LEA Name:	City School District of the City of Niagara Falls
BEDS Code:	4008-0001-0000

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 District Comprehensive Improvement Plan (DCIP)

Contact Name	Richard Carella	Administrator for Curriculum and	
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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 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		Mark R. Laurrie	22-Aug-19
President, B.O.E. / Chancellor or Chancellor's Designee		Robert Restaino	22-Aug-19

Statement of Assurances

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

| 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. |

| x | 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. |

| x | 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance. |

| x | 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). |

| x | 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |

| x | 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 8, 2019	District Office		
May 30, 2019	District Office		
June 10, 2019	District Office		
July 3, 2019	District Office		

Name	Title / Organization	Signature
Capone, Marcia	Chief Information Officer, CSDCNF	
Carella, Richard	Administrator for Curriculum and Instruction, CSDCNF	
Giarizzo, Joseph	Administrator for School Business Services, CSDCNF	
Jones, Cynthia	Principal, Niagara Falls High School, CSDCNF	
Mark, Laurrie	Superintendent of Schools,, CSDCNF	
Massaro, Maria	Administrator for Human Resources, CSDCNF	
Rotella, Bryan	Parent, 79th Street Elementary School, CSDCNF	
Sullivan, Catherine	TOSA, Office of Curriculum and Instruction, CSDCNF	
Tompkins, Lynne	Principal, Harry F. Abate Elementary School, CSDCNF	
Ventry, Edward	TOSA, Office of Curriculum and Instruction, CSDCNF	

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)	Stakeholder Staff Survey and Commentary was reviewed by DCIP Leadership Team on May 8 and May 30 in District Office prior to developing DCIP goals..

Parents with children from each identified subgroup.	DTSDE Stakeholder Family Engagement Survey and Commentary was reviewed by DCIP Leadership Team on May 8 and May 30. District Parent Committee focus group was held in District Office prior to finalizing the DCIP.
Secondary Schools: Students from each identified subgroup	

Tenet 1: Systems and Organizations

A1. DTSDE Pillar	1A. Ongoing Evaluation and Continuous Improvement
A2. DTSDE Sub-Pillar (if applicable)	Monitoring and Adjusting Practices

B1. Baseline Data: Provide the most recently available information.	The District **does not** have a formal process for monitoring and adjusting the District Comprehensive Improvement Plan or School or School Comprehensive Education Plans.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1	By May of 2020, the District Leadership Team and Targeted Support and Improvement School Leaders will have developed and implemented a process for monitoring DCIP and SCEP progress, leading to 80% of DCIP and SCEP goals being achieved.
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.	Effective schools and school districts establish school-wide systems and structures for continuous improvement. Targeted Support and Improvement School Needs Assessments revealed that the majority of faculty at each site were unaware of the school's SCEP goals, and had not received progress reports or updated information regarding the plan, and so could not describe the impact of the plan itself. Therefore, it is incumbent upon the District to establish a process by which District and school staff monitor, evaluate, and adjust DCIP and SCEP goal attainment.

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.
20-Aug-19	27-Aug-19	The Administrator for Curriculum and Instruction will create and distribute a schedule for SCEP quarterly review meetings; all Targeted Support and Improvement and Good Standing Schools will meet *quarterly* with the Superintendent and his cabinet to discuss SCEP goals, progress monitoring, and support needed.
28-Aug-19	5-Sep-19	The Administrator for Curriculum and Instruction will schedule Administrator meeting dates and topics for Semester 1, September 11, 2019 through January 29, 2020. The schedule will include agenda items related to implementation of the DCIP with expected outcomes.
26-Aug-19	30-Aug-19	The Administrator for Curriculum and Instruction will select an updated digital School Leader Classroom Walk Through recording and feedback tool for the 2019-2020 school year
4-Sep-19	7-Sep-19	The Administrator for Curriculum and Instruction will create a presentation template for all School Leaders, both TSI and Good Standing, to be used as a guide for SCEP quarterly monitoring meetings with the Superintendent and his cabinet.
18-Sep-19	18-Sep-19	The District Leadership Team will identify the data sources needed to track progress toward each DCIP goal, to include person(s) responsible for collecting the data, frequency of collection, and schedule for disseminating data to schools, if appropriate.
23-Sep-19	27-Sep-19	The Administrator for Curriculum and Instruction will schedule an OEE/Consultant from PLC Associates to support all three Targeted Support and Improvement Schools' Leadership Teams. The year's visits, three per school, will be agreed upon by School Leaders and PLC consultant and added to the school's and District calendar.
25-Sep-19	25-Sep-19	The District Leadership Team will select non-negotiable data sources which must be included in each school's 2019-2020 Data Dashboard, and determine collection and reporting frequency for each.

25-Sep-19	2-Oct-19	School Leaders will meet with the Administrator for Curriculum and Instruction to determine a uniform Data Dashboard format, to include fields to report District-mandated data as well as data unique to schools' SCEP goals.
9-Oct-19	23-Oct-19	School Leaders from the three Targeted Support and Improvement Schools will present their SCEP goals and priorities to the Superintendent and his Cabinet.
7-Oct-19	11-Oct-19	The Administrator for Curriculum and Instruction and select School Leaders will test the digital Classroom Walk Through Recording and Feedback tool for one month.
7-Oct-19	11-Oct-19	The Administrator for Curriculum and Instruction will work with Information Services staff to embed both the District and School Data Dashboards as shared documents in an Office 365 Team, ensuring timely data entry and transparent access for all.
23-Oct-19	22-Jan-20	All Schools, TSI and Good Standing Schools, will meet with the Superintendent and his cabinet twice to share their SCEP updates and progress to date, using the District uniform presentation template. Schools will appear on a rotating basis on the following dates: 10/23/19, 11/20, 19, 11/27, 19, 12/18/19, 12/22/19, 1/15/20, and 1/22/20.
4-Nov-19	8-Nov-19	All School Leaders will be trained on use of the digital Classroom Walk Through Recording and Feedback tool in anticipating of implementation across schools no later than December 2, 2019.
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 29, 2020, 100% of District schools will have up-to-date SCEP monitoring data in the District-wide Data Dashboard, to include Classroom Walkthrough data.	
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
19-Feb-20	20-May-20	All Schools, TSI and Good Standing Schools, will meet with the Superintendent and his cabinet twice to share their SCEP updates and progress to date, using the District uniform presentation template. Schools will appear on a rotating basis on the following dates: 2/19/20, 2/26/20, 3/18/20, 3/25/20, 4/15/20, 4/22/20, and 5/20/20.
12-Feb-20	19-Feb-20	School Leaders and the District Administrator for Curriculum and Instruction will meet and evaluate the functionality of the new digital Classroom Walkthrough and Feedback tool.
27-Feb-20	12-Mar-20	The Administrator for Curriculum and Instruction and select School Leaders will present an overview of School Improvement Monitoring Efforts to the Board of Education in a Board Review Session.
20-May-20	10-Jun-20	The District Administrator for Curriculum and Instruction will use the District-wide Data Dashboard to produce a comprehensive progress report, to include percentage of SCEP and DCIP goals achieved, for the Superintendent and his cabinet.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 2: School Leadership

A1. DTSDE Pillar	2B. Ensures a Culture and Climate of Success
A2. DTSDE Sub-Pillar (if applicable)	High Expectations and Safe Learning Environment

B1. Baseline Data: Provide the most recently available information.	Baseline Data: By the end of the third quarter of the 2018-2019 school year, 248 suspensions in excess of five (5) days in duration were recorded District-wide. This is a 10% increase over the previous year.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2	By May of 2020, the number of District suspensions of five days or greater will be reduced by 20% when compared to the 2018-2019 school year.

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.	TSI School Needs Assessments and DTSDE Survey results indicate that managing disruptive student behavior is of particular concern across schools. Seventy-five percent of staff surveyed said student behavior interferes with instruction, and 53% feel their school lacks definitive procedures for dealing with students who are chronic offenders and/or experience ongoing difficulty. According to SEDH Climate survey results, fewer than 45% of staff and students felt students in their school treat each other with respect. Therefore, schools must implement practices which address negative student behavior, reduce recidivism, and provide alternatives to out of school suspension.

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.
1-Aug-19	23-Aug-19	Cohort 1 of District Kindergarten teachers will be trained in the Pyramid Model (Three Tiered System of Supports and Interventions for primary grade pupils - three, full day sessions).
1-Aug-19	30-Aug-19	The District Director of RtI and a committee of Pre-Kindergarten teachers will establish procedures and universal documentation protocols to support documenting and monitoring behavioral interventions for pre-school learners.
9-Sep-19	13-Sep-19	The District Director of RtI and lead teachers will provide in-service for Pre-Kindergarten teachers and support staff on use of newly created guidance and processes for documentation of behavioral interventions.
23-Sep-19	1-Oct-19	The District Director of RtI will schedule two additional cycles of Pyramid Model Training, to conclude no later than January 31, 2020: 1. Remaining Kindergarten Teachers (cohort 2) and, 2. All Elementary School Administrators. Dates and agendas will be added to the District Professional Development Calendar.
23-Sep-19	1-Oct-19	The Administrator for Curriculum and Instruction will meet with all School Leaders to review District and individual school suspension data, define alternatives to suspension, and collect baseline data on practices currently used in lieu of exclusion.
2-Oct-19	16-Oct-19	School Leaders will participate in a professional development workshop on Restorative Practices for schools.
1-Oct-19	4-Oct-19	The District Director of RtI will schedule in class coaching for Kindergarten teachers who have completed Pyramid Model Training. Coaches will provide feedback to teachers and reinforce strategies and environmental supports integral to the program.

16-Oct-19	27-Nov-19	The Administrator for Curriculum and Instruction will facilitate a minimum of three workshops for School Leaders during which preventative behavior interventions will be examined. Practices will include Trusted Adult-Student Relationship Mapping, Restorative Practices, Self-Regulation-Friendly Classroom Audits, Expanded Time for Free Play, and others suggested by schools or current research.
2-Dec-19	20-Dec-19	School Leaders will receive professional development on Trauma Informed Care.
2-Dec-19	20-Dec-19	School Leaders will file a status report with the Administrator for Curriculum and Instruction, which details the status of their efforts to enact alternatives to suspension
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 the end of January 2020, the number of District-wide Superintendent's Suspensions for school year 2019-2020 will be 10% lower than that for the same period in the 2018 - 2019 school year.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date:** Identify the projected end date for each activity.	**G4. Steps to Address Areas of Need and Achieve Goal:** In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
5-Feb-20	27-Mar-20	District and School Leaders will meet to examine past efforts at implementation of Districtwide Positive Behavior Intervention Systems and Standardized Behavior Guidelines.
2-Mar-20	6-Mar-20	The District Director of RtI will schedule in class coaching for Kindergarten teachers who have completed Pyramid Model Training. Coaches will provide feedback to teachers and reinforce strategies and environmental supports integral to the program.
20-Apr-20	20-May-20	District and School Leaders will meet to summarize their discussion on past efforts at implementation of Districtwide Positive Behavior Intervention Systems and Standardized Behavior Guidelines and make recommendations to the District Social Emotional Learning Advisory Panel.
27-Apr-20	31-May-20	School Leaders will provide the Administrator for Curriculum and Instruction a final status report, with data, on their efforts to implement alternatives to suspension.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)
REVIEWER FEEDBACK ON ACTIVITIES

Tenet 3: Curriculum

A1. DTSDE Pillar	3C. Relevance, Challenge, and Enjoyment, and 3E, Activities and Materials
A2. DTSDE Sub-Pillar (if applicable)	Engaging Students, Accessible Activities and Materials, Student Feedback and Reflection

B1. Baseline Data: Provide the most recently available information.	Principal walkthrough data reveals proficient teacher use of high-yield instructional strategies (District Look – Fors), such as Learning Targets, Checking for Understanding, and Student Engagement Activities, is less than 50% District-wide.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3	By May of 2020, results from the Professional Learning Reflection Tool final teacher self-evaluation survey will indicate a minimum 10% increase in the number of teachers moving from the Emerging level to the Proficiency level within each of the four strategy domains (Student Engagement, Higher Order Questions, Checking for Understanding/Targeted Feedback, and Differentiated Instruction and Practice).

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.	According to DTSDE survey results, 87% of teachers report constructing classroom activities to ensure high student engagement, and 93% feel they give students regular and precise feedback throughout lessons. To the contrary, secondary students reported that they received specific feedback from teachers 50% of the time, found their work to be challenging 49% of the time, and worked in groups or pairs with peers 33% of the time. Classroom observations conducted as part of the DTSDE TSI school Needs Assessments revealed inconsistent use of Learning Targets, and very low levels of student engagement overall. Therefore, the District Leadership Team must build each schools' capacity to train its staff in the use of key instructional strategies, as well as provide tools to monitor and evaluate their progress. To that end, the District will select, train and certify a minimum of twenty Turn Key

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.
Jun-19	Jun-19	Administrator for Curriculum and Instruction will schedule six delivery dates for phase 1 of Foundational Five professional development training: Module 2A and B: Student Engagement, and Module 4A and B: Checking for Understanding/Targeted Feedback.
Jun-19	Jun-19	Administrator for Curriculum and Instruction will post program outline and District goals for all teachers to consider and apply for Turn Key Strategy coach training Phase 1.
1-Jul-19	1-Jul-19	Administrator for Curriculum and Instruction and School Leaders select final group of 50 District teachers, (representatives from all schools, proportional to faculty size), to begin Foundational Five cohort training
10-Jul-19	21-Aug-19	Selected teachers complete two-day training on Modules 2A & B, and 4A, & B, Student Engagement and Checking for Understanding, respectively.
19-Aug-19	23-Aug-19	Administrator for Curriculum and Instruction will schedule six delivery dates for phase 2 of Foundational Five professional development training: Module 3A and B: Higher Order Questions, and Module 5A and B: Differentiated Instruction and Practice.
4-Sep-19	5-Sep	All District teachers will take the *Professional Learning Reflection Tool* baseline self-evaluation survey, to enable each to start a running record of her/his growth toward proficient use of the five high-yield instructional strategies.
5-Oct-19	7-Dec-19	Foundational Five cohort teachers complete two-day training on Modules 3A & B, and 5A & B, Higher Order Questions and Differentiated Instruction and Feedback, respectively.
23-Oct-19	23-Oct-19	Administrator for Curriculum and Instruction and School Leaders meet to review Foundational Five teacher cohort expectations and set objectives and schedule for participant monitoring, assessment, and final selection of Turnkey Coach cohort.
4-Nov-19	4-Dec-20	School Leaders will use established criteria to collect walkthrough data in Foundational Five cohort members' classrooms.

11-Dec-20	11-Dec-20	Administrator for Curriculum and Instruction and School Leaders meet to select group of no more than eighteen Turn Key Strategies Coaches from Foundational Five training cohort of 50 program participants.
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 the beginning of January 2020, all Foundational Five teachers will have completed required training modules, and a minimum of eighteen teachers, representative of all schools, will be selected to continue to the next phase of training: Preparation for Turn Key Coaching.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
6-Jan-20	10-Jan-20	Administrator for Curriculum and Instruction will schedule training sessions for cohort of Turn Key Strategy coaches
25-Jan-20	21-Feb-20	Cohort of Turn Key Strategies coaches will complete required training.
2-Mar-20	6-Mar-20	Administrator for Curriculum and instruction will meet with Turn Key Strategies coaches to revised District Look-For rubrics as they pertain to the Foundational Five high-yield strategies
16-Mar-20	15-Mar-20	Administrator for Curriculum and Instruction will meet with Turnkey Strategies coaches to plan and schedule Spring 2020 professional development for District teachers, to include District-wide Saturday workshops and school requested after school hours mini-strategy sessions.
11-May-20	21-May-20	District teachers take the Professional Learning Tool post-assessment for the 2019-2020 school year.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)
REVIEWER FEEDBACK ON ACTIVITIES

Tenet 4: Instruction

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

B1. Baseline Data: Provide the most recently available information.	To date, District schools have not involved teachers in job-embedded professional development that includes observation of exemplar practices, peer feedback and planning for differentiated school-based professional learning.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4	By June of 2020, 80% of District schools will have implemented a minimum of one Teacher Led Learning Walk, resulting in a minimum 10% increase in the number of teachers moving from the Awareness level to the Emerging level within two of the four Professional Learning Reflection Tool strategy domains (Student Engagement, Checking for Understanding/Targeted Feedback) .

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.	An analysis of barriers reported by TSI School On-Site Needs Assessment and Self-Reflection documents revealed consistent implementation and transfer of professional development training priorities, as well as a lack of structured time for teacher collaboration and peer coaching, is a primary concern for all schools. The District Leadership Team concluded that in order to improve teacher practice, responsibility for District professional learning, collaboration, data collection, and goal setting must shift to a teacher-led model. Therefore, the District will introduce the Teacher Led Learning Walk protocol in order to increase peer collaboration and professional learning.

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.
Sep-19	Sep-19	Administrator for Curriculum and Instruction will meet with School Leaders to introduce Teacher Led Learning Walks, to include the purpose, methodology, and protocol.
Oct-19	Oct-19	Administrator for Curriculum and Instruction will meet with School Leaders to define Exemplar Practices Learning Walks, and collaboratively plan structures/logistics for introducing Teacher Led Learning Walks to a limited number of novice teachers in each District school.
Oct-19	Dec-19	The Administrator for Curriculum and Instruction will visit each Foundational Five training session to introduce cohort teachers to Teacher Led Learning Walks
Nov-19	Nov-19	The Superintendent of Schools will introduce the purpose and goals behind Teacher Led Learning Walks in one of his weekly video messages to District stakeholders.
Nov-19	29-Nov-19	The Administrator for Curriculum and Instruction will meet with the Teacher's Union Executive Committee to outline the District plan for the implementation of Teacher Led Learning Walks.
25-Nov-19	9-Dec-19	The District Administrator for Curriculum and Instruction will meet with School Leaders to refine structures/logistics for an introductory Teacher Led Learning Walk, to include a draft model (Pre-brief, Walk, Debrief) and template for teacher reflection (host and novice teachers)
10-Dec-19	18-Dec-19	The District Administrator for Curriculum and Instruction will select three schools to initiate a Teacher Led Learning Walk in January, 2020.
6-Jan-20	10-Jan-20	The District Administrator for Curriculum and Instruction will meet with volunteer "host" Foundational Five cohort teachers to introduce, refine, and finalize the Teacher Led Learning Walk model and template drafted by School Leaders.
21-Jan-20	31-Jan-20	Designated schools will complete Teacher Led Learning Walks with novice and host teachers.

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 of 2020, three District schools will have implemented one Teacher Led Learning Walk with one or more novice teachers and a Foundational Five cohort mentor/host teacher.	

G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	**G3. End Date:** Identify the projected end date for each activity.	**G4. Steps to Address Areas of Need and Achieve Goal:** In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
3-Feb-20	14-Feb-20	The District Administrator for Curriculum and Instruction and designated school Leaders will meet to debrief celebrations and challenges from their first Teacher Led Learning Walks.
10-Mar-20	19-Mar-20	Foundational Five Turnkey Strategies coaches will meet with school leaders and the Administrator for Curriculum and Instruction to report out celebrations and challenges from first Teacher Led Learning Walks, and determine focus, model, and templates for final group of Teacher Led Learning Walks with novice teachers.
23-Mar-20	15-May-20	School Leaders will conduct a minimum of one Teacher Led Learning Walk.
18-May-20	28-May-20	Foundational Five Turnkey Strategies coaches will meet with school leaders and the Administrator for Curriculum and Instruction to draft a plan for Teacher Led Learning Walks in the 2020-2021 academic year, to include protocols for providing feedback to School Leaders and teachers.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)
REVIEWER FEEDBACK ON ACTIVITIES

Tenet 5: Social-Emotional Learning

A1. DTSDE Pillar	5A. Establishing District and School-wide Practices that Support SEL
A2. DTSDE Sub-Pillar (if applicable)	Goals and Data

B1. Baseline Data: Provide the most recently available information.	According to spring 2019 Stakeholder surveys, 33% of teachers, 46% of elementary students, and 24% of secondary students, said pupils in their schools took responsibility for their actions. Additionally, over 50% of respondents from all groups surveyed reported that students often make threats or get into fights based on background and/or ethnicity.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5	By May of 2020, the District will create a Strategic Plan for supporting SEL across schools, to include goals, benchmarks, and data sources, as evidenced by a 10 point increase in the number of stakeholders who agree or strongly agree with the following questions (#6, CD 28 – "Students treat each other with respect", and #11,CD 28 – "Students in our school take responsibility for their actions").
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.	Overall, SEDH Climate Survey results from staff and students showed that areas of risk were more numerous than assets and emerging strengths. All TSI schools ranked addressing increasing student needs around SEL as a top priority. Therefore, the District must coordinate and lead these efforts.

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.
Aug-19	Sep-19	The Administrator for Curriculum and Instruction will establish a District Social Emotional Learning Advisory Panel, to include the following stakeholder groups: social workers, counselors, school psychologists, teachers, administrators, instructional coaches, and parents.
5-Sep-19	13-Sep-19	The Administrator for Curriculum and Instruction and Chief Information Officer will collect a comprehensive set of District data for Advisory Panel review and goal setting.
23-Sep-19	30-Sep-19	The District SEL Advisory Panel will hold an orientation meeting to create its mission and goals.
1-Oct-19	9-Oct-19	The Administrator for Curriculum and Instruction will select one elementary school to pilot a Universal Behavioral Screener for its primary grade pupils.
14-Oct-19	18-Oct-19	The District SEL Advisory Panel will hold its second meeting, to include establishment of a Blueprint for Adopting a District-Wide Social Emotional Learning and Behavioral Management Strategic Plan, with benchmarks.
21-Oct-19	30-Oct-19	The District SEL Advisory Panel will hold its third meeting, to include review of various Universal Behavior Screening Tools for possible inclusion in school pilot projects.
4-Nov-19	15-Nov-19	The District SEL Advisory Panel will hold its fourth meeting, to include final selection of Universal Behavior Screening Tool(s), and a plan for teacher training, administration schedule, and review of data.
18-Nov-19	13-Dec-19	Universal Screening pilot schools will train staff, and schedule Universal Behavior Screener administration in each school.
9-Dec-19	18-Dec-19	The District SEL Advisory Panel will hold its fifth meeting, to include an audit of SEL Programming for students and adults district-wide, resulting in identified gaps and next steps for addressing disparities.
6-Jan-20	24-Jan-20	Pilot School Leaders coordinate initial Universal Behavior Screening in designated grade levels and classrooms.

6-Jan-20	24-Jan-20	A subcommittee of the SEL Advisory Panel will meet with the pilot school Student Support Team to review analysis of Behavior Screening data and establish/deploy group and individual interventions as indicated by screening results.
13-Jan-20	24-Jan-20	The District SEL Advisory Panel will hold its sixth meeting, to include drafting a multi-year Social Emotional Learning and Behavior Management Strategic Plan
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 the end of January, 2020, a draft District Social Emotional Learning and Behavior Management Strategic Plan will be presented to the Superintendent, and include goals and objectives for the following: *1. Universal Screening, 2. Teacher Training and Support, 3. Coordination of District specialists and resources, 4. Current and future SEL programming*	
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
3-Feb-20	14-Feb-20	The District SEL Advisory Panel will meet to review, revise and finalize the District-Wide Social Emotional Learning and Behavioral Management Strategic Plan.
17-Feb-20	9-Mar-20	A subcommittee of the District SEL Advisory Panel will form to address Embedded SEL Routines for Adults, to include ensuring adult needs are addressed in the District Professional Development Plan.
23-Mar-20	27-Mar-20	School Leaders and SST team members from the Universal Behavioral Screener pilot school will meet with the District SEL Advisory Panel to discuss pilot progress, barriers, and future considerations/recommendations.
23-Mar-20	3-Apr-20	SEL Advisory subcommittee for Embedded SEL Routines for Adults produces first set of two-minute SEL strategy videos for classroom teachers.
20-Apr-20	29-Apr-20	The District SEL Advisory Panel will meet to review progress from the Strategic Plan and prioritize initiatives for the 2019-2020 school year from the Blueprint for Adopting a District-Wide Social Emotional Learning and Behavior Management Strategy.
18-May-20	22-May-20	School Leaders and SST team members from the Universal Behavioral Screener pilot school will meet with the District SEL Advisory Panel to summarize pilot outcomes, and to make recommendations for the 2020-2021 school year, to include use of a single Universal Behavior Screening Tool and intervention needs/supports.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

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REVIEWER FEEDBACK ON BENCHMARK(S)

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REVIEWER FEEDBACK ON ACTIVITIES

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A1. DTSDE Pillar	6A. Systems for Communication
A2. DTSDE Sub-Pillar (if applicable)	

B1. Baseline Data: Provide the most recently available information.	According to the June 2019 NYSED 2018-2019 Year to Date Student Attendance/Absenteeism Summary Report for the CSDCNF, 31.3% of all students were chronically absent. Another 29.3% of all students were at risk of being characterized as chronically absent.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6	By June of 2020, there will be a 3 point decrease in the total number of District students classified as chronically absent.

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.	According to 2018 Accountability Determinations, the District Subgroup *All Students* was at Level 1 for Chronic Absenteeism. Furthermore, all eleven District schools had one or student subgroups at Level 1 for this indicator. Results from the School Performance Scan/Staff Survey indicated only 50% of teachers felt they were successful in helping families to set high expectations for their children. While preventing chronic absenteeism is the primary responsibility of the child's school, the District Leadership Team determined the best way to support school efforts is to launch a systemic campaign to raise awareness of the importance and impact of regular school attendance.

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.
4-Sep-19	4-Sep-19	The Superintendent of Schools will address all District teachers at the annual opening of schools meeting to build awareness around District attendance data, goals, and the need to establish a welcoming environment which motivates students and parents to strive for consistent school attendance.
5-Sep-19	5-Sep-19	The Superintendent of Schools will record a Welcome Back video message to parents, to include statistics regarding the positive impact of regular school attendance for both academic and social emotional learning.
6-Sep-19	13-Sep-19	The Assessment Office will prepare 2018-2019 Attendance Summary reports for each school and the District SEL Advisory Panel.
18-Sep-19	24-Sep-19	The Administrator for Curriculum and Instruction will prepare and delver an Attendance Awareness parent presentation for the District Parent Committee
1-Oct-19	9-Oct-19	The Administrator for Curriculum and Instruction will form a subcommittee of the District Social Emotional Learning Advisory Panel for the purpose of building a Universal Prevention Plan for Absenteeism, to include awareness building, motivational strategies, strategies to address areas of concern relevant to large numbers of students, and updates to District policy.
15-Oct-19	18-Oct-19	The Superintendent of Schools will record a second video message for parents, focusing on common causes of absenteeism and how to overcome them.
21-Oct-19	1-Nov-19	The Absenteeism Prevention subcommittee will meet to review District and School Data, and examine various proactive, preventive District-wide models which support students, parents, and school staff.
1-Nov-19	6-Dec-19	Members of the Absenteeism Prevention subcommittee will meet with District counselors to develop short lessons for students which explicitly teach the importance of school and attendance.
2-Dec-19	12-Dec-19	Members of the Absenteeism Prevention subcommittee will meet to evaluate absenteeism reduction efforts to date, and formalize a Universal Prevention Plan, with benchmarks, to implement beginning February 2020.

6-Dec-19	17-Jan	The Administrator for Curriculum and Instruction will work with District Art teachers to create a District-wide student contest to raise awareness of the importance of regular attendance. Students at all levels will create posters on the theme, "Attendance Matters." Winning entries will be reproduced and displayed in all schools.
17-Jan-20	30-Jan-10	The Superintendent of Schools will record a video message with poster contest winners and their parents.
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 31, 2020, the NYSED 2018-2019 Year to Date Student Attendance/Absenteeism Summary Report for the CSDCNF will indicate that fewer than 28% of all students will have missed nine (9) days or more of school.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date:** Identify the projected end date for each activity.	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
10-Feb-20	14-Feb-20	The Superintendent of Schools will record a video message for parents, focusing on District attendance data for the school year to date, and highlighting various schools' positive prevention efforts.
13-Feb-20	20-Feb-20	Members of the Absenteeism Prevention subcommittee will present the Universal Prevention Plan to the NF Board of Education
9-Mar-20	20-Mar-20	Members of the Absenteeism Prevention subcommittee will meet to review Universal Prevention Plan action steps to date, and adjust as needed.
17-Mar-20	24-Mar-20	Members of the Absenteeism Prevention subcommittee will present the Universal Prevention Plan to the District Parent Committee
2-Apr-20	9-Apr-20	Members of the Absenteeism Prevention subcommittee will meet to review Universal Prevention Plan action steps to date, and adjust as needed.

REVIEWER FEEDBACK ON BASELINE DATA
REVIEWER FEEDBACK ON GOAL
REVIEWER FEEDBACK ON AREA(S) OF NEED
REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)	
REVIEWER FEEDBACK ON ACTIVITIES	

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	**Accountability Status**	**Amount of Funds Allocated for District-Level Improvement**
City School District of the City of Niagara Falls	Targeted Support and Improvement	$50,000

Name of CSI/TSI School	**Accountability Status**	**Amount of Funds Allocated for School-Level Improvement**
79th Street Elementary School	Targeted Support and Improvement	$50,000
Gaskill Preparatory School	Targeted Support and Improvement	$50,000
Henry J. Kalfas Magnet School	Targeted Support and Improvement	$50,000
DISTRICT / BUILDING TOTALS		$200,000