

LEA Name:	Troy City School District
BEDS Code:	491700010000

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2017-2018 District Comprehensive Improvement Plan (DCIP)

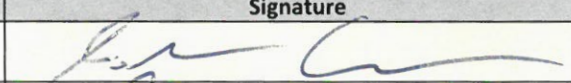

Contact Name	Dr. Donna Watson	Title	Asst. Superintendent for Curriculum
Phone	518-328-5062	Email	watsond@troycsd.org
Website for Published Plan	www.troycsd.org		

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	7/19/2017
President, B.O.E. / Chancellor or Chancellor's Designee		Jason Schofield	7/19/2017

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) and §3012(d).

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)
November 28, 2016	School 12	May 25, 2017	School 12
January 9, 2017	School 12	June 9, 2017	School 12
January 30, 2017	NYSED, Albany NY	June 12, 2017	School 12
January 31, 2017	NYSED, Albany NY		
March 27, 2017	School 12		

Name	Title / Organization	Signature
Donna Watson	Assistant Superintendent	Donna Watson
Bill Strong	BOE member / Parent	Bill Strong
Tali Currier	Coordinator of Grants + Funded Programs / Troy USD	Tali Currier
MAXINE BAISPORT	Parent Engagement Coordinator	Maxine Baisport
Bob Wallen	Teacher - TIA V.P.	Bob Wallen
Amy Prabhakaran	Assist. Director PPS & Coordinator for SEDL	Amy Prabhakaran
Donna Fitzgerald	Director of Pupil Personnel Services (PPS)	Donna Fitzgerald
Tara Abell	HR Director	Tara Abell
KRISTEN MASON	Director of Technology	Kristen Mason
Ena Sheevers	Principal School 14	Ena Sheevers
Karen Cloutier	Mathematics Curriculum Leader K-12	Karen Cloutier
Jennifer DeMarco	Principal TMS	Jennifer DeMarco
B. Dunn	Principal TMS	B. Dunn
Joe Mariani	Principal PS 12	Joe Mariani
JAMES CARFIELD	Principal School 18	James Carfield
Virginia Dinkins-Maurice	Principal School 16	Virginia Dinkins-Maurice
Tracy Ford	Literacy Coach 2/16	Tracy Ford
Diane Allen	-Principal School 2	Diane Allen
Natelece Turner	Teacher TMS	Natelece Turner
Mara Wager	Teacher School 18	Mara Wager
Genevieve Stinson	Teacher School 18	Genevieve Stinson

District Information Sheet

District Information Sheet											
District Grade Configuration	PreK - 12	Total Student Enrollment	4,289	% Title I Population	48%	% Attendance Rate	91%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	32%	% Hispanic or Latino	17%	% Asian, Native Hawaiian/Other Pacific Islander	1%	% White	42%	% Multi-Racial	8%

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	2	Number of Title I SIG 1003(g) Recipient Schools	1

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		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			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		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 Science			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		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.)
- ☒ Moderate Degree (At least 50% of goals were achieved.)
- ☐ Major Degree (At least 90% of goals were achieved.)

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

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

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

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

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

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

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

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

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

- | | |
|-------------------------------------|--|
| <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 |

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 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 checked="" 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).

The most significant positive impact that resulted from the previous year's plan includes the following: the establishment of a District Leadership Team (DLT) including multiple stakeholders that met quarterly to review leading indicator data available through the newly designed district data dashboard, the use of targeted walk-throughs using a district-developed tool (capturing more authentic teaching), the development of rigorous Common Core aligned units of study, the provision of high quality professional development (specifically Harvard's Institutes, Columbia Teachers College Reading and Writing Project, International Center for Leadership in Education "Model Schools" Conference, etc.), initial implementation of *Second Step* (research-based social emotional curriculum), and significant increase in levels of family and community engagement in our identified schools.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The district Social Emotional Development and Learning (SEDL) Committee did not realize the full implementation of *Restorative Justice* in all of our schools, nor did they establish the written protocol for all levels outlining methods for implementation. Instead, the SEDL Committee decided to develop a tiered model of social emotional interventions that includes, but is not limited to, *Restorative Justice* practices. District representatives will continue to attend training (August 2017) and will bring the strategies back to the SEDL committee and all of our schools for inclusion as options within the tiered model.

