

LEA Name:	Niagara Falls City School District
BEDS Code:	400800010000

Updated October 12, 2016

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2016-2017 District Comprehensive Improvement Plan (DCIP)

Contact Name	Richard Carella	Superintendent	Mark R. Laurrie
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Website for Published Plan	www.nfschools.net		

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		Mark R. Laurrie	18-Aug-16
President, B.O.E. / Chancellor or Chancellor's Designee		James Cancemi	18-Aug-16

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)
May 9, 2016	Central Office Conference Room	14-Jul-16	Central Office Conference Room
May 25, 2016	Superintendent's Conference Room	18-Jul-16	Central Office Conference Room
June 15, 2016	Superintendent's Conference Room	19-Jul-16	Central Office Conference Room
June 28, 2016	GJ Mann STEM classroom		
July 6, 2016	Superintendent's Conference Room		

Name	Title / Organization	Signature
Mark Laurrie	Superintendent, Niagara Falls City School District	
Maria M. Massaro	Administrator for Human Resources - NFCSD	
Joseph Giarizzo	Administrator for School Business Services - NFCSD	
Marcia Capone	Chief Information Officer - NFCSD	
Richard Carella	Administrator for Curriculum and Instruction - NFCSD	
Cynthia Jones	Principal, Harry F. Abate Elementary School - NFCSD	
Catherine Sullivan	Response to Intervention and Pre-Kindergarten Education Coordinator - NFCSD	
Sheila Barone	District Parent Representative	
Monica Lopoyda	Assistant to the Vice President for Academic Affairs, Niagara County Community College	

District Information Sheet

District Information Sheet							
District Grade Configuration	PK - 12	Total Student Enrollment	7,001	% Title I Population	100%	% Attendance Rate	92%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	4%	% Black or African American	35%	% Hispanic or Latino	5%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	44%	% Multi-Racial	10%

Overall State Accountability Status											
Number of Focus Schools	7	Number of Priority Schools	0	Number of Local Assistance Plan Schools	1	Number of Schools in Accountability Status	7	Number of Title I SIG 1003(a) Recipient Schools	7	Number of Title I SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
x	American Indian or Alaska Native	x	Black or African American
x	Hispanic or Latino	x	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			
x	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	x	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).

- 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.

In developing the CURRENT YEAR'S plan:

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

The NFCSD DCIP aims to build the capacity of its current and future leaders to be instructional change agents, and places a high priority on increasing frequency and quality of communication with all stakeholders. Teacher decision making and practice, especially those related to student and engagement and differentiated instruction are reflected throughout. To that end, both time and structures for teacher collaboration is a primary goal.

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

Tenet 1: Build school leader capacity through a Leadership Academy, increase stakeholder communication and collaboration, including institutes of higher education and community partners, offer extended learning time opportunities to all pupils Tenet 2: The Superintendent engages each School leader in an actionable feedback cycle to identify and develop and measure traits of active instructional leadership Tenet 3: Implement a Data Analysis Process in all schools to use formative assessments to adapt and differentiate instruction Tenet 4: Identify and support wide use of high-impact instructional strategies, to include extensive professional development which School leaders will measure the impact of using various Walkthrough tools and monitoring protocols Tenet 5: Development of programming to increase student positive behavior and reduce and effectively address at-risk behavior Tenet 6: Increase frequency of positive contact with parents and develop outreach programs aimed at providing parents the support needed to help their children at home

- 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 Niagara Falls City School District's mission is to guarantee educational excellence by creating strategic goals which are continuously monitored, assessed, and evaluated. Goal number 1 is to exceed and continuously improve learner outcomes against academic standards. The DCIP addresses this goal by building teacher and leader capacity around the use, measurement and evaluation of high-impact instructional strategies. It dedicates considerable resources and time to staff development and communication of District expectations and initiatives to all stakeholders.

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

The District goal for each of the identified subgroups listed below is to close the current achievement gap by 10% or 10 index points: Students with Disabilities (Hyde Park Elementary, Niagara St. Elementary, Kalfas Magnet School, Cataract Elementary School, Black Students (Gaskill Preparatory, Niagara Street Elementary, Kalfas Magnet, Cataract Elementary, LaSalle Preparatory) Economically Disadvantaged (Gaskill Preparatory, Niagara St. Elementary, Kalfas Magnet, Cataract Elementary, LaSalle Preparatory, 79th Street Elementary) Mixed Race (LaSalle Preparatory)

