

LEA Name:	Malone Central School District
BEDS Code:	161501060000

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 District Comprehensive Improvement Plan (DCIP)

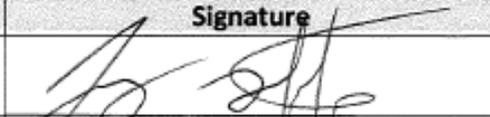
Contact Name	Roberta Stillin-Dowman	Title	Title 1 Coordinator
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Website for Published Plan	www.malonecsd.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Jerry Griffin	7/26/17
President, B.O.E. / Chancellor or Chancellor's Designee		Arlington Collins	

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)	Location(s)	Meeting Date(s)	Location(s)
June 16, 2017	District Office		
June 27, 2017	District Office		

Name	Title / Organization	Signature
Dan Tusa	ELA & Teacher, 6-8 ELA Coordinator	Dan Tusa
Shelley Mulverhill	Spec. Ed. Teacher	Shelley Mulverhill
Kitty Eldridge	Math & Teacher, 6 to 8 Math Coordinator	Kitty Eldridge
Heather Eldridge	Reading Specialist	Heather Eldridge
Laura Buschbascher	3 rd Grade Classroom Teacher - Daus	Laura Buschbascher
Cathy Gonyea	2nd Grade Classroom teacher	Cathy Gonyea
Brandon J. Pelkey	Principal Franklin Academy	Brandon J. Pelkey
JOSEPH N. COAKLEY	PRINCIPAL FLANDERS ELEMENTARY	Joseph N. Coakley
Robertla Stillin-Drumma	Title I Coordinator	Robertla Stillin-Drumma
Jerry Griffin	Superintendent	Jerry Griffin

District Information Sheet

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	2231	% 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	1%	% Asian, Native Hawaiian/Other Pacific Islander	1%	% White	97%	% Multi-Racial	0%

Overall State Accountability Status											
Number of Focus Schools	2	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	2	Number of Title I SIG 1003(a) Recipient Schools	2	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 (due to participation rate)	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 (due to participation rate)	White		Multi-Racial
x	Students with Disabilities		Limited English Proficient
X (due to participation rate)	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 (due to participation rate)	White		Multi-Racial
x	Students with Disabilities		Limited English Proficient
X (due to participation rate)	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

DCIP Plan Overview

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

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

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

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

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

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

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | 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).

- The focus has shifted from individual schools to district-wide improvement.
- The district priorities are well known by school leaders and staff across all schools.
- There is improved/greater data collection/documentation of school improvement initiatives.

• **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.**

- After the data audit was conducted, it was evident that since there were no gaps, the action plan relating to filling the data gaps could be eliminated.
- The district was able to implement the 1:1 Chromebook initiative earlier than originally expected and use SIG funds to provide professional development the summer of 2017.

In developing the CURRENT YEAR'S plan:

• **List the highlights of the improvement initiatives described in the current DCIP.**

For a third year, the district has focused on three priorities:

- Engaging Classroom
- Safe Environments
- Informed Decisions

The continued focus on these three priorities enables the district to shift practices from a Stage 1 or 2 to implementing systems reflective of Stage 3 on the DTSDE rubric. In the context of *Engaging Classrooms*, this year’s focus has shifted from teacher implementation of student engagement practices in general to planning for and implementing evidence-based strategies that provide opportunities for all students to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies). The *Safe Environments* focus is a continuation of the Top 20 Program initiative introduced and piloted last school year in a few classrooms across the district. This year, the program is being formally introduced to all students in grades PreK-12 with full curriculum implementation in more classrooms. The *Informed Decisions* focus continues the district initiative to systematize the collection and analysis of data to drive instructional and resource decisions.

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

- The district’s expectations relating data-driven instruction was not clearly communicated or supported resulting in formative assessment strategies being implemented in daily lessons in less than 50% of classrooms visited.
- Although the district had established a system for collecting leading indicator data for each SMART goal, quarterly review was focused on determining whether the actions in the action plan were being implemented as planned rather than examining leading indicator data to determine if there was progress toward achieving the SMART goal.