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 targeted use of existing instructional resources to identify, develop and support "Model Classrooms" throughout the district to serve as training sites, the continuation of targeted walk throughs to allow for critical feedback to improve teaching and learning, curriculum mapping Aligned to the CCSS (Year 4 Areas: Math, FACS, Technology, Business and Guidance Program Review), improved reading practices, improved recruitment efforts, integration of 21st Century technology, implementation of district-wide tiered interventions for social and emotional supports, and articulated parent engagement plan.

- 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 Initiative will continue to rely on the building leadership team in each of our eight schools. These teams will carefully monitor the use of 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. 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 provision of paid summer work for every building leadership team to begin strategic planning over the summer as well as the use of eight monthly early release days throughout the year.

- 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. Closing the Achievement Gap, Family Engagement, Mindfulness for Leaders, etc.), ICLE's Model Schools Conference, Summer 2017 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, technology integration training, Lead Evaluator Training, and training in data-driven instruction and decision making. Essentially, each of these trainings is a critical component of meeting the articulated need and SMART goal outlined in each of the Tenets in this DCIP.

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

Methods of dialogue continue to 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 2017-2018 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).

Carroll Hill School has begun the planning process to implement a Whole School Reform Model in the 18-19 school year.

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

[illegible]

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:	The district participated in a pilot of the NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017.
B2. DTSDE Review Type:	DTAR

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 leadership team needs to utilize the newly developed data system to analyze and disaggregate data in ways that will guide district, school and teacher decision making (district-created DLT dashboard elements).
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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.	Beginning in July 2017, to increase the use of data to inform our work, change practice and improve teaching and learning (Data, Feedback, Strategy or DFS), as evidenced by district and building level use of data systems (Guru, OASYS, IEP Direct, eSD, Curriculumplan, eDoctrina) to evaluate the extent to which our practices are being impactful (as evidenced by improvements in the elements included on the DLT dashboard).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term/Long-Term)

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.
07/01/17	06/30/18	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 the <i>Tenet</i> areas of this District Comprehensive Improvement Plan.
07/01/17	06/30/18	The Troy City School District will continue to provide training on how to use district-wide data dashboards to affect meaningful improvements.
07/01/17	06/30/18	The Efficacy Institute will work with all schools to train leaders, faculty and staff on maintaining a learning orientation (i.e. "Can't Fear Failure"). Consultants from the Efficacy Institute will work with individual buildings and district leaders on various PD days as well as individually scheduled times in each building throughout the year. The focus of the learning orientation will expand to include students' use of the DFS and goal setting processes.
07/01/17	06/30/18	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.
07/01/17	06/30/18	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 (to ensure that the most important, useful and developmentally appropriate assessments are used to measure student proficiency).
07/01/17	06/30/18	The district will 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. Additionally, the district will expand our use of social media sites in all recruiting efforts and will begin to explore alternative certification programs that focus on recruiting teachers for hard-to-staff areas.

07/01/17	06/30/18	The district will utilize the newly developed <i>Troy City School District Resource Allocation Plan</i> that covers multiple years and aligns with the needs of the students and families served by the district. The district will monitor the allocation of resources in the plan to ensure that they are targeted to the identified priorities.
07/01/17	06/30/18	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 (i.e. identification of "model classrooms" that will serve as training sites throughout the district.

