

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

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Richard Carella	Administrator for Curriculum and Instruction	
Phone	716-286-4207	<a href="mailto:rcarella@nfschools.net">rcarella@nfschools.net</a>	Revised November 30, 2018
Website for Published Plan	<a href="http://www.nfschools.net">www.nfschools.net</a>		

**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	23-Aug-18
President, B.O.E. / Chancellor or Chancellor's Designee		Robert Restaino	23-Aug-18

## Statement of Assurances

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
  
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 14, 2018	District Central Office		
July 2, 2018	District Central Office		
July 11, 2018	District Central Office		

Name	Title / Organization	Signature
Sheila Barone	District Parent Representative	
Marcia Capone	Chief Information Officer, CSDCNF	
Richard Carella	Administrator for Curriculum and Instruction	
Joseph Giarizzo	Administrator for School Business Services	
Cynthia Jones	Principal, Niagara Falls High School	
Monica Lopoyda	Assistant to the Vice President for Academic Affairs, Niagara County Community College	
Mark R. Laurrie	Superintendent, CSDCNF	
Maria Massaro	Administrator for Human Resources, CSDCNF	
Bryan Rotella	Teacher on Special Assignment, Committee on Special Education	
Catherine Sullivan	Response to Education Coordinator and Pre-Kindergarten Education Coordinator, CSDCNF	
Lynne Tompkins	Principal, Harry F. Abate Elementary School	
Edward Ventry	Teacher on Special Assignment, Curriculum Office; Grants and Title I	
Stanley Wojton	Teacher on Special Assignment, Curriculum Office; Grants, After School Programming and	

## DCIP Plan Overview

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

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

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

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of goals were achieved.)     |

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

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of activities were carried out.)     |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | Major Degree (All identified subgroups improved achievement.)              |

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

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

**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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | 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).

Principals' Data Dashboards showed an increase of frequency in use and quality of implementation for two of three District-wide Instructional Look-Fors (high impact strategies).

- 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.

Tenet 5 was rewritten in December 2017 in order to focus on chronic absenteeism. District data showed alarming percentages of students in this category. Monitoring tools were created to help schools target students for interventions, and a fully detailed plan for combating chronic absenteeism was written into the current (2019-2019 plan).

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

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

1. Professional Development and training for future and current school leaders. 2. Community Forums for gathering feedback on current and future District initiatives. 3. Consistent instructional data collection across all District schools in order to yield reliable trend data. 4. A robust Data Analysis and Planning system, to include all schools and overseen by a District-wide coordinating body 5. A comprehensive intervention plan for chronically absent students. 6.

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

1. Consistent instructional data cycles, to include frequent, calibrated data collection, teacher feedback, and multiple professional development and collaborative planning opportunities. 2. The delivery of differentiated instruction by all teachers, which most be preceded by frequent formative assessment and careful planning. 3. Reduction of chronic absentee rates 4. Continual capacity building for school leaders 5. Capturing community and stakeholder support and input to guide District initiatives.

- 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 Mission of the CSDCNF is to ensure learning for all pupils, by creating strategic goals which are monitored, analyzed, assessed, and evaluated. Most of the District needs share a common theme: clarity of purpose and communication. Each of the SMART goals in the plan, and the gap statements from which they were derived, focus on meeting the needs of all stakeholders by continually listening to their feedback, and making informed decisions based by data.

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

Multiple subgroups are identified; the District's goal is to reduce the achievement gap for each group by a minimum of 5% from 2018.

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

The Superintendent and cabinet monitor implementation of all District initiatives. Specific to this plan, the District Data Team, District Attendance Committee, Central Committee for Special Education, District Technology Committee and Professional Development Committee all have members representing diverse stakeholders, and will contribute to the DCIP monitoring process.

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

Supplying collaborative time for teachers to work with each other, their principals and instructional coaches continues to be a challenge. The District is developing a plan to use technology to provide quality instruction for students when teachers are released for professional development or collaborate work groups, and substitute teachers are not available to cover classes.

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

1. Continue Leveraged Leadership Program from the 2017-2018 school year for all school leaders - Leaders are coached to use data effectively, gather evidence of sound instructional practice, and provide teachers actionable feedback. 2. In addition to the four key instructional practices that were selected for emphasis in 2017-2018 (Use of Learning Targets, Planning for Student Engagement, Frequent Formative Assessment/Checking for Understanding and Use of Higher Order Questioning Techniques) Differentiated Instruction will be added. Leaders will participate in a customized, two-day institute in August 2018 to build their capacity to recognize the Look Fors in action, gather evidence of implementation in classrooms, and set school-wide expectations for, and training in support of, District priorities. Teachers will continue to be offered a variety of professional development on the aforementioned strategies, but options will include online and Saturday workshops in addition to the traditional Superintendent's Conference Days.

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

Social Media: District Communication Smartphone App, Facebook, Twitter, Community Forums, faculty meetings, guest editorials in the local newspaper, Superintendent and Cabinet member attendance at community organization meetings.

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

Posted on the District website, [www.nfschools.net](http://www.nfschools.net), and available in hard copy in the District Clerk's Office

## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>		The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
<b>B1. Most Recent DTSDE Review Date:</b>	April 24 - 26, 2018	
<b>B2. DTSDE Review Type:</b>	DTAR (District Technical Assistance Review)	
<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	In order to examine systems and provide critical expectations, supports, and structures 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. After examining a wide range of District and community data, the District Leadership Team realizes that to address the plethora of needs facing CSDCNF students, all stakeholders must be aware of the District vision, and have an opportunity to influence its course. According to DTAR findings, the District's recently implemented Healthy Behaviors Curriculum has promise, but more inter-agency communication and coordination is needed. Access to wrap-around services and resources for families must also be more widely publicized. Meanwhile, parents of English Language Learners reported feeling isolated, and often unaware of District efforts to support them and their children. Additionally, while several parent engagement activities were held throughout the District, most were poorly attended. As a result, the District will focus its resources on engaging staff, parents, students and community partners by providing multiple opportunities for them to gain knowledge of District goals and share input which will shape and refine its vision.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, analysis of the Leading Indicators from Tenets 2-6 will indicate the District has achieved four of five (80%) of its 2018-2019 DCIP SMART Goals.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	DCIP SMART Data Dashboard	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Oct-18	The District Healthy Behaviors Services Directory will be revised and expanded <b>Responsible:</b> Superintendent and Program coordinator <b>Participants</b> Superintendent, program coordinator, and community partners <b>Frequency:</b> once <b>Success Criteria:</b> The revised Directory will include details of services offered at each school, information about community services provided for families, links to resources and District curriculum, and partner websites
Sep-18	Sep-18	Superintendent will identify a set of Look-Fors to use when completing daily school visits <b>Responsible:</b> Superintendent of Schools, Administrator for Curriculum, PLC consultant <b>Participants:</b> Superintendent, School leaders <b>Frequency:</b> once <b>Success Criteria:</b> Superintendent will use Look-fors to provide principals with continuous feedback, and demonstrate instructional leadership expectations to GOALS candidates
Sep-18	Jun-19	Superintendent will maintain a monthly data dashboard to document evidence of his Look-Fors <b>Responsible:</b> Superintendent of Schools <b>Participants:</b> Superintendent, School leaders <b>Frequency:</b> monthly <b>Success Criteria:</b> Superintendent will have monthly reports to track his Look-For trend data and determine interventions if and when needed

Sep-18	May-19	Superintendent will attend a minimum of two faculty meetings at each school <b>Responsible:</b> Superintendent and Cabinet <b>Participants</b> Superintendent, School Leaders, and teachers <b>Frequency:</b> twice per school <b>Success Criteria:</b> Discuss District Mission and Vision with all faculty members, highlight ongoing aligned initiatives, and gather feedback
Sep-18	Sep-18	Superintendent and Community Relations Director will schedule and host School District Speaker Series <b>Responsible:</b> Superintendent and Community Relations Director <b>Frequency:</b> five sessions/Sept./Nov./Jan./March/May <b>Success Criteria:</b> Students, Staff and Community members hear and interact with speakers and themes integral to the District vision and mission
Oct-18	May-19	Superintendent will host community forums to gather parent and community feedback on various District initiatives <b>Responsible:</b> Superintendent and Cabinet <b>Participants</b> Superintendent, School Leaders, and teachers <b>Frequency:</b> twice per school <b>Success Criteria:</b> Receive stakeholder feedback to guide future plans on Sister Schools, Vocational Education, etc.
Nov-18	May-19	GOALS, created in the 2016-2017 school year, will enter a third phase designed to prepare candidates for instructional leadership roles <b>Responsible:</b> Superintendent and Cabinet <b>Participants</b> Superintendent, Cabinet, School Leaders, PLC consultants <b>Frequency:</b> six to eight sessions <b>Success Criteria:</b> Future leaders have access to professional development and targeted training on instructional leadership
Jan-19	Jun-19	Superintendent will engage an outside agency to complete an initial program effectiveness study for the Healthy Behaviors initiative <b>Responsible:</b> Superintendent and Cabinet <b>Participants</b> Superintendent, School Leaders, teachers, students, community partners <b>Frequency:</b> multiple sessions and activities per agency team <b>Success Criteria:</b> Provide initial measures of effectiveness to the CSDCNF Board of Education and Community



## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 24 - 26, 2018
<b>B2. DTSDE Review Type:</b>	DTAR (District Technical Assistance Review)

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The District realizes that in order to support high academic outcomes for all students, District and school leaders must set clear instructional expectations for staff, gather evidence of sound instructional practice, and provide actionable and timely feedback to teachers. In the 2017-2018 school year, all School leaders participated in the Leveraged Leadership Program and completed classroom walkthroughs to capture evidence and provide feedback to teachers. According to the School Performance Scan survey, 80% of teachers reported their principals frequently visit their classrooms. Another 83% said their principals encourage professional development and application of the content. However, fewer than 50% of School leaders did so consistently, resulting in a lack of valid District-wide trend data. As a result, the District does not have a complete picture of the frequency and proficiency with which its priority instructional strategies (Look Fors) are implemented across classrooms. Therefore, to ensure data collection is consistent and frequent, the District must select a single technology tool to be used, and expect each principal to complete her/his walkthrough and feedback cycle monthly.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June of 2019, the District will ensure that all School leaders use a single tool to record monthly Walkthrough data, as evidenced by individual building data dashboards, leading to a minimum 20% increase in proficient implementation of all Look-Fors in each school.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Walk Through Tool mid and end-of-year Instructional Look For Frequency Report

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Aug-18	District Leadership will provide School Leaders with a two-day training on understanding, recognizing and evaluating three District-determined instructional practices (Look-Fors) <b>Responsible:</b> Administrator for Curriculum, PLC Associated consultants <b>Participants:</b> District and School Leaders <b>Frequency:</b> once <b>Success Criteria:</b> School leaders build capacity to assess implementation of key instructional practices and provide valid, specific feedback to classroom teachers
Aug-18	Aug-18	District Leadership will provide School Leaders with training on recognizing and supporting evidence-based mathematics instruction <b>Responsible:</b> Administrator for Curriculum, Math Solutions consultants <b>Participants:</b> District and School Leaders <b>Frequency:</b> once <b>Success Criteria:</b> School leaders will build capacity to assess implementation of standards-based mathematics instruction and provide valid, specific feedback to classroom teachers
Aug-18	Sep-18	District Leadership and Instructional Coaches will create a grades K-8 Strategic Plan and Resource Kit <b>Responsible:</b> Administrator for Curriculum, Instructional coaches <b>Participants:</b> District and School Leaders <b>Frequency:</b> once <b>Success Criteria:</b> School leaders build capacity to assess implementation of standards-based mathematics instruction and provide valid, specific feedback to classroom teachers

Aug-18	Sep-18	District Leadership will create a custom Google Spreadsheet for use by all School leaders <b>Responsible:</b> Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> once <b>Success Criteria:</b> School leaders will have access to a single data collection tool
Sep-18	Sep-18	District Leadership will provide School leaders with training and support for use of the data collection tool (Google Spreadsheet) <b>Responsible:</b> Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> once <b>Success Criteria:</b> School leaders will have be able to use the data collection tool and run their own monthly reports
Sep-18	Jun-19	All School Leaders will collect monthly Walk-through data on the District-wide Instructional Look-Fors, according to District-determined schedule <b>Responsible:</b> School leaders <b>Participants:</b> District and School Leaders <b>Frequency:</b> weekly <b>Success Criteria:</b> All classroom instructors receive targeted, actionable feedback from their school leaders on key instructional practices
Sep-18	Jun-19	All School Leaders will participate in a continuation of the basic Leveraged Leadership Program (PLC Associates) created specifically for the CSDCNF <b>Responsible:</b> Superintendent of Schools, Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> Six to eight sessions <b>Success Criteria:</b> All school leaders receive targeted staff development and one-on-one mentoring, enabling each to develop their personal capacity for instructional leadership
Oct-18	May-19	All School Leaders will participate in a minimum of one calibration walk with PLC and the CSDCNF Administrator for Curriculum <b>Responsible:</b> Administrator for Curriculum <b>Participants:</b> District and School Leaders, school leaders, PLC consultants <b>Frequency:</b> monthly <b>Success Criteria:</b> All school leaders will collaboratively review evidence of instructional practice and prepare calibrated feedback for teachers
Jan-18	Jan-18	All School Leaders will meet with the Superintendent to review School Look-For trend data and SCEP progress <b>Responsible:</b> Superintendent of Schools, Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> once <b>Intended Outcome:</b> All school leaders review trends, identify district-level and school needs and collaboratively construct corrective action as needed

### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<b>SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 24 - 26, 2018
<b>B2. DTSDE Review Type:</b>	DTAR (District Technical Assistance Review)

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The District must do more to support individual schools and teachers as they implement a comprehensive system for using formative and summative assessments for strategic short and long range curriculum planning. When surveyed in May of 2018, 10% fewer teachers (73%) indicated that they actively use specific data protocols to support the review of student work and differentiate instruction, as compared to May of 2017. As in years past, NYSED and District-led DTSDE reviews revealed little or no evidence of differentiated instruction in most classrooms. Moreover, only 53% of middle and high school students reported receiving specific feedback from teachers on the assessments they take. Therefore, the District's efforts to facilitate and promote student data analysis and instructional planning must be focused into a single system that is communicated to stakeholders and monitored by District and School leaders.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June of 2019, WNYRIC Instructional Standards Reports from the 2019 grades 3-8 ELA and Mathematics Assessments will demonstrate an achievement gap reduction of 5 points on each Standard of Focus selected by the 2018-2019 District Data Team.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	WNYRIC Performance Report with Gap Analysis by District

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Aug-18	District Data Team members will meet to develop a strategic plan for the 2018-2019 school year <b>Responsible:</b> Chief Information Officer <b>Participants:</b> CIO, District and School Leaders, Instructional coaches, designated teachers <b>Frequency:</b> once <b>Success Criteria:</b> Team establishes interim assessment calendar and draft assessments by grade and subject
Sep-18	Sep-18	District Administrator for Assessment will work with school leaders to establish District-wide DAP teams <b>Responsible:</b> Chief Information Officer <b>Participants:</b> CIO, School Leaders, instructional coaches <b>Frequency:</b> once <b>Success Criteria:</b> Teams with members from multiple schools are established to address subjects(ELA/Math) and grade levels of greatest need
Oct-18	Oct-18	District Administrator for Assessment will work with each school to create building-level Data Inquiry Teams <b>Responsible:</b> Chief Information Officer <b>Participants:</b> CIO, School Leaders <b>Frequency:</b> once <b>Success Criteria:</b> School Leaders select personnel, create meeting calendar and review Inquiry Protocols
Oct-18	Oct-18	Initial District Data Team Meeting is held <b>Responsible:</b> Chief Information Officer, Administrator for Curriculum <b>Participants:</b> District and School Leaders, Instructional coaches, designated teachers <b>Frequency:</b> once <b>Success Criteria:</b> School and District staff examine trend data from 2017-2018, identify priorities for 2018-2019 and examine interim assessment DAP schedules
Oct-18	Oct-18	District Technology Committee begins process of selecting a Learning Management System for district-wide use <b>Responsible:</b> Administrator for Information Services <b>Participants:</b> Committee members <b>Frequency:</b> monthly meetings <b>Success Criteria:</b> A software tool is selected for District-wide use

Nov-18	Nov-18	District Administrator for Assessment will, based upon District Data Team meetings, publish list of focus standards for Grades 3-8 ELA and Math <b>Responsible:</b> Chief Information Officer <b>Participants:</b> CIO, School Leaders, instructional coaches and grade level DAP team members <b>Frequency:</b> once <b>Success Criteria:</b> Focus Standards are published District-wide and available for instructional planning
Nov-18	Jun-19	School level Data Inquiry Team Meetings are held <b>Responsible:</b> Chief Information Officer, Administrator for Curriculum <b>Participants:</b> District and School Leaders, Instructional coaches, designated teachers <b>Frequency:</b> Quarterly <b>Success Criteria:</b> School teams become familiar with their own achievement data, identify priorities, and set improvement targets - PD and PLC activities at each building will revolve around school improvement targets
Jan-19	Jan-19	District and School leaders identify time, resources and professional development needed to support schools to introduce faculty to student self-monitoring and assessment strategies <b>Responsible:</b> District and School leaders, Instructional Coaches, Administrator for Curriculum and Instruction <b>Participants:</b> District and School Leaders, Instructional Coaches, teachers <b>Frequency:</b> Once (Elementary/Middle) <b>Success Criteria:</b> District Professional Development plans are modified to include resources to facilitate a focus on SSA
Feb-19	Feb-19	District Data Team Meeting #2 is held <b>Responsible:</b> Chief Information Officer, Administrator for Curriculum <b>Participants:</b> District and School Leaders, Instructional coaches, designated teachers <b>Frequency:</b> once <b>Success Criteria:</b> School and District staff examine interim assessment trend data from 2017-2018, note successes and adapt the strategic plan to address challenges
Feb-19	Feb-19	District and School leaders identify pilot teachers and/or grade levels in each school who are interested in using SSA with their pupils <b>Responsible:</b> District and School leaders, Instructional Coaches, <b>Participants:</b> District and School Leaders, Instructional Coaches, teachers <b>Frequency:</b> Once <b>Success Criteria:</b> District/School leaders and instructional coaches schedule professional development and follow up support for teachers
Mar-19	Mar-19	District Technology Committee selects a Learning Management System for district-wide use <b>Responsible:</b> Administrator for Information Services <b>Participants:</b> Committee members <b>Frequency:</b> monthly meetings <b>Success Criteria:</b> A software tool is selected for District-wide use
Apr-19	Apr-19	District and School leaders add Student Self Assessment to list of Instructional Look Fors for final quarter of school year <b>Responsible:</b> District and School leaders <b>Participants:</b> District and School Leaders <b>Frequency:</b> Weekly data collection (Elementary/Middle) <b>Success Criteria:</b> Baseline data on use/frequency of SSA is established to inform future professional development and goal setting
Jun-19	Jun-19	District Data Team Meeting #3 is held <b>Responsible:</b> Chief Information Officer, Administrator for Curriculum <b>Participants:</b> District and School Leaders, Instructional coaches, designated teachers <b>Frequency:</b> once <b>Success Criteria:</b> School and District staff study 2019 Performance Reports with Gap to Region to measure progress toward goals and create preliminary plans for 2019-2020

### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 24 - 26, 2018
<b>B2. DTSDE Review Type:</b>	DTAR (District Technical Assistance Review)

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The District team believes that in order to support schools and teachers to develop strategies and practices that result in student achievement, especially careful planning and differentiated instruction, expectations for such must be communicated clearly and monitored in all schools. On the 2018 School Performance Scan survey, 76% of teachers said they consistently differentiate activities and materials to meet students' needs. Seventy-eight percent reported that teachers, "understand and consistently apply differentiation strategies so that both 'reteach and rigor' are present." In contrast, DTAR, and DTSDE IIT Review findings, along with District student survey results provide little evidence that differentiation strategies are used consistently in District schools, even with ELL and special education students. Student survey responses at the secondary level reveal that just 52% of students say their teachers present information in a way that they understand. Only 36% report working in pairs or groups, while merely 30% said their classes are interesting and hold their attention. As a result, the District must plan and deliver professional development opportunities which ensure teachers and school leaders provide and monitor differentiated instruction for all pupils, including Students with Disabilities and English Language Learners.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By May 2019, the District will implement a Professional Development Plan to focus on differentiated and Specially Designed Instruction, resulting in evidence of careful planning and more frequent use of differentiated instructional practices, as measured by a 10-15% increase between baseline and final School Leader Walkthrough Data reports.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	District-wide Walk Through data - <i>Evidence of Differentiated Practice</i>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	District Leaders and instructional coaches create a strategic professional development plan to guide PD and monitoring activities for the 2018-2019 school year. <b>Responsible:</b> Administrator for Curriculum and Instruction, Instructional coaches <b>Participants:</b> District & School leaders and Instructional Coaches <b>Frequency:</b> once <b>Success Criteria:</b> District and School leaders have guidance and documents to drive actionable PD implementation and progress monitoring
Sep-18	Jun-19	Office of Curriculum and Instruction publishes a monthly Professional Development Calendar <b>Responsible:</b> Administrator for Curriculum and Instruction <b>Participants:</b> Curriculum Office Staff, Instructional Coaches/TRC staff <b>Frequency:</b> monthly <b>Success Criteria:</b> District teachers will be able to access one document containing multiple PD opportunities, to include after school hours study groups, stipend-enhanced evening and Saturday workshops, and online coursework, to providing all the opportunity to participate in PD on high-impact instructional strategies

Sep-18	May-19	Offices of Curriculum and Instruction and the Committee on Special Education plan and schedule ongoing professional development on Specially Designed Instruction <b>Responsible:</b> Administrator for Curriculum and Instruction, CSE staff, Erie 1 Boces SESIS representatives <b>Participants:</b> <b>Administrators, General and Special educators</b> <b>Frequency:</b> quarterly <b>Success Criteria:</b> Staff at all levels will understand what Specially Designed Instruction is/is not, and be prepared to collaboratively deliver such
Sep-18	Jun-19	Offices of Curriculum and Instruction and the Committee on Special Education implement and support three pilot projects (elementary, middle and high school) in which general and special education staff deliver an integrated CT program to include Specially Designed Instruction plan and schedule ongoing professional development on Specially Designed Instruction <b>Responsible:</b> Administrator for Curriculum and Instruction, CSE staff, Erie 1 Boces SESIS representatives <b>Participants:</b> Administrators, General and Special educators <b>Frequency:</b> annual project <b>Success Criteria:</b> Pilot staff reflections and student achievement results will provide the District with direction for next steps and programming needed to refine the Consultant Teacher program District-wide
Sep-18	May-18	Offices of Curriculum and Instruction and Assessment plan and schedule ongoing professional development on differentiated instruction to accommodate the needs of ELL pupils <b>Responsible:</b> Administrators for Curriculum and Assessment, principals, Erie 1 RBE-RN instructional specialists <b>Participants:</b> Administrators, instructional coaches, teachers <b>Frequency:</b> quarterly <b>Success Criteria:</b> Teachers have the knowledge necessary to incorporate culturally and linguistically responsive instruction into their grade level curricula
Nov-18	May-19	Offices of Curriculum and Instruction and School leaders conduct Focus Walks to gather evidence of differentiated practices <b>Responsible:</b> Administrator for Curriculum and Instruction, School leaders <b>Participants:</b> <b>District Administrators, School leaders, instructional coaches, teachers</b> <b>Frequency:</b> once per site <b>Intended Outcome:</b> School leaders will have a measure of the frequency and quality of differentiated practice and therefore be able to determine next steps
Jan-19	Jun-19	District and School leaders add differentiated practice to the district-wide Walk Through Tool <b>Responsible:</b> Administrator for Curriculum and Instruction, School leaders <b>Participants:</b> District Administrators, School leaders, instructional coaches, teachers <b>Frequency:</b> monthly <b>Success Criteria:</b> School leaders will have a quantifiable measure of the frequency and quality of differentiated practices within their schools
Jun-19	Jun-19	District and School leaders document next steps needed to increase frequency of differentiated practice based upon year-end data from District-wide Walk Through Tool <b>Responsible:</b> Administrator for Curriculum and Instruction, School leaders <b>Participants:</b> District Administrators, School leaders, instructional coaches <b>Frequency:</b> once <b>Success Criteria:</b> District and School leaders will use quantifiable data to inform plans for future professional development and support

## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>	<b>SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 24 - 26, 2018
<b>B2. DTSDE Review Type:</b>	DTAR (District Technical Assistance Review)

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The District Leadership team realizes that in order to support academic achievement and social emotional well-being for all students, we must ensure that students attend school regularly. According to the June 2018 NYSED Student Attendance/Absenteeism Summary Report, 50% of the 7,466 students enrolled in the CSDCNF were chronically absent. An additional 29% of students were at-risk of becoming chronically absent. No single subgroup recorded a percentage of chronically absent students below 45%. School Performance Scan Survey results indicated just 47% of school staff felt their school has definitive procedures in place for students who are chronic offenders and/or experience ongoing difficulties. The District, therefore, has not adequately addressed the need for schools to reduce rates of chronic absenteeism. To do so, the District will create data collection and intervention systems which target at-risk students and their families, consequently reducing the number and percentage of students who are chronically absent.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June of 2019, the percentage of District students who miss eighteen or more days of school (chronically absent) will decrease from 50% to 45%, when compared to June 2018 data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	NYSED Year to Date Student Attendance/Absenteeism Summary Report

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Aug-18	District leaders will create an attendance data report distribution calendar for the 2018-2019 school year <b>Responsible:</b> Administrator for Curriculum and Instruction, Information Services Staff <b>Participants:</b> School Leaders and START members <b>Frequency:</b> Every 5 weeks <b>Success Criteria:</b> Schools are provided with multiple data views to identify students who are chronically absent or at risk of becoming so
Sep-18	Sep-18	The District Office of Public Relations will send the first of three (3) PSAs (Public Service Announcements) to communicate to all District families the importance of school attendance <b>Responsible:</b> Superintendent, Community Relations Director <b>Participants:</b> District Families <b>Frequency:</b> Once <b>Success Criteria:</b> Deliver a clear, positive message regarding the importance of school attendance using multiple media platforms
Sep-18	Oct-18	Form District-wide Attendance Committee <b>Responsible:</b> District Leaders <b>Participants:</b> District Leaders, School Principals, Pupil Service Assistants, Deans/counselors, parents, higher ed representatives and community members <b>Frequency:</b> once <b>Success Criteria:</b> A group of stakeholders is established to advise the District regarding preventing and addressing chronic absenteeism
Oct-18	Oct-18	Hold overview and orientation meeting for District-wide Attendance Committee <b>Responsible:</b> District Leaders <b>Participants:</b> Committee members and guests as appropriate <b>Frequency:</b> once <b>Success Criteria:</b> Establish Committee mission, vision, and operating procedures as they relate to data review, forms of interventions and progress monitoring

Nov-18	Nov-18	The District will establish a Student Attendance Consultation Team <b>Responsible:</b> District leaders, CSE Staff <b>Participants:</b> School Staff designated by School Leader <b>Frequency:</b> once <b>Success Criteria:</b> A team is created to consult with school leadership and/or START Teams to examine school data and address chronic absenteeism
Nov-18	Nov-18	The Student Attendance Consultation Team will create a school visitation calendar through May 2019 <b>Responsible:</b> Team members <b>Participants:</b> School Staff designated by School Leader <b>Frequency:</b> once <b>Success Criteria:</b> Schools are provided advance notice of consultation dates and requirements
Nov-18	May-19	The District Student Attendance Consultation Team, along with the District Superintendent, will visit each school to meet with School Leadership and/or START teams <b>Responsible:</b> District leaders and CSE Staff <b>Participants:</b> District and school staff <b>Frequency:</b> A minimum of one consultation visit per school <b>Success Criteria:</b> School personnel is consulted in order to assess needs, address barriers and supply support and/or resources as available
Dec-18	Dec-18	The District Office of Public Relations will send the second of three (3) PSAs (Public Service Announcements) to communicate to all District families the importance of school attendance <b>Responsible:</b> Superintendent, Community Relations Director <b>Participants:</b> District Families <b>Frequency:</b> Once <b>Success Criteria:</b> Deliver a clear, positive message regarding the importance of school attendance using multiple media platforms
Jan-19	Jan-19	District-wide Attendance Committee meeting #2 <b>Responsible:</b> District Leaders <b>Participants:</b> Committee members and guests as appropriate <b>Frequency:</b> once <b>Success Criteria:</b> Next steps and/or course corrections are determined following review of data, discussion of interventions and progress monitoring
Mar-19	Mar-19	District-wide Attendance Committee meeting #3 <b>Responsible:</b> District Leaders <b>Participants:</b> Committee members and guests as appropriate <b>Frequency:</b> once <b>Success Criteria:</b> Next steps and/or course corrections are determined following review of data, discussion of interventions and progress monitoring
Apr-19	Apr-19	The District Office of Public Relations will send the 3rd and final PSA (Public Service Announcement) to communicate to all District families the importance of school attendance <b>Responsible:</b> Superintendent, Community Relations Director <b>Participants:</b> District families <b>Frequency:</b> Once <b>Success Criteria:</b> Deliver a clear, positive message regarding the importance of school attendance using multiple media platforms
Jun-19	Jun-19	District-wide Attendance Committee meeting #4 <b>Responsible:</b> District Leaders <b>Participants:</b> Committee members and guests as appropriate <b>Frequency:</b> once <b>Success Criteria:</b> Following final review of progress toward SMART goal, a plan is outlined for summer and fall activities/interventions and/or other next steps as deemed necessary



## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
<b>B1. Most Recent DTSDE Review Date:</b>	April 24 - 26, 2018
<b>B2. DTSDE Review Type:</b>	DTAR (District Technical Assistance Review)

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	In order for the District to establish and sustain a welcoming environment for, and reciprocal communication with families, its network of established partnerships with community agencies and businesses must be utilized in creative ways. According to the 2018 School Performance Scan Survey, only 63.1% of teachers said the quality and frequency of their communication with families was sufficient, while only 49.5% said they are able to help families to set high expectations for their children. Family Engagement Survey results indicated that 67% of parents reported that their child's teachers contacted them, not just at times of concern. Of secondary students surveyed, just 52% said their teachers provide information to their families, and only 58% reported talking to family members about their school performance. Additionally, parents of English Language Learners interviewed as part of the DTAR found schools' efforts to communicate with ELL families lacking. Consequently, the District needs to think differently about how it disseminates information to parents and explore nontraditional tools and venues for doing so.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June of 2019, 100% of schools will either host or participate in a minimum of two community events to solicit parent concerns, disseminate parent-friendly information and/or facilitate a parent education activity.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Event flyers/agendas and parent sign-in sheets

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	Form English Language Learner Parent Advisory Council <b>Responsible:</b> District Leaders <b>Participants:</b> District Leaders, School Principals, parents <b>Frequency:</b> once <b>Success Criteria:</b> An established group of parents will advise the District regarding the educational and support needs of families of ELL pupils
Sep-18	May-19	District leaders will invite all partner agencies to send the District their monthly activity calendars <b>Responsible:</b> Curriculum and Instruction Office Staff <b>Participants:</b> FCEP Grant coordinators, Community and agency representatives, Curriculum and Instruction Office staff <b>Frequency:</b> monthly <b>Success Criteria:</b> District staff obtains comprehensive list of agency partners activities, including parent engagement opportunities, to include in the District Parent and Community Calendar
Sep-18	Jun-19	District leaders will create a Partner and Community calendar of public events for the 2018-2019 school year <b>Responsible:</b> Curriculum and Instruction Office Staff <b>Participants:</b> FCEP Grant coordinators, Community and agency representatives, Curriculum and Instruction Office staff <b>Frequency:</b> quarterly <b>Success Criteria:</b> A continuously updated shared document will provide school leaders with a menu of options for embedding school initiatives into public events and celebrations
Oct-18	Oct-18	English Language Learner Parent Advisory Council Meeting #1 <b>Responsible:</b> District Leaders <b>Participants:</b> District Leaders, School Principals, parents <b>Frequency:</b> once <b>Success Criteria:</b> Meeting minutes will reflect parent input and next steps

Oct-18	Nov-18	The District will select a minimum of two schools to pilot "off school grounds" Parent/Teacher Conferences <b>Responsible:</b> District leaders, Curriculum Office Staff, School Leaders <b>Participants:</b> School Staff designated by School Leader <b>Frequency:</b> once <b>Success Criteria:</b> Increased attendance at Parent/Teacher Conferences for pilot school/grade levels
Nov-18	Nov-18	English Language Learner Parent Advisory Council Meeting #2 <b>Responsible:</b> District Leaders <b>Participants:</b> District Leaders, School Principals, parents <b>Frequency:</b> once <b>Success Criteria:</b> Meeting minutes will reflect parent input and next steps
Jan-19	Feb-19	District and pilot school staff will plan second round of "off school grounds" Parent/Teacher Conferences <b>Responsible:</b> District leaders, Curriculum Office Staff, School Leaders <b>Participants:</b> School Staff designated by School Leader <b>Frequency:</b> once <b>Success Criteria:</b> Increased attendance at Parent/Teacher Conferences for pilot school/grade levels
Jan-19	Jan-19	District leaders will convene a meeting to review status of District/School participation in Partner and Community events <b>Responsible:</b> Curriculum and Instruction Office Staff <b>Participants:</b> FCEP Grant coordinators, Community and agency representatives, Curriculum and Instruction Office staff <b>Frequency:</b> once <b>Success Criteria:</b> Calendar of events and related procedures will be revised based upon successes/challenges encountered to date
Feb-19	Feb-19	English Language Learner Parent Advisory Council Meeting #3 <b>Responsible:</b> District Leaders <b>Participants:</b> District Leaders, School Principals, parents <b>Frequency:</b> once <b>Success Criteria:</b> Meeting minutes reflect parent input and next steps
May-19	May-19	District leaders will convene year-end meeting to review status of District/School participation in Partner and Community events <b>Responsible:</b> Curriculum and Instruction Office Staff <b>Participants:</b> FCEP Grant coordinators, Community and agency representatives, Curriculum and Instruction Office staff <b>Frequency:</b> once <b>Success Criteria:</b> Plan adjustments and next steps will be identified based upon assessment of participation rates/evidence of impact
May-19	May-19	English Language Learner Parent Advisory Council Meeting #4 <b>Responsible:</b> District Leaders <b>Participants:</b> District Leaders, School Principals, parents <b>Frequency:</b> once <b>Success Criteria:</b> Feedback on successes and challenges of Council's first year will result in draft plan for 2019-2010 school year

**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
City School District of the City of Niagara Falls	Focus District	

<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
79th Street Elementary School	Focus	
Cataract Elementary School	Focus	
Gaskill Preparatory School	Focus	
Hyde Park Elementary School	Focus	
Henry J. Kalfas Magnet School	Focus	
LaSalle Preparatory School	Focus	
Niagara Street Elementary School	Focus	
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$0</b>