- Although student engagement was a district and school priority, planning for and implementing student engagement strategies focused on providing opportunities for all students, including students with disabilities, to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies) in weekly lessons across all classes was infrequent.
- Because there had not been a district-wide focus on professional development for social/emotional programming and implementation of social/emotional programs was inconsistent among teachers and schools, the percentage of students responding that they feel safe in school was lower than the district desired.
- Although reciprocal communication with parents to discuss each student’s needs, progress, and/or ways the parents can support their child's academic progress at home has been a district-wide initiative, implementation, particularly at the secondary level, is complex and is inconsistent across schools resulting in fewer families engage than desired.

• 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.**

The district and each school has a leadership team that meets quarterly to review progress. In addition, there are monthly administrative cabinet meetings where the district and school leaders discuss progress, barriers, and need for adjustments, if applicable.

• **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. The scheduling of quarterly district and school leadership team meetings will help in determining if actions are being implemented and goals are on track for achievement.

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

- The RSE-TASC SESIS and the IT Coordinator to provide school leaders with professional development on the priority student engagement strategies, including all student response formative assessment strategies, so that school leaders have an understanding of how the strategies are best implemented during instruction and to serve to establish a common expectation between schools.
- The school leaders will present the expectations for teachers to plan for and implement student engagement, including all student formative assessment strategies, during daily instruction based on the PD provided during 2016-17 by the RSE-TASC SESIS so that teachers are aware and understand the expectations for planning and instruction.
- School leaders in each school and the SESIS will conduct a minimum of five informal classroom visits together between September 11 and October 15, 2017 for the purpose of calibrating informal classroom visit look-for data collection.
- Consultant (John Harmon) will provide teachers in each school with follow-up professional development on evidence-based student engagement strategies so that teachers have additional support for strategy implementation during the school year.
- Grade level or department coordinators and teachers will review lesson planning practices and discuss implementation successes, barriers, and strategies for implementation quarterly so that best practices may be shared among colleagues and barriers may be eliminated.
- Top 20 Program consultants will provide school staff with follow-up PD on implementing the Top 20 Program in their classrooms and schools. The PD will reinforce Top 20 Program four cornerstones and provide additional strategies for implementation throughout the school year.
- School counselors will present to teachers the district-wide protocols for the drop-out prevention program so that there is a common understanding of the revisions made to program protocols and so each staff member understands his/her role in implementing the program.
- School leaders will present to school staff what is meant by reciprocal communication, examples of reciprocal communication, how staff will record communications with parents, and identifying reciprocal communications in the data management system.

• **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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students						
Student Average Daily Attendance						
Student Drop-Out Rate						
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)						
Student Discipline Referrals						
Student Truancy Rate						
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						

Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"						
Teacher Attendance at Professional Development						
Parent Attendance at Workshops						
Parent Participation in District/School Surveys						
Quarterly Informal Classroom Visit Data	Y	Y		Y		
Quarterly student engagement lesson planning look-for data		Y	Y			
Quarterly student "feeling-safe-in-school" school focus group data		Y			Y	
Quarterly reciprocal communications data		Y				Y

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:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

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.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Malone Middle School and Davis Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that the district’s expectations relating data-driven instruction was not clearly communicated or supported, resulting in formative assessment strategies being implemented in daily lessons in less than 50% of classrooms visited.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, teachers will implement formative assessment strategies in 75% of daily instruction as evidenced by informal classroom visit data collected by school leaders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Quarterly Informal Classroom Visit look-for data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
July 1, 2017	August 15, 2017	During the summer of 2017, the DWISC Committee will identify priority formative assessment strategies (i.e., all student response strategies) based on professional development previously provided by the RSE-TASC SESIS. Teachers will have the flexibility to implement additional formative assessment strategies during daily instruction, but having a list of priority strategies provides teachers and school leaders with a selection of strategies that are evidence-based, benefit teaching effectiveness, and can lead to improved student learning.
July 1, 2017	August 15, 2017	During the summer of 2017, the IT Coordinator will revise the Google-based Informal Classroom Look-for Tool that school leaders use when visiting classrooms to include the priority formative assessment strategies. The Google-based tool will enable school and district leaders to compile the look-for data in a way that progress toward achieving the related goal may be determined.
July 1, 2017	August 15, 2017	During the summer of 2017, the RSE-TASC SESIS and the IT Coordinator will provide school leaders with professional development on the priority formative assessment strategies so that school leaders have an understanding of how the strategies are best implemented during instruction and to serve to establish a common expectation between schools.
July 1, 2017	August 15, 2017	During the summer 2017, members of the District Focus Team and the SESIS will create a priority formative assessment resource for school leaders and teachers to refer to during the school year.
September 5, 2017	September 6, 2017	On the Superintendent Conference Days in September, the school leaders will present to teachers the expectation to plan for and implement student engagement strategies, including all student response

		formative assessment strategies, during daily instruction so that all instructional staff across the district have a common understanding of the district priority. The strategies are ones staff have been trained in during 2016-17 PD by the RSE-TASC SESIS.
July 1, 2017	August 30, 2017	School leaders in each school will create an informal classroom visit schedule for the 2017-18 school year so that each leader knows which teacher's classrooms they are responsible for visiting and to ensure every teacher will be visited informally at least once per quarter.
September 11, 2017	October 15, 2017	School leaders in each school and the SESIS will conduct a minimum of five informal classroom visits together between September 11 and October 15, 2017 for the purpose of calibrating informal classroom visit look-for data collection.
September 11, 2017	June 22, 2018	School leaders will conduct informal classroom visits to each teacher's classroom quarterly to view teacher implementation of formative assessment strategies during daily instruction and to collect implementation look-for data.
November 3, 2017	June 11, 2018	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Teams will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made if progress isn't going as planned so that staff can make adjustments in their practices if required. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 1018)
November 15, 2017	June 20, 2018	During quarterly cabinet meetings, school leaders will provide the superintendent 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. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)
November 16, 2017	June 25, 2018	During quarterly meetings, the DWSIC will review progress toward DCIP goal achievement and recommend adjustments if progress isn't going as planned. (Nov 16, 2017; Feb 8, 2018; Apr 26, 2018, June 25, 2018)

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

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.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document and the outcomes of Malone Middle School and Davis Elementary District-Led Reviews in March, it was determined that although the district had established a system for collecting leading indicator data for each SMART goal, quarterly review was focused on determining whether the actions in the action plan were being implemented as planned rather than examining leading indicator data to determine if there was progress toward achieving the SMART goal.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 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.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Quarterly Informal Classroom Visit Data • Quarterly student engagement lesson planning look-for data • Quarterly student “feeling-safe-in-school” school focus group data • Quarterly reciprocal communications data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
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November 3, 2017	June 11, 2018	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Teams will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made if progress isn't going as planned so that staff can make adjustments in their practices if required. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 1018)
November 15, 2017	June 20, 2018	During quarterly cabinet meetings, school leaders will provide the superintendent 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. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)
November 16, 2017	June 25, 2018	During quarterly meetings, the DWSIC will review progress toward DCIP goal achievement and recommend adjustments if progress isn't going as planned. (Nov 16, 2017; Feb 8, 2018; Apr 26, 2018, June 25, 2018)

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:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

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.	Through the District Focus Team's completion of the DTSDE District DCIP Planning Document, the outcomes of Malone Middle School and Davis Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that although student engagement was a district and school priority, planning for student engagement strategies that provide opportunities for all students to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies) in weekly lessons across all classes was infrequent.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, a minimum of 80% of teacher lesson plans will include student engagement strategies that support students responding to higher-order thinking questions (i.e., group processing strategies, all student response tools, and randomized response strategies) as evidenced by student engagement lesson plan look-fors collected by department/grade level coordinators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Quarterly student engagement lesson planning look-for data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
July 1, 2017	August 15, 2017	During the summer of 2017, the DWISC Committee will identify priority student engagement strategies that support students responding to higher-order thinking tasks selected from the evidence-based strategies (i.e., group processing strategies, all student response tools, and randomized response strategies) presented by the RSE-TASC SESIS during the 2016-17 school year that will be prioritized in lesson planning.
July 1, 2017	August 15, 2017	The DWISC Committee will select a framework for reflecting planning for student engagement in teachers' lesson plans so that teachers have a template they can use and so that when department coordinators meet with teachers quarterly, there is a common template reflecting the student engagement practices teachers have planned for.
September 5, 2017	September 6, 2017	School leaders will present the lesson planning expectations to teachers on the superintendent conference days in September 2017 so that teachers are aware of the priority and can implement the planning expectations.
September 9, 2017	January 22, 2018	During the first semester, an external consultant (John Harmon) will provide teachers in each school with follow-up professional development on evidence-based student engagement strategies so that teachers have additional support for strategy implementation during the school year.
November 1, 2017	June 22, 2018	Quarterly, grade level or department coordinators (depending on the school) and teachers will review lesson planning for student engagement and discuss implementation successes, barriers, and strategies for implementation so that best practices may be shared among colleagues and barriers may be