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:	The district participated in a pilot of the NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017.
B2. DTSDE Review Type:	DTAR

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 continue to improve in each of the following areas: building-specific 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.
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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.	Beginning July 2017 and continuing monthly, to carefully monitor the strategic short and long range SMART goals for increasing student achievement at the building level, and to provide targeted training and the time necessary to analyze building-specific data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Truancy Rate

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.
07/01/17	06/30/18	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 building-specific training will be offered that meets the demonstrated needs of students and staff in each of our buildings.
10/01/17	05/01/18	Monthly building release days (excluding September and June) will continue throughout the district. Data, Feedback, Strategy (DFS) processes will be used as the platform for all of these meetings. Additionally, a consistent template will be used throughout each building.
07/01/17	06/30/18	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.
07/01/17	08/30/18	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.
07/01/17	06/30/18	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 4 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. The focus of this work will include an emphasis on "mindset" and developing a mission driven culture in our schools.

07/01/17	06/30/18	Troy City School District leaders and teachers will serve as "scouts" and conduct a number of school visits to "gap-closing schools". These visits will include Renewal Schools in New York City, "Model Schools" identified by the International Center for Leadership in Education, and other schools noted for their success in transform high needs schools into high performing schools.
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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:	The district participated in a pilot of the NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017.
B2. DTSDE Review Type:	DTAR

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.
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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.	Beginning in July 2017, to utilize existing resources (i.e. Curriculum Leaders, Instructional Coaches, Embedded Staff Developers, Literacy Coaches, District Administrators, Leaders and Expert Teachers) to provide intensive support to teachers and staff on how to differentiate the CCLS curricula and adapt instruction to ensure that all students have access to rigorous and relevant learning (Quad D).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Leaders, Faculty and 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.
07/01/17	06/30/18	To complete the curriculum review cycle for year three: Science, Physical Education and Health. To map the curriculum for year four areas: Math, Business, Technology, FACS and Guidance. To plan for the curriculum review cycle for year one: ELA, Library and Foreign Languages.
07/01/17	06/30/18	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.
07/01/17	06/30/18	The district will secure additional materials (i.e. Lucy Calkins units of study, Literacy Footprints, non-fiction subscriptions, etc.) and training to support its intense district-wide initiative to grow stronger readers, writers and thinkers. (Troy will apply to be considered for participation in a number of institutes held at Columbia Teachers College Reading and Writing Project (TCRWP).
07/01/17	06/30/18	Teams of Troy leaders and teachers will participate in the International Literacy Association and New York State Reading Association's annual conferences. This conference will provide folks with the most up to date information related to improving students' reading abilities using strategies based on research.
07/01/17	06/30/18	Teams of Troy leaders will participate in the Model Schools Conference, hosted by the International Center for Leadership in Education. This conference will feature "gap-closing schools" as well as a host of workshops/conferences related to all areas of successful school reform.

07/01/17	06/30/18	District leaders will monitor and evaluate the extent to which teachers are accessing and utilizing Curricuplan in their instructional planning processes. Additional training will be offered to all faculty and staff on using this powerful curriculum mapping program.
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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:	The district participated in a pilot of the NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017.
B2. DTSDE Review Type:	DTAR

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.
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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.	Beginning in July 2017 and continuing throughout the year, to utilize the 2016-2017 observation and evaluation data available in OASYS and the district-created walk through tool to inform changes in teacher practice and to improve the frequency and impact of walk-throughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective" Leaders, Faculty and 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.
07/01/17	06/30/18	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.
07/01/17	06/30/18	The Professional Development Planning Committee (PDPC) will plan opportunities to enable the district to continue 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.
07/01/17	06/30/18	Training will be offered on the effective use of data to drive instructional decision making.
07/01/17	06/30/18	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). Training this year is broken into two modules: the framework and general education, and the framework and educating students with disabilities. These sessions will lead to in-house training to improve our overall understanding of the rubric as a tool for teacher improvement.
07/01/17	06/30/18	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.
7/1/2017	6/30/2018	Training will be provided to all teachers and staff developers in Troy who function in the role of an instructional "coach". Emphasis of this training will be on increasing student engagement, designing rigorous and relevant instruction, and closing the achievement gap.

