Responsible: Superintendent and Building Leaders Participants: Leadership Team Frequency: Once Intended Outcome: An accountability system will support ongoing implementation of targeted instruction.
Oct-18	Oct-18	Leadership team will design and implement a professional development opportunity focused on using data from checks for understanding and formative assessments to plan instruction targeted to individual student needs. Responsible: Superintendent and Leadership Team Participants: Building leaders and teachers Frequency: 2 PD sessions with 1 with follow-up/check-in to adjust and review Intended Outcome: A common understanding of how to use data from formative assessments to plan instruction, address student gaps and improve overall achievement will be established.

Sep-18	May-18	<p>Leadership team will meet regularly to analyze PLC planning notes for patterns and trends in order to plan next steps for support to teachers and the grade level/department PLCs. Responsible: Superintendent and Leadership team Participants: Superintendent and Leadership team Frequency: monthly</p> <p>Intended Outcome: Implementation of best instructional practices will be monitored so that support can be provided to teachers in identified need areas and instruction can be targeted to individual student needs.</p>
--------	--------	---

Tenet 5: Student Social and Emotional Developmental Health

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May-18</p>	
<p>B2. DTSDE Review Type:</p>	<p>District-Led Focus Visit</p>	
<p>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.</p>	<p>Based upon the DTSDE DCIP Planning document, at the K-6 level the CARES program has been inconsistently implemented and at grades 7-12 an SEDH program was identified but is not currently implemented. At the K-6 level there were a total of 122 (avg. of 10 students/month) discipline referrals (320 total students enrolled) and at the 7-12 level there were a total of 116 (avg.11.4 students/month) discipline referrals (233 total students enrolled). Over half of the referrals are occurring at grades 5-9. The most recent survey of the students, parents and staff was 18-months ago. At that time, the survey showed perceptions across stakeholder groups of high rates of bullying and unsafe conditions in school-student responses. Grades 7-12 responses ranged from 32%-82.4% of agreeing or strongly agreeing to questions in this category, and Gr. 3-6 student responses ranged from 77%-87%. Secondary teacher responses in this category ranged from 27.3%-81.8% agree/strongly agree and elementary teachers responses ranged from 25%-100%. Family perceptions of these questions ranged from 15%-86% agree/strong agree. Based upon the discipline referrals and the perceptions noted, there is a need for consistent implementation of K-12 SEDH approaches in order to support development of students' social-emotional and coping skills.</p>	
<p>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.</p>	<p>By June 2019, full implementation of SEDH programming will impact the culture and climate of the district in the areas of inclusiveness and an increased focus on student learning. This shift in culture will be evidenced by perceptual data collected through survey questions in the area of Tenet 5-physically, cognitively, emotionally safe learning environment (identified from the original survey) with a narrowing of the range of agree/strongly agree to 75-100% on the identified questions.</p>	
<p>D2. Leading indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>student attendance data discipline referrals counseling referrals walkthrough data cross-referenced to implementation calendar for SEDH programs/lessons</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>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.</p>
<p>Jun-18</p>	<p>Oct-18</p>	<p>A social worker will be hired by the district to support implementation of the SEDH programs and to serve as an active member of the student support teams across the district. In conjunction with this hiring the building leaders will devise a schedule and explicitly identify the role and responsibility of the social worker. This will be communicated to the social worker hired and to the teaching staff so there is no question as to the purpose of this position. Responsible: Superintendent Participants: Superintendent and Building leaders Frequency: as necessary until social worker as been hired and received new staff induction including information outlined above Intended Outcome: Support for student SEDH needs will be more fully coordinated and addressed through the responsible use of the social workers knowledge and skills.</p>
<p>Jul-18</p>	<p>Jul-18</p>	<p>Building leaders and teachers will continue to develop K-6 CARES lessons Responsible: Superintendent and Building Leaders Participants: CARES committee and building leader Frequency: 2-3 meetings Intended Outcome: Teachers will have common lessons to teach around social skills and character education to support common language and skills for increased student SEDH development.</p>