		eliminated. Grade level/department coordinators will provide school leaders with a summary of the quarterly meetings and look-for data.
November 3, 2017	June 11, 2018	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Teams will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made if progress isn't going as planned so that staff can make adjustments in their practices if required. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 1018)
November 15, 2017	June 20, 2018	During quarterly cabinet meetings, school leaders will provide the superintendent 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. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)
November 16, 2017	June 25, 2018	During quarterly meetings, the DWSIC will review progress toward DCIP goal achievement and recommend adjustments if progress isn't going as planned. (Nov 16, 2017; Feb 8, 2018; Apr 26, 2018, June 25, 2018)

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:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

<p>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.</p>	<p>Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Malone Middle School and Davis Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that although student engagement was a district and school priority, implementation of student engagement strategies that provide opportunities for all students to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies) in daily lessons across all classes was infrequent. As a result, not all students have are able to respond to complex tasks.</p>
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<p>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.</p>	<p>By June 2018, teachers will implement lessons that include student engagement strategies that support students responding to higher-order thinking questions (i.e., group processing strategies, all student response tools, and randomized response strategies) in a minimum of 80% of daily lessons as evidenced by informal classroom visit data collected by school leaders.</p>
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<ul style="list-style-type: none"> Quarterly informal classroom visit data

<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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>July 1, 2017</p>	<p>August 15, 2017</p>	<p>During the summer of 2017, the IT Coordinator will revise the Google-based Informal Classroom Look-for Tool that school leaders use when visiting classrooms to include the priority student engagement strategies. The Google-based tool will enable school and district leaders to compile the look-for data in a way that progress toward achieving the related goal may be determined.</p>
<p>July 1, 2017</p>	<p>August 15, 2017</p>	<p>During the summer of 2017, the RSE-TASC SESIS and the IT Coordinator will provide school leaders with professional development on the priority student engagement strategies so that school leaders have an understanding of how the strategies are best implemented during instruction and to serve to establish a common expectation between schools.</p>
<p>July 1, 2017</p>	<p>August 15, 2017</p>	<p>During the summer 2017, members of the DWSIC Committee and the SESIS will create a priority student engagement resource for school leaders and teachers to refer to during the school year.</p>

September 5, 2017	September 6, 2017	On the Superintendent Conference Days in September, the school leaders will present the priority evidence-based student engagement strategies that will be the focus of informal classroom visits and the expectation that teachers plan for and implement the strategies throughout the year so that teachers are aware of and understand the expectations for instruction.
July 1, 2017	August 30, 2017	School leaders in each school will create an informal classroom visit schedule for the 2017-18 school year so that each leader knows which teacher's classrooms they are responsible for visiting and to ensure every teacher will be visited informally at least once per quarter.
September 11, 2017	October 15, 2017	School leaders in each school and the SESIS will conduct a minimum of five informal classroom visits together between September 11 and October 15, 2017 for the purpose of calibrating informal classroom visit look-for data collection.
September 11, 2017	June 22, 2018	School leaders will conduct informal classroom visits to each teacher's classroom quarterly to view teacher implementation of student engagement strategies during daily instruction and to collect look-for data.
November 3, 2017	June 11, 2018	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Teams will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made if progress isn't going as planned so that staff can make adjustments in their practices if required. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 1018)
November 15, 2017	June 20, 2018	During quarterly cabinet meetings, school leaders will provide the superintendent 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. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)
November 16, 2017	June 25, 2018	During quarterly meetings, the DWSIC will review progress toward DCIP goal achievement and recommend adjustments if progress isn't going as planned. (Nov 16, 2017; Feb 8, 2018; Apr 26, 2018, June 25, 2018)

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

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.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Malone Middle School and Davis Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that because there had not been a district-wide focus on professional development for social/emotional programming and implementation of social/emotional programs was inconsistent among teachers and schools, the percentage of students responding that they feel safe in school was lower than the district desired.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018 there will be an increase in the percentage of students responding they feel safe in school from 81% to 85% as evidenced by student response to the annual DTSDE student survey.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Quarterly student “feeling-safe-in-school” school focus group data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
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July 12, 2017	July 12, 2017	Top 20 Program consultants will meet with the district and school leaders on July 12th to establish the professional development (PD) schedule for students and teachers during the 2017-18 school year. Students in grades 5 – 12 and their teachers will be scheduled to participate in half day trainings, while students in grades Pre-K-4 will participate in a shorter developmentally appropriate training. The purpose of the professional development is to introduce students to the four cornerstones of the Top 20 Program, featuring the concept of “Living Above the Line” which will serve to guide the social/emotional supports for students in each school.
September 5, 2017	September 5, 2017	Top 20 Program consultants will provide school staff with follow-up PD on implementing the Top 20 Program in their classrooms and schools on the September Superintendent Conference Day. The PD will reinforce Top 20 Program four cornerstones and provide additional strategies for implementation throughout the school year.
September 9, 2017	September 20, 2017	The High School Transition Coordinator will facilitate a meeting of school counselors from each school during September to establish consistent protocols for the district dropout prevention program. The protocols will include identification of common risk factors along with identification criteria, goal based support plans for identified students, progress monitoring data collection, and quarterly review of student progress.
October 1, 2017	October 31, 2017	The school counselor(s) in each school will present to teachers during an October faculty meeting the district-wide protocols for the dropout prevention program so that there is a common understanding of the revisions made to program protocols and so each staff member understands his/her role in implementing the program.
November 3, 2017	June 11, 2018	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Teams will provide school staff with quarterly updates regarding the school’s progress toward SMART goal achievement and any adjustments made if progress isn’t going as planned so that staff can make adjustments in their practices if required. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 1018)

November 15, 2017	June 20, 2018	During quarterly cabinet meetings, school leaders will provide the superintendent 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. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)
November 16, 2017	June 25, 2018	During quarterly meetings, the DWSIC will review progress toward DCIP goal achievement and recommend adjustments if progress isn’t going as planned. (Nov 16, 2017; Feb 8, 2018; Apr 26, 2018, June 25, 2018)

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	June 3-4, 2015; June 16, 2017
B2. DTSDE Review Type:	DTSDE District-level IIT Review; DTSDE District DCIP Planning Document/Review

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.	Through the District Focus Team’s completion of the DTSDE District DCIP Planning Document, the outcomes of Malone Middle School and Davis Elementary District-Led Reviews in March, and a review of 2016-17 leading indicator data collected, it was determined that although reciprocal communication with parents has been a district-wide initiative, implementation, particularly at the secondary level, is complex and is inconsistent across schools, resulting in fewer families engage than desired.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, between 35% and 40% of families will have engaged reciprocally with teacher teams at each grade level two or more times as evidenced by communication data logs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Quarterly reciprocal communications data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
September 5, 2017	September 6, 2017	The school leaders will present to school staff what is meant by reciprocal communication, examples of reciprocal communication, how staff will record communications with parents, and identifying reciprocal communications in the data management system. The focus of reciprocal communication will be about student's needs, progress, and/or ways the parents can support their child's academic progress at home.
September 7, 2017	September 13, 2017	Classroom teachers at the elementary level and homeroom teachers at the secondary level will survey parents on the first day of school about their preferred method of communication so that future communications may be conducted using a method parents are more likely to engage in a reciprocal manner. Parents who do not respond by Monday, September 11 will receive reminders (i.e., note, phone call) to ensure a response is received by the school.
September 7, 2017	June 22, 2018	Between September and June, teachers will initiate reciprocal communication opportunities with families of students in their classrooms. At the Middle and High School levels, teacher teams will coordinate their communication efforts so the contacts are representative of the team that works with each student.
September 7, 2017	June 22, 2018	Teachers will maintain a record of communications with parents in the district's data management system so that the district can determine the degree to which communications with families are reciprocal.
November 3, 2017	June 11, 2018	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Teams so that they may determine progress toward achieving the DCIP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 1018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Teams will meet quarterly to review leading indicator data and DCIP actions so that they may monitor the progress of the DCIP SMART goal achievement. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 1018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Teams will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made if progress isn't going as planned so that staff can make adjustments in their practices if required. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 1018)

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
Davis Elementary School	Focus School	\$3,539
Malone Middle School	Focus School	\$3,539
DISTRICT / BUILDING TOTALS		\$7,078