

LEA Name:	Auburn Enlarged City School District
BEDS Code:	050100010000

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2017-2018 District Comprehensive Improvement Plan (DCIP)

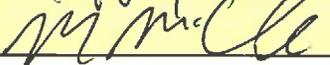
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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		Mr. Jeffrey Pirozzolo	7/25/17
President, B.O.E. / Chancellor or Chancellor's		Mr. Michael McCole	7/25/17

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 Information Sheet

District Information Sheet

District Grade Configuration	K-12	Total Student Enrollment	4438	% Title I Population	100	% Attendance Rate	93				
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Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	0	% Black or African American	6	% Hispanic or Latino	4	% Asian, Native Hawaiian/Other Pacific	1	% White	80	% Multi-Racial	9
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Overall State Accountability Status

Number of Focus Schools	6	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	6	Number of Title I SIG 1003(a) Recipient Schools	7	Number of Title I SIG 1003(g) Recipient Schools	7
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Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
No	White	No	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	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
No	White	No	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 Islander
No	White	No	Multi-Racial
No	Students with Disabilities		Limited English Proficient
No	Economically Disadvantaged		

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

	Limited English Proficient		
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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

- 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

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

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

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

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

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Significant positive impact was made in the area of increasing the utility of universal screening data to provide customized instruction and interventions. Additionally, reduction in discipline referrals due to the implementation of systems of tiered supports K-8

- 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.

Mid course corrections included increasing district level support for PBIS implementation by conducting building walkthroughs to look for positive behavioral supports in terms of teacher language and signage.

In developing the CURRENT YEAR'S plan:

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

Focus on developing a vision and capacity for digital teaching and learning

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

Need to increase student achievement and especially that of subgroups of ED and SWD

- 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 AECSD is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident lifelong learners. Our goal is to develop pathways that allow for student strengths to be enhanced and for choice to allow different academic pathways to be selected. One of the avenues for doing this will be to enhance our efforts to provide rich and rigorous teaching and learning in a digital environment.

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

Increase in participation on state assessments and increase in proficiency by 3-5%

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

Organizational structure that will drive the support of this work includes a district administrative team that uses faculty meetings as an opportunity for focused on ongoing PD, a district curriculum council that includes teacher leaders from each grade level and secondary department as well as administrative representatives. These members work specifically with district wide grade level teams and secondary departments to promote, enhance and provide PD around the district goals.

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

Reduction in curriculum, instruction and assessment support staff

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

Google Classroom, Instructional strategies that increase engagement and differentiate instruction

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

K-12 grade level and department meetings, BOE meetings, Faculty meetings, District parent council meetings

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

Website, opening day presentation, letter to parents- Maroon Monthly,

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity		The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:		2016-2017
B2. DTSDE Review Type:		School -based IITs
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.		Based on the latest IITs for the individual buildings and DCIP feedback, the district does not have a plan to use to the technology it buying as a result of the SMART SCHOOL BOND ACT that enhances instruction, increases student engagement and increases the skills of teachers. The result of the IIT visits show that students are not simultaneously engaged and teachers are not consistently using evidence-based instructional practices. Furthermore, evaluation results demonstrate that students are not engaged in the instruction that is being provided as much of it is still of the traditional stand and deliver model. The district needs to use the technology so that students are engaged and achieving at high levels as a result of that engagement.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, 100% of district and building leaders will incorporate technology tools (i.e. Google Classroom, Google Suite, etc.) into discipline specific communication and decision-making practice in order to model digital skills for teachers and staff as evidenced by number of Google Classrooms developed and joined from September to June, surveys for leaders regarding Google Classroom/ Suite proficiency levels from September to June and leader participant rates on above tools.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Google Classroom data - number created and participants joined Student surveys Educator surveys
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
November, 2017	June, 2018	Activity: Convene a team of educators to define digital teaching and learning and develop a district vision Person(s) Responsible: Assistant Supt for C&I Who will participate: K-12 educators How often? Monthly Impact: Communicate district priorities and plan and provide PD
October 6, 2017	October 20, 2017	Activity: Complete technology survey to assess level of skill development with Google Suite and Promethean Boards Person(s) Responsible: Assistant Supt for C&I Who will participate: K-12 educators; Administrators How often? October Staff Day Impact: Assess where all staff fall on continuum of skills with Google and Promethean in order to plan PD and determine roll out steps

November, 2017	June, 2018	<p>Activity: Monitor data monthly of number of Google Classrooms/ Team Drives opened; participants joined, number of entries</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? Monthly</p> <p>Impact: Assess how many and where these tools are being used;</p>
November, 2017	June, 2018	<p>Activity: Review data collected regarding Google Classroom/ Team Drives; participants joined, number of entries</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology; Facilitators</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? Monthly</p> <p>Impact: Assess impact of using Google/ Promethean tools and determine effective tools for each team/ purpose</p>
November, 2017	June, 2018	<p>Activity: Determine groups who support teachers/ administrators and provide tiered Google PD</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology</p> <p>Who will participate: Secretaries, Maintenance, Nurses, Teacher Aides, Clerks, etc.</p> <p>How often? Ongoing until all groups have Google PD to the competent level</p> <p>Impact: Support personnel will be able to access Google for all aspects of school functioning</p>
September, 2017	June, 2018	<p>Activity: Provide PD for Curriculum Facilitators and Administrators</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology</p> <p>Who will participate: Curriculum Council, Administrators</p> <p>How often? Ongoing until these groups are at competent level</p> <p>Impact: Growth of skills in these groups will improve the likelihood and effectiveness of their use</p>
May 20, 2017	June 1, 2018	<p>Activity: Complete technology survey to assess growth of level of skill development with Google Suite and Promethean Boards as compared to October</p> <p>Person(s) Responsible: Assistant Supt for C&I</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? October Staff Day</p> <p>Impact: Assess where all staff fall on continuum of skills with Google and Promethean in order to determine growth and plan for next year</p>

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	2017-2017
B2. DTSDE Review Type:	School-based IITs

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.	Based on the latest IITs for the individual buildings and DCIP feedback, the district does not have a plan to use to the technology it is buying as a result of the SMART SCHOOL BOND ACT that enhances instruction, increases student engagement and increases the skills of teachers. The result of the IIT visits show teachers are not consistently using technology as a part of instructional practice. School leaders are not using technology to collect and analyze data. The district needs to support its leaders with increasing their skills for using technology in order to efficiently complete tasks, communicate, make data driven decisions and model for the teachers.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, 100% of directors, building, department and grade level leaders will use digital tools for reciprocal communication with their faculty and staff in order to model digital teaching and learning and support a responsive school environment as evidenced by meeting agendas for the administrative leadership team, principal councils, curriculum council, faculty meetings, grade level/department meetings and Google Drive/ Classroom announcements/ assignments/ questions for each of these groups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Meeting agendas for each group listed in the goal, Google Drive folder shares, Google Classroom announcements/ assignments, questions,

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/13/2017	9/1/2017	Activity: Summer workshop for administrators to continue learning Google Classroom Person(s) Responsible: Director of Technology, Director of Instruction Who will participate: Administrators How often? 3 hours Impact: Support school leaders in using google classroom for faculty meetings
September, 2017	June, 2018	Activity: Ongoing professional development and sharing for administrators to continue learning google classroom Person(s) Responsible: Director of Instruction & Director of Technology Who will participate: Administrators; Facilitators How often? Monthly Impact: Support school leaders in modeling google classroom for faculty meetings and district councils/ teams
November, 2017	June, 2018	Activity: Coaching for administrators and facilitators to identify and implement tasks Person(s) Responsible: Assistant Superintendent of C & I; Director of Technology, BOCES Technology Specialist Who will participate: Administrators; Facilitators How often? Monthly Impact: Coaching will provide individual support to problem solve and brainstorm ways to use Google Classroom with impact
September, 2017	October, 2017	Activity: Develop a training calendar and procedures for accessing support Person(s) Responsible: Director of Technology; BOCES Technology Team Who will participate: Administrators; Facilitators; BOCES Technology Specialist How often? 2-3 meetings in the fall Impact: Organized calendar/ procedures will allow for easier access and effective use of time

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review	2016-2017
B2. DTSDE Review Type:	School-Based IITs

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate	The district needs a guaranteed and viable curriculum in K-12 in all subject areas. Based on the last district IIT and the school- based IITs completed last year, a curriculum writing and revision cycle does not exist. Written curriculum documents only exist for some subject areas. A written curriculum is needed so that teachers have a guide and students can be guaranteed consistency.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and	By June 30, 2018, 100% of grade levels and content areas will consistently follow a prioritization process during the development and revision of written curricula in order to identify essential learning progressions as evidenced by curriculum document templates, a written curriculum development and revision cycle, and an accessible and centralized digital location for all documentation
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Completed curriculum documents, educator surveys, meeting dates and agendas

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
10/6/2017	3/16/2018	Activity: Professional development in curriculum writing and prioritized curriculum development Person(s) Responsible: Assistant Superintendent for C & I Who will participate: All teachers K-12; Administrators How often? Ongoing until all teachers have training Impact: Teachers need to have a basic curriculum writing understanding, as well as skills for prioritization
December, 2017	March, 2018	Activity: Determine curriculum documents to be used Person(s) Responsible: Assistant Superintendent for C & I Who will participate: Administrators; Facilitators; How often? 3 meetings Impact: Determining documents to be used is necessary in order to maintain consistency during the curriculum writing process
December, 2017	January, 2018	Activity: Determine a schedule for curriculum writing district-wide Person(s) Responsible: Assistant Curriculum for C & I, Who will participate: CIA, Curriculum Council, Administrators How often? Monthly Impact: A schedule will prioritize departments/ grade levels and help each group develop goals for curriculum

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:		SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review		2016-2017
B2. DTSDE Review Type:		School-based IITs
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.		Based on the latest IITs for the individual buildings and DCIP feedback, the district does not have a plan to use to the technology it is buying as a result of the SMART SCHOOL BOND ACT that enhances instruction, increases student engagement and increases the skills of teachers. The result of the IIT visits show teachers are not consistently using technology as a part of instructional practice. School leaders are not using technology to collect and analyze data. The district needs to support its leaders with increasing their skills for using technology in order to efficiently complete tasks, communicate, make data driven decisions and model for the teachers
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, 100% of teachers and leaders K-12 will incorporate technology tools (i.e. Google Classroom, Google Suite, Promethean Boards, ClassFlow Software) into instructional practice in order to increase student digital skills and student engagement during classroom tasks as evidenced by student surveys regarding engagement, number of Google Classrooms developed and joined from September to June, surveys for educators regarding Google Classroom/ Suite proficiency levels from September to June and student participant numbers on above tools.
D2. Leading Indicator(s): Identify		Number of google classrooms and logins, STAR data, Regents Data, Educator surveys
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2017	Activity: Communicate information about district-wide grade level/department meetings using Google Suite/ Classroom Person(s) Responsible: K-12 Teacher Facilitators Who will participate: All teachers How often? Monthly Impact: All teachers will access information and initiate conversations through technology
11/1/2017	11/15/2017	Activity: All Grade level/departments will hold one meeting virtually Person(s) Responsible: K-12 Teacher Facilitators Who will participate: All teachers How often? Once Impact: All teachers will access information and participate in one virtual meeting

10/6/17	10/20/17	<p>Activity: Complete technology survey to assess level of skill development with Google Suite and Promethean Boards</p> <p>Person(s) Responsible: Assistant Supt for C&I</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? October Staff Day</p> <p>Impact: Assess where all staff fall on continuum of skills with Google and Promethean in order to plan PD and determine roll out steps</p>
5/20/18	6/20/18	<p>Activity: Complete technology survey to assess growth of level of skill development with Google Suite and Promethean Boards as compared to October</p> <p>Person(s) Responsible: Assistant Supt for C&I</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? October Staff Day</p> <p>Impact: Assess where all staff fall on continuum of skills with Google and Promethean in order to determine growth and plan for next year</p>
October, 2017	June, 2018	<p>Activity: Provide ongoing PD/ coaching based on levels identified in survey</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology; BOCES Technology Specialist</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? Ongoing; available Tuesday and Thursday</p> <p>Impact: Build capacity of all educators with Google Skills</p>
December, 2017	February, 2018	<p>Activity: Identify and train team of Certified Promethean trainers</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology</p> <p>Who will participate: Promethean Team</p> <p>How often? training 3 days</p> <p>Impact: Build in-house capacity to support Promethean training</p>
March, 2018	June, 2018	<p>Activity: Provide Promethean PD</p> <p>Person(s) Responsible: Assistant Supt for C&I; Director of Technology, Promethean team</p> <p>Who will participate: K-12 educators; Administrators</p> <p>How often? March Staff Day, ongoing coaching</p> <p>Impact: Build capacity to use Promethean, Class Flow and integrated Google options for increased classroom engagement</p>

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	
B1. Most Recent DTSDE Review	2016-2017	
B2. DTSDE Review Type:	School-based IITs	
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	The district needs a system that builds educator capacity to consistently implement positive behavioral interventions and support mental health needs within a tiered framework. Based on the results of the DCIP planning (i.e. teacher interviews, planning meetings, etc.)and the IITs from last year, PBIS supports are not being implemented consistently and ongoing mental health needs are impacting effective instruction.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and	By June 30, 2018, the AECSD will implement a tiered framework that layers positive behavioral interventions and mental health supports in order to increase student access to instruction as evidenced by reduced suspension rates and increased daily attendance.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	faculty meeting agendas and attendance, workshop attendance, PBIS meetings and agendas, coaches PD	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2017	9/1/17	Activity: Create and implement an Innovation Zone to develop PD priorities for SEDL Person(s) Responsible: Director of Secondary Special Education Who will participate: Team of educators How often? Quarterly Impact: Educators will review previous PD offered and determine areas still to be addressed
10/1/2017	12/30/2017	Activity: Assess current state of PBIS Tier 1 practices and review with school PBIS teams Person(s) Responsible: Assistant Superintendent of C & I, PBIS Specialist Who will participate: District PBIS Team; PBIS Specialist; Building PBIS Teams How often? Monthly Impact: PBIS leaders increased confidence and skill to support implementation
9/15/17	11/30/17	Activity: Administer Tiered Fidelity Inventory Person(s) Responsible: PBIS Specialist, PBIS Coordinator Who will participate: PBIS Teams How often? 4X year for each building Impact: Provide data for each building to review and determine action steps for improved practice

8/1/17	10/1/17	<p>Activity: Develop PD for tiered mental health supports Person(s) Responsible: Assistant Superintendent for C & I Who will participate: Mental Health PD team How often? 4x Impact: Create modules to deliver to build skills of all educators regarding growing mental health needs</p>
12/1/17	6/30/18	<p>Activity: Deliver PD of tiered mental health supports Person(s) Responsible: Assistant Superintendent for C & I; Mental Health PD team Who will participate: Faculty, Staff, Administrators How often? Offer each module 2x this year Impact: Build skills of all educators regarding growing mental health needs</p>

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review	2016-2017
B2. DTSDE Review Type:	School-based IITs

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	Based on feedback from parent focus groups and family surveys, families have indicated that communication does occur but is not always as productive as it could be. The district needs to provide PD, coaching and structured practice to educators relative to developing skills for productive conversations with parents and families.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and	6.1 By June 30, 2018, 100% of leaders and faculty will engage in productive verbal conversations with families utilizing evidence-based strategies in order to improve school to home communication as evidenced by an increase in school to home verbal communications with parent partners by 1x each month and an increase in positive responses on parent and educator surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Surveys- Educators and Parents/Families

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2018	Activity: Innovation Zone on Parent/Family Partnerships Person(s) Responsible: Assistant Superintendent for C&I, Director of Secondary Special Education Who will participate: Teachers from each school, administrators How often? Weekly in September 2018, Monthly throughout the rest of the school year Impact: District plan for promoting positive partnerships with parents/families, including a calendar, accountability measures and ongoing feedback loops.
10/1/2017	11/30/2017	Activity: Deliver PD at Faculty Meetings Person(s) Responsible: Assistant Superintendent for C&I, Director of Special Education Who will participate: Innovation Zone Team Members How often? October/ November Faculty Meetings Impact: All educators will be challenged to improve their skills at productive conversations with parents/families
5/1/2018	5/30/2018	Activity: Survey educators and parents/families Person(s) Responsible: Assistant Superintendent and Director of Secondary Special Education Who will participate: All educators and their parent partners How often? Once in May 2018 Impact: Educators will have access to data on educator and parent partner perceptions.