LEA Name:	Troy City School District
BEDS Code:	491700010000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)

Contact Name	Dr. Donna Watson	Title	Assistant Superintendent for Curriculum and Instruction
Phone	518-328-5062	Email	watsond@troycsd.org
Website for Published Plan	www.troycsd.org		

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

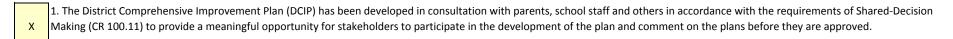Implementation is required no later than the first day of regular student attendance.

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		John Carmello	
President, B.O.E. / Chancellor or Chancellor's Designee		Jason Schofield	

Statement of Assurances

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

| X | 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. |

| X | 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |

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

| X | 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c. |

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

| X | 6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices. |

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
March 14, 2016	District Leadership Team, School 12 - Conference Room	October 6-7, 2015	NYSED Training, Albany NY
April 12, 2016	District Leadership Team, School 12 - Conference Room	December 15-16, 2015	NYSED Training, Albany NY
May 9, 2016	District Leadership Team, School 12 - Conference Room	March 10-11, 2016	NYSED Training, Albany NY
May 23, 2016	District Leadership Team, School 12 - Conference Room	May 5, 2016	NYSED Training, Albany NY
June 2, 2016	District Leadership Team, School 12 - Conference Room		
June 15, 2016	District Leadership Team, School 12 - Conference Room		

Name	Title / Organization	Signature
Delina Pausley	Parent, PTA Co-President	
Elena Furciniti	Parent, PTO President	
Adam Hotaling	Assistant Superintendent for Business	
Amy Prabhakaran	CSE Chairperson, School Psychologist, District Social-Emotional Development Coordinator	
Bill Strang	Parent, BOE Member	
Brian Dunn	Troy Middle School Principal	
Diane Allen	Elementary Teacher, Literacy Field Leader	
Donna Fitzgerald	Director of Pupil Personnel Services	
Donna Watson	Assistant Superintendent for Curriculum and Instruction	
Elizabeth Pollock	Grade Level Coach	
Elizabeth VonEitzen	Counselor	
Erin Sheevers	Director of Technology	
James Canfield	Director of Adult & Continuing Education	
Jamie Gargano	LOTE Curriculum Leader	
Jennifer DeMarco	Math Curriculum Leader	
Jill McClement	Elementary Teacher	
Joe Mariano	Troy High School Principal	
Juli Currey	Coordinator of Grants	
Karen Cloutier	School 14 Principal	
Kristen Miaski	Director of Human Resources	
Mara Wager	Secondary Teacher	
Maxine Brisport	School Psychologist, District Family Engagement Coordinator	
Natelege Turner-Hassell	School 2 Principal	
Robert Wallen	Elementary Teacher, TTA Vice President	

District Information Sheet

District Information Sheet							
District Grade Configuration	PK-12	Total Student Enrollment	**4059**	% Title I Population	**52%**	% Attendance Rate	**92%**

2114

Racial/Ethnic Origin of District Student Population										
% American Indian or Alaska Native	**0%**	% Black or African American	**32%**	% Hispanic or Latino	**15%**	% Asian, Native Hawaiian/Other Pacific Islander	**2%**	% White	44%	% Multi-Racial	**7%**

8	1293	623	72	1779	284

Overall State Accountability Status										
Number of Focus Schools	0	Number of Priority Schools	2	Number of Local Assistance Plan Schools	1	Number of Schools in Accountability Status	2	Number of Title I SIG 1003(a) Recipient Schools	3	Number of Title I SIG 1003(g) Recipient Schools	1

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

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

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

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

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

	Limited Degree (No identified subgroups improved achievement.)
X	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.)
X	Moderate Degree (There was modest increase in the level of Parent Engagement.)
	Major Degree (There was a significant increase in the level of Parent Engagement.)

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

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
	Moderate Degree (At least 50% of planned activities were funded.)
X	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
X	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

7. Identify in which Tenet <u>identified schools</u> 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
X	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).

