

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

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 District Comprehensive Improvement Plan (DCIP)

Contact Name	Kristie Bliss	Title	Director of Curriculum and Instruction
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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	
President, B.O.E. / Chancellor or Chancellor's Designee		Melissa Davis-Howard	

Statement of Assurances

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

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| X | 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. |
| N/A | 2. <i>If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."</i> |
| X | 3. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |
| X | 4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance. |
| X | 5. 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. |
| X | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| X | 7. 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)
February 26, 2015	Kaufman Center		
June 11, 2015	Kaufman Center		
July 17, 2015	Kaufman Center		
July 30, 2015	Kaufman Center		

[illegible]

District Information Sheet

District Information Sheet							
District Grade Configuration	K-12	Total Student Enrollment	2,604	% Title I Population	54%	% Attendance Rate	95%
Racial/Ethnic Origin of District Student Population							
% American Indian or Alaska Native	0%	% Black or African American	4%	% Hispanic or Latino	4%	% Asian, Native Hawaiian/Other Pacific Islander	1%
		% White		% Multi-Racial		% Limited English Proficient	3%
Overall State Accountability Status							
Number of Focus Schools	2	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of SIG 1003(a) Recipient Schools	2
		Number of SIG 1003(g) Recipient Schools					0
Did Not Meet Adequate Yearly Progress (AYP) in ELA							
	American Indian or Alaska Native					Black or African American	
X	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander	
X	White					Multi-Racial	
X	Students with Disabilities					Limited English Proficient	
X	Economically Disadvantaged						
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics							
	American Indian or Alaska Native					Black or African American	
X	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander	
X	White					Multi-Racial	
X	Students with Disabilities					Limited English Proficient	
X	Economically Disadvantaged						
Did Not Meet Adequate Yearly Progress (AYP) in Science							
	American Indian or Alaska Native					Black or African American	
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander	
X	White					Multi-Racial	
X	Students with Disabilities					Limited English Proficient	
X	Economically Disadvantaged						
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective							
	Limited English Proficient						

DCIP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The June graduation rate increased from 67% in 2013-2014 to 77% in 2014-2015. The percentage of K-6 students reading on or above grade level increased 7.9%; from 53.3% of K-6 students reading on or above grade level in June 2013-2014 to 61.2% of K-6 students reading on or above grade level in June 2014-2015.

- 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.

1) District data sources were more clearly identified in order to accurately track progress in the 5 Target areas. Completion of this work provides common language and data that improves data use as we continue to track progress and implement actions based on the data. 2) Work with understanding the increased rigor required for implementation of the CCLE, a growth rather than fixed mindset approach to student progress, and the need to align assessment with learning targets developed the capacity to increase the use of data to inform instruction. This work slowed goal acquisition, but establishes a standards-based foundation for using valid data with common understanding and fidelity as we increase the practices of Data Driven Instruction (DDI).

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

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

The district will use a Theory of Action and uniform expectations to guide district- and school-level improvement of leadership, curriculum, instruction, health, and community engagement. The district will work with Shared Decision Making Teams to develop, implement, and monitor district and school improvement plans. The district will provide leadership in the use of data to inform and change professional practice.

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

The district needs to provide direction and expectation for district and school improvement in leadership, curriculum, instruction, student health, and parent and community engagement. The district needs to work collaboratively with families, staff, students, and community agencies to develop, implement, and monitor district and school improvement plans.

- 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 district guiding principal is, "Student achievement through student engagement." The relationship between the guiding principle and the identified needs of the district is that all improvement initiatives will engage students to the point that they desire to learn; thus, students will take ownership of their own learning through the advocacy of adults. The support provided by staff, family, and community adults, coupled with student engagement, leads to increased student achievement across all subgroups.

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

1) Increase four-year graduation rate by 4%. 2) Reduce the number of students with greater than 15 absences 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 K-6 students reading at or above grade level by 5%. 5) Reduce the number of course failures at the JSHS by 10%.

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

District Cabinet will develop expectations, improvement targets, and guidelines; Leadership Council and Shared Decision Making Teams will further specify plans for accomplishing expectations, targets, and guidelines; district and building inquiry teams will develop, implement, and monitor activities designated to meet district expectations, targets and guidelines.

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

Daily management requirements may usurp time for implementation of the DCIP; this anticipated barrier will be addressed by prioritizing the urgency of the work and holding ourselves accountable through scheduled data meetings.

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

Prioritized professional learning opportunities will be: 1) student engagement practices and strategies because increased student engagement results in improved teacher practices, increased student motivation for learning, and increased student responsibility for learning. 2) use of a growth rather than a fixed mindset approach with students and adults because a growth mindset supports student-centered, inquiry-based instruction, equitable access to learning for students across all subgroups, and an adult learning environment that models an appreciation of inquiry and improvement. 3) protocols and procedures of data collection, data analysis, and data use to inform practice (DDI) because these practices support student-centered learning and multiple points of access for all students across all subgroups.

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

Electronic (e.g., twitter accounts, email, robo-call); website resources; Parent Portal; seminars and workshops; print sources; collaborative committees; telephone; individual face-to-face meetings and conferences; surveys

For Districts with Priority Schools: Whole School Reform Model

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

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.

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 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.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school, 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, 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 gaps needs 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. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

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 the 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.

3. A Lead Partner or Partner Consortium should have the expertise and capacity to provide comprehensive support in the areas where there has been an identified gap in district/school capacity.

A. Partner Identification and Rationale: Complete the Identified Partner Organization chart. Describe in the narrative the rationale for the selection of partner organizations in relation to meeting key district and school-level needs/gaps in capacity. Describe the relationship between the school and the partner organization(s) and how that relationship will further the redesigned school's mission and program.

B. Partner Roles and Responsibilities: Describe the lead partner/partner consortium role and responsibilities in relation to district's larger strategy and the identified school's management and proposed governance structure. Types of services may include providing technical expertise in implementing a variety of components of the school intervention models, coordinating services, providing intensive job-embedded professional development for school administrators and teachers, and implementing an equitable teacher and principal evaluation system that relies on student achievement, providing fiscal support services, and creating safe school environments that meet students' social, emotional, and health needs. Explain how, over the course of project, all collaborative activities result in the transferring of knowledge, expertise, and practices from partner(s) to LEA personnel, as well as the development of policies, tools, and resources leading to a new and sustainable capacity for the LEA on its own. Describe the means by which the district will hold the partner accountable for its performance.

C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:

- A list of schools the partner has previously managed/supported.
- Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
- A summary of the partner's fiscal performance for the past three years.

Common Leading Indicators Worksheet

[illegible]

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		
B1. HEDI Rating:	Developing		
B2. HEDI Rating Source:	IIT Review		
B3. HEDI Rating Date:	May 20-21, 2015		

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.	The district staff uses a comprehensive recruitment and hiring process to secure quality candidates for teaching and leadership positions. The district staff does not yet have protocols to strategically assign staff based on student needs. School and district leaders all implement approved plans for evaluating other administrators and teachers. However, the district leadership has not ensured that all staff receives frequent, relevant, and actionable feedback that can be used to plan and implement professional development (PD) strategies.		
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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.	During 2015-2016, the District will revise the recommendations of the current Professional Development Committee (PDC) to include a monitoring protocol for providing all staff with regular actionable feedback as evidenced by improved instructional practices and increased student achievement across subgroups.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 Performance on January Regents Exams Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Common Assessment Data Quarter & Mid-Term Report Cards Meeting Minutes		

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.
15-Sep-15	15-Sep-15	PDC will develop a monitoring protocol that will be used by the principals with their staff to consistently share actionable feedback related to PD.
10/14/2015	10/14/2015	The Director of Curriculum & Instruction (DCI) will share the monitoring protocol with the Leadership Team.
Nov-15	Aug-16	Leadership Team will review protocols quarterly.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.		
B1. HEDI Rating:		Ineffective	
B2. HEDI Rating Source:		IIT	
B3. HEDI Rating Date:		May 20-21, 2015	
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.	Although informational meetings are held for district and school leaders to exchange information, there is not an explicit set of expectations or a theory of action for how the adults across the district should align their professional practices to the district targets. The absence of clearly defined and communicated district expectations has resulted in misaligned PD, teacher-centered instruction, and a lack of urgency for continuous improvement.		
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.	During 2015-2016, the district will articulate an explicit theory of action and set expectations that professional practice will align with identified district targets; the impact of these expectations will be evidenced by improved instructional practices and increased student achievement across subgroups.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 Performance on January Regents Exams Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Common Assessment Data Quarter & Mid-Term Report Cards		
E1. Start Date: Identify the projected start 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.		
Jul-15	Jun-16	The district cabinet and leadership team will communicate the district theory of action, district targets, expectations, and data that will be used as evidence of impact. All instructional staff will align work with meeting the expectations and district targets. This activity will take place throughout the 2015-2016 academic year. The impact of this activity will be increased awareness of district targets and expectations, improved professional practice and increased student learning across all subgroups.	
Sep-15	Jun-16	The Leadership Team will collect and analyze the following six reports each quarter: Student Average Daily Attendance; Student Drop-Out Rate; Student Suspension Rate (Short Term/Long Term); Student Discipline Referrals; Common Assessment Data; Quarter & Mid-Term Report Cards. The impact of this activity will be implementation of actions that support optimal student achievement across all subgroups.	

[illegible]

Tenet 1: District Leadership and Capacity

[illegible]

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT
B3. HEDI Rating Date:	May 20-21, 2015
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.	The district staff has a professional development plan (PDP) that was created in collaboration with representatives from schools based upon teacher and leader requests. Although the plan includes opportunities for quality professional learning, the district has not prioritized procedures for ensuring that PD is fully implemented by all staff. The district conducts surveys of participants to solicit opinions about the PD, but the district has not developed strategies or procedures for assessing the impact of the offerings for improved professional practice.
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.	During 2015-2016, PDC will use staff survey results, the district theory of action, and student outcome targets to prioritize staff PD needs. The PDT will revise the Professional Development Plan (PDP) to include multiple modalities of follow-up support for implementation of professional learning (e.g., job-embedded coaching, peer visitation, instructional rounds, formal personal reflection, administrative feedback). The impact of providing support for the implementation and monitoring of PD will be improved instructional practice of all staff and increased student learning for students across all subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 Performance on January Regents Exams Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Common Assessment Data Quarter & Mid-Term Report Cards Meeting Minutes Instructional Rounds
E1. Start Date: Identify the projected start 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.
14-Sep-15	The PDT will finalize and publicize the professional development plan for the three staff professional development days of SY2015-2016 (October 23, November 16, and March 25). The impact of this plan will be improved professional practice, resulting in increased student achievement across all subgroups.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members an school communities are expected to be held accountable for implementing.		
B1. HEDI Rating:	Ineffective		
B2. HEDI Rating Source:	IIT		
B3. HEDI Rating Date:	May 20-21, 2015		

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.	The District collects data from a number of sources, but the district has not established expectations, developed a plan, or identified roles and responsibilities of staff related to the use of data at the district, school, or teacher level.		
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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.	During 2015-2016, the district will revise district targets into SMART goals and develop a plan that includes expectations, protocols, and procedures for the district, school, and teacher levels that define what data will be collected and reviewed, how it will be analyzed, and how it will explicitly drive improvements in the curriculum, teaching practices, social emotional developmental health efforts, and family engagement. The impact of this district-wide plan will be improved teacher and staff practices and increased student achievement across all subgroups.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 Performance on January Regents Exams Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Parent Attendance at Workshops		

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.
Sep-15	Sep-15	The Leadership Team will revise targets into SMART goals. The SMART goals will guide professional practice throughout the academic year; the impact of this activity will be improved professional practice and increased student achievement across all subgroups.
Sep-15	Oct-15	The Leadership Team will develop a district-wide plan that will guide district improvement strategies; the impact of this activity will be improved professional practice and increased student achievement across all subgroups.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	
B1. HEDI Rating:	Developing	
B2. HEDI Rating Source:	IIT	
B3. HEDI Rating Date:	May 20-21, 2015	
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.	The district interacts with schools as needed to provide resources and assist in resolving any issues that arise with students, staff, families, and facilities. However, the district has not proactively collaborated with each school community to create and nurture a learning environment that meets the specific needs of the students.	
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.	Prior to the academic start of SY 2015-2016, the district will schedule collaborative planning sessions between each school and the Cabinet to review and analyze critical school, leader, teacher, and student data, and use this analysis to align the school vision, mission, improvement outcomes, and improvement plans to the district targets and formally organize district level support for implementation of the improvement plan. Evidence of the impact of this planning will be the school leader's ability to address the academic, social, and emotional needs of all students and increased student achievement across all subgroups.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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 Performance on January Regents Exams Student Participation in ELT Opportunities Minutes of Expanded Learning Time (ELT) Offered Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Parent Attendance at Workshops Parent Participation in District/School Surveys Common Assessment Data Quarter & Mid-Term Report Cards Meeting Minutes	
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.
Aug-15	Aug-15	During August, Cabinet will prepare for meetings with individual building principals by gathering data and developing the meeting schedule. The impact of this activity will be a focused and efficient meeting between Cabinet and each principal.

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. HEDI Rating:	Developing		
B2. HEDI Rating Source:	IIT		
B3. HEDI Rating Date:	May 20-21, 2015		
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.	The district facilitates and supports CCLS aligned curricular development in some content areas and subjects, but the district has not ensured that all students have access to curricula that support students to become college- and career-ready.		
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.	During 2015-2016, the district will complete the development of CCLS aligned curricula in all grades and subjects and establish protocols and procedures for district, school, and teacher leaders to routinely monitor the implementation of CCLS aligned curricula. Evidence of impact of this curriculum work will be implementation of the CCLS curricula by all teachers across the district and improved student achievement across all subgroups.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Drop-Out Rate Student Performance on January Regents Exams Teachers Rated as "Effective" and "Highly Effective" Common Assessment Data Quarter & Mid-Term Report Cards Meeting Minutes		
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.	
Sep-15	Jun-16	During monthly meetings, the Director of Curriculum & Instruction (DCI) and the Curriculum Council (CIE) will complete the development of the CCLS aligned curriculum and develop protocols and procedures for implementation of the curriculum across the district. The impact of this activity will be improved instruction, resulting in increased student achievement across all subgroups.	
Sep-15	Oct-16	The building principals will develop protocols and procedures to monitor implementation of the CCLS aligned curriculum across all grade levels and disciplines. The impact of this process will be fidelity of implementation of the curriculum, resulting in increased student achievement across all grade levels.	
Nov-15	Aug-16	Quarterly, during monthly principal meetings, the principals and district leadership will review building curriculum implementation and student achievement data. The impact of this data review will be to identify and respond to the effect of the curriculum as it relates to student learning, resulting in improved teacher practice and increased student achievement across subgroups.	

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. HEDI Rating:	Developing		
B2. HEDI Rating Source:	IIT		
B3. HEDI Rating Date:	May 20-21, 2015		

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.	The district works collaboratively with schools through a PD team and regular meetings, but does not plan and provide PD based on data about students' needs.		
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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.	During 2015-2016, the district will develop and implement a universal protocol with procedures for teachers, school leaders, and district staff to determine the degree of implementation of all PD opportunities and collaborate with school leaders and the PD team to conduct classroom visits, regular analysis of student work samples, and review of student data reports to evaluate the impact of PD on student achievement and to use this data to refine and focus the PD topics and modalities offered for staff. Evidence of impact of the revision of the PD plan and data analysis will be improved teacher practice and increased student achievement across all subgroups.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<i>*Indicators did not auto-populate:</i> Student Growth Percentile for Low-Income Students; Student Average Daily Attendance; Student Drop-Out Rate; Student Credit Accruals; Student Completion of Advanced Coursework; Student Suspension Rate; Student Discipline Referrals; Student Performance on January Regents; Teachers Rated as "Effective" and "Highly Effective"; Teacher Attendance at Professional Development; Common Assessment Data; Quarter & Mid-Term Report Cards; Meeting Minutes		

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.	
14-Sep-15	5-Oct-15	The PDT will finalize and publicize the professional development plan for the three staff professional development days of SY2015-2016 (October 23, November 16, and March 25). The impact of this plan will be improved professional practice, resulting in increased student achievement across all subgroups.	
14-Sep-15	5-Oct-15	The PDT will collaborate with the Leadership Team to develop protocols and procedures for ensuring implementation and documentation of impact of all professional learning opportunities. The protocols and procedures will be used throughout the year to support improved professional practice, resulting in increased student achievement across all subgroups.	
15-Sep-15	23-May-16	The PDT will revise the PDP to include multiple modalities of follow-up support for implementation of professional learning. The impact of the revised plan will be improved professional practice, resulting in increased student achievement across all subgroups.	
Oct-15	Aug-16	The PDT will survey staff quarterly to determine the impact of professional learning offerings on progress in achieving identified district and building goals and to self-identify professional learning needs. The PDT will use this data to identify high quality professional learning offerings and identify professional learning needs. The impact of this activity will be improved professional practice, resulting in increased student achievement across all subgroups.	

[illegible]

Tenet 5: Student Social and Emotional Developmental Health

[illegible]

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. HEDI Rating:		Ineffective
B2. HEDI Rating Source:		IIT
B3. HEDI Rating Date:		May 20-21, 2015
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 DTSD review and other applicable data.		The district has not established a family and community engagement plan to promote strong home and school partnership that address and support the needs of all students.
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.		During 2015-2016, the district will utilize the DSDMT to develop district-wide priorities and strategies for building strong home-school partnerships; the committee will monitor and support the school family/community partnerships through survey, inquiry groups, and analysis of student performance. Evidence of impact of the school/family partnerships will be improved student achievement across all subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		*Indicators did not auto-populate: Student Growth Percentile for Low-Income Students; Student Average Daily Attendance; Student Drop-Out Rate; Student Credit Accruals; Student Completion of Advanced Coursework; Student Suspension Rate; Student Discipline Referrals; Student Performance on January Regents; Parent Attendance at Workshops; Parent Participation in District/School Surveys; Common Assessment Data; Quarter & Mid-Term Report Cards; Meeting Minutes
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.
Aug-15	Sep-15	During August and September, the district Cabinet will develop expectations to share with the Leadership Team and the DSDMT for development of a plan for increasing family and community engagement. These expectations will provide specific and uniform direction to guide leadership plans across the district. The impact of unified and specific expectations will be the development of a coherent plan for all staff across the district, the unified approach will result in improved staff practices - resulting in increased student achievement across all subgroups.
Aug-15	Nov-15	The Superintendent will work with the DCI and the Information Systems Administrator to publish community resources on the website for use by families, students, and community members. The impact of the use of the website to provide public information will be increased parent engagement, resulting in improved student learning across all subgroups.
Oct-15	Nov-15	The Superintendent will work with district leadership to schedule informational meetings for families, students, and community members. The impact of the informational meetings will be increased parent engagement, resulting in improved student learning across all subgroups.

[illegible]

Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside – Required Percentage	Mandated Set-Aside
Title I, Part A	\$697,399	1%	\$6,974

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	\$697,399	6%	\$41,844
Title II, Part A	\$163,026	6%	\$9,782
Title III, Part A LEP (allocation listed only if required)		6%	\$0
Total Federal Allocation Subject to Set-Aside	\$860,425	6%	\$51,626

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$140,000
Title II, Part A	
Title III, Part A LEP	
Title VI REAP	\$53,000
School Improvement Section 1003(a) - SIG A	\$26,125
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	\$70,000
Total Funding Reserved for Improvement	\$289,125

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (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	\$4,600	YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$15,000	YES	
Develop high-quality DCIP and SCEP plans	YES	\$2,025	YES	
Review the qualifications of Priority and Focus School Leaders	YES	\$1,500	YES	
Submit quarterly leading indicators report to NYSED	YES	\$500	YES	
Evaluate the fidelity of program implementation	YES	\$500	YES	
Provide Public School Choice to students in Priority and Focus Schools	YES	\$2,000	YES	
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A			
TOTAL		\$26,125		

Improvement Set-Aside Budget Summary

District	Accountability Status		Amount of Funds Allocated for District-Level Improvement
		Focus District	
Cortland Enlarged City School District			\$61,125

[illegible]

Total funding the LEA has reserved for improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."

Has the district demonstrated how **ALL** funds reserved for improvement will be allocated across the district (Does Cell E43 = Cell E45)?

\$289,125
YES

Financial Allocation Plan - Parent Engagement

[illegible]

Total Funding Reserved for Parent Engagement. This amount is from cell E5 on the tab titled "Focus District Set-Asides."

Has the district demonstrated how ALL funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)?