

LEA Name:	Cortland Enlarged City School District
BEDS Code:	110200010000

**ENTER DATA INTO ALL YELLOW CELLS.**

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

Contact Name	Judi Riley	Title	Assistant Superintendent for PPS
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Website for Published Plan	www.cortlandschools.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		Michael J. Hoose	8-9-2016
President, B.O.E. / Chancellor or Chancellor's Designee		Melissa Davis-Howard	8-9-2016

**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)
June 20, 2016	Kaufman Center		
July 5, 2016	Kaufman Center		
July 13, 2016	Kaufman Center		
July 27, 2016	Welch Allyn Lodge		
July 28, 2016	Welch Allyn Lodge		
August 2, 2016	Kaufman Center		
Name	Title / Organization		Signature
Michael Hoose	Superintendent		
Judi Riley	Assistant Supt for PPS		
Jeff Craig	Assistant Supt for C & I		
John Sheehan	Director of Special Education		
Kathy Reynolds	CSE/CPSE Chairperson		
Joseph Mack	Secondary Education Coordinator		
John Zarcone	11-12 Principal		
Abe Brafman	9-10 Principal		
Kevin Cafaro	7-8 Principal		
Doug Pasquerella	Barry Elementary Principal		
Joshua Bacigalupi	Parker Elementary Principal		
Cliff Kostuk	Randall Elementary Principal		
Angela Wanish	Smith Elementary Principal		
Lisa Kaup	Virgil Elementary Principal		
Tim Wagoner	Director of Athletics and PE		
Eric Comtois	District Level Administrative Intern		

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## District Information Sheet

### District Information Sheet

District Grade Configuration	K-12	Total Student Enrollment	2,575	% Title I Population	52.5%	% Attendance Rate	95%
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### Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	.08%	% Black or African American	3.3%	% Hispanic or Latino	3.6%	% Asian, Native Hawaiian/Other Pacific Islander	.82%	% White	88%	% Multi-Racial	4%
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### 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
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### Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native		x	Black or African American
x	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
x	White		x	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		x	Black or African American
x	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
x	White		x	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective</b>				
		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 checked="" type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of activities were carried out.)  |
| <input 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").

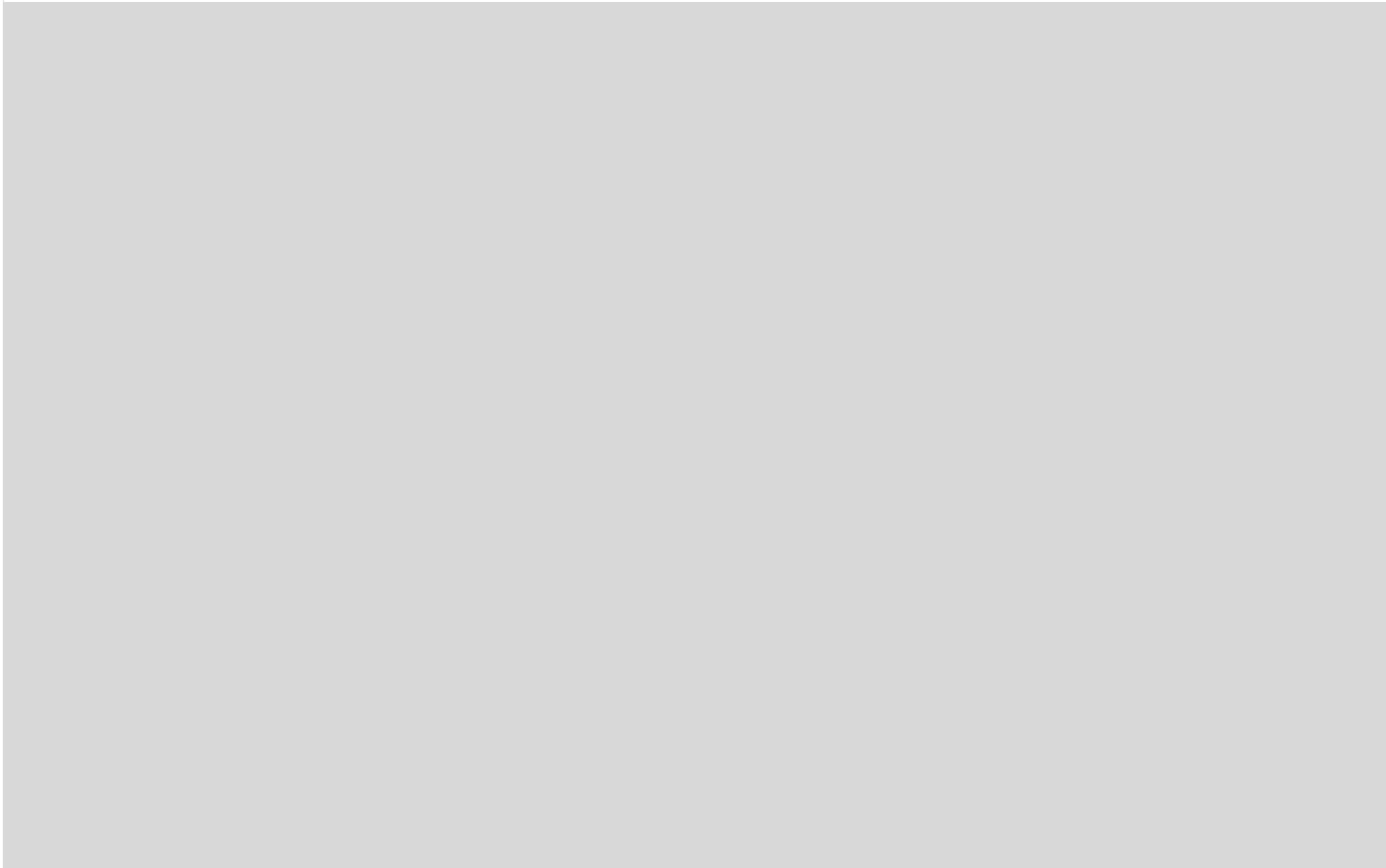
- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

<b>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").</b>	
<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of planned activities were funded.)
<input checked="" type="checkbox"/>	Moderate Degree (At least 50% of planned activities were funded.)
<input type="checkbox"/>	Major Degree (At least 90% of planned activities were funded.)
<b>6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").</b>	
<input checked="" 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 type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement
<b>7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").</b>	
<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input checked="" type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement
<b>In reflecting on the PREVIOUS YEAR'S PLAN:</b>	
<ul style="list-style-type: none"> <li>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).</li> </ul>	
<p>The district leadership team spent the majority of 2015-16 researching best practices in school improvement and developing a corresponding Theory of Action to guide district efforts during the 2016-17 school year.</p>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<p>Mid-course adjustments occurred based on an in-depth review of the district and building level K-12 Insight Survey Results. The results identified a lack of commonly known and understood district goals and building level mission and vision statements. The survey data and school reviews further identified the absence of a consistent curricula across the district. Mid-course corrections included developing SMART goals, building level mission and vision statements and a corresponding communication plan to be initiated with the 2016-17 school year within the school and across the school-community.</p>	

	<b>In developing the CURRENT YEAR'S plan:</b>
	<ul style="list-style-type: none"> <li>• List the highlights of the improvement initiatives described in the current DCIP.</li> </ul>
	The highlights of the improvement initiatives within the current DCIP include the development of a Theory of Action, ToA, and district level SMART goals. A communication plan is embedded into the DCIP to increase school and community-wide awareness of district goals and areas of work for the 2016-17 school year. In addition, a heavy emphasis is placed on the development of systems, and professional development and accountability in the areas of curriculum and instruction. The ToA and SMART goals will guide district- and school-level improvements. A district shared decision making team will be developed to implement and monitor the district level improvement plan.
	<ul style="list-style-type: none"> <li>• List the identified needs in the district that will be targeted for improvement in this plan.</li> </ul>
	The identified needs targeted in the 2016-17 improvement plan include SMART goals which will guide district efforts and decisions, communication and accountability plans, and action plans aligned with curricular and instructional improvements embedded across all schools.
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	The district's guiding principle remains "Student achievement through student engagement". The relationship between the guiding principle and identified district needs fall within the action plans associated with tenet 4, Instruction.
	<ul style="list-style-type: none"> <li>• List the student academic achievement targets for the identified subgroups in the current plan.</li> </ul>
	1.) Increase four-year graduation rate by 4%, 2.) Reduce the number of students chronically absent by 20%, 3.) Increase the number of students scoring at/above proficiency on 3-8 NYS Assessments and Regents Examinations by 5%, 4.) Increase the number of students reading at/above grade level by 5%, and 5.) Reduce the number of course failures at the JSHS by 10%.
	<ul style="list-style-type: none"> <li>• Describe how organizational structures will drive strategic implementation of the mission/guiding principles.</li> </ul>
	A heavy emphasis on developing systems and structures to ensure strategic implementation aligned with the guiding principle and tenet action plans is embedded in the DCIP.
	<ul style="list-style-type: none"> <li>• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.</li> </ul>
	Anticipated barriers include diverse interests and initiatives. A review of current plans, data collected, and initiatives will occur to systematically remove work not aligned with the district goals, guiding principle and tenet action plans.
	<ul style="list-style-type: none"> <li>• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.</li> </ul>
	Prioritized professional learning will include: instructional planning for student engagement, identifying essential learning standards, assessment analysis leading to instructional/curricular changes, and growth mind-set.
	<ul style="list-style-type: none"> <li>• List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.</li> </ul>
	The district actions regarding a communication plan and the involvement of comprehensive team focused on improvement will strengthen relationships with school staff and the community. Further, the district is developing a school-community newsletter, district- and school-level presentations to faculty and staff, and will continue to increase information presented electronically via the website, Parent Portal and district surveys.
	<ul style="list-style-type: none"> <li>• List all the ways in which the current plan will be made widely available to the public.</li> </ul>

	<p>The current plan is being presented at a public board of education meeting, will be posted to the district website, will be available in print copy in school buildings across the district and will be an area of focus in district-developed newsletters disseminated to school staff, parents and the larger school-community.</p>
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## **REVIEWER FEEDBACK**



## For Districts with Priority Schools: Whole School Reform Model

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner's) capacity to effectively support and oversee the proposed school(s).

*All schools in the district, including our [re]identified schools, will be narrowing our focus to work that is aligned with this district plan. Primarily, we will be working toward a guaranteed and viable curriculum and the provision of consistently engaging instruction (Tenets 3 and 4). Embedded in this is the systematic and systemic implementation of data-driven instruction (the whole school reform principle that has been identified for both of our [re]identified schools. Coordinated by central office leadership, all district administrators and teacher leaders will facilitate deliberate steps toward the district goals. We do have objectives for the other tenets, but all of the six schools in the district will be working together to achieve the goals in 3 and 4.*

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school's) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

**All learners from all economic and social circumstances will benefit from a guaranteed and viable curriculum, data-driven instruction, and engaging instruction.**

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

**At the heart of the district's challenges has been the lack of a deliberate, systematic approach to issues of curriculum, instruction, assessment, and instructional technology. For some years, we have not had long-term plans and accompanying systems in these areas. As a result, we had many different efforts, programs, and initiatives that were neither sustained nor implemented with fidelity. Processes for decisions, implementation, monitoring, and adjusting in all of these areas are lacking (and sorely needed). Without them, the district has not been able to get any traction.**

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.

First of all, the central office and building leadership are collaborating on the development of long-term plans in the above-mentioned areas and will be collaborating to implement the goals outlined in the district plan. These are in complete alignment with the plans of our [re]designated schools. So, too, will our non-designated schools be following the same path. This is particularly important because all of the students from the five elementary schools feed into the [re]identified Jr Sr High School. We are also conducting a comprehensive review of all program, efforts, and initiatives to identify those that are aligned to this district plan and those that are not. The unaligned initiatives will be discontinued. All of the district leadership will regularly review the progress of all of our schools, including the identified schools, as part of the long-term plans. We have plans in place to regularly update all of the educational community, which is part of the district's Tenet 6 plan.



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## 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			Y		Y	
Student Drop-Out Rate			Y			
Student Credit Accruals (HS Students)			Y			
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)					Y	
Student Discipline Referrals					Y	
Student Truancy Rate					Y	
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			Y	Y		
Parent Attendance at Workshops						
Parent Participation in District/School Surveys	Y					Y
Initiative alignment chart	Y					
Allocation of strategic resources to implement 3-6	Y					
Communication artifacts (print, web, social media)	Y					Y
Meeting minutes (faculty meetings, district committee minutes, collaborative team meeting minutes)	Y	Y	Y	Y	Y	Y
Number of classroom visits (with feedback) that occur			Y	Y		
Common Formative Assessment data			Y			
Number of learning walks and instructional rounds				Y		
Collaborative planning time (frequency and duration)			Y	Y		
Community participation in meetings						Y

## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>		
<b>Tenet 1: District Leadership and Capacity</b>		<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>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<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>		Information from the School Reviews, K-12 Insight Survey data and 2015 State Review comments, identified the district does not have a theory of action or multi year plan to guide decisions about the learning cycle which includes curriculum, instruction and assessment.
<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, the district will develop, communicate, implement, monitor and adjust the Theory of Action focused on the learning cycle.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Parent Participation in District/School Surveys Initiative alignment chart Allocation of strategic resources to implement 3-6 Communication artifacts (print, web, social media) Meeting minutes (faculty meetings, district committee minutes, collaborative team meeting minutes)
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
July 2016	October 2016	The district will complete and communicate a comprehensive Theory of Action
September 2016	June 2017	The Theory of Action will serve as the filter for district programmatic and instructional decisions

# REVIEWER FEEDBACK

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.

## REVIEWER FEEDBACK ON NEEDS/DATA SOURCES

## REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

## REVIEWER FEEDBACK ON ACTIVITIES

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2: School Leader Practices and Decisions</b>		
<b>A. Statement of Practice Addressed:</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 needs of the entire school community.
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<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 School Reviews and K-12 Insight Survey data identified district and building goals are not clearly and frequently communicated.
<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 September 2016, district and school leaders will collaboratively establish SMART goals aligned to building/school community needs and the District Theory of Action.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Meeting minutes (faculty meetings, district committee minutes, collaborative team meeting minutes)
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
July 2016	August 2016	District and school leaders will identify smart goals emphasizing tenets 3 and 4
August 2016	September 2016	District and school leaders will develop a messaging plan.
November 2016	June 2017	District and school leaders will monitor and adjust SMART goals as needed quarterly
October 2016	June 2017	The district will create and release newsletters quarterly

# REVIEWER FEEDBACK

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.

## REVIEWER FEEDBACK ON NEEDS/DATA SOURCES

## REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

## REVIEWER FEEDBACK ON ACTIVITIES

### Tenet 3: Curriculum Development and Support

<b>Tenet 3: Curriculum Development and Support</b>		
<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>		
<b>B2. DTSDE Review Type:</b>		
<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>		School Reviews confirmed the district does not have a guaranteed, viable curriculum, K-12.
<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, the district schools will identify essential standards and assessments in learning in all courses, 7-12, and 3-6 ELA and math in grades K-6. By Q 4 all teacher teams will have completed two cycles of data analysis resulting in collaborative instructional/curricular decisions. By June 2018 the district will support the elementary in identifying essential standards and assessments in science and social studies (while cross referencing with ELA and math completed in 2017).
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
September 2016	November 2016	The district will develop systems for all schools to identify essential standards common across the district horizontally and vertically.
September 2016	November 2016	The district will provide training for all staff to build common understanding of essential standards.
September 2016	June 2017	The district will facilitate the development of common formative assessments which are efficient, practical, common, formative and aligned.
September 2016	November 2016	The district will ensure pacing guides are developed which include a schedule for administration and analysis of assessments.
February 2017	June 2017	The district will ensure dedicated time is provided to staff for analysis of student work.
April 2017	June 2017	The district will ensure common planning time is built into master schedules in all schools across the district.
November 2016	January 2017	The district will ensure a common protocol is employed when collaborative teams look at student work.

	February 2017	June 2017	The district will ensure collaborative teams are making instructional decisions based on the analysis of student work.
	September 2016	January 2017	The district will provide training and support to principals to lead the identified work in respective buildings.

## **REVIEWER FEEDBACK**

**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.**

### **REVIEWER FEEDBACK ON NEEDS/DATA SOURCES**

### **REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS**

### **REVIEWER FEEDBACK ON ACTIVITIES**

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4: Teacher Practices and Decisions</b>		
<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 engagement.</b>	
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<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>	School Reviews identified systems are not in place to ensure consistent, comprehensive opportunities and supports are available for teachers to develop strategies and practices necessary for effective planning and to account for student data, needs, goals and increased levels of engagement.	
<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 district and school leaders will collaboratively develop systems to train and support teachers to consistently implement instruction which promotes student engagement.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development Meeting minutes (faculty meetings, district committee minutes, collaborative team meeting minutes) Number of classroom visits (with feedback) that occur Number of learning walks and instructional rounds Collaborative planning time (frequency and duration)	
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>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.</b>	
September 2016	January 2017	The district will facilitate the development of a common understanding and language of high quality instruction and engagement
September 2016	June 2017	District and School Leaders will participate in ongoing training in order to use the growth producing feedback process to increase student engagement.
November 2016	June 2017	District and School Leaders will conduct collaborative walkthroughs and engage in professional discussions focused on effective instruction and student engagement.
September 2016		The district will support Instructional Rounds and Peer Review processes led by teacher leaders
September 2016	June 2017	The district will support principals in facilitating faculty meeting PD sessions focused on engaging instruction.

## **REVIEWER FEEDBACK**

**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.**

### **REVIEWER FEEDBACK ON NEEDS/DATA SOURCES**

### **REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS**

### **REVIEWER FEEDBACK ON ACTIVITIES**

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5: Student Social and Emotional Developmental Health</b>		
<b>A. Statement of Practice Addressed:</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>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<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>		School Reviews and K-12 Insight Survey data identify social and academic behaviors are not identified for all levels K-12.
<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, social and academic behaviors for all students will be identified K-12.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate Meeting minutes (faculty meetings, district committee minutes, collaborative team meeting minutes)
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
October 2016	June 2017	The district will support the identification of social and academic skills K-12
September 2016	June 2017	The district will support school leaders in ensuring Tier 1 instruction embeds developmentally appropriate instruction and support for social and academic skill development.
September 2016	June 2017	The district will support building exploration of Tier 2 and Tier 3 research based interventions. (as ready)

## REVIEWER FEEDBACK

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.

### REVIEWER FEEDBACK ON NEEDS/DATA SOURCES

### REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

### REVIEWER FEEDBACK ON ACTIVITIES

## Tenet 6: Family and Community Engagement

<b>Tenet 6: Family and Community Engagement</b>		
<b>A. Statement of Practice Addressed:</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>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<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>		School Reviews, Parent Focus Groups, K-12 Insight Survey Data and 2015 State Reviewer Feedback confirmed the district does not have a comprehensive family and community engagement strategic plan.
<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 a collaboratively developed, comprehensive family and community engagement plan will be created. A draft communication and implementation plan will also be developed.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Parent Participation in District/School Surveys Communication artifacts (print, web, social media) Meeting minutes (faculty meetings, district committee minutes, collaborative team meeting minutes) Community participation in meetings
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
September 2016	November 2016	The district will develop a committee representing district, school and community representatives to explore research based practices focused on parent and community engagement.
November 2016	January 2017	The district committee will develop a local plan supporting the implementation of the DCIP, monitoring action and recommending revisions as needed.
February 2017	June 2017	The committee will develop communication and implementation plans for the 2017-18 school year.

## **REVIEWER FEEDBACK**

**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.**

### **REVIEWER FEEDBACK ON NEEDS/DATA SOURCES**

### **REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS**

### **REVIEWER FEEDBACK ON ACTIVITIES**

**Focus District Set-Asides**

**Parent Education Set-Aside Calculation Based on Federal Funding**

Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$688,117	1%	\$6,881

**Improvement Set-Aside Calculation Based on Federal Funding**

Fund Source	Allocation	Improvement Set-Aside -- Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$688,117	6%	\$41,287
Title II, Part A	\$159,891	6%	\$9,593
Title III, Part A LEP (allocation listed only if required)		6%	\$0
<b>Total Federal Allocation Subject to Set-Aside</b>	<b>\$848,008</b>	6%	<b>\$50,880</b>

**Funding Sources Used to Meet Required Set-Aside for Improvement**

Fund Source	Budgeted Amount
Title I, Part A	\$70,000
Title II, Part A	\$15,000
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$150,000
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
<b>Total Funding Reserved for Improvement</b>	<b>\$235,000</b>

**The Improvement Reserve Has Been Met.**

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	Yes	\$5,000	Yes	
Conduct DTSDE reviews, including administration of required annual surveys	Yes	\$20,000	Yes	
Develop high-quality DCIP and SCEP plans	Yes	\$2,500	Yes	
Review the qualifications of Priority and Focus School Leaders	Yes	\$500	Yes	
Submit quarterly leading indicators report to NYSED	Yes	\$500	Yes	
Evaluate the fidelity of program implementation	Yes	\$2,000	Yes	
Provide Public School Choice to students in Priority and Focus Schools	Yes	\$500	Yes	
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A	N/A	N/A	
<i>TOTAL</i>		\$31,000		

## Financial Allocation Plan - Improvement

### Improvement Set-Aside Budget Summary

District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Cortland Enlarged City School District	Re-Identified Focus District	\$50,00

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Parker Elementary School	Re-Identified Focus School	\$87,500
Cortland JSHS	Re-Identified Focus School	\$97,500
<b>DISTRICT / BUILDING TOTALS</b>		<b>#VALUE!</b>

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."	\$235,000
Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?	#VALUE!