The most significant positive impact that resulted from the previous year's plan includes the following: implementation of the District-wide Efficacy Initiative in all eight of our schools, development of rigorous common core aligned curriculum Maps (K-12 Social Studies, Art , Music, Science and Mathematics), Improved Reading Practices (tremendous teacher participation in professional development related to the teaching of reading), Improved Recruitment Efforts (participation in multiple job fairs throughout the region), Integrating 21st Century Technology (use of MX-800s to provide global opportunities to students and technology integration teachers), Improved Delivery of Support to Students with Disabilities (review and alignment of district-wide IEP goals to the CCSS), and Improved Family Engagement and Social Emotional Support for Students (facilitation of parent cafes and expansion of methods of reciprocal communication).

• 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.

Due to technology issues that were outside of district control, the full implementation of GURU (district-wide data dashboard) was not achieved. As a result, the full implementation of GURU has been included in the district's 2016-2017 DCIP.

In developing the CURRENT YEAR'S plan:

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

Highlights of the current DCIP include: the District-wide Efficacy Initiative (full implementation of the Self-Directed-Improvement-System (SDIS) in all eight schools within the district), curriculum mapping Aligned to the CCSS (Year 3 Areas: Science, Physical Education and Health), improved use of targeted instructional walk-throughs, improved reading practices (improved inventory and accessibility of resources), improved recruitment efforts, integration of 21st Century technology, introduction of Restorative Justice practices, creation of district-wide tiered interventions for social and emotional supports, and expanded family engagement strategies.

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

The needs targeted for improvement include the following: poor academic achievement for all students and subgroups on the 3-8 ELA and Math NSY assessments, declining graduation rate for students graduating college and career ready, high rates of student behavioral referrals and suspension. Additionally, the district has identified the need for a systematic data tracking system, and improved instructional practices in reading and writing.

• **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 Troy City School District will provide a strong educational and social foundation to graduate all students college and career ready. Our theory of action requires that all who work in the Troy City School District believe that all students can achieve to high levels. If they don't achieve at high levels, we will look at our practices, change them and support students until they do achieve at high levels. We firmly believe that data will be used to drive all decisions.

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

The district has established achievement targets that require 20% of students scoring at Level 2 on NYS Math and ELA Assessments in grades 3 through 8 to move to Levels 3 or 4, and 20% of students scoring at Level 1 on NYS Math and ELA Assessments in grades 3 through 8 to move to Levels 2, 3 or 4. Additionally, the district has set an achievement target for the graduation rate to increase by 3% overall, and the advanced Regents designation graduates to increase by 5% overall. These targets are for all students and all accountability sub-groups.

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

The district-wide Efficacy Iniative relies exclusively on the building leadership team in each of our eight schools. These teams will facilitate the Self-Directed-Improvement-System (SDIS) within their school by hosting monthly Data Feedback Strategy (DFS) meetings. These meetings will involve grade level or departmental teams looking at data, making feedback and generating strategies for improvement to be employed before the next meeting. All data will be tracked using GURU and visible to building level and district level leaders. Additionally, the district leadership team will host quarterly meetings to monitor and evaluate the extent to which the goals and activities in the DCIP have been impactful.

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

The following barriers may impact the ability to accomplish the mission: the lack of time to consult within the school day and the limited number of professional development days. This barrier will be addressed through the use of a monthly early release day at both the elementary and secondary level.

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

The following professional development is critical to the success of this year's plan: continued Efficacy Institute training, development of benchmark assessment training, Lucy Calkins Units of Study training, Harvard Institutes (i.e. New and Aspiring School Leaders, Family Engagement, Mindfulness for Leaders, etc.), Summer 2016 professional development for all BLTs, PBIS teams and RtI teams, Charlotte Danielson Training on the 2013 CC aligned rubric, International Literacy Association Conference, Curriculum Mapping, Restorative Justice training and Sanctuary Model training, technology integration training, Lead Evaluator Training, and training in data-driven instruction and decision making.

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

Methods of dialogue include: use of parent cafes, community provider fairs, use of expanded methods for outreach (i.e. website, all forms of district-wide social media like Facebook and Twitter, texting, newsletters and parent portal).

