LEA Name:	Troy City School District
BEDS Code:	491700 01 0000

ENTER DATA INTO ALL YELLOW CELLS.

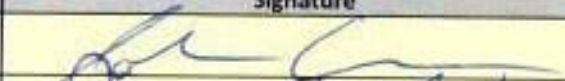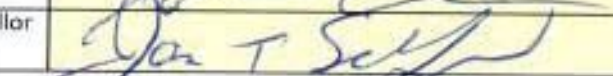# 2015-2016 District Comprehensive Improvement Plan (DCIP)

Contact Name	Dr. Donna Watson		
		Title	Assistant Superintendent of 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	7·30·15
President, B.O.E. / Chancellor or Chancellor's Designee		Jason Schofield	7-31-15

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. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
X (8/5/15)	3. 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	4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
X	5. 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	6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
X	7. 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)
May 18, 2015	District Office	July 8, 2015	District Office
May 20, 2015	NYS Cultural Education Center	July 14, 2015	District Office
May 21, 2015	NYS Cultural Education Center	July 16, 2015	District Office
June 18, 2015	District Office	July 29, 2015	District Office
June 19, 2015	District Office	July 30, 2015	District Office

Name	Title / Organization	Signature
John Carmello	Superintendent of Schools	
Donna Watson	Assistant Superintendent of Curriculum and Instruction	
Kristen Miaski	Director of Human Resources	
Terrence Blanchfield	Assistant Superintendent for Business	
Donna Fitzgerald	Director of Pupil Personnel Services	
Julianna Currey	Coordinator of Grants	
Natelege Turner-Hassell	RtI Coordinator/ School 2 Principal	
Amy Prahbakaran	CSE Chairperson & District Social- Emotional Development Coordinator	See attached email.
Maxine Brisport	School Psychologist & District Family Engagement Coordinator	Maxine J. Brisport.

Kaniff, Theresa <kanifft@troycsd.org>

Signatures Needed for DCIP

KHUZWAYO, AMY <khuzwayoa@troycsd.org>
To: "Kaniff, Theresa" <kanifft@troycsd.org>, Donna Watson <watsond@troycsd.org>

Fri, Jul 31, 2015 at 1:13 AM

Dear Dr. Watson,

   I give my permission for my signature to be attached to the DCIP as I am out of the country and unable to sign it in person.

Regards, Amy Prabhakaran
[Quoted text hidden]

--

Dr. Amy Prabhakaran (formerly Khuzwayo)
CSE Chairperson / School Psychologist
Troy City School District
khuzwayoa@troycsd.org
(518) 328-5057

"What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity. In the end there are no certain answers." Martina Horner

District Information Sheet

District Information Sheet

District Grade Configuration	PK-12	Total Student Enrollment	4042	% Title I Population	52%	% Attendance Rate	91%	

Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	0%	% Black or African American	35%	% Hispanic or Latino	12%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	45%	% Multi-Racial	6%

Overall State Accountability Status

Number of Focus Schools	1	Number of Priority Schools	1	Number of Local Assistance Plan Schools	3	Number of Schools in Status	5	Number of SIG 1003(a) Recipient Schools		Number of SIG 1003(g) Recipient Schools	

Based on 13-14   Elementary   Middle Level

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			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	Students with Disabilities		x	Multi-Racial
x	Economically Disadvantaged			Limited English Proficient

Did Not Meet Adequate Yearly Progress (AYP) in Science

	American Indian or Alaska Native		x	Black or African American
x	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
x	White			Multi-Racial
x	Students with Disabilities			Limited English Proficient
x	Economically Disadvantaged			

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

	Limited English Proficient

DCIP Plan Overview

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

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

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

- [ ] 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.)
- [ ] Partial Degree (Some of the identified subgroups improved achievement.)
- [X] Moderate Degree (A majority of identified subgroups improved achievement.) *We are utilizing internal measures to determine that subgroups have made gains. We are awaiting NYS Testing Results for 14-15.
- [ ] 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 identified schools made the most growth during the previous year (Mark with an "X").

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Positive Impacts include: Development of a Common Core Aligned Elementary Report Card, Use of Teachscape as an Evidence-based Teacher Evaluation Tool, and the Development of Digital Curriculum Maps (with appropriate levels of rigor) Aligned to the CCSS.

• 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.

In that our plan was not approved until late in the Spring, there were no mid-year changes implemented.

In developing the CURRENT YEAR'S plan:

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

Highlights of the current DCIP include: the District-wide Efficacy Initiative, Curriculum Mapping (Social Studies, Art , Music, Science and Mathematics), Culturally Responsive Practices, Improved Reading Practices, Improved Recruitment Efforts, Integrating 21st Century Technology, Improved Delivery of Support to Students with Disabilities, and Improved Family Engagement and Social Emotional Support for Students.

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

Needs targeted for improvement include the following: student achievement in all accountability areas (ELA, Math and Graduation Rate), recruitment processes, distribution and belief in the district's theory of action, implementation of a district-wide and building level data system (GURU) to be used to drive all efforts, development of a strategic plan for allocating resources, evaluation of targeted professional development, development of data streams (formative assessments), quality of teacher and principal feedback, system for supporting students' social emotional health, and communication and engagement of families.

• State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The mission for the district includes the following: Troy Schools will provide a strong educational and social foundation to graduate all students, college and career ready. The vision for the district includes the following: The Troy City School District will graduate in excess of 90% of students college and career ready and will achieve annual improvements in overall student achievement by narrowing the achievement gap for all sub-groups each year, for the next five years. Taken together, the mission and vision respond to the current needs of the district in terms of improving student outcomes.

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

The academic achievement targets for the district include the following:

1. The number of students overall and for each sub-group measured for accountability achieving proficiency on Grades 3-8 ELA and Math scores will increase as follows, for the next five years:

20% of our students who score at Level 1 will improve to levels 2, 3 and 4 the following year;

20% of our students who score at Level 2 will improve to Levels 3 and 4 the following year.

2. Through improved student engagement in learning, development of citizenship values and use of behavioral interventions, violations of the student Code of Conduct will decline in each school by 5% each year, for the next five years.

3. The Regents diploma graduation rate from Troy High School will increase by 3% for each school year until it exceeds 90% and the number of students obtaining a Regents Diploma with Distinction will increase by 5% each year.

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

Improvement efforts in the Troy City School District during the 15-16 school year will rely upon the Self-Directed Improvement System (SDIS). District and building level leadership teams will use the data, feedback strategy (DFS) process to monitor ongoing data relative to student achievement, behavior, social emotional health and involvement of families. GURU Board will be the formal tool used throughout the district to allow for a systematic analysis of data that will form the agenda for all leadership team meetings.

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

Barriers (and ways of overcoming them) include the following: Fiscal limitations (use of existing grant funds and continuation of seeking out competitive grants (i.e. P-Tech)), Resistant staff (continued professional development and reassignment to better matched positions), and time needed for the work (district is supporting monthly half-day release time to engage in various data driven activities - Efficacy).

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

See attached professional development plan for 13-16.

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

District leaders will use public speaking opportunities at district events (i.e. Parent Cafe started in 14-15), faculty