7/1/2017	6/30/2018	Teams of teachers and leaders have applied to Columbia Teachers College Reading and Writing Project (TCRWP) to participate in a number of training institutes. These institute include, but are not limited to, the following: Adapting the Units of Study for English Language Learners, Leading a District Literacy Initiative, and various Coaching Institutes.
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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:	The district participated in a pilot of the NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017.
B2. DTSDE Review Type:	DTAR

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 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.
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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.	Beginning in Summer 2017 and continuing throughout the year, through the use of district-wide data collection in esd, the District SEDL Committee, representing all constituencies, will monitor and evaluate the extent to which we are meeting students' social emotional developmental health needs.
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 Discipline Referrals Student Truancy Rate

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.
07/01/17	06/30/18	The SEDL Committee will provide <i>Restorative Justice</i> training for leaders, faculty and staff in each school. A tiered model of behavioral intervention will be established for elementary, middle and high school students that includes, but is not limited to, <i>Restorative Justice</i> strategies. District staff will complete a <i>Train the Trainer</i> session on <i>Restorative Justice</i> practices in August, 2017.
07/01/17	06/30/18	The SEDL Committee will collaborate with the Parent Engagement Committee on the following events: hosting <i>Community Provider Fairs</i> for parents at the TMS Block Party and one of the elementary buildings during the Book Giveaway, and Parent Cafe's to support the roll out of Second Step (Social Emotional Developmental Health Curriculum).
07/01/17	06/30/18	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 <i>Flexible Framework</i> . Staff training will occur through presentations, book studies, and collaborative work with community agencies (e.g. Resiliency Group with Dr. Malone from CapitalCare).
07/01/17	06/30/18	The SEDL Committee will meet monthly to implement the activities in the DCIP for Tenet 5 and to review district and building data to understand and respond to the demonstrated social emotional needs of students.
07/01/17	06/30/18	The District will re-evaluate referral procedures and the protocol for coding behaviors and tracking data through eSchool.
07/01/17	06/30/18	The District will provide training via book studies and workshops on developing "Trauma Sensitive Schools". This work will be done in collaboration with local agencies (i.e. Samaritan Hospital, etc.).

07/01/17	06/30/18	The District will provide training to all leaders, faculty and staff on the use of data to directly inform students' Individualized Education Programs (IEPs) and Behavior Intervention Plans (BIPs). Special attention will be given to increasing teachers' expertise with regard to managing student behavior.
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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:	The district participated in a pilot of the NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017.	
B2. DTSDE Review Type:	DTAR	
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 cultivate and sustain meaningful partnerships between families and our schools, the district needs to begin with a clear articulated family engagement plan. This plan needs to include a strong training component for leaders, faculty and staff on how to engage families as partners.	
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 2017, the District Parent Engagment Committee will develop a Family Engagement Plan that outlines the survey results, subsequent family engagement events and all necessary training to occur over the course of the year. Success of this plan will be measured by imporved test scores and improvements in family attendance at school programs and events.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Leaders, Faculty and Staff Attendance at Professional Development Parent Attendance at Workshops Parent Participation in District/School 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.
07/01/17	06/30/18	To improve communication, the Parent Engagement Committee, in collaboration with the Technology Committee, will provide training for all staff regarding the use of technology as a tool to increase communication with families about students' progress. Additionally, teachers will use apps to provide information about the curriculum, as well as classroom and school events.
07/01/17	06/30/18	To foster positive relationships with all families, the district will continue to expand modes of communication to reach all families, including those without telephones. Additionally, the Parent Engagement Committee will develop a system to be used district-wide to identify those families not being reached through standard sommunication systems.
07/01/17	06/30/18	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, and the New York State United Teachers training on "Home Visits That Make a Difference".
07/01/17	06/30/18	The district will continue to maintain a well-developed and easy-to-use website so that families can contact staff, obtain important information, and download useful materials.
07/01/17	06/30/18	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 families' schedules.

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	\$61,269

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
School 2	Priority	\$280,635
Carroll Hill School	Priority	\$130,635
DISTRICT / BUILDING TOTALS		\$472,539

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	\$12,524
Carroll Hill School	Priority	\$12,524
DISTRICT / BUILDING TOTALS		\$25,048