Jul-18	Jul-18	An implementation calendar will be developed that includes when lessons will be taught and monthly assemblies at each grade band will occur. Responsible: Building Leader and CARES team Participants: Building Leader and CARES team Frequency: Once Intended Outcome: Consistent implementation of lessons and experiences will improve student development and application of learned knowledge and skills.
Jul-18	Oct-18	Using the identified Rachel's Challenge program, grade level band and parent meetings will be planned and conducted for the purpose of explaining the program, its philosophy/purpose, and what the program will look and sound like when fully implemented. Responsible: Superintendent, Building Leaders, and Student Support Teams Participants: Students and their parents and families Frequency: 1 meeting/grade band and parent group Intended Outcome: Through explanation of the philosophy and structure of the program there will be increased buy-in and participation by students and their families in order to achieve the goals of the program.
Jul-18	Oct-18	Professional Development for teachers will be planned and conducted with the purpose of increasing faculty understanding of the philosophy and approach of the Rachel's Challenge program, the teacher's role/responsibility in the program, and the specific skills necessary to facilitate student-driven clubs that they may be advising. Responsible: Building Leaders and Student Support Team Participants: Building leaders, student support team and teachers Frequency: One planning session and one-two PD sessions about the program Intended Outcome: Teachers will fully support and participate in this collaborative effort to support student SEDH growth.
Jul-18	Aug-19	Professional Development will be provided to the health teacher for the purpose of learning and planning for implementation of the Prepare U curriculum. Responsible: Building Leaders Participants: Health teacher and Building Leader Frequency: once Intended Outcome: Increasing the teacher's knowledge of the curriculum and associated pedagogy will improve depth of implementation and increase student learning of the targeted SEDH skills.
Aug-18	Aug-18	A system for monitoring implementation and making adjustments as necessary of the SEDH programs K-12 will be created. Responsible: Superintendent and Leadership team Participants: Leadership Team Frequency: Once Intended Outcome: Consistent progress monitoring of implementation will ensure accountability for student acquisition of identified social skills and character traits.
Sep-18	Sep-18	A system will be developed to solicit student membership in the after school clubs that are an integral part of the Rachel's Challenge Program. This system will be explained at the assembly noted above. Responsible: Student Support Team and Building Leaders Participants: Student Support Team Frequency: once Intended Outcome: A clear system for sign-up and participation will enhance student participation in the overall program.
Sept. 2018	Feb-19	Health teacher will implement Prepare U lessons the first semester of school year and the building leader will monitor the implementation of the curriculum through walkthroughs. Responsible: Building Leader Participants: Health Teacher and building leader Frequency: First semester Intended Outcome: The Prepare U curriculum will be implemented with fidelity and student achievement of the learning goals will be increased.
Sep-18	Jun-19	Leadership team in conjunction with building-level student support teams will regularly analyze student behavioral and attendance data to address individual student SEDH needs, interventions and progress monitoring of those interventions for effectiveness in promoting pro-social behaviors. Responsible: Superintendent and leadership team Participants: Building leaders and student support teams Frequency: a minimum of every 5-weeks Intended Outcome: Individual student needs will be addressed proactively through implementation of gap closing interventions that are progress monitored in a timely fashion to improve student outcomes.
Oct-18	Oct-18	The "chain reaction" assembly will be conducted for all students to introduce the Rachel's Challenge program and set the tone and culture for the implementation. Responsible: Building Leaders and Student Support Team Participants: Building Leaders, Student Support Team and all students Frequency: 1 planning meeting and 1 assembly per grade level band Intended Outcome: Enhance student understanding of the Rachel's Challenge program and encourage student participation in the various aspects of the program.
Oct. 2018	Jun-19	A survey will be created and conducted to gather baseline data at the start of the year and then again at the end of the year on the perceptions of teachers and students of the impact of Rachel's Challenge on the culture and climate of the district. Responsible: Superintendent and Building Leaders Participants: Teachers and students Frequency: 2x per year Intended Outcome: To monitor and adjust the program over time based upon the data gleaned from the survey results.

Tenet 6: Family and Community Engagement

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May-18</p>	
<p>B2. DTSDE Review Type:</p>	<p>District led Focus visit</p>	
<p>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.</p>	<p>Leading indicator data from parents on the 2017-18 DCIP survey questions demonstrate progress has been made with parent communication. However, 64.7% of parents noted that "our school actively engages our family around needs/progress." A culture of partnership between school and family needs to be strengthened through opportunities to educate families on strategies to best support their children through a variety of venues. Currently, one event (an ELA/math night) was offered to families for this purpose. There is a need for consistent, sustained interaction between school and home.</p>	
<p>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.</p>	<p>By May 2019, the district will implement a comprehensive plan to engage parents in activities and reciprocal communication regarding their child's achievement and SEDH progress, as evidence by a 25% increase in the percent of families who indicate that "our school actively engages our family in conversations around needs/progress" on the administered survey question.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Parent attendance at activities connected to both academic and SEDH programs Student attendance data</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>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.</p>
<p>Aug-18</p>	<p>May-19</p>	<p>Leadership Team will plan for and conduct communication with parents through assemblies and newsletters about the CARES program and Rachel's Challenge Responsible: Superintendent and Building Leaders Participants: Superintendent, Building Leaders and Parents Frequency: 1 assembly and multiple newsletters across the school year Intended Outcome: Parent understanding of both academic and SEDH programming will be increased and will support further communication on related topics.</p>
<p>Aug-18</p>	<p>Jun-19</p>	<p>Family Engagement Committee will develop a system to provide district-wide coordination of experiences and resources to support parent engagement specifically in support of SEDH and academic progress. Responsible: Superintendent and Building Leaders Participants: Building Leaders and Family Engagement Committee Frequency: regular meetings Intended Outcome: To progress monitor partnerships, activities and programs and ensure impact on student SEDH growth.</p>
<p>Sep-18</p>	<p>Apr-19</p>	<p>Family Engagement Committee in collaboration with building leadership will plan 3 events focused on ELA/math, Rachel's Challenge and one other strategy session focused on transitions, for example. Responsible: Superintendent and Building Leaders Participants: Leadership Team, Teachers and parents Frequency: Planning meetings and the 3 events Intended Outcome: Parent-school relationships will be enhanced and parent understanding of how they can support their children will be increased.</p>

Sep-18	Apr-18	<p>Family Engagement Committee will develop exit tickets for parents to complete that are customized to each of the 3 planned events (as described above) to gather parent input. This may be accompanied by a follow-up phone call to a random selection of families who attended the session. Responsible: Building Leaders and Family Engagement committee Participants: Family Engagement Committee, Building Leaders and Parents Frequency: Planning meetings and follow-up after event Intended Outcome: Use of parent feedback will inform planning of future events that are matched to parents' needs to best support their children's learning.</p>

