

LEA Name:	Malone Central School District
BEDS Code:	161501060000

ENTER DATA INTO ALL YELLOW CELLS.

### 2016-2017 District Comprehensive Improvement Plan (DCIP)

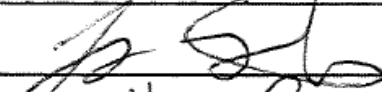
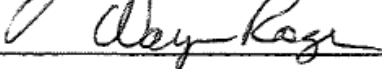
Contact Name	Roberta Stillin-Dowman	Title	Title I Coordinator
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Website for Published Plan	<a href="http://www.malonecsd.org/">http://www.malonecsd.org/</a>		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL

Position	Signature	Print Name	Date
Superintendent		Jerry Griffin	July 26, 2016
President, B.O.E. / Chancellor or Chancellor's Designee		Wayne Rogers	July 26, 2016

## Statement of Assurances

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




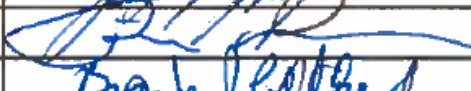

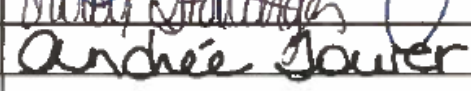




1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
  
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

**District Leadership Team**

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
6/16/16	High School Conference Room		
6/17/16	High School Conference Room		

Name	Title / Organization	Signature
Lisa Duprey	Principal, Davis Elementary School	
Jerry Griffin	Superintendent	
Mary Haas	Resource Room/Consultant Teacher	
Danielle Keating	HS ELA Coordinator	
James Knight	Principal, Malone Middle School	
Tim McCarthy	School Counselor, Malone Middle School	
Brandon Pelkey	Principal, Franklin Academy	
Tracy Scharf	Parent	
Darcy Stoutenger	PreK-5 ELA Coordinator/Reading Specialist	
Andree' Tower	School Counselor, Davis Elementary School	

## District Information Sheet

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	2204	% Title I Population		% Attendance Rate	95%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	1%	% Black or African American	1%	% Hispanic or Latino	0%	% Asian, Native Hawaiian/Other Pacific Islander	1%	% White	97	% Multi-Racial	1%

Overall State Accountability Status											
Number of Focus Schools	2	Number of Priority Schools	0	Number of Local Assistance Plan Schools	1	Number of Schools in Accountability Status	3	Number of Title I SIG 1003(a) Recipient Schools	3	Number of Title I SIG 1003(g) Recipient Schools	0

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

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

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

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

## DCIP Plan Overview

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

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

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

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

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

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

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

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

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

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

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

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

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

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

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

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

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

As a district we focused in on three major components of the DCIP. Specifically, these were our three main goals:

- Engaging Classrooms
- Safe Environments
- Informed Decisions

Narrowing the DCIP down to three overarching goals allowed us the chance to constantly discuss the impact that these goals could have on our schools. It also provided us with an opportunity to dig deeper into the DCIP to make sure we were working toward all the individual components of each tenet. We saw an awakening of sorts district-wide with teachers taking risks in their classrooms with the use of technology, team teaching, interdisciplinary units, creative/flexible scheduling all while reviewing classroom and schoolwide data to drive our decisions and instruction. There is a collegial feel district wide after this past school year because we are all focused on the same goals. This has allowed us to come closer together and discuss some age old practices in a safe environment that encourages spirited discord. The end result is that our teachers are providing our students with a rigorous yet caring learning environment.

- 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.

As we moved into the 2015-2016 school year we shifted towards fully adopting the Google Apps for Education. This practice allowed us to provide more engaging classrooms with easy to use and free tools. These also provided us with the opportunity to communicate with one another more effectively. We needed to adjust some items in the DCIP and corresponding SIG to accommodate training needs for our staff. These changes have been rolled into the 2016-2017 school year.

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

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

The district has made significant progress with not only establishing districtwide priorities, but the implementation of identified priorities within each school and the collection of implementation evidence. This year, the DCIP continues focusing on districtwide practices, but with greater emphasis on data analysis throughout the course of the year to determine if the initiatives implemented within the district are making a difference for teaching and learning.

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

- Protocols and processes for teachers to use data to drive instruction are inconsistent and vary across classrooms and schools.
- While school leaders collect data relating to school improvement plans, they do not analyze the data periodically and inform the district leader whether their plans are working as intended.
- CCLS-aligned curriculum mapping in ELA and math is incomplete for every grade.
- The feedback students receive does not clearly identify the skills students need to improve and the precise steps they need to take to acquire the identified skills.
- The district lacks a districtwide social-emotional program that includes methods for determining if students benefit from supports provided.
- Although the district has set expectations related to reciprocal communication between school and families, the expectations are not yet consistently implemented by all teachers across all schools.