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

1. Collaboration and staff development time will be secured by scheduling the contractual maximum number of faculty and department meetings, and stipends will be offered for after school hours and Saturday staff development/collaborative study groups 2. Administrator meetings will focus exclusively on instructional matters and provide the collaborative time necessary to develop the tools, strategies and understandings leaders must have to drive change 3. The District will increase the use of social media and technology to foster better communication with stakeholder groups 4. Professional development will be offered continuously both district-wide and in each school to meet the instructional needs of both the District and individual schools

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

1. Little time for collaboration - see item #1 in organizational structures above 2. Inconsistency of expectations among School leaders/instructional leaders - considerable time will be dedicated to reviewing data, developing a better understanding of the District's teacher evaluation rubric, identifying high-impact instructional strategies and developing tools to monitor their implementation and provide actionable feedback to teachers

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

1. Progressions of the Common Core Learning Standards for ELA and Math to establish teacher comfort level and enhance lesson planning 2. DDI - DAP (the Data Analysis Process for all schools) 3. Lesson Planning Components - to set baseline expectations which lay the groundwork for teacher decision making and differentiated instruction 3. Student Engagement strategies and other high-impact instructional strategies - both DTSDE IIT reviews and survey results noted a lack of student engagement 4. For School leaders - classroom look-fors and providing actionable feedback to teachers

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

Dialogue will be provided through the District's monthly publication, *Your Public Schools*, bi-monthly Superintendent's newsletter, all call system, District social media accounts, minutes from Board of Education meetings, email, District website, District Parent Group meetings, District events, such as the Elementary Literacy and Math Fair and Parent/Partner Celebration, and school faculty meetings.

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

The plan will be posted on the District website (www.nfschools.net), presented at the first regular meeting of the Niagara Falls Board of Education, August 25, 2016, and reviewed at the District Parent Committee meeting in September 2016.

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

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.

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.

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.

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
Leadership Academy Syllabus	y					
Student Average Daily Attendance						
District Newsletters and Social Media updates	y					
DAP team meeting minutes						
Student progress monitoring tools						
Student Suspension Rate (Short-Term / Long-Term)					y	
DAP Professional Development and Meeting timeline			y			
Professional Development Timeline				y		
Interim Assessment data			y			
Student Participation in ELT Opportunities	y					
Parent Event Evaluation/Feedback forms						y
DAP team instructional plans			y			
District Parent Committee meeting minutes						y
Teacher Attendance at Professional Development				y	y	
Parent Attendance at Workshops						y
Parent Participation in District/School Surveys						y
Superintendent Walkthroughs/meetings						
Meeting Agendas	y					
Building Leadership Team meeting minutes						
Walkthrough data and trend analysis		y		y		
Lesson plan review						
DAP team meeting minutes						
Administrative walkthroughs						
Teacher attendance at collaborative meetings/professional development			y			
Paid employee time sheets						
Quarterly progress monitoring conferences		y				
% of teachers rated at levels 3 or 4 on Danielson's Domain 3, Component C				y		
Multi-Dimensional Principal Performance rubric component scores		y				
Increase in formal agency partnerships						
Reduction in short term suspensions					y	
Reduction in long-term suspensions					y	
Reduction in ODR's (office discipline referrals)					y	

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity		The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
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.	In order to examine school systems and make 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 students are successful, the District must take a systemic approach to promoting its Mission and Vision. According to the School Performance Scan, 65% of respondents said school leaders make effective decisions related to staffing. On the same survey, 66.9% of teachers reported that school leaders help to build a collaborative environment so that staff works together in achieving goals, while 72.7% said school leaders encourage staff connections to their vision and mission. When asked if school leaders talk about the mission of their school, only 49.1% of secondary students agreed or strongly agreed. Of those who responded to the Family Engagement survey, only 68.6% said school leaders are seen as role models by families and students, while 68.4% believe school leaders help families to become partners in the education of their children. In order to address these needs, the District must further its mission and vision by developing collaborative structures which allow all personnel to be connected and engaged with the District Mission and Vision, thereby ensuring success for all.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2017, composite results from the second administration of the School Performance Scan, Student Voice B and Family Engagement Surveys will indicate a minimum 7-10% increase in the percentage of respondents reporting that school leaders talk about and encourage collaboration around the District's Mission and Vision (SPS question #3, "Our school leaders encourage staff connections to our vision and mission", FES question #1, "Our school leaders often talk about the vision and mission of our school during events", and SVB question #5, "Our school leaders talk about the mission of our school.").	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Leadership Academy Syllabus District Newsletters and Social Media updates Student Participation in ELT Opportunities Meeting Agendas	
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-16	Dec-16	A Leadership Academy will be created to support future administrator and teacher leaders to serve the Mission and Vision of the NFCSD. Responsible: Superintendent and Cabinet Participants: Superintendent, Cabinet, School Leaders, Department Heads Frequency: Bi-monthly Intended Impact: Future leaders have access to professional development and targeted leadership training
Jan-17	Jun-17	Leadership Academy participants will meet bi-weekly - sessions to focus on various areas of District operations, and leadership skills for both certificated and classified leaders Responsible: Superintendent and Cabinet Participants: Superintendent, Cabinet, School Leaders, Department Heads Frequency: Bi-monthly Intended Impact: Future leaders have access to professional development and targeted leadership training

Sep-16	Jun-17	A bi-weekly newsletter of expectations, to include a status report and updates concerning each of the five strategic goals of the NFCSD Board of Education, will be distributed by the Superintendent via multiple media Responsible: Superintendent, Cabinet, department heads Participants: All stakeholders Frequency: Bi-monthly Intended Impact: Increased communication regarding District Mission, Vision, Goals, Accomplishments and
Nov-16	Jun-17	Central Curriculum and Instruction Support Group meeting format will change to one of frequent interactive webinars. Responsible: Administrator for Curriculum and Instruction Participants: District leaders, School leaders, Teachers on Special Assignment, Instructional Coaches Frequency: Bi-monthly Intended Impact: Effectively communicate news and notes which inform instructional leadership, to include District and NYSED updates, and increase collaborative discussion of curriculum and instruction to include all administrators
Nov-16	May-17	The Superintendent will meet with Higher Education Partners to explore pathways to better prepare their College of Education students for future employment in the NFCSD Responsible: Superintendent, College/University Deans and Assistant Deans Participants: Superintendent, Cabinet, Higher Education representatives Frequency: bi-monthly Intended Impact: Prepare future teachers for the cultural and learning expectations of the District
Dec-16	May-17	Superintendent will attend Student Advisory Committee meetings to discuss District initiatives, take questions and introduce guest speakers and District staff Responsible: Superintendent, Cabinet, School leaders/student facilitators Participants: Superintendent, School leaders, student members, guests Frequency: Monthly Intended Impact: Increase dialogue and collaboration between District leaders and student leaders
Oct-16	Jun-17	Superintendent will provide quarterly reports on DCIP progress to all stakeholder groups and the community Responsible: Superintendent Participants: All stakeholder groups Frequency: quarterly Intended Impact: District demonstrates its commitment to setting high expectations and improving student outcomes
Oct-16	May-17	District will implement after school, extended learning time opportunities for all Focus School students, to include direct, supplemental instruction in ELA and Mathematics Responsible: Administrator for Curriculum and Instruction Participants: Administrator for Curriculum and Instruction, School Leaders, Instructional Coaches, teachers Frequency: Two days per week, October through May Intended Impact: Address student gaps and improve overall achievement as measured by student growth from fall to spring on the NWEA (Northwest Evaluation Association) standardized assessment

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. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
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.		In order for the District to work collaboratively with the schools to create, develop, and nurture a school environment that leads to success, well-being and high academic outcomes for all students, the District needs to provide training and supports regarding the collection of data, provision of feedback, identification of meaningful and relevant professional development and monitoring systems for the purpose of continuous and sustainable school improvement. In the School Performance Scan survey, 71.6% of respondents reported that our school leaders frequently visit classrooms, conducting informal walkthroughs. Moreover, 60.5% of elementary school students indicate that their principal/assistant principal visits their class in the Student Voice A survey. Likewise, 71.3% of teachers indicate that they receive instructional feedback and guidance from (our) school leaders. Similarly, only 73.4% of families state that school leaders share data and information about students' results with families. Also, the School Performance Scan indicates that 66.9% of teachers believe that school leaders help to build a collaborative environment so that staff works together in achieving goals. Lastly, 68.8% of teachers indicate that school leaders provide clear and specific guidance around the understanding and application of data systems to inform instruction.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 2017, 100% of school leaders will have increased their ability to implement systems of continuous and sustainable school improvement, as a result of reflective collaboration and progress monitoring with the Superintendent, as evidenced by a minimum 5 point gain over the previous year on Domain 1 of the Multidimensional Principal Performance Rubric and a 5-15% increase in those teachers responding positively to the following 2017 SPS survey questions: #1, "We use a school-based plan with specific SMART goals to guide our plan" #5, "Our school leaders help to build a collaborative environment so that staff works together in achieving goals," #12, "I receive helpful instructional feedback and guidance from my school leader," and #16: "Our school leaders actively support data-driven inquiry as a school-wide practice." Domain 1 of the Multidimensional Principal Performance Rubric is completed for each principal yearly, and focuses on the regularity with which the school leader evaluates and makes use of existing structures to promote and measure continuous school improvement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Walkthrough data and trend analysis Quarterly progress monitoring conferences Multi-Dimensional Principal Performance rubric component scores
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-16	Sep-16	Each school leader will meet with the Superintendent to reflect on the school leader's evaluation scores from the previous year's Sustainability component of Domain 1 of the Multidimensional Principal Performance Rubric Responsible: Superintendent Participants: Superintendent and School leaders Frequency: Once/September 2016 Intended Impact: Comparison of individual reflections to create a joint reflection and collaborative perception of the school leader's past performance

Oct-16	Oct-16	The School leader will meet with the Superintendent to formulate goals for the Sustainability component of the Domain 1 from the Multidimensional Principal Performance Rubric Responsible: Superintendent Participants: Superintendent and School leaders Frequency: Once/October 2016 Intended Impact: Formation of mutually agreeable, measureable goals for the School leader (Sustainability component of Domain 1/Multidimensional Principal Performance Rubric) for the current school year
Nov-16	Jun-17	The Superintendent will meet individually with each school principal every 15 days Responsible: Superintendent Participants: Superintendent and School leaders Frequency: Every 15 days Intended Impact: The Superintendent will provide a cycle of actionable feedback to the school leader whereby high expectations for active instructional leadership is communicated and reinforced
Sep-16	Jun-17	The Superintendent and Cabinet will attend school faculty meetings to reinforce District expectations for continuous instructional improvement Responsible: Superintendent and Cabinet Participants: District leadership and school faculty Frequency: bi-monthly Intended Impact: Personal contact communicates District expectations and creates a feedback cycle for identifying and addressing constituent needs
Nov-16	Jun-17	The Office of Curriculum and Instruction will coordinate and schedule on-site principal support and coaching. Responsible: Administrator for Curriculum and Instruction Participants: District leaders, consultants, school leaders Frequency: Monthly Intended Impact: Build leader capacity to monitor instruction and provide constructive feedback to teachers
Nov-16	May-17	The Office of Curriculum and Instruction will provide additional training for Lead Evaluators to deepen understanding and application of the Danielson Framework for Teaching, Domains 1 and 3. Responsible: Administrator for Curriculum and Instruction Participants: School leaders Frequency: Bi-monthly Intended Impact: District-wide accuracy and consistency in formal teacher evaluation evidence collection and rating assignment
Jun-17	Jun-17	The Superintendent will use the Sustainability component of Domain 1 of the Multidimensional Principal Performance Rubric to evaluate the school leader's ability to implement systems of continuous and sustainable school improvement Responsible: Superintendent Participants: Superintendent and School leaders Frequency: Once, June 2017 Intended Impact: To provide a measureable assessment of the school leader's ability to implement systems of continuous and sustainable school improvement

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 provides 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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 needs to work collaboratively with schools to ensure that there is a rigorous and coherent curricula aligned to the CCLS, that provides 21st Century and College and Career Readiness skills in all content areas. According to the School Performance Scan survey, 49% of teachers indicate that they work together across grade levels and content areas in order to provide an integrated approach to student learning. Only 54.1% indicate that as a staff, they understand and reference the College and Career Readiness Anchor Standards. Furthermore, only 68.2% of teachers actively use data to inform lesson planning. A review of the SCEP's indicate that more resources and time must be dedicated to developing teacher understanding of the connection between planning and classroom instruction.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June of 2017, the District Leadership Team will provide guidance, resources, and professional development which will enable 100% of core subject teachers to demonstrate knowledge of the CCLS, and Data Driven, Differentiated Instruction, as evidenced by a 10-15% increase in the number of teachers agreeing or strongly agreeing with School Performance Scan survey question #21, ("Our school leaders assist staff in the implementation of new information including the CCLS"), #29, ("We have received training in data -driven inquiry"), and #36-#38 ("Teachers are skilled in using formative assessment"... "We use and interpret interim benchmark assessments at points in the academic year"... " We have created systems so that students are able to reflect on their learning and track their progress"). As a result, each elementary Focus school will see 10-15% point growth in student interim assessment data for their grade/subject of concentration. Additionally, the two Focus middle schools' Grade 7 interim Mathematics assessment results will demonstrate a 5%- 10% aggregate point gain.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	DAP Professional Development and Meeting timeline Interim Assessment data DAP team instructional plans Teacher attendance at collaborative meetings/professional development
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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-16	Sep-16	Superintendent and School Leaders examine parameters for use of available resources to ensure time is dedicated to teacher training on the CCLS, as well as team/grade level collaboration and cooperative planning. Responsible: District and School leaders Participants: District/School leaders, instructional coaches Frequency: once Intended Impact: School leaders will have the knowledge and capacity to leverage district-provided resources to provide teacher collaboration time

Sep-16	Nov-16	District leaders, with input from School Leaders and Instructional coaches, will establish common expectations and practices for lesson planning and lesson components, to include alignment to the CCLS, DDI and differentiated instruction. Responsible: District leaders/building administrators Participants: District leaders, School leaders, Instructional Coaches Frequency: monthly Intended Impact: Ensure a common understanding and set of expectations among schools, as evidenced by School leader planning document review checklists
Oct-16	Oct-16	District examines multiple data sources, to include the 2016 NFCS D Teacher Resource Center professional development survey and Math/Science Partnership teacher survey as they relate to perceived knowledge of and comfort with the CCLS Responsible: District Leaders, TRC Director Participants: District Leaders, TRC Director, School leaders and Instructional coaches Frequency: Once Intended Impact: Determine which CCLS are most in need of continued professional development support, differentiated by school and mode of delivery
Sep-16	Sep-16	District Leadership will provide training to School leaders and coaches on use of the Data Analysis Process (DAP) Responsible: Superintendent, Chief Information Officer Participants: District and School Leaders, Instructional coaches, designated teachers Frequency: once Intended Impact: School leaders and coaches are familiar with and able to implement the Data Analysis Process in their schools
Sep-16	Oct-16	District Leadership will work with School leaders to establish guidelines and scope for Year 1 implementation of the DAP process Responsible: Superintendent, Chief Information Officer Participants: District and School Leaders Frequency: twice - September/October 2016 Intended Impact: Development of guidelines and scope to ensure DAP school team implementation is manageable, supported and monitored adequately
Oct-16	Dec-16	District Leadership will provide training to all school teams on use of the Data Analysis Process (DAP) Responsible: Superintendent, Chief Information Officer Participants: District and School Leaders, Instructional coaches, designated teachers Frequency: monthly Intended Impact: Designated school personnel is familiar with and able to implement the Data Analysis Process
Nov-16	Jun-17	District and School leaders provide time, resources and professional development for continual support as needed to ensure school DAP teams examine formative assessment data and adapt daily instructional plans to address gaps in student learning. Responsible: District and School leaders Participants: District and School Leaders, Instructional Coaches, teacher leaders Frequency: bi-weekly meetings in each school Intended Impact: Improve student outcomes through differentiated instruction
Jan-17	Jan-17	District and School leaders will establish a data stream for monitoring, adjusting, and evaluating implementation of the DAP process Responsible: District and School Leaders Participants: Chief Information Officer, School leaders and Instructional coaches Frequency: Monthly Intended Impact: Ensure that uniform data is collected district-wide so that fidelity to the process is maintained, and modifications made based on data are relevant and
Nov-16	Dec-16	District and School leaders determine a process for collecting DAP data to inform realignment and/or revision to District professional development plans Responsible: District leaders, School leaders Participants: District and School leaders, Instructional coaches Frequency: twice - November/December 2016 Intended Impact: Ensure mechanism exists for identifying and planning for professional development needs to move the
Jan-17	Jun-17	District and School leaders will meet to examine school walkthrough data and DAP plans and reports. Responsible: District and School Leaders Participants: District leaders, School leaders and Instructional coaches Frequency: Monthly Intended Impact: Review trends and gaps to further inform the need for District provided professional development or other resources
Jan-17	Jun-17	District and School leaders provide time, resources and professional development for DAP teacher participants to encouraging student ownership of learning by examining and implementing protocols for student self-monitoring, goal setting, and progress tracking. Responsible: District and School leaders Participants: District and School Leaders, Instructional Coaches, teachers Frequency: monthly meetings in each school Intended Impact: Improved student achievement outcomes

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	In order for the district to work collaboratively with the schools to provide opportunities and supports for teachers to develop strategies and practices that address effective planning and account for student data, needs, goals, and levels of engagement, the District must provide training and other professional development supports which ensure that all teachers use student data and instructional resources in ways that maintain rigor and student engagement, while strategically addressing student learning gaps. On the School Performance Scan survey, only 70.1 % of teachers said that as teachers, they utilize a variety of instructional avenues so that students have multiple opportunities to access and learn rigorous CCLS curriculum. At the secondary level, only 56.3% of students surveyed said their teachers present information in a way that they understand. Only 37.5% reported working in pairs or groups, while merely 31.4% said their classes are interesting and hold their attention. At the elementary level, 65.9% of students reported working with groups or partners, and just 64.6% said their teachers make learning fun. According to the Family Engagement Survey, 71.6% of parents feel teachers make classes interesting and engaging. In order to address these needs, the District must identify, measure and promote key instructional practices which are proven to increase student engagement and learning outcomes.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2017, the District will increase the implementation of key instructional practices from the agreed-upon instructional "look-fors," which are proven to increase student engagement and learning outcomes, by 5-15%, as evidenced by walkthrough data. Individual schools will set benchmark goals for identified "look-fors" which meet or exceed 5-15%, as evidenced by School leader walkthrough data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional Development Timeline Teacher Attendance at Professional Development Walkthrough data and trend analysis % of teachers rated at levels 3 or 4 on Danielson's Domain 3, Component C

E1. Start Date: Identify the projected start date for each	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-16	Oct-16	District Leaders review multiple District data sources, including DTSDE survey results, IIT Review recommendations, SCEPs, and District APPR results, to identify high-impact instructional strategies for continued professional development Responsible: Administrator for Curriculum and Instruction Participants: District & School leaders and Instructional Coaches Frequency: Two meetings Intended Impact: Identify short list of instructional strategies for professional development
Sep-16	Apr-17	District Leaders, School Leaders and Instructional coaches create lists of agreed-upon "Instructional Look-Fors" aligned to and across subject areas and grade levels Responsible: Administrator for Curriculum and Instruction Participants: School leaders and Instructional Coaches Frequency: quarterly meetings Intendent Impact: Ensure that identified high-impact strategies align with PD plan, are timely, appropriate and measureable.
Oct-16	Nov-16	District Leaders create a district-wide professional development implementation plan which prioritizes and promotes the high-impact instructional strategies identified in Action Step #2 Responsible: Administrator for Curriculum and Instruction Participants: District & School leaders and Instructional Coaches Frequency: Two meetings Intended Impact: Create plan with accompanying calendar, which provides multiple opportunities for

Oct-16	Nov-16	District and School leaders examine key teacher practices and create a variety of Walkthrough tools suited to all levels and subjects. Responsible: Administrator for Curriculum and Instruction, School leaders Participants: District and School leaders, School Leadership Teams Frequency: monthly meetings through November Intended Impact: School leaders have a variety of tools and tracking strategies to monitor the implementation and proficiency of key instructional practices and strategies
Nov-16	Jun-17	District leaders assist School leaders in coordination and scheduling of professional development, to include department meetings, after school hours study groups, and stipend-enhanced evening and Saturday workshops, to provide all teachers and School leaders the opportunity to participate in professional development on previously identified, high-impact instructional strategies Responsible: District leaders, School Leadership Teams, Teacher Resource Center, ON BOCES staff Participants: District leaders, school leaders and staff Frequency: Minimum of 2 workshops offered per month Intended Impact: Data gathered via School leader walkthroughs reveals increased use of high impact strategies by District teachers
Jan-17	Jun-17	District and School leaders compile and examine cumulative walkthrough data on identified high-impact instructional strategies from all schools Responsible: Administrator for Curriculum and Instruction, School leaders Participants: District and School leaders, Instructional coaches Frequency: Three meetings - January, March and June, 2017 Intended Impact: Measure outcomes and identify modifications, if any, needed to District-wide PD
Jan-17	Jun-17	District and School leaders compile district-wide cumulative teacher evaluation data relating to Danielson's Framework for Teaching, Domain 3, Component d, <i>Using Assessment in Instruction</i> Responsible: Administrator for Curriculum and Instruction, School leaders Participants: District and School leaders, Instructional coaches Frequency: once Intended Impact: Measure impact of DAP process on teacher instructional decision making

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:		SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
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.		In order for the District to create policy and work collaboratively with the schools to provide opportunities and resources that positively support students' social and emotional developmental health, it must develop and target resources to specific student populations and school needs. According to the School Performance Scan survey, 58.2% of teachers believe their school has a positive and upbeat school culture. In regard to the question of whether or not student behavior interferes with instruction, only 20.7% of teachers, 55.4% of parents, and 32.9% of secondary students believe that it does not. Forty-seven percent of middle and high school students reported that their school deals effectively with bullying, while 55.1% of parents reported the same. By contrast, 76.3% of teachers agreed or strongly agreed that their school has procedures in place to deal with bullying. Ratings from the School Performance Scan survey reveal that only around half of all teachers, 51.9% and 52% respectively, feel their schools have an effective system for developing and building SSEDH, or for servicing students who are chronic offenders or experience ongoing difficulties. In order to address these needs, the District needs to expand its resources and better align student supports, including professional development experiences that lead to healthy school cultures, and a safe environment conducive to learning.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By May of 2017, the District will implement programming in 100% of schools to increase positive student behaviors, as evidenced by a 5% reduction in District referral rates and 5-10% reduction in District suspension rates as compared to 2015-2016 data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student Suspension Rate (Short-Term / Long-Term) Teacher Attendance at Professional Development Reduction in short term suspensions Reduction in long-term suspensions Reduction in ODR's (office discipline referrals)
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.
Oct-16	Nov-16	The District will establish a District Character Education Committee Responsible: District leaders and school leaders Participants: District and school staff, parents, students, community partners Frequency: once Intended Impact: Create stakeholder group for management and of character initiatives
Oct-17	May-17	Character Education Committee meets monthly to create vision, goals, meeting schedule and Three Year Plan and initial activities Responsible: Committee members Participants: District and school staff, parents, students, community partners Frequency: Monthly Intended Impact: Plan and monitor district-wide initiatives and professional development

Dec-16	Jun-17	Embed Character Education school-based program and activity planning into School START (Student Teacher Active Responded Team) meetings Responsible School Principal/School Psychologist Participants START members Frequency Bi-weekly Intendent Impact: To decrease incidences of Office Discipline Referrals and increase incidences of positive behavior in classrooms and schoolwide
Nov-16	Dec-16	Review expectations for student referral/suspension data entry into PowerSchool and streamline process by accessing full functionality of software Responsible: School Principal/Pupil Service Assistant Participants: School Principal, Pupil Service Assistant, Dean of Students, School Secretary as appropriate Frequency: daily Intended Impact: Ensure data accuracy for purposes of reporting and trend analysis
Oct-16	Jun-17	The District will enter into collaborative relationships with outside service providers for mental health services. Responsible: Superintendent/Cabinet Participants: Superintendent/Cabinet, School leaders, school counselors, Frequency: quarterly progress reports to Board of Education and community Intended Impact: Increase treatment and intervention options available to District students and families
Nov-16	Jan-17	District staff will form a Student Advisory Committee for the purpose of gathering student perspective of school culture Responsible: Superintendent/Cabinet Participants: District leaders/School leaders/Students Frequency: Once Intended Impact: Improve school culture and programming by seeking direct input from students
Jan-17	Jun-17	District staff and students will facilitate monthly Student Advisory Committee meetings to gather student input on a variety of topics, to include school culture, communication, student support services and academic opportunities. Responsible: School leaders/student facilitators Participants: District leaders/School leaders, students, guests Frequency: Monthly Intended Impact: Initiate and maintain student feedback cycle which will result in a measureable improvement in school culture
Dec-16	Dec-16	Preparatory (middle) schools will administer the "School As A Caring Community Profile" to gather baseline data for assessing current middle school culture. Responsible: Prep School leaders, START teams and counselors Participants: Prep School students and staff Frequency: Twice per year, fall/spring Intendent Impact: Gather baseline and summative data for planning and assessing effectiveness of character education activities and risk-prevention activities
Oct-16	Jun-17	District will collaborate with the NFCSD Teacher Resource Center to offer a minimum of five distinct professional development opportunities, available to all staff on a voluntary basis, that supports students' social and emotional development (i.e. diversity, teaching children of poverty, homelessness, and gender identity) Responsible: Superintendent/Cabinet/TRC Director Participants: School leaders and faculty Frequency: bi-monthly Intended Impact: Participating teachers report increased familiarity with multiple strategies for effectively addressing the needs of at-risk students as evidenced by TRC course evaluation feedback documents
1/1/2017	6/1/2017	Preparatory (middle) Schools will use results from the 2015-2016 "Youth Risk Behavior Survey" and baseline data from the "School As A Caring Community Profile" to plan weekly and monthly character education and risk-prevention activities specific to the needs of each school. Responsible: School leaders, school counselors Participants: Middle School staff and students Frequency: Weekly/Monthly activities Intendent Impact: To increase positive student behavior and perceptions of positive school climate as evidenced by spring 2017 administration of the "School As A Caring Community Profile" and readministration of the "Youth Risk Behavior Survey"

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	In order for the District to have a comprehensive family and community engagement strategic plan that states expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and established partnerships with community organizations and families, its network of partner agencies and frequency of parent outreach must continue to grow. According to the School Performance Scan survey, only 47.3 % of teachers say the quality/frequency of communication with families is sufficient. Respondents to the Family Engagement survey reported that both frequency and quality of school to home contact was lacking; 50.5% of parents said that teachers contact them, not just at times of concern, and 57.2% said they are aware of programs for families to help their children at home. Of secondary students surveyed, just 54% said their teachers provide information to their families. Teachers also reported a lack of effort to keep parents and families involved: As a school, "we invite families to offer input on the direction of our school" (44.9%), "we conduct needs assessment with families so that we understand their interest and concerns" (40%), and, "we are able to help families set high expectations for their children" (34.8%). Consequently, the District needs to involve parents in identifying how to best provide the resources and knowledge needed to help their children with basic academic skills from home.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2017, results from the second administration of the Family Engagement Survey will indicate an 10-15% increase in the percentage of parents reporting that they have received positive communications from the District/their child's school (question #43), and are aware of District-sponsored programs and other resources for families which enable them to help their children at home (question #44).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Event Evaluation/Feedback forms District Parent Committee meeting minutes Parent Attendance at Workshops Parent Participation in District/School Surveys

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.
Oct-16	Nov-16	District Parent Committee facilitators will work with committee members to identify and prioritize programs and/or academic topics which will build parent capacity to assist their children at home. Responsible: DPC facilitators Participants: Facilitators, parent members Frequency: once per month - dedicated portion of agenda Intended Impact: Create manageable list of programs and academic questions to use for planning parent information workshops and other family support activities
Nov-16	Nov-16	District Parent Committee facilitators will organize and implement workshops, demonstrations and other information sharing events for parents and families to gather information on programs and academic topics which will enable them to help their children at home Responsible: DPC facilitators Participants: DPC facilitators and members, Instructional coaches, guest presenters, District parents and community members Frequency: A minimum of one event per month will be planned and implemented Intendent Impact: Parents report, via event evaluation/feedback forms, that they can/will

Dec-16	May-17	District staff will evaluate all annual parent/community events to determine alignment to District Mission and Goals Responsible: Superintendent and Cabinet Participants: District leaders, school leaders, District Parent Committee members, Higher Education Partners Frequency: Events reviewed and recommendations made quarterly Intended Impact: Eliminate, adapt, or create parent/community events which better align to family support needs
Sep-16	Nov-16	Staff will expand the District's social media presence. Responsible: Superintendent/Cabinet/Public Relations Office Participants: District leaders/School leaders/Students/Families Frequency: Weekly "good news" posted on Facebook and Twitter Intended Impact: Improve communication around District and School Initiatives and increase parent awareness/involvement
Nov-16	Dec-16	Staff will create an event timeline to augment the planning and monitoring of Parent Academic Assistance Activities, as identified and requested by parent groups. Responsible: Superintendent/Cabinet/Public Relations Office/Administrator for Curriculum and Instruction Participants: District leaders/School leaders/Students/Families Frequency: Monthly Intended Impact: Parents report knowledge of and use of events and resources to address student academic needs from home.

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	\$2,992,157	1%	\$29,922

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	\$2,992,157	12%	\$359,059
Title II, Part A	\$699,417	12%	\$83,930
Title III, Part A LEP (allocation listed only if required)	\$0	12%	\$0
Total Federal Allocation Subject to Set-Aside	\$3,691,574	12%	\$442,989

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$42,989
Title II, Part A	
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$400,000
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
Total Funding Reserved for Improvement	\$442,989

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	\$6,500	yes	
Conduct DTSDE reviews, including administration of required annual surveys	yes	\$15,000	yes	
Develop high-quality DCIP and SCEP plans	yes	\$35,000	yes	
Review the qualifications of Priority and Focus School Leaders	no	\$0	no	N/A
Submit quarterly leading indicators report to NYSED	yes	\$2,000	yes	
Evaluate the fidelity of program implementation	no	\$0	no	N/A
Provide Public School Choice to students in Priority and Focus Schools	no	\$0	no	
Offer 200 hours of Extended Learning Time to students in each Priority School	yes	\$190,000	yes	N/A
TOTAL		\$248,500		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Niagara Falls City School District	Focus District	\$50,000

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
79th Street Elementary School	Focus	\$50,000
Cataract Elementary School	Focus	\$50,000
Gaskill Preparatory School	Focus	\$50,000
Hyde Park Elementary School	Focus	\$50,000
Henry J. Kalfas Magnet School	Focus	\$50,000
LaSalle Preparatory School	Focus	\$50,000
Niagara Street Elementary School	Focus	\$50,000
DISTRICT / BUILDING TOTALS		\$400,000

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$442,989
 Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? NO

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
79th Street Elementary School	Focus	\$3,059
Cataract Elementary School	Focus	\$4,609
Gaskill Preparatory School	Focus	\$4,417
Hyde Park Elementary School	Focus	\$4,331
Henry J. Kalfas Magnet School	Focus	\$3,807
LaSalle Preparatory School	Focus	\$4,010
Niagara Street Elementary School	Focus	\$5,689
DISTRICT / BUILDING TOTALS		\$29,922

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$29,922
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES