

LEA Name:	Gouverneur
BEDS Code:	511101060000

## 2017-2018 District Comprehensive Improvement Plan (DCIP)

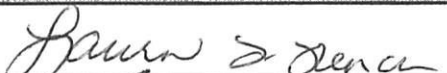
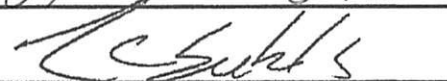
Contact Name	Donna Runner	Title	Assistant Superintendent
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Published Plan	<a href="http://www.gouverneurcentralschool.org">www.gouverneurcentralschool.org</a>		

**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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Lauren French	9-17-17
President, B.O.E. / Chancellor or		Ed Siebels	7/17/17

## 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 5, 2017	Assistant Superintendent's Office		
June 12, 2017	District Conference Room		
June 14, 2017	High School Cafeteria		

Name	Title / Organization	Signature
Shelley Burnham	2nd grade teacher	<i>Shelley Burnham</i>
Jessica Cappellino	4th grade teacher	<i>Jessica Cappellino</i>
Mary Dixon	HS/MS Library Media Specialist	<i>Mary Dixon</i>
Jenafer Foster	Parent	<i>Jenafer Foster</i>
Carrie Hartle	3rd grade teacher	<i>Carrie Hartle</i>
Shawn Kirby	Parent/volunteer	<i>Shawn Kirby</i>
Jerrilyn Patton-Storie	High School Teacher/GTA union designee	<i>Jerrilyn Patton-Storie</i>
Donna Runner	Assistant Superintendent	<i>Donna Runner</i>
Roberta Stillin-Dowman	Title I Coordinator	<i>Roberta Stillin-Dowman</i>
Pat Williams	2nd grade teacher	<i>Pat Williams</i>
Charity Zawatski	Principal West Side Elementary/GAA representative	<i>Charity Zawatski</i>
Steve Coffin	Principal Middle School	<i>Steve Coffin</i>
Cory Wood	Principal High School	<i>Cory Wood</i>
Victoria Day	Principal East Side Elementary	<i>Victoria Day</i>

## District Information Sheet

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	1,536	% Title I Population		% Attendance Rate	94%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0	% Black or African American	59%	% Hispanic or Latino	2%	% Asian, Native Hawaiian/Other Pacific Islander	.2	% White	97%	% Multi-Racial	.13%

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

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
-	American Indian or Alaska Native	-	Black or African American
-	Hispanic or Latino	-	Islander
No	White	-	Multi-Racial
No	Students with Disabilities	-	Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
-	American Indian or Alaska Native	-	Black or African American
-	Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific
No	White	-	Multi-Racial
No	Students with Disabilities	-	Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			

-	American Indian or Alaska Native	-	Black or African American
-	Hispanic or Latino	-	Asian or Native Hawaiian/Other Pacific
No	White	-	Multi-Racial
No	Students with Disabilities	-	Limited English Proficient
No	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective</b>			
No	Limited English Proficient		

## DCIP Plan Overview

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

x **N/A No identified Focus Schools**

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

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

• The development of curriculum guides K-8, Algebra 1, Living Environment will lead to consistency in delivery of instruction of state academic standards across grade levels and content areas.

• ICT classrooms were created which allowed all students to be exposed to grade level academic standards and still receive scaffolded support and achieve at higher levels.

• 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.

• The implementation of benchmark assessments required calendar adjustments in order to provide the needed training so that teachers could proctor assessment and access the data reports of the students assigned to their roster to adjust instruction based on specific needs of individual students.

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

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

- The use of assessment to design and adjust instruction to meet the needs of each student.
- Creation of a walk-through protocol for school leaders to use to provide actionable feedback to teachers.
- When designing instruction teachers will connect learning objectives and task to grade level standards.
- When delivering instruction teachers will utilize formative assessment to adjust and differentiate supports to increase student understanding of concepts.
- Teachers will address the needs of at-risk students through the implementation of social and emotional academic support.
- Teachers will implement reciprocal communications to partner with families to improve student academic outcomes.

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

- There is no protocol for teachers to use data to plan activities for students who are above, at and below grade level to ensure instruction is differentiated to meet students needs.
- There is no protocol requiring school leaders to implement a walk-through cycle to ensure that instructional expectations are being met. This cycle, if implemented effectively, will offer opportunities for principals to share actionable feedback on instructional practices in order to support teachers in improving student achievement.
- There is no protocol for sharing district instructional expectations which includes linking standards, the learning objective and the learning task. As a result, some teaching practices are not meeting the needs of all students.
- There is no protocol to check that teachers identify an assessment opportunity at the end of each lesson to ascertain student level of understanding of lesson content or process to inform future instruction.
- There needs to be a consistent protocol for providing supports for the identified at-risk students to ensure students are meeting grade level expectations.
- The lack of reciprocal communication that inhibits families from being full partners in their child's education in order to maximize student abilities to meet grade level expectations.



- 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.

Gouverneur Central School District, in collaboration with the community, is dedicated to educating all individuals, in a safe environment, to be passionate learners and responsible citizens in a global society. The mission statement speaks to addressing the needs of all students, including the economically disadvantaged.

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

All students in the economically disadvantaged subgroup will meet their differentiated growth goal based on the NWEA MAP assessments in ELA and math.

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

The Assistant Superintendent will monitor data collected by school leaders and will coordinate professional development activities for teachers and administrators relative to the goals and action steps of the DCIP. The District's Chief Information Officer will help gather data relative to the implementation and printing of the NWEA reports. Four school leaders and two assistant principals will conduct, or assist in conducting, walk-throughs to monitor the fidelity of implementation of the use of formative and summative assessment data adjust instruction, provide feedback to students, and reciprocal communication with parents. A Licensed Clinical Social Worker and McKinney-Vento Support Leaders will work with teachers. Administrators and other staff to identify at-risk students, offer support and to monitor students' progress.

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

Time limitations may somewhat impact the ability to accomplish the mission and guiding principles of the DCIP. To overcome time limitations, the district will make use of two full-day and four half-days of professional development to train teachers in the initiatives and to provide teacher work time in grade level and content area meetings to meet the mission and guiding principles.

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

- Teachers of grades K-8, Algebra 1 and English 1 will be trained on the implementation of the NWEA MAP Growth Assessments, MAP Skills Assessments and the use of their reports from the three benchmark assessments (September, January, June) in order for teachers to identify areas of needs and strengths to adjust curriculum and instruction.
- School leaders will be trained in August 2017 on the effective and consistent use of the walk-through tool in a feedback cycle to offer actionable feedback to teachers so they can adjust instruction to meet the need of their students.
- Professional development for all teachers to be trained to use data to plan differentiated activities (learning tasks) to meet the needs of their students. After school and summer opportunities will be offered quarterly (October, January, April and July) in the form of face to face and webinar sessions.
- Professional development will be provided in (September, October) to K-8 teachers to learn how to use the curriculum maps to plan instruction that links the grade level standards to learning objectives and learning tasks to improve student achievement.
- All grades K-4 and content area grades 5-8, Algebra 1 and English 1 teachers will meet September, February and April to develop common teacher made assessments to ensure consistency in the taught curriculum in order to improve student outcomes on grade level expectations.
- All grades K-4 and content area grades 5-8, Algebra 1 and English 1 teachers will review benchmark data (October, February, June) to measure student growth in common core assessments to develop plans to address any identify gaps in student learning.
- All grade and content area teachers will use an identified protocol monthly to analyze student work in order gain information about student understanding of concepts and skill so that adjustments can be made in instruction to improve student outcomes on grade level expectations.
- Two follow-up sessions in the fall with consultant for school leaders to focus on the effective strategies for using data to inform instruction (daily formative assessments and student feedback) that are components of the Danielson rubric, in order to monitor and support teachers to improve instruction.
- Professional development (September, October) K-8 teachers to learn how to use the curriculum maps to use to plan instruction that links the grade level standards to learning objectives and learning tasks to improve student achievement.
  
- Professional development on different protocols to review student work to be delivered during grade group, content area meetings, faculty meetings and afterschool opportunities so that every teacher has been trained on the use of the protocols.
- Group and individualized coaching in October, January and March by a consultant for school leaders on giving teachers actionable feedback to improve instruction.
- professional development 4 times per year Fall, Winter, Spring and Summer for all teachers on providing student feedback on formative assessments to improve student engagement in their learning and achievement.
- Professional development, offered during release days and after school, 4 times per year Fall, Winter, Spring and Summer for all teachers to differentiate instruction to improve instruction and achievement.
- In the fall, the McKinney-Vento Grant Support Liaisons will provide training on working with families in poverty and share trauma sensitive strategies at each school's faculty meeting so that teachers will have the knowledge to implement effective strategies to improve the academic achievement of children in poverty.
- All staff to participate in the Poverty Simulation coordinated by the Teachers' Learning Center and McKinney-Vento sub-grant to better understand the challenges faced by families in poverty in order to effectively work with these families.
- Teams of teachers at the elementary school will be trained in working with students of poverty and trauma and will turnkey that training in the Fall and Spring at the elementary building to create a plan for supporting students who have experienced trauma.
- Professional development session for teachers during a faculty meeting (September, October or November 2017) by a parent engagement consultant on effective strategies for communicating with families. There will ongoing sharing of best practices by volunteer teachers at bimonthly faculty meetings at each school to provide support and information for teachers in order to implement the strategies to improve communication with families.

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

- Report cards to communicate students' progress to parents
- Elementary level Parent-Teacher conferences
- Open House events at all four of its school buildings
- Title I parent meetings in September/October 2017
- ELL Parent meetings in the fall and the spring of the 2017-2018 school year
- Parent information and training on the SchoolTool Parent Portal
- UPK and Kindergarten informational meetings
- Transition programs to the middle and high school
- District and school websites, Facebook pages and email

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

- The plan will be posted on the District and school webpages.
- Copies of the plan will be on hand in the main office of each District school building.
- A link to the plan will be published in the District's Annual Notification/Newsletter mailing.

## Common Leading Indicators Worksheet

<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for</b>	<b>Tenet 1</b>	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>	<b>Tenet 6</b>
Student Growth Percentile for Low-Income Students	y	y			y	
Student Average Daily Attendance					y	
Student Drop-Out Rate					y	
Student Credit Accruals (HS Students)					y	
Student Completion of Advanced Coursework					y	
Student Suspension Rate (Short-Term / Long-Term)					y	
Student Discipline Referrals					y	
Student Truancy Rate					y	
Student Performance on January Regents Eyams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"	y			y		
Teacher Attendance at Professional Development	y	y	y	y	y	y
Parent Attendance at Workshops						y
Parent Participation in District/School Surveys						y
Quarterly summary of classroom walk-through data	y	y	y	y		
Quarterly review of NWEA MAP Growth data	y		y		y	
Quarterly NWEA MAP Skills data	y					
Quarterly review of communication logs						y

## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>	<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>
<b>B1. Most Recent DTSDE Review Date:</b>	May 17-19, 2017
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Based on the recent DTAR conducted by SED, it was determined that because there is no district protocol, the use of data to plan activities for students who are above, at, and below grade level by instructional staff is not a district-wide practice, thereby resulting in missed opportunities to meet the learning needs of all students.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June, 2018, 80% of all core lesson plans reviewed and classrooms visited by the school and district leadership will include differentiated activities designed to meet the individual needs of each student, as determined by student performance data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly summary of classroom walk-through data Quarterly review of NWEA MAP Growth data Quarterly NWEA MAP Skills data Teacher Attendance at Professional Development Student Growth Percentile for Low-Income Students Teachers rated as "Effective" and "Highly Effective"

<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
September 1, 2017	September 15, 2017	By September 1, 2017, the Assistant Superintendent will develop a district-wide assessment calendar, distributed to all members of the district, to ensure consistent implementation of the assessment program so that benchmark data may be used to inform instruction.

September 1, 2017	June 22, 2018	By September 1, 2017, the Assistant Superintendent will arrange for professional development for teachers of grades K-8, Algebra 1 and English 1 on the implementation of the NWEA MAP Growth Assessments, MAP Skills Assessments and the use of their reports from the three benchmark assessments (September, January, June) in order for teachers to identify areas of needs and strengths to adjust curriculum and instruction.
September 1, 2017	September 26, 2017	The district leadership will work with the school leaders at the September Administrative Council to develop a process/protocol for benchmark data meetings using the data-driven dialogue to ensure meaningful discussions about student data to improve student outcomes.
October 2017	June 1, 2018	The school leaders will work with building level teams to review NWEA and other assessment information three times a year (October, February and June) in order to inform intervention supports for students to improve student outcomes on grade level expectations.
October 2017	June 1, 2018	The Assistant Superintendent will discuss NWEA MAP Growth results with each school leader after each benchmark assessment (October, February and June) to review student achievement and create an action plan to address any gaps to improve student achievement.
October 2017	June 22, 2018	The school leaders will share the benchmark assessments summary data at faculty meetings in October, February and June to share progress and identify gaps in achievement in order for teachers to adjust instruction and make recommendations for curriculum changes.
October 2017	June 22, 2018	School leaders in grades K-8, Algebra 1 and English 1 will meet three times per year (October, February and June) with content area and grade level teams to review student performance, identify gaps in learning and create an action plan to remedy the gaps in student achievement.
October 2017	June 22, 2018	School leaders in grades K-8, Algebra 1 and English 1 will meet monthly with content area and grade level teams to review student data from MAP Skills and create an action plan to address noted gaps in student achievement.

## 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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 17-19, 2017
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Based on the recommendations from the DTAR visit, it was identified that the district does not have a protocol requiring school leaders to implement a walk-through cycle to ensure that instructional expectations are being met. This cycle, if implemented effectively, will offer opportunities for principals to share actionable feedback on instructional practices in order to support teachers in improving student achievement.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2018, the district will increase the capacity of school leaders to provide specific actionable feedback to teachers so that so that 80% of teachers will deliver differentiated instruction as evidenced by collected summary data by school leaders and improved student achievement on assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly summary of classroom walk-through data Teacher Attendance at Professional Development Student Growth Percentile for Low-Income Students Teachers rated as "Effective" and "Highly Effective"

<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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 1, 2017	August 30, 2017	The Assistant Superintendent will arrange for training for school leaders in August 2017 in the effective and consistent use of the walk-through tool in a feedback cycle to offer actionable feedback to teachers so they can adjust instruction to meet the need of their students.



October 1, 2017	June 22, 2018	The school leaders will conduct bi-weekly class visits to all classrooms, utilizing the walk-through tool to collect data on the effective implementation of differentiated instruction in order to identify gaps and provide needed support.
November 1, 2017	April 1, 2018	The Assistant Superintendent will review monthly each school leader's summary walk-through data which has been collected and shared in a google document, in order to identify areas of need and improvement.
September 1, 2017	June 23, 2018	The Assistant Superintendent will arrange for professional development for all teachers to be trained to use data to plan differentiated activities (learning tasks) to meet the needs of their students. After school and summer opportunities will be offered quarterly (October, January, April and July) in the form of face to face and webinar sessions.

### 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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 17-19, 2017
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Based on the recommendations from DTAR visit, it was identified that the district does not have a protocol for sharing district instructional expectations which includes linking standards, the learning objective and the learning task, resulting in lessons that are missing critical components designed to meet the needs of students.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2018, data from classroom visits will indicate that 80% of all teachers will reflect a link between grade level standards, learning objectives and learning task as evidenced by the school leaders' quarterly summary of walk-through data.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly summary of classroom walk-through data Quarterly review of NWEA MAP Growth data Teacher Attendance at Professional Development
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<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: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
September 2017	June 2018	The Assistant Superintendent will arrange for professional development (September, October) K-8 teachers to learn how to use the curriculum maps to use to plan instruction that links the grade level standards to learning objectives and learning tasks to improve student achievement.

September 2017	March 2018	The Assistant Superintendent will make arrangements so that all grades K-4 and content area grades 5-8, Algebra 1 and English 1 teachers will meet September, February and April to develop common teacher made assessments to ensure consistency in the taught curriculum in order to improve student outcomes on grade level expectations.
October 2017	June 2018	The school leaders will ensure that all grades K-4 and content area grades 5-8, Algebra 1 and English 1 teachers will review benchmark data (October, February, June) to measure student growth in common core assessments to develop plans to address any identify gaps in student learning.
September 2017	June 2018	All school leaders will review lesson plans weekly as part of formal and informal classroom observations to ascertain teacher understanding of connecting grade level standards to learning objectives and learning tasks to improve student outcomes on grade level expectations.
October 2017	November 2017	Throughout the fall, the Assistant Superintendent will arrange for professional development on different protocols to review student work to be delivered during grade group, content area meetings, faculty meetings and afterschool opportunities so that every teacher has been trained on the use of the protocols.
October 2017	June 2018	The school leaders will ensure that all grade and content area teachers will use an identified protocol monthly to analyze student work in order gain information about student understanding of concepts and skills so that adjustments can be made in instruction to improve student outcomes on grade level expectations.

### 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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 17-19, 2017
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Based on the DTAR visit, it was determined that the district does not have a protocol to check that teachers identify an assessment opportunity at the end of each lesson to ascertain student level of understanding of lesson content or process to inform future instruction.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2018, teachers will implement daily lessons that include formative assessments and use the results to adjust and differentiate instruction as evidenced by a minimum of 80% of classroom visits conducted by the school leaders rated as developing or above using the walk through tool.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Quarterly summary of classroom walk-through data Teacher Attendance at Professional Development Teachers rated as "Effective" and "Highly Effective"

<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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
October 2017	November 2017	The Assistant Superintendent will arrange for two follow-up sessions in the fall with a consultant for school leaders to focus on the effective strategies for using data to inform instruction (daily formative assessments and student feedback) that are components of the Danielson rubric, in order to monitor and support teachers to improve instruction.
September 2017	May 2018	The school leaders will conduct bi-weekly class visits to all teachers to collect evidence of data driven instructional strategies using the class walk-through tool and will summarize the evidence monthly to share in a google document with the Assistant Superintendent, in order to identify areas for improvement and needed support.
September 2017	May 2018	The Assistant Superintendent will discuss data driven instructional elements monthly with each school leader in order to share best practices for improvement.
October 2017	May 2018	The Assistant Superintendent will arrange for group and individualized coaching in October, January and March by a consultant for school leaders on giving teachers actionable feedback to improve instruction.
October 2017	May 2018	The Assistant Superintendent will arrange for professional development 4 times per year fall, winter, spring and summer for all teachers on providing student feedback on formative assessments to improve student engagement in their learning and achievement.
October 2017	May 2018	The Assistant Superintendent will arrange for professional development, offered during release days and after school, 4 times per year fall, winter, spring and summer for all teachers to differentiate instruction to improve instruction and achievement.
October 2017	June 2018	The school leaders will ensure that by June of 2018, all grade and content area teachers will use formative assessments to check for student understanding in order to make adjustments in instruction to improve student outcomes on grade level expectations.

## 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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May 17-19, 2017
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	Based on a self-reflection and review of school level data, the district determined that there needs to be a consistent protocol for providing supports for the identified at-risk students to ensure students are meeting grade level expectations.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2018, as a result of the district wide implementation of effective social-emotional and academic school supports, 70% of grades K-9 at-risk students identified with 3 or more risk factors in September will meet their growth goals on the NWEA MAP assessments.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>Quarterly review of NWEA MAP Growth data</li> <li>Student Growth Percentile for Low-Income Students</li> <li>Student Average Daily Attendance</li> <li>Student Drop-Out Rate</li> <li>Student Credit Accruals (HS Students)</li> <li>Student Completion of Advanced Coursework</li> <li>Student Suspension Rate (Short-Term / Long-Term)</li> <li>Student Discipline Referrals</li> <li>Student Truancy Rate</li> <li>Teacher Attendance at Professional Development</li> </ul>
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<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
September 1, 2017	September 30, 2017	At each school, during the month of September the Assistant Superintendent will meet with a newly developed pupil personnel team (counselor, psychologist, social worker, nurse, teachers, etc.) to document the school and community resources available for the social emotional support of students to communicate this information with staff and parents and to develop a list of the top 5 risk factors for their school population.
September 1, 2017	June 22, 2018	In September, the school leaders with their pupil personnel teams will identify the at-risk students with three or more risk factors to develop individual plans with goals and needed supports/interventions. The team will quarterly monitor the identified students in order to assess their goal progress and adjust needed supports/interventions.
September 1, 2017	September 30, 2017	In September, the Assistant Superintendent, school leaders and pupil personnel teams will develop and implement a progress monitoring tool to be used to track the progress of the identified students in order to provide needed supports.
September 1, 2017	November 1, 2017	In the fall, the McKinney-Vento Grant Support Liaisons will provide training on working with families in poverty and share trauma sensitive strategies at each school's faculty meeting so that teachers will have the knowledge to implement effective strategies to improve the academic achievement of children in poverty.
March 29, 2018	March 29, 2018	In the spring, the Assistant Superintendent will schedule all staff to participate in the Poverty Simulation coordinated by the Teachers' Learning Center and McKinney-Vento sub-grant to better understand the challenges faced by families in poverty in order to effectively work with these families.
September 1, 2017	December 1, 2017	The Assistant Superintendent will arrange for all newly hired elementary classroom teachers to be trained in the Responsive Classroom program, which is being fully implemented at the elementary schools, in order to reduce bullying and student behaviors that are a barrier to learning.
July 20-21, 2017	June 1, 2018	The Assistant Superintendent will ensure that on July 20-21, 2017 teams of teachers at the elementary school will be trained in working with students of poverty and trauma and will turnkey that training in the fall and spring at the elementary building to create a plan for supporting students who have experienced trauma.



## 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
<b>B1. Most Recent DTSDE Review Date:</b>	May 17-19, 2017
<b>B2. DTSDE Review Type:</b>	DTAR
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Based on the DTSDE family survey, school climate survey and parent meetings, the district recognized the lack of reciprocal communication that inhibits families from being full partners in their child's education in order to maximize student abilities to meet grade level expectations.
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, all teachers will implement reciprocal communication strategies with families so that 100% of families will participate in reciprocal communication a minimum of twice per year, to discuss each child's needs, progress and ways that the parent can support their child's academic achievement at home, as evidenced by the school leaders' quarterly review of the communication between teachers and families and a review of parent survey results.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly review of communication logs Parent Participation in District/School Surveys Teacher Attendance at Professional Development Parent Attendance at Workshops

<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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2017	December 2017	The Assistant Superintendent, in collaboration with the school leaders, will arrange for a professional development session for teachers during a faculty meeting (September, October or November 2017) by a parent engagement consultant on effective strategies for communicating with families. There will ongoing sharing of best practices by volunteer teachers at bimonthly faculty meetings at each school to provide support and information for teachers in order to implement the strategies to improve communication with families.
September 2017	December 2017	The Assistant Superintendent will support the school leaders in the work of the elementary schools' FACE (Family and Community Engagement) committees and to develop a Parent Partnership committee at the middle and high school by October 30, 2017. The committees will review and develop plans by December 30, 2017, to improve the reciprocal communications strategies that are used, including the awareness that many parents have limited access to technology and the internet.
September 2017	December 2017	The Assistant Superintendent, in collaboration with the school leaders, will develop a plan to present a SchoolTool parent portal training at each school during a fall parent/student event to increase the understanding and use of the parent portal to increase communication with families.
March 2018	June 2018	The Assistant Superintendent will work with each school leader individually, from March to May, 2018 to improve the transition and orientation programs for incoming UPK, kindergarten, middle school students and freshmen in order to make them more beneficial for students and more informative for parents.
September 2017	June 2018	The Assistant Superintendent, with school leaders, will develop a family climate survey to be conducted in May 2018 at school events and electronically to assess families' satisfaction with the communication strategies to plan for improvement.
October 2017	November 2017	In the fall (October and November) , the Assistant Superintendent, with the Shared Decision Making Committee, will create a list of best ways to communicate with parents and create a marketing campaign to get the word out about the opportunities to improve family engagement.

## Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-
Gouverneur Central School District	Focus District	\$29,517

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$29,517</b>