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

The 2016-2017 DCIP will be posted and made available on the district's website and in paper copy at central registration and in each school's main 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.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Achievement Data	Y	Y	Y	Y		
Student Growth Percentile for Low-Income Students	Y	Y				
Student Average Daily Attendance	Y	Y				
Student Drop-Out Rate	Y	Y				
Student Credit Accruals (HS Students)			Y			
Student Completion of Advanced Coursework			Y			
Student Suspension Rate (Short-Term / Long-Term)	Y				Y	
Student Suspension Rate by Sub-group (Short-Term/Long-Term)	Y				Y	
Student Discipline Referrals	Y				Y	
Student Discipline Referrals by Subgroup	Y				Y	
Student Truancy Rate		Y			Y	
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Development of Rigorous Common Core Units of Study			Y			
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate	Y			Y		
Teachers Rated as "Effective" and "Highly Effective"	Y			Y		
Teacher/Staff Attendance at Professional Development	Y	Y	Y	Y	Y	
Parent/Family Attendance at Workshops					Y	Y
Parent/Family Participation in District/School Surveys						Y
Parent/Family Participation in Conferences						Y
Frequency of Portal Access (Parent-Family/Student)						Y

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:	May, 2015
B2. DTSDE Review Type:	SED Review

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.	The district is in need of data systems that are integrated into a readily accessible format to allow for cross-referencing and disaggregating data in ways that will guide district, school and teacher decision making.

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.	Beginning November 2016, the District Leadership Team will meet quarterly to review evidence of district and building level use of data systems (i.e. GURU, OASYS, IEP/Rtim Direct, eSD, Curricuplan and eDoctrina) and see a 3.5% increased rate of improvement for targeted indicators due to the increased acquisition and use of data to inform our work, change practice and improve teaching and learning (Data, Feedback, Strategy or DFS).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement Data Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term / Long-Term) Student Suspension Rate by Sub-group (Short-Term/Long-Term) Student Discipline Referrals Student Discipline Referrals by Subgroup Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective" Teacher/Staff Attendance at Professional Development

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.
Nov-16	Jun-17	The Troy City Schools' District Leadership Team (DLT) will meet four times per year to monitor and evaluate the leading indicator data outlined in each of Tenet area of this District Comprehensive Improvement Plan.
Jul-16	Jun-17	The Troy City School District will be implementing, Guru, a repository for district and individual school data. All leaders and teachers will be utilizing this database to track attendance, referrals, scores etc. Guru will be used daily by staff. The data will be used during district-wide grade level team meetings, district data committee meetings and District Leadership Team to make educational decisions for students.

Jul-16	Jun-17	The Efficacy Institute will work with all schools to implement the systemic changes necessary in our schools and at the district level to help move our students, adults and leaders to academic and character proficiency. The work is focused around the Mission, Mindset and Method philosophy. Consultants from the Efficacy Institute will work with individual buildings and district leaders on various PD days as well as individually scheduled each building throughout the year.
Jul-16	Ongoing	The PDPC will create and administer a professional development survey to all teachers and staff to gain feedback on professional development needs. Additionally, data from OASYS will also be used to drive professional development decisions.
Jul-16	Jun-17	David Abrams, Assessment Specialist, will work with schools across the district aligning assessments with instruction and identifying proficiency targets by grade level and subject area.
Jul-16	Jun-17	To expand our recruitment efforts to include participation in at least one job fair located outside the Capital Region in an effort to recruit a more diverse faculty and staff.
Jul-16	Jun-17	To develop a Troy City School District Resource Allocation Plan that covers multiple years and aligns with the needs of the students and families served by the district.
Jul-16	Jun-17	Through district-wide data analysis, leaders will identify those areas of success within grade levels, departments and buildings throughout the district in an effort to observe and replicate effective practices.

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:	May, 2015
B2. DTSDE Review Type:	SED Review

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.	The district needs to work with schools to support, in an equitable manner, its vision for improvement and attainment of building/district goals. There is a need to improve in each of the following areas: tiered professional development, effective use of data, and monitoring of outcomes so that efforts translate into impact and ensure a learning environment that promotes success for all students.

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.	Beginning in October 2016, district leaders will meet monthly with building leaders, to support (in an equitable manner) each leader to establish strategic short and long term SMART goals for increasing student achievement, as outlined in the Self Directed Improvement System (SDIS) and which are embraced within the district's theory of action. Monthly meetings will include a focus on the SDIS, tiered professional development and will be guided by walkthrough, survey, pd attendance and other building indicator data with the expectation of seeing a 1.5% rate of improvement for targeted indicators. School practice and district supports will be adapted as necessary to meet needs indicated by data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement Data Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Truancy Rate Teacher/Staff Attendance at Professional Development

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.
Jul-16	Jun-17	The PDPC will create and administer a professional development survey to all teachers and staff to gain feedback on professional development needs. Additionally, data from OASYS will also be used to drive professional development decisions so that tiered training will offered that meets the demonstrated needs of staff in each of our buildings.
Oct-16	May-17	Building and District release days will be expanded to include the high school. The focus of these days will alternate between the building and the district so that each will have time on a bi-monthly basis to implement and respond to the self-directed improvement system (SDIS) in each of our schools. Data, Feedback, Strategy (DFS) processes will be used as the platform for all of these meetings.

Jul-16	Jun-17	The district will continue to administer surveys to students, parents/families, and faculty and staff to identify strengths, weaknesses, areas in need of improvement and to gauge the overall impact of our work from the perspective of multiple stakeholder groups. Survey data will continue to be analyzed by district and building level leadership teams as it relates to evidence of the impact of our work.
Jul-16	Aug-16	Each school will be supported by the allocation of resources for summer work. This work, focusing on each of the Tenet areas included in this DCIP, will be completed by three teams in each building: Building Leadership Teams (BLTs), Positive Behavior Intervention and Supports (PBIS) Teams, and Response to Intervention (RtI) Teams.
16-Jul	Jun-17	The Efficacy Institute will continue its work with all schools to implement the systemic changes necessary in our schools and at the district level to help move our students, adults and leaders to academic and character proficiency. Entering Year 3 of our partnership with the Efficacy Institute, consultants will work with individual buildings and district leaders on various PD days as well as targeted work in each building throughout the year as directed by the building leaders.

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 Date:	May, 2015
B2. DTSDE Review Type:	SED Review

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.	The district needs to provide consistent support to ensure the implementation of CCLS curricula in all grades and in all content areas to maximize efforts to deliver instruction that promotes student learning and achievement.

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.	Beginning July 2016, curriculum leaders will work in partnership with principals, teachers and other district leaders to review, align and develop 21st Century curricula, aligned to the Common core Learning Standards, to inform instruction and assessment, as evidenced by the completion of curriculum maps in the targeted areas for years two, three and four: Social Studies, Art, Music, Science, Physical Education, and Health, Math, Technology, FACS and Business. Beginning October 2016, curriculum leaders and other district leaders will review on a trimester basis the number of students reading, writing, doing math, science and social studies on grade level with an expected 5% increase in proficiency in each area. The percent of students moving
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement Data Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Development of Rigorous Common Core Units of Study Teacher/Staff Attendance at Professional Development

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.**
Jul-16	Jun-17	To complete the curriculum review cycle for year two: Social Studies, Art and Music. To map the curriculum for year three areas: Science, Physical Education and Health. To plan for the curriculum review cycle for year four: Math, Technology, FACS and Business.
Jul-16	Jun-17	The district will rigorously review, modify and develop curriculum maps. The Assistant Superintendent will oversee the creation of curriculum maps by working with building principals, curriculum leaders and teachers to assure the process modifies, adjusts and addresses appropriate elements of the curriculum. The focus of our work this year will be to incorporate more effective use of the following areas in our mapping processes: multiple points of access/scaffolds for students, small group instruction, greater integration between subject areas.
Jul-16	Jun-17	The district will conduct an inventory and assess the current curricular materials (both physical and digital) available to teachers and staff for use with students. Additional materials (i.e. Lucy Calkins units of study) will be secured to enhance our resources available to meet the needs of our students.
Jul-16	Jul-16	Teams of Troy leaders and teachers will participate in the International Literacy Association annual conference. This conference will provide folks with the most up to date information related to improving students' reading abilities using strategies based on research.

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 Date:	May, 2015
B2. DTSDE Review Type:	SED Review

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.	Within the Troy City School District, instruction needs to better align with grade level, Common Core Learning Standards while responding to student achievement data. Additionally, teacher observation data must capture evidence of typical teaching so that instructional feedback can be most impactful.

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.	Beginning October 2016, district leaders will work in partnership with building leaders to conduct monthly walkthrough cycles which will target most discrepant areas as depicted in the 2015-2016 OASYS data (in the 14-15 year those areas included questioning and discussion techniques, engaging students in learning and reflecting on teaching). This information will then be used to develop monthly coaching cycles and professional development sessions to support teachers around discrepant areas to secure a 1.5% rate of improvement for targeted indicators. Teacher practice and district supports will be adapted as necessary to meet needs indicated by data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement Data Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective" Teacher/Staff Attendance at Professional Development

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.
Jul-16	Jun-17	District and school leaders will analyze observation and evaluation data using OASYS and other forms of data using GURU to target professional development that responds to and meets the specific needs of leaders, faculty and staff.
Jul-16	Jun-17	The Professional Development Planning Committee (PDPC) will plan opportunities to enable the district to improve in eight key areas (as determined by data and highlighted in the 2016-2019 professional development plan): Developing rigorous common core aligned curricula, improving culturally responsive practices, improving reading and writing instruction, supporting new teachers, ensuring a safe environment for all, effectively integrating technology in our work, improving instruction for students with disabilities, and improving family and community engagement that supports social emotional development and learning.
Jul-16	Jun-17	Training will continue to be offered on the effective use of data to drive instructional decision making.
Jul-16	Jun-17	Lead evaluators and key teacher leaders (Curriculum Leaders and APPR Members) will participate in Charlotte Danielson's annual training on "Enhancing Teacher Practice: A Framework for Teaching" (2013 version negotiated as part of 3012d). This training will lead to in-house training to improve our overall understanding of the rubric as a tool for teacher improvement.

Jul-16	Jun-17	Training will be conducted for all leaders around targeted walk-throughs and gaining a sense of typical teaching that occurs in our classrooms. Walk-throughs will be conducted by building leaders independently and in collaboration with the Assistant Superintendent during scheduled building visits.

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 Date:	May, 2015
B2. DTSDE Review Type:	SED Review

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.	The District will prioritize the monitoring and evaluation of the comprehensive SEDL Plan (updated during the 2015-16 school year) to teach and empower staff to understand, address and meet the social and emotional developmental health needs of all students. The District will collaborate with parents and community to understand and implement the SEDL plan.

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.	Beginning October 2016, the Social Emotional Development and Learning (SEDL) committee will meet each month to review the 2015-2016 SEDL plan in conjunction with analyzing student suspension, discipline referral, truancy, survey, teacher/staff PD attendance and parent/family workshop attendance data with the expectation of a 1.5% increase in the rate of improvement to gauge effectiveness of the plan. Efforts indicated in the plan will be modified as necessary based on results.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) Student Suspension Rate by Sub-group (Short-Term/Long-Term) Student Discipline Referrals Student Discipline Referrals by Subgroup Student Truancy Rate Teacher/Staff Attendance at Professional Development Parent/Family Attendance at Workshops

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.
Sep-16	Jun-17	The SEDL Committee will provide Restorative Justice training for leaders, faculty and staff in each school. A written protocol will be established for elementary, middle and high school students outlining methods for implementation.
Sep-16	Jun-17	The SEDL Committee will collaborate with the Parent Outreach Committee on the following activities: hosting a Community Provider Fair (2nd Annual) for parents at the TMS Block Party, facilitating Parent Cafe's, and providing Binders of Community Resources to all school-based service providers (i.e. Social Workers, Counselors, Psychologists).
Sep-16	Jun-17	The SEDL Committee will collaborate with the Professional Development Planning Committee to provide training in the following areas: Development and Implementation of FBA and BIPs, Classroom Behavior Management, Therapeutic Crisis Intervention, and a framework for understanding and addressing trauma aligned with the Sanctuary Model.
Sep-16	Jun-17	The SEDL Committee will meet monthly to implement the activities in the DTSDE for Tenet 5 and to review district and building data to understand and respond to the demonstrated social emotional needs of students.
Sep-16	Jun-17	The District will re-evaluate referral procedures and the protocol for coding behaviors and tracking data through eSchool.

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 Date:	May, 2015
B2. DTSDE Review Type:	SED Review

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.**	The Troy School District needs to provide programs and activities with a focus on the curriculum that will actively engage families (parents) in their children's learning, in order to have a positive impact on student achievement.

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.**	Beginning October 2016, the district Parent Engagement Committee will meet each month to plan and offer ongoing workshops and information sessions that will help families to understand how children learn and what is being taught, as evidenced by improved test scores (5% each trimester), and a 1.5% monthly increase in parent/family participation in the offered sessions.
D2. Leading Indicator(s): **Identify the specific indicators that will be used to monitor progress toward the goal.**	Parent/Family Attendance at Workshops Parent/Family Participation in District/School Surveys Parent/Family Participation in Conferences Frequency of Portal Access (Parent-Family/Student)

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.
Sep-16	Jun-17	COMMUNICATING REGULARLY WITH FAMILIES ABOUT LEARNING: The district will build a culture of accountability where parents and teachers frequently communicate about the curriculum and student learning goals. At every grade level (K-12), teachers will have conversations with parents around the learning standards. During this time, teachers will explain what the standard means, what is expected of the child, and how parents can help the child meet the standard.
Sep-16	Jun-17	FOSTERING POSITIVE RELATIONSHIPS WITH FAMILIES: All Troy schools will continue to foster positive relationships with families by initiating reciprocal communication with families at least twice per year, listening to families in order to identify ideas, needs and priorities (use of phone log to record communication).
Sep-16	Jun-17	PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF: The Parent Engagement Committee will collaborate with school administrators to provide professional development activities for faculty and staff to grow and sustain their skills on engaging families effectively. Additionally, professional development on all aspects of family and community engagement will be available for school administrators, teachers and parents, including participation in Harvard's Institute for Engaging Families.
Sep-16	Jun-17	WEB BASED COMMUNICATION: The district will maintain a well-developed and easy-to-use Web site so that families can contact staff, obtain important information, and download useful materials.

Sep-16	Jun-17	Troy schools will host back to school events that will include sessions for parents on using the portal and tips for becoming involved in the educational process in multiple ways that fit family's schedules.

Focus District Set-Asides

Parent Education Set-Aside Calculation Based on Federal Funding

Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A		1%	$0

Improvement Set-Aside Calculation Based on Federal Funding

Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	$2,464,618	5%	$123,231
Title II, Part A	$462,299	5%	$23,115
Title III, Part A LEP (allocation listed only if required)	$17,255	5%	$863
Total Federal Allocation Subject to Set-Aside	**$2,944,172**	5%	**$147,209**

Funding Sources Used to Meet Required Set-Aside for Improvement

Fund Source	Budgeted Amount	
Title I, Part A	$147,209	
Title II, Part A		
Title III, Part A LEP		
Title VI REAP		
School Improvement Section 1003(a) - SIG A	$50,000	estimated
School Improvement Section 1003(g) - SIG G	$500,000	
School Innovation Fund		
Local / General Funds		
Total Funding Reserved for Improvement	**$697,209**	**The Improvement Reserve Has Been Met.**

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES	$1,500	YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES	$20,000	YES	
Develop high-quality DCIP and SCEP plans	YES	$5,000	YES	
Review the qualifications of Priority and Focus School Leaders	YES	$0	NO	Local funds
Submit quarterly leading indicators report to NYSED	YES	$0	NO	Local funds
Evaluate the fidelity of program implementation	YES	$10,000	YES	
Provide Public School Choice to students in Priority and Focus Schools	YES	$50,000	NO	Local funds
Offer 200 hours of Extended Learning Time to students in each Priority School	YES	$320,000	NO	SIG 1003g, Title I
TOTAL		$406,500		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	**Accountability Status**	**Amount of Funds Allocated for District-Level Improvement**
Troy City School District	Focus District	$73,605

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
School 2	Priority	$536,803
Carroll Hill School	Priority	$86,803
DISTRICT / BUILDING TOTALS		$697,211

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." $697,209

Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?   NO

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	**Accountability Status**	**Amount of Funds Allocated for Parent Education**
School 2	Priority	$12,323
Carroll Hill School	Priority	$12,323
DISTRICT / BUILDING TOTALS		$24,646

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." $24,646

Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES