

<b>LEA Name:</b>	Niagara Falls City School District
<b>BEDS Code:</b>	400800010000

revised 9/20/17

**ENTER DATA INTO ALL YELLOW CELLS.**

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

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<b>Website for Published Plan</b>	<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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mark R. Laurrie	
President, B.O.E. / Chancellor or Chancellor's Designee		Nicholas Vilaro	

## 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 Information Sheet

District Information Sheet							
District Grade Configuration	PK-12	Total Student Enrollment	7,121	% Title I Population	100%	% Attendance Rate	92%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	4%	% Black or African American	35%	% Hispanic or Latino	5%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	43%	% Multi-Racial	10%

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

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
X	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White	X	Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
X	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White	X	Multi-Racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
X	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White	X	Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

## DCIP Plan Overview

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

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

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

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" 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 checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input 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").**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Tenet 1: District Leadership and Capacity                  |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/>            | 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).

School leaders agreed to a consistent set of instructional strategies, district-wide, which were emphasized via professional development, and monitored via classroom walk throughs. The data collected was used to provide teachers with actionable feedback. All implementing schools demonstrated improvement as evidenced by the final Walk Through Data Report.

- 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.

No significant corrections were made.

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

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

1. All School Leaders will participate in the Leveraged Leadership Program, which provides foundational school improvement support and includes individualized mentoring and coaching. 2. The District will create a District-Wide Data Team and expand its Data Analysis and Planning Process in all schools. 3. In addition to the previously identified instructional "Look-Fors" the District will lead schools in developing strategies for Student Self-Assessment and personal goal setting. The District will launch an App for parent notifications and District news.

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

1. Enhance District culture by sharing the Mission and Vision often, and in various venues. 2. Set a universal expectation for District leaders monitoring of instruction and collection of classroom data to drive all improvement efforts, especially professional development 3. Devote more collaborative time and resources to ensure teachers use student assessment data for their lesson planning. 4. Develop a comprehensive Professional Development Plan which promotes the four key instructional practices identified during the 2016-2017 DCIP development process. 5. Expand resources directed to schools so that student and parent support services may be accessed by at risk families.

- 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 District is, "Learning for All, Whatever it Takes." The Board of Education has five Strategic Goals: 1. To exceed and continuously improve learner outcomes against academic standards 2. To achieve the highest level of employee cooperation, trust and empowerment. 3. To effectively control financial costs while maintaining quality education. 4. To Achieve the highest level of partnerships with our community. 5. To provide, integrate, and promote technology throughout all facets of our organization. The District has some challenges/needs, which are addressed in this plan. First, expectations are not always high for every student and teacher. The initiatives herein are universally high and exclude no stakeholders. Programming and services for struggling students vary in quality and efficacy. Our work with student achievement data will bring distinct needs into focus so resources may be allocated in a targeted fashion.

- 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 10% from 2017.

- 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 Parent Committee, Central Committee for Special Education, District Technology Committee and Professional Development Committee all have members representing diverse stakeholders, and will be contribute 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.

Contractual restrictions limit the amount of time that can be mandated for staff collaboration and professional development. Our belief is this single factor has a more negative impact than any other. This plan and the previous year's DCIP call for maximum use of allowable after school, contractual meeting time. School improvement funds will be allocated to provide after school hours professional development, to include online learning, and Saturday coursework.

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

1. Leveraged Leadership Program for all school leaders - Leaders are coached to use data effectively, gather evidence of sound instructional practice, and provide teachers actionable feedback. 2. Four key instructional practices have been selected for emphasis based on multiple data points (Use of Learning Targets, Planning for Student Engagement, Frequent Formative Assessment/Checking for Understanding and Use of Higher Order Questioning Techniques) and will be the focus of all district and school planned staff development.

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

As stated in Tenet 1 - A District Communication Smartphone App, 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

## For Districts with Priority Schools: Whole School Reform Model

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school(s).

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school(s) student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.



## 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>		Jun-17
<b>B2. DTSDE Review Type:</b>	DCIP Planning Document	
<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>	In order to examine school systems and make intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that students are successful, the District must take a systemic approach to promoting its Mission and Vision. According to the School Performance Scan, 72% of respondents said school leaders make effective decisions related to staffing. On the same survey, 77% of teachers reported that school leaders help to build a collaborative environment so that staff works together in achieving goals, while 83% said school leaders encourage staff connections to their vision and mission. When asked if school leaders talk about the mission of their school, only 46% of secondary students agreed or strongly agreed. Of those who responded to the Family Engagement survey, 78% said school leaders are seen as role models by families and students, while 77% believe school leaders help families to become partners in the education of their children. In order to address these needs, the District must further its mission and vision by developing a comprehensive and explicit theory of action about school culture and collaborative practices that address the needs of all constituents.	
<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, composite results from the second administration of the School Performance Scan, Student Voice B and Family Engagement Surveys will indicate a minimum 10-12% increase in the percentage of respondents reporting that school leaders talk about and encourage collaboration around the District's Mission and Vision (SPS question #3), (FES question #1), and (SVB question #5).	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	District Survey Results	
<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.
Sep-17	Sep-17	District Leadership will identify strategies for collection of data to measure the relative effectiveness of current modes of stakeholder communication (social media, traditional surveys, newsletters, etc.) <b>Responsible:</b> Superintendent of Schools, Administrator for Curriculum, Administrator for Information Services, Public Relations Specialist <b>Participants:</b> District staff, parents, students and community members <b>Frequency:</b> monthly <b>Intended Impact:</b> District leaders have a reliable data set with which to direct District communication activities and resources
Sep-17	Jun-18	District 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 <b>Intended Impact:</b> Discuss District Mission and Vision with all faculty members, highlight ongoing aligned initiatives, and gather feedback
Oct-17	Jun-18	The District Leadership Academy, GOALS, created in the 2016-2017 school year, will begin a second cohort and implement Year 2 activities for Cohort 1 <b>Responsible:</b> Superintendent and Cabinet <b>Participants:</b> Superintendent, Cabinet, School Leaders, Department Heads <b>Frequency:</b> Bi-monthly <b>Intended Impact:</b> Future leaders have access to professional development and targeted leadership training

Oct-17	May-18	District will host four "Ed Talks" at various school sites <b>Responsible:</b> Superintendent and Cabinet, Public Relations Specialist <b>Participants</b> Superintendent, District Staff and Community members <b>Frequency:</b> Quarterly <b>Intended Impact:</b> District Mission and Vision will be highlighted with a community focus through discussion of education topics with diverse panelists
Nov-17	Jul-18	District Superintendent will write first of four guest editorials for local newspaper <b>Responsible:</b> Superintendent and Cabinet <b>Participants</b> Superintendent and Public Relations Specialist <b>Frequency:</b> Quarterly <b>Intended Impact:</b> District Mission and Vision will be described with updates on aligned initiatives and Board priorities
Sep-17	Jun-18	District Superintendent will make annual visits to various community groups <b>Responsible:</b> Superintendent and Cabinet <b>Participants</b> Superintendent, Public Relations Specialist, Community Organization members <b>Frequency:</b> minimum of 20 organizations/meetings <b>Intended Impact:</b> Continue dialogue which highlights District Mission, Vision, and community input
Nov-17	Jun-18	Central Curriculum and Instruction Support Group meeting format will change to one of frequent interactive webinars. <b>Responsible:</b> Administrator for Curriculum and Instruction <b>Participants:</b> District leaders, School leaders, Teachers on Special Assignment, Instructional Coaches <b>Frequency:</b> Bi-monthly <b>Intended Impact:</b> Effectively communicate news and notes which inform instructional leadership, to include District and NYSED updates, and increase collaborative discussion of curriculum and instruction to include all administrators
Oct-17	Aug-18	District will implement after school, and summer extended learning time opportunities for all Focus School students, to include direct, supplemental instruction in ELA and Mathematics <b>Responsible:</b> Administrator for Curriculum and Instruction <b>Participants:</b> Administrator for Curriculum and Instruction, School Leaders, Instructional Coaches, teachers <b>Frequency:</b> Two days per week, October through May <b>Intended Impact:</b> Address student gaps and improve overall achievement as measured by student growth from fall to spring on the NWEA (Northwest Evaluation Association) standardized assessment

## Tenet 2: School Leader Practices and Decisions

<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>	
<b>B2. DTSDE Review Type:</b>	

<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>	In order for the District to support high academic outcomes for all students, it must provide training for school leaders regarding the collection of classroom data, provision of feedback, identification of relevant professional development and creation of monitoring systems for the purpose of continuous and sustainable school improvement. In the School Performance Scan survey, 78% of respondents reported that school leaders frequently visit classrooms, conducting informal walkthroughs. Moreover, 70% of elementary school students indicate that their principal/assistant principal visits their class, while only 48% of middle and high school students said the same. Likewise, 80% of teachers indicate that they receive instructional feedback and guidance from school leaders, but only 68% indicated their school utilizes a comprehensive, school-wide data system for monitoring goals and progress, and fewer (66%) report having collaborative time to discuss instructional practices. Therefore, the District must establish high expectations for connecting the use of research-based professional practices to student outcomes.
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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, summative District Walk-through data will demonstrate a 15-25% increase in implementation of three of the four District-wide Instructional Look-Fors, in comparison to fall baseline data, as evidenced by the year-end final report.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	2017-2018 School Walk-Through Data Summary Reports

<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.
Aug-17	Aug-17	District Leadership will provide School Leaders with in-depth training on identification and evidence collection around District Instructional Look-Fors <b>Responsible:</b> Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> two, full day sessions <b>Intended Impact:</b> School leaders can recognize and evaluate the efficacy of each Look-For
Aug-17	Aug-17	District and School Leaders select one Data Collection Protocol (technology tool) to be used by all School leaders <b>Responsible:</b> Administrator for Curriculum <b>Participants:</b> District and School Leaders, Instructional <b>Frequency:</b> once <b>Intended Impact:</b> All Walk-Through data is collected in the same platform so district-wide reporting may be done
Aug-17	Oct-17	District Leadership will provide School Leaders with in-depth training on use of the selected Data Collection Protocol and Platform <b>Responsible:</b> Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> Two, 90-minute training sessions <b>Intended Impact:</b> School leaders can routinely and accurately collect and record school-level Walk-Through Data
Sep-17	May-18	All School Leaders will collect monthly Walk-through data on the District-wide Instructional Look-Fors <b>Responsible:</b> School leaders <b>Participants:</b> District and School Leaders <b>Frequency:</b> weekly <b>Intended Impact:</b> All classroom instructors receive targeted, actionable feedback from their school leaders on key instructional practices

Oct-17	May-18	All School Leaders will participate in one of two cohorts of the Leveraged Leadership Program (PLC Associates) for a minimum of eight sessions <b>Responsible:</b> Superintendent of Schools, Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> Six to eight sessions <b>Intended Impact:</b> All school leaders receive targeted staff development enabling each to have fully functional classroom data collection and teacher feedback cycles in their schools
Oct-17	May-18	All School Leaders will meet with the Superintendent to review District Look-for trend data and plan adjustments to processes for measuring and monitoring data as needed <b>Responsible:</b> Superintendent of Schools, Administrator for Curriculum <b>Participants:</b> District and School Leaders <b>Frequency:</b> twice - February and May 2018 <b>Intended Impact:</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>	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>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<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>	The District must 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. Such plans should include student reflection, and developing students' ability to keep track of, and take ownership of their learning. When surveyed in May of 2017, over 80% of teachers reported using data to differentiate instruction, understanding data-driven inquiry processes, and using data protocols to review student work. However, the majority of DTSDE school reviews conducted during the 2016-2017 school year uncovered only sporadic evidence of such activity, Moreover, only 57% of middle and high school students reported receiving specific feedback from teachers on the assessments they take. Therefore, the District's current efforts to facilitate and promote Data Driven Instruction must be consolidated into one system which coordinates and supports teams on multiple levels and across curricular areas.
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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>	In June of 2018, WNYRIC Instructional Standards Reports from the 2018 grades 3-8 ELA and Math assessments will demonstrate a achievement gap reduction of 5-10% on each Standard of Focus selected by the District Data Team.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Standards Achievement Gap Reduction (compared to Region) 2017-2018 Walk-Through Data

<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.
Sep-17	Sep-17	District Leadership will create District Data Team <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>Intended Impact:</b> Team is established, with corresponding guidance and meeting schedule confirmed
Oct-17	Sep-17	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>Intended Impact:</b> School Leaders select personnel, create meeting calendar and review Inquiry Protocols
Oct-17	Jun-17	District Data 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>Intended Impact:</b> Team examines District data, identifies priorities and sets parameters for school-level DAP Teams
Nov-17	May-17	School 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>Intended Impact:</b> Team examines school achievement data, identifies priorities and sets improvement targets - PD and DAP initiatives in each building are aligned to identified needs

Nov-17	Jun-17	Schools establish DAP teams and expand their implementation by sharing personnel and resources <b>Responsible:</b> CIO/School Leaders/Instructional Coaches <b>Participants:</b> District and School Leaders, Instructional coaches, designated teachers <b>Frequency:</b> Approximately every 6 to 8 weeks <b>Intended Impact:</b> Teams identify sub standards/created areas of need, and create calendar for interim assessment administration and DAP meetings
Nov-17	Mar-18	District Technology Committee begins process of selecting a Data Dashboard for district-wide use <b>Responsible:</b> Administrator for Information Services <b>Participants:</b> Committee members <b>Frequency:</b> monthly meetings <b>Intended Impact:</b> Tool is selected and rollout planned for 2018-2019 school year
1-Dec	Dec. - 17	District and School leaders identify time, resources and professional development needed to support schools introduce faculty to student self-monitoring and assessment strategies <b>Responsible:</b> District and School leaders, Instructional Coaches, Teacher Resource Center Director <b>Participants:</b> District and School Leaders, Instructional Coaches, teachers <b>Frequency:</b> Once (Elementary/Middle) <b>Intended Impact:</b> District Professional Development plans are modified or embellished to include resources to facilitate a focus on SSA
Dec-17	Dec-17	District and School leaders identify individual teachers or grade levels in each school where SSA is in use, or ready to launch <b>Responsible:</b> District and School leaders, Instructional Coaches, <b>Participants:</b> District and School Leaders, Instructional Coaches, teachers <b>Frequency:</b> Once (Elementary/Middle) <b>Intended Impact:</b> School leaders and instructional coaches begin professional development for teachers, which emphasizes multiple strategies for SSA
Apr-18	May-18	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>Intended Impact:</b> Baseline data on use/frequency of SSA is established to inform future professional development and goal setting

### 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>	
<b>B2. DTSDE Review Type:</b>	

<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>	In order for the District to work collaboratively with the schools to provide opportunities and supports for teachers to develop strategies and practices that address effective planning and account for student data, needs, goals, and levels of engagement, the District will create a comprehensive Professional Development plan to plan, deliver, and monitor professional development in all areas. On the School Performance Scan survey, 85% of teachers said that they utilize a variety of instructional avenues so that students have multiple opportunities to access and learn rigorous CCLS curriculum, however, both DTSDE IIT Review findings and District student survey results challenge this assertion. Of the five District schools where either SED or District-led DTSDE IIT Reviews were conducted, none scored above the Developing stage on any Tenet 4 SOP. In regard to student survey responses, at the secondary level, only 55% of students surveyed said their teachers present information in a way that they understand. Only 44% reported working in pairs or groups, while merely 21% said their classes are interesting and hold their attention. The District's comprehensive plan will promote the four key instructional practices (Use of Learning Targets, Planning for Student Engagement, Frequent Formative Assessment/Checking for Understanding and Use of Higher Order Questioning Techniques) which were selected for District-wide development during the 2016-2017 school year.
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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 May 2018, the District will implement a focused Professional Development Plan, resulting in the increased implementation of key instructional practices proven to accelerate student engagement and learning outcomes, as evidenced by a 15-25% aggregate increase in observed use of each practice, measured by baseline and final Walkthrough Data reports.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	2017-2018 Walk-Through Data Teacher Attendance at Professional Development

<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.
Sep-17	Sep-17	District Leaders create a district-wide professional development implementation plan which prioritizes and promotes the high-impact instructional strategies identified during the 2016-2017 academic year <b>Responsible:</b> Administrator for Curriculum and Instruction <b>Participants:</b> District & School leaders and Instructional Coaches <b>Frequency:</b> multiple sessions/complete within 3 weeks <b>Intended Impact:</b> Create plan with accompanying calendar, which provides multiple opportunities for teachers to access targeted professional development
Sep-17	May-18	District leaders create a monthly Professional Development Calendar, and coordinate the scheduling of multiple PD opportunities, to include after school hours study groups, stipend-enhanced evening and Saturday workshops, and online coursework, to provide all teachers and School leaders the opportunity to participate in professional development on previously identified, high-impact instructional strategies <b>Responsible:</b> District leaders, School Leadership Teams, Teacher Resource Center, Erie 1 BOCES staff, outside consultants <b>Participants:</b> District leaders, school leaders and staff <b>Frequency:</b> Minimum of 2 workshops offered per month <b>Intended Impact:</b> Data gathered via School leader walkthroughs reveals increased use of high impact strategies by District teachers

Sep-17	May-18	District Leaders work with the NF Teacher Center Mentor Coordinator to implement and monitor targeted professional development opportunities for new teachers, which emphasize training in classroom management and literacy instruction <b>Responsible:</b> Administrator for Curriculum and Instruction, Mentor Coordinator <b>Participants:</b> new teachers <b>Frequency:</b> monthly <b>Intended Impact:</b> Increase percentage of new teachers who demonstrate proficient or highly proficient performance ratings
Dec-17	Jun-18	District and School leaders compile and examine cumulative walkthrough data on identified high-impact instructional strategies from all schools <b>Responsible:</b> Administrator for Curriculum and Instruction, School leaders <b>Participants:</b> Superintendent of Schools, District and School leaders, Instructional coaches <b>Frequency:</b> Four meetings (more if needed) - November, February, April, June <b>Intended Impact:</b> Measure outcomes and identify modifications, if any, needed to District-wide PD plan

## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</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>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<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.	In order for the District to create policy and work collaboratively with the schools to provide opportunities and resources that positively support students' social and emotional developmental health, it must develop and target resources to specific student populations and school needs. According to the School Performance Scan survey, 68.4% of teachers believe their school has a positive and upbeat school culture. In regard to whether or not student behavior interferes with instruction, only 32.5% of teachers, 66% of parents, and 34% of secondary students believe that it does not. Forty-four percent of middle and high school students reported that their school deals effectively with bullying, while 62.2% of parents reported the same. By contrast, 75% of teachers agreed or strongly agreed that their school has procedures in place to deal with bullying. Ratings from the School Performance Scan survey reveal that only around half of all teachers, 61% and 57% respectively, feel their schools have an effective system for developing and building SSEDH, or for servicing students who are chronic offenders or experience ongoing difficulties. In order to address these needs, the District will create a comprehensive plan which targets students, teachers and parents, and includes additional resources for addressing physical and emotional needs of all students.
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<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 May of 2018, the District will implement programming in 100% of schools to increase student well-being and positive student behaviors, as evidenced by a 5% reduction in District referral rates and 5-10% reduction in District suspension rates as compared to 2016-2017 data.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

<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.
Sep-17	Sep-17	District leaders and lead teachers provide workshop for transportation workers (bus drivers and aides) on managing student behavior <b>Responsible:</b> Superintendent, Lead Teachers <b>Participants:</b> District Staff and Transportation Staff <b>Frequency:</b> Once <b>Intended Impact:</b> Reduce frequency of disciplinary incidents on elementary and middle school bus runs
Sep-17	Sep-17	District leaders set expectation for school leaders and staff regarding need and procedure for consistent, reliable discipline referral data collection <b>Responsible:</b> District Leaders <b>Participants:</b> District and School leaders <b>Frequency:</b> Once <b>Intended Impact:</b> District-wide expectations and procedures are explained
Oct-17	Nov-17	Visit each school to review expectations for student referral/suspension data entry into PowerSchool and streamline process by accessing full functionality of software - provide initial training as needed <b>Responsible:</b> District Leaders, Information Services Systems Engineer <b>Participants:</b> District Leaders, School Principal, Pupil Service Assistant, Dean of Students, School Secretary as appropriate <b>Frequency:</b> Once <b>Intended Impact:</b> Ensure accuracy of data collection and recording for subsequent reporting and trend analysis
Oct-17	Oct-17	The District will establish a <b>Student Discipline Consultation Team</b> <b>Responsible:</b> District leaders and CSE Staff <b>Participants:</b> District and school staff, community partners <b>Frequency:</b> once <b>Intended Impact:</b> Create team to consult with school leadership and assess needs, address barriers and supply/support behavior management and positive character development initiatives

Oct-17	May-18	The District <b>Student Discipline Consultation Team</b> will visit each school to review discipline data, and supply assistance and support to school teams <b>Responsible:</b> District leaders and CSE Staff <b>Participants:</b> District and school staff <b>Frequency:</b> A minimum of two consultative visits per school <b>Intended Impact:</b> Consult with school leadership and assess needs, address barriers and supply/support behavior management and positive character development initiatives
Nov-17	May-18	Provide a minimum of three (3) workshops/courses focused on the improvement of school climate and effective classroom management strategies <b>Responsible:</b> NFCSD Teacher Resource Center director <b>Participants:</b> District certificated staff <b>Frequency:</b> one each, 2nd, 3rd and 4th quarter of school year <b>Intended Impact:</b> Increase number of staff using research-based, proven strategies for developing positive school and classroom environments
Sep-17	May-18	Train middle school staff in the Restorative Justice Model <b>Responsible:</b> Adm. for Curriculum, School leaders <b>Participants:</b> Middle school staff, to include administrators, deans and select classroom teachers <b>Frequency:</b> Three (3) sessions: September, November, February <b>Intended Impact:</b> Examine model as one option for long-term suspension prevention and create pilot study committee
Nov-17	Nov-17	District staff will expand the Student Advisory Committee by creating a middle school advisory group for the purpose of gathering student perspective of school culture <b>Responsible:</b> Superintendent/Cabinet <b>Participants:</b> District leaders/School leaders/Middle School Students <b>Frequency:</b> Once <b>Intended Impact:</b> Improve school culture and programming by seeking direct input from students
Nov-17	May-18	District staff and students will facilitate bi-monthly Student Advisory Committee meetings to gather student input on a variety of topics, to include school culture, communication, student support services and academic opportunities. <b>Responsible:</b> District and School leaders/student facilitators <b>Participants:</b> District leaders/School leaders, students, guests <b>Frequency:</b> Bi-monthly <b>Intended Impact:</b> Initiate and maintain student feedback cycle which will result in a measurable improvement in school culture

## 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>		
<b>B2. DTSDE Review Type:</b>		
<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>	In order for the District to have a comprehensive family and community engagement strategic plan that states expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and established partnerships with community organizations and families, its network of partner agencies and frequency of parent outreach must continue to grow. According to the 2017 School Performance Scan Survey, 70% of teachers said the quality/frequency of communication with families was sufficient, an improvement of 23 percentage points from 2016. However, the most recent Family Engagement Survey showed that while also improving, the percentage of parents reporting satisfactory frequency and quality of school to home contact were still not at the asset level (59% and 70% respectively). Similar results were found regarding parent awareness of available programming and resources for helping their students at home; 74% of parents expressed knowledge of such supports. Of secondary students surveyed, just 52% said their teachers provide information to their families, and only 54% reported talking to family members about their school performance. Teachers also reported a lack of effort to keep parents and families involved: As a school, "we invite families to offer input on the direction of our school" (66%), "we conduct needs assessment with families so that we understand their interest and concerns" (66%), and, "we are able to help families set high expectations for their children" (57%). Consequently, the District needs to step up its efforts to involve parents in identifying how to best provide the resources and knowledge needed to help their children with basic academic skills from home.	
<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 May 2018, results from the Family Engagement Survey will indicate an 5-10% increase from 2017 results in the percentage of parents reporting they are aware of District-sponsored programs and other resources for families which enable them to personally assist their children, both academically and socially, at home (questions #44-46).	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys Parent Event feedback forms - Exit Tickets	
<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.
Sep-17	Oct-17	Staff will expand the District's social media presence by introducing a mobile phone app for parent notifications <b>Responsible:</b> Superintendent/Cabinet/Public Relations Office <b>Participants:</b> District leaders/School leaders/Students/Families <b>Frequency:</b> once <b>Intended Impact:</b> Increase parent awareness/involvement, particularly around events and resources tailored to parent needs
Oct-17	Mar-18	Staff will create a District Parent Education Plan and event timeline to facilitate the planning and monitoring of Parent Academic Assistance Activities, as identified and requested by parent groups and School Leadership Teams. <b>Responsible:</b> Cabinet/Public Relations Office/Administrator for Curriculum and Instruction <b>Participants:</b> District leaders/School leaders/Parent representatives <b>Frequency:</b> Twice-October and November <b>Intended Impact:</b> Ensure multiple activities are planned, advertised, monitored and evaluated

Oct-17	Mar-18	Staff will provide a minimum of four (4) "Parent Technology Nights" at various District schools <b>Responsible:</b> Administrator for Information Services/School leaders/Public Relations Office <b>Participants:</b> District leaders/School leaders/teachers/parents <b>Frequency:</b> Quarterly <b>Intended Impact:</b> Increase parent ability to use technology to access District programs and resources for helping students with school work while in the home/gather input regarding future efficacy of training and topics for future presentation
Nov-17	May-18	Offer after school programming and parenting classes (Coaches Program, University at Buffalo) for fathers of at-risk elementary school boys <b>Responsible:</b> NFCSD After School Program Coordinator/UB staff <b>Participants:</b> Fathers and their school age sons <b>Frequency:</b> Weekly for duration of program cycle <b>Intended Impact:</b> Provide parenting strategies to fathers of boys who display challenging school behavior
Nov-17	May-18	Begin school psychology drop-in program for parents and teachers ("The Doctor Is In", University at Buffalo) in a minimum of three elementary Focus Schools <b>Responsible:</b> CSE coordinator/UB staff <b>Participants:</b> Parents and Teachers <b>Frequency:</b> Weekly for duration of program cycle <b>Intended Impact:</b> Provide strategies for increasing positive and productive behaviors in students who display disruptive tendencies in school and/or at home
Jan-18	May-18	District Staff will meet with Focus School staff to monitor Parent Academic Assistance Activities, by reviewing parent feedback forms, and exit tickets. <b>Responsible:</b> Cabinet/Public Relations Office/Administrator for Curriculum and Instruction <b>Participants:</b> District leaders/School leaders/Parent representatives <b>Frequency:</b> Twice-January and May <b>Intended Impact:</b> Evaluate effectiveness of previous activities, and make additions or modifications to upcoming events based on parent feedback

**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>
Niagara Falls City School District	Focus District	\$74,816

<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	\$74,816
Cataract Elementary School	Focus	\$74,816
Gaskill Preparatory School	Focus	\$74,816
Hyde Park Elementary School	Focus	\$74,816
Henry J. Kalfas Magnet School	Focus	\$74,816
LaSalle Preparatory School	Focus	\$74,816
Niagara Street Elementary School	Focus	\$74,816
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$598,528</b>

**Financial Allocation Plan - Parent Education**

<b>Parent Education Set-Aside Budget Summary</b>		
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for Parent Education</b>
79th Street Elementary School	Focus	\$4,668
Cataract Elementary School	Focus	\$6,508
Gaskill Preparatory School	Focus	\$6,843
Hyde Park Elementary School	Focus	\$6,876
Henry J. Kalfas Magnet School	Focus	\$5,990
LaSalle Preparatory School	Focus	\$6,291
Niagara Street Elementary School	Focus	\$7,395
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$44,570</b>