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

The MISSION of the Malone Central School District is to produce to a healthy, responsible, productive citizen who has acquired learning and is capable of contributing to a global community. We will accomplish this by providing an effective, innovative, dedicated, motivating staff using developmentally appropriate, relevant curriculum in an exciting, interactive environment conducive to learning by students prepared to learn.

- We are committed to providing:
  - Engaging Classrooms
  - Ensuring a Safe Environment and
  - Making Informed Decisions

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

Meet or exceed AYP Performance Index Targets in the following areas:

- ELA
- Math
- Science

For the following subgroups:

- Economically Disadvantaged
- Students with Disabilities

Meet or exceed AYP Performance Targets for graduation rate for the following subgroups:

- White
- Students with Disabilities
- Economically Disadvantaged

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

Each school has a leadership team – meet to review progress. DWSIC has been reworked for more effective meeting. Monthly cabinet meetings.

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

The use of time will continue to be a barrier to us. The improvement plan process continues to mandate addressing many goals and related action steps and it could be easy to lose track of our progress as day-to-day tasks continue to mount up.

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

- The district leader will arrange for professional development to be provided to all instructional staff relating to the use of formative assessment practices (e.g., entrance tickets, exit tickets, and other checking for understanding strategies) during daily instruction so that adjustments in instruction and student groupings are driven by data-based decision-making practices.
- The district leader will arrange for district teams of school leaders, ELA and math teachers, and grade level/department coordinators at the elementary, middle, and high school levels to examine multiple years of student performance data on 3-8 ELA and math statewide assessments and Regents exams so that trends relating to the priority ELA and math CCLS that are curricular strengths and gaps are identified at each grade level/course.
- Using a common map and pacing calendar format, grade level coordinators at the elementary level and department coordinators at the MS/HS levels will meet quarterly to develop CCLS-aligned curriculum maps/pacing calendars that emphasize the priority ELA and math standards so that teachers have a guide for instruction.
- Grade level and department coordinators will share curriculum mapping and pacing calendar progress with school leaders and instructional staff during quarterly grade level meetings so that teachers know what needs to be taught and when.
- The school leaders will arrange for grade level and department coordinators to facilitate monthly discussions with teachers on effective strategies for written student feedback and next steps relating to priority “must know” skills in order for students to improve their academic achievement.
- School leaders will share results of teacher feedback review with teachers, including examples of best practices, quarterly during faculty meetings so that teachers develop a variety of effective strategies for providing students with feedback.
- Willow Sweeney/Tom Cody) to provide professional development to all school staff on creating a safe and healthy culture for all members of the school community so that students are able to develop their potential to think, learn, and communicate more effectively to make a positive difference in their lives, relationships, and experiences for others and themselves.
- Willow Sweeney/Tom Cody) to present to parents on the topic of unlocking student potential for success with tools that help with thinking, learning, and communicating so that parents have additional tools for supporting their child’s success at home.
- Marcia Tate to provide parents with professional development on brain-based strategies that prepare children for success in school and in life so that parents have additional tools for supporting their child’s learning success.

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

- Opening district staff meeting
- Individual school’s opening staff meeting
- Monthly newsletters – districtwide
- Superintendent conference dates throughout the school year
- Monthly DCIP/PD Team meetings
- Monthly curriculum coordinator meetings
- Monthly Administrative Cabinet Meetings

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

- Paper copies in main offices of each school
- District website
- Open houses
- BOE Meetings





## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>	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.
<b>B1. Most Recent DTSDE Review Date:</b>	June 3-4, 2015; June 16-17, 2016
<b>B2. DTSDE Review Type:</b>	DTSDE District-level IIT review; DTSDE District Self-Assessment

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The DTSDE District-level IIT Review and District Self-Assessment indicate that protocols and processes for teachers to use data to drive instruction are inconsistent and vary across classrooms and schools.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, at least of 80% of teachers will utilize data-driven instructional practices as evidenced by classroom visits conducted by school and district leaders using the district's "look-for" tool -- the focus shifts from the "classroom" to teacher practices.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly review of classroom "look-fors" linked to district/school data expectation for progress
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Aug-16	30-Sep-16	By September 30 <sup>th</sup> , the district and school leaders with a team of teachers will develop a district class visit look-for tool for school leaders to use to monitor teacher use of effective data-driven instructional practices across the district to improve academic outcomes for all students.
6-Sep-16	15-Oct-16	The district leader will arrange for school leaders and department coordinators to provide professional development to all instructional staff during faculty and grade level meetings relating to the use of formative assessment practices (e.g., entrance tickets, exit tickets, and other checking for understanding strategies) during daily instruction so that adjustments in instruction and student groupings are driven by data-based decision-making practices.
1-Oct-16	23-Jun-17	Teachers will implement formative assessment strategies within daily instruction so that they know if all students are learning or if adjustments in instruction or student groupings need to be made so that the learning needs of all students are met.

6-Sep-16	23-Jun-17	School leaders will conduct informal class visits to each teacher using the “look-for” tool a minimum of twice per quarter to see the implementation of formative assessment strategies and adjustments to instruction or student groupings designed to ensure student learning needs are met.
1-Sep-16	30-Oct-16	Between September and October, the district leader will arrange for a team of school leaders and grade level/department coordinators to conduct an audit of assessments administered in each subject at each grade level in each building so that the district can identify inconsistencies, redundancies, and gaps. The audit should include the name of each assessment, as well as the purpose and frequency of the assessments and how school staff use the data.
1-Nov-16	30-Nov-16	In November, the team of school leaders and grade level/department coordinators will examine each building’s assessment audit results so that redundancies in assessments may be eliminated and assessment gaps may be identified.

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	June 3-4, 2015; June 16-17, 2016
<b>B2. DTSDE Review Type:</b>	DTSDE District-level IIT review; DTSDE District Self-Assessment

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The DTSDE District-level IIT Review and District Self-Assessment indicate that while school leaders collect data relating to school improvement plans, they do not analyze the data periodically and inform the district leader whether their plans are working as intended.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, each school will achieve a minimum of 80% of the goals outlined in the DCIP as evidenced by the school leaders' quarterly progress reports and year-end summary report provided to the district leader.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly SMART Goal progress report

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
11/15/2015	6/30/2016	The leaders of each school will meet with their school's leadership teams quarterly to review the school's progress toward achieving DCIP goals and to determine next steps if progress is not going as planned.
11/15/2015	6/30/2016	During faculty meetings on a quarterly basis, school leaders will meet with staff prior to the school leader's quarterly meeting with district leader to discuss data/progress towards meeting DCIP goals, next steps to ensure goals are met, and to identify emerging needs, if applicable.
11/15/2015	6/30/2016	Quarterly, during administrative cabinet meetings, school leaders will provide the district leader with a report that provides data regarding each school's progress towards meeting the DCIP goals, as well as emerging needs, so that the district leader can determine if progress toward meeting DCIP goals is on track or if adjustments in practices need to be made or additional supports be provided.

11/15/2015	6/30/2016	The district leader will meet with the district level DCIP/PD team quarterly to review district progress toward meeting goals and make plan adjustments as necessary to ensure DCIP goals are achieved by June 2017.

### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	June 3-4, 2015; June 16-17, 2016
<b>B2. DTSDE Review Type:</b>	DTSDE District-level IIT review; DTSDE District Self-Assessment

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The DTSDE District-level IIT Review and District Self-Assessment indicate that CCLS-aligned curriculum mapping in ELA and math is incomplete for every grade.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, 100% of the K-12 ELA and Math taught curriculum will be aligned to the CCLS standards and mapped with pacing calendars as evidenced by a review of curriculum maps by the curriculum teams consisting of subject and grade level coordinators and school leaders.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly Review of ELA and Math Curriculum Maps for progress

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Aug-16	30-Aug-16	The district leader will arrange for a consultant to facilitate a district team’s analysis of multiple years of student statewide assessment data and Regents results in both ELA and math so that trends relating to the priority ELA and math CCLS that are curricular strengths and gaps are identified at each grade level/course. The analysis will be conducted in August and the data team will be comprised of grade level teacher representatives from each school, ELA and math coordinators, and school leaders.
6-Sep-16	30-Sep-16	On September 1, the school leaders, with assistance from members of the district team, will provide instructional staff with an overview of trends identified relating to the priority ELA and math CCLS that are curricular strengths and gaps at each grade level so that instructional staff may adjust instruction to provide students with ample opportunities to develop the necessary skills to be academically successful.
1-Oct-16	23-Jun-17	Using a common map and pacing calendar format and protocols, grade level coordinators at the elementary level and department coordinators at the MS/HS levels will facilitate quarterly meetings with ELA and math teachers from each grade level/course and school leaders to develop CCLS-aligned curriculum maps/pacing calendars that emphasize the priority ELA and math standards so that all instructional staff in each ELA and math course have a roadmap to ensure curriculum and instruction focus on the necessary skills.

15-Oct-16	23-Jun-17	Grade level and department coordinators will share curriculum mapping and pacing calendar progress with school leaders and instructional staff during quarterly grade level meetings so that administration and instructional staff have a common understanding of curricula and pacing calendar progress to date and related expectations.
15-Nov-16	30-Jun-17	To ensure the curriculum maps and pacing calendars developed meet the standards of evidence-based practices, the district leader will arrange for a consultant to review curriculum map progress quarterly, checking for such things as the necessary map elements, alignment to the CCLS, and common format. The consultant will provide feedback regarding map and pacing calendar progress and recommendations for edits, if applicable.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, ELA and math coordinators will provide the district and school leaders with an update regarding the progress towards SMART goal achievement and recommendations for adjustments if progress isn't going as planned.

### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	June 3-4, 2015; June 16-17, 2016
<b>B2. DTSDE Review Type:</b>	DTSDE District-level IIT review; DTSDE District Self-Assessment

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The DTSDE District-level IIT Review and District Self-Assessment indicate that the feedback students receive does not clearly identify the skills students need to improve and the precise steps they need to take to acquire the identified skills.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By February 2017, a minimum of 85% of all teachers will provide students with clear and detailed feedback for improvement aligned to lesson/task objective as evidenced by school leader review of weekly samples of teacher feedback on student work.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly Summary of reviewed student feedback

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Aug-16	30-Sep-16	By September 30th, the district and school leaders with a team of teachers will develop a tool for school leaders to use to monitor teacher provision of feedback to students, including next steps so that progress toward achieving the SMART goal may be measured.
6-Sep-16	23-Jun-17	The school leaders will arrange for grade level and department coordinators to facilitate monthly discussions with teachers on effective strategies for providing students with written feedback relating to lesson/task objective and next steps in order for students to improve their skill development and academic achievement.
6-Sep-16	23-Jun-17	Teachers will provide students with written feedback relating to lesson/task objective and next steps in order for students to improve their skill development and academic achievement.
16-Sep-16	15-Jun-17	Quarterly, school leaders will examine a sampling of feedback each teacher provides to students and provide teachers with actionable feedback, if applicable. The school leader will record findings on the district developed summary tool.
1-Nov-16	15-Jun-16	School leaders will share results of teacher feedback review with teachers, including examples of best practices, quarterly during faculty meetings to provide consistency and progress toward achieving the SMART goal.



1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>	<b>SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	June 3-4, 2015; June 16-17, 2016
<b>B2. DTSDE Review Type:</b>	DTSDE District-level IIT review; DTSDE District Self-Assessment

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The DTSDE District-level IIT Review and District Self-Assessment indicate that the district lacks a districtwide social-emotional program that includes methods for determining if students benefit from supports provided.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, as a result of the implementation of the districtwide social-emotional program, 3rd, 4th, 8th, 9th, and 10th grade students identified with 3 or more risk factors in September will have a reduction in one or more risk factors by June as measured by student progress reports.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	5 week Individual Student Goal-based Progress Reports

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-16	23-Jun-17	The district leader will arrange for a district team to meet monthly during the 2016-17 school year to develop districtwide expectations, guidelines, and procedures explaining how the social and emotional needs of all students are to be met at the elementary, middle, and high school levels, including a clear outline of the roles and responsibilities all school stakeholders play in helping to meet identified student needs. (The expectations, guidelines, and procedures will focus on the implementation of the Top 20 Curriculum.)
1-Jun-17	23-Jun-17	The district leader and the district team will share the districtwide social/emotional program expectations, guidelines, and procedures with all school staff during meetings scheduled for each school in June 2017 so that staff will have a clear understanding of their roles/responsibilities and be prepared for full program implementation in September 2017.

1-Aug-16	30-Aug-16	The district leader will arrange for a consultant (Willow Sweeney/Tom Cody) to provide professional development to all school staff on creating a safe and healthy culture for all members of the school community so that students are able to develop their potential to think, learn, and communicate more effectively to make a positive difference in their lives, relationships, and experiences for others and themselves. (September 1; October 20)
6-Sep-16	23-Jun-17	Each school's student support team will create written individualized student support plans that include measurable goals and needed supports/interventions to be implemented by school staff so that students' identified as at-risk may receive supports designed to reduce risk factors.
1-Oct-16	15-Jun-16	Once every 5 weeks, each school's student support team will review each at-risk student's progress. Progress will be documented and the support plan will be adjusted if adequate progress is not being made.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	<b>SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	June 3-4, 2015; June 16-17, 2016
<b>B2. DTSDE Review Type:</b>	DTSDE District-level IIT review; DTSDE District Self-Assessment

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The DTSDE District-level IIT Review and District Self-Assessment indicate that although the district has set expectations related to reciprocal communication between school and families, the expectations are not yet consistently implemented by all teachers across all schools.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, 100% of teachers will implement reciprocal communication strategies with families (i.e., face-to-face or via telephone) a minimum of twice per year to discuss each child's needs, progress, and ways the parents can support their child's academic progress at home as evidenced by a summary of contact made maintained by each teacher in the "notes" section in SchoolTools Student Management System.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly Review of Reciprocal Parent Contacts made by each teacher in SchoolTools Student Management System

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6-Sep-16	June 23 2017	Classroom teachers at the elementary level and homeroom teachers at the MS & HS levels will implement reciprocal communication strategies face-to-face or via telephone with the parents of each child in their classroom/homeroom a minimum of twice per year to discuss academic progress and ways parents can support their child's academic progress at home. Teachers will record a summary of the reciprocal communication in the "notes" section for each student in School Tools.
1-Oct-16	30-Jan-16	The district leader will arrange for school leaders to have each school's Home-School Coordinator share best practices for reciprocal communication strategies with school staff at faculty October and January meetings to ensure teachers have additional effective strategies to add to their repertoire.
1-Sep-16	20-Oct-16	The district leader will arrange for consultants (Willow Sweeney/Tom Cody) to present to parents on the topic of unlocking student potential for success with tools that help with thinking, learning, and communicating so that parents have additional tools for supporting their child's success at home.

16-Mar-17	16-Mar-17	The district leader will arrange for Marcia Tate to provide parents with professional development on brain-based strategies that prepare children for success in school and in life so that parents have additional tools for supporting their child's learning success.
1-Nov-16	30-Jun-17	During quarterly cabinet meetings, the school leaders will provide the district leader with an update regarding each school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.

**Focus District Set-Asides**

<b>Parent Education Set-Aside Calculation Based on Federal Funding</b>			
<b>Fund Source</b>	<b>Allocation</b>	<b>Parent Engagement Set-Aside -- Required Percentage</b>	<b>Mandated Set-Aside</b>
Title I, Part A	\$692,981	1%	\$6,930

<b>Improvement Set-Aside Calculation Based on Federal Funding</b>			
<b>Fund Source</b>	<b>Allocation</b>	<b>Improvement Set-Aside - Required Percentage</b>	<b>Mandated Set-Aside (Equivalent Amount)</b>
Title I, Part A	\$692,981	#REF!	#REF!
Title II, Part A	\$148,280	#REF!	#REF!
Title III, Part A LEP (allocation listed only if required)	\$0	#REF!	#REF!
<b>Total Federal Allocation Subject to Set-Aside</b>	<b>\$841,261</b>	#REF!	#REF!

<b>Funding Sources Used to Meet Required Set-Aside for Improvement</b>	
<b>Fund Source</b>	<b>Budgeted Amount</b>
Title I, Part A	
Title II, Part A	
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$67,301
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
<b>Total Funding Reserved for Improvement</b>	<b>\$67,301</b>

#REF!

<b>Required Activity</b>	<b>The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")</b>	<b>Anticipated Cost of Implementation (District + School Costs)</b>	<b>Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")</b>	<b>If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25</b>
Participate in DTSDE Trainings	YES	\$2,500	YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$10,000	YES	
Develop high-quality DCIP and SCEP plans	YES	\$10,000	YES	
Review the qualifications of Priority and Focus School Leaders	YES	\$0	YES	
Submit quarterly leading indicators report to NYSED	YES	\$0	YES	
Evaluate the fidelity of program implementation	YES	\$1,000	YES	
Provide Public School Choice to students in Priority and Focus Schools	YES	\$10,000	YES	
Offer 200 hours of Extended Learning Time to students in each Priority School	NO	\$0	NO	
<b>TOTAL</b>		<b>\$33,500</b>		

**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Malone Central School District	Focus District	\$17,301

<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
Davis Elementary School	Focus School	\$25,000
Malone Middle School	Focus School	\$25,000
Franklin Academy High School	LAP School	
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$67,301</b>

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$67,301  
 Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? YES

**Financial Allocation Plan - Parent Education**

<b>Parent Education Set-Aside Budget Summary</b>		
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for Parent Education</b>
Davis Elementary School	Focus	\$3,465
Malone Middle School	Focus	\$3,465
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$6,930</b>

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$6,930  
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES