

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

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 District Comprehensive Improvement Plan (DCIP)



Contact Name	Judi Riley	Title	Assist. Supt. for Pupil and Personnel Svcs
Phone	607-758-4100	Email	jriley@cortlandschools.org
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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.



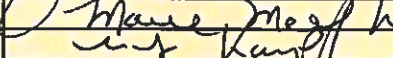
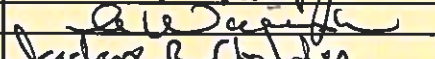









Position	Signature	Print Name	Date
Superintendent		Michael J. Hoose	7/23/19
President, B.O.E. / Chancellor or Chancellor's Designee		Janet Griffin	7/23/19

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 8, 2019	District Office		
May 22, 2019	District Office		
July 17, 2019	District Office		

Name	Title / Organization	Signature
Michael Hoose	Superintendent	
Judi Riley	Assistant Superintendent for Pupil and Personnel Services	
Jeff Craig	Assistant Superintendent for Curriculum & Instruction	
Marie Meagher	Director of Special Education	
Lisa Kaup	FS Barry Primary School Principi	
Angela Wanish	FE Smith Intermediate School Principal	
Jordan Ashley	Randall Middle School Principal	
Kevin Cafararo	Junior High School Principal	
Abe Brafman	9-10 Principal	
John Zarcone	11-12 Principal	
Joe Mack	High School Principal	
Angela Affronti	Instructional Technology and Communications Specialist	
Tim Wagoner	Director of Athletics and PE	

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	
Parents with children from each	

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) and §3012(d).

- 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.

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Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	Teachers are active participants in school level improvement planning which informs the DCIP. Teachers and support staff across all schools participated in the end of year self reflection, which in turn, informed both the building level and district school improvement plans. Finally, feedback provided through the annual stakeholder survey, which includes faculty and staff, serves to measure progress and inform next steps for the upcoming school year.
Parents with children from each identified subgroup.	Parents, like teachers, are active participans in school level improvement planning which informs the DCIP. In addition, parents parents participated in focus groups in schools which had formal reviews. Finally, feedback provided through the annual stakeholder survey, which includes parents, serves to measure progress on select activities and inform next steps in the upcoming school year.
Secondary Schools: Students from each identified subgroup	Student focus groups were convened to provide feedback on select school activities. In addition, feedback provided through the annual stakeholder suvey, which includes students, serves to measure progress on select activities and informs next steps in the upcoming school year.

Tenet 1: Systems and Organizations

A1. DTSDE Pillar	Systems and Organization	
A2. DTSDE Sub-Pillar (If applicable)	1A Ongoing Evaluation and Continuous Improvement	
B1. Baseline Data: Provide the most recently available information.	District Goal Progress: 2019 graduation rate* 88% (still to be confirmed), 2019 aggregate Regents performance - 86%, and 18.3%chronically absent.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1	By June 2020, 100% of building level actions aligned to the DCIP will be implemented as evidenced by bi-monthly reports.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	The DCIP planning document identified an inconsistent implementation of aligned activities at the district and school levels.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
7/1/2019	8/30/2019	Complete a final administrative review of the DCIP and building-level expectations.
8/1/2019	8/30/2019	Create and share a district level calendar for progress monitoring focused on fidelity of implementation and impact.
7/1/2019	8/30/2019	Finalize a data set to monitor district-level goals and aligned building-level goals.
9/1/2019	9/30/2019	School leaders will review building -level plans aligned to the DCIP.
10/1/2019	6/30/2020	School leaders will present building-level reports to the superintendent at bi-monthly leadership meetings.
10/1/2019	6/30/2020	The superintendent will present district-level reports to the board of education quarterly.

Tenet 2: School Leadership

A1. DTSDE Pillar	Effective Leadership
A2. DTSDE Sub-Pillar (if applicable)	2C Promotes a Shared Vision for Learning and Achievement

B1. Baseline Data: Provide the most recently available information.	73% of faculty report SMART goals are in place within their schools. 64% report an active system is in place to monitor progress toward goals.
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C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2	By June 2020, district and school leaders will implement 100% of the DCIP actions as evidenced by bi-monthly progress reports in leadership meetings.
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D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	School-level systems are not yet in place to ensure full implementation of DCIP-aligned building activities in support of progress toward mastery of essential learning standards for all students.
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E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
7/1/2019	7/31/2019	District leaders will share the final draft of the DCIP with school leaders for feedback.
8/1/2019	8/31/2019	A calendar for school leader reports will be collaboratively developed and posted.
9/1/2019	9/5/2019	The 2019-20 district goals will be shared with faculty.
9/1/2019	11/30/2019	2019-20 building-level plans will be collaboratively developed with faculty
8/13/2019	6/30/2020	School leaders will continue to collaborate with consulting coaches to support implementation of building level actions.
9/15/2019	6/30/2020	School leaders will discuss progress on building-level plans at monthly faculty and principals' meetings.

Tenet 3: Curriculum

A1. DTSDE Pillar	Effective Curriculums	
A2. DTSDE Sub-Pillar (if applicable)	3A Curriculum Coherence and Progression	
B1. Baseline Data: Provide the most recently available information.	100% of common planning time is scheduled into building-level master schedules, 100% of essential learning standards have been identified for all content areas.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3	By June 2020, 100% of teacher teams will plan and deliver instructional responses that meet the needs of all learners as evidenced by student progress toward mastery of learning standards.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	The district reflection identified teacher team collaboration is in place. However, teams are not yet prepared to deliver instructional responses that meet the needs of all learners based on the weekly student learning data.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
7/1/2019	8/30/2019	School leaders will ensure common planning time is included in the master schedule.
9/1/2019	9/30/2019	School leaders will review teacher team collaboration, 3A protocol, and student data tracking expectations with faculty.
9/3/2019	10/25/2019	Teacher teams will develop criteria for mastery of learning standards and rubrics identifying levels of proficiency.
10/1/2019	10/31/2019	School leaders will support continued professional development for faculty regarding common formative assessments.
10/1/2019	6/30/2020	School leaders will regularly monitor 3A protocols and provide teacher teams with feedback.
10/1/2019	6/30/2020	School leaders will maintain a record of data analysis and teacher feedback.
11/1/2019	6/30/2020	School leaders will facilitate professional development regarding instructional practices to meet the needs of all learners.

Tenet 4: Instruction

A1. DTSDE Pillar	Effective Instruction
A2. DTSDE Sub-Pillar (if applicable)	4E Instructional Techniques that Deepen Engagement

B1. Baseline Data: Provide the most recently available information.	Stakeholder survey data identifies a discrepancy between student and faculty perspective regarding engagement: 33% - 84%.
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C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4	By June 2020, 100% of teachers will demonstrate intentional planning for student engagement as evidenced by class visits and lesson plans.
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D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	The district reflection identified progress in identifying engaging instruction and implementation of select active learning strategies into instructional practice. However, planning for student engagement is not yet intentional. Further, school leader feedback to teachers is not consistently provided to support growth.
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E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
8/1/19	10/31/2019	School leaders will share the system for data collection, monitoring instruction and provision of feedback focused on engagement via class visits with faculty.
9/3/19	10/31/2019	School leaders and teachers will clarify and define the differences between engagement and participation.
9/3/19	5/29/2020	School leaders will plan, model and discuss active learning strategies at monthly faculty meetings.
11/1/19	6/30/2019	School leaders will engage in quarterly review of teacher observation forms focused on evidence of engagement and related feedback.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By January 2020, presentation slides reviewing school leader systems to be used for data collection, monitoring of attendance and provision of feedback will be published, agendas and final products of professional learning work sessions identifying/clarifying the differences between engagement and participation in instructional practices, and agendas from monthly faculty meetings reviewing active learning strategies and one round of school leader review of teacher observation forms focused on engagement and feedback.
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Tenet 5: Social-Emotional Learning

A1. DTSDE Pillar	Effective Systematic Approach to Social-Emotional Learning (SEL)	
A2. DTSDE Sub-Pillar (if applicable)	Ensuring a Supportive Environment	
B1. Baseline Data: Provide the most recently available information.	44% - 82% of families report our schools provide a safe environment, and 79.9% elementary families report support staff provide students with needed support.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5	By June 2020, 100% of teachers will provide Tier 1 SEL instruction aligned with K-12 SEL standards.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	The district reflection identified progress in implementing a school-wide P2 character/SEL program to support the development of a positive school climate. Progress was also noted as K-8 implementation of SEL universal screening was completed. However, Tier 1 instruction and activities supporting students' SEDH are not consistently in place.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
8/1/2019	8/30/2019	2018-29 K-8 SEL screening data will be opened for teacher review
7/15/2019	8/20/2019	A counseling curriculum writing committee will begin the K-6 curriculum including lessons focused on SEL skill development.
8/15/2019	8/30/2019	School leaders and teams will intentionally plan for setting the tone of the 1st two weeks of school focused on developing a foundation for SEL instruction.
9/3/2019	6/30/2020	K-8 teachers will implement SEL universal screening
11/1/2019	6/30/2020	School leaders, data teams, and teacher teams will identify MTSS which include SEL screening data in the process.
11/30/2019	6/30/2020	Tier 2 & 3 interventions supporting students' SEDH will be implemented, monitored and revised as needed.
9/3/2019	6/30/2020	School leaders and teams will implement and sustain a building-wide climate and culture program.
9/3/2019	6/30/2020	Classroom teachers will explore and implement Tier 1 SEL instruction and activities.

Tenet 6: Parent and Community Engagement

A1. DTSDE Pillar			Effective Systems for Parent and Community Partners
A2. DTSDE Sub-Pillar (if applicable)			Systems for Communication
B1. Baseline Data: Provide the most recently available information.			34% - 66% of families report feeling connected to the school and 28% - 59% report feeling involved in conversations around their student(s) progress.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6			by June 2020, the district will develop an electronic survey method to solicit feedback from families following 100% of school-wide activities.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.			The district reflection identified progress in one way communication with parents. However, one way communication is not sufficient in creating a welcoming environment and partnership for and with families, nor in increasing reciprocal communication which provides an important source of information.
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
7/1/2019	8/30/2019	District leaders will develop a system to disseminate surveys to families following school-wide events.	
9/1/2019	6/30/2019	School leaders will survey families following school-wide events.	
9/1/2019	9/30/2019	School and district leaders will disseminate information and instruction to parents regarding the parent portal, building and district newsletters, Remind and other social media access.	
12/1/2019	2/28/2020	School and district leaders will administer the PLC Survey with an intentional strategy to increase parent response.	
9/15/2019	6/30/2020	School and district leaders will monitor readership of district and building newsletters on a monthly basis.	
10/1/2019	6/30/2020	School leaders will work to increase teacher usage of Remind or similar communication method with parents.	

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	Target District	\$50,000
Name of CSI/TSI School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
DISTRICT / BUILDING TOTALS		\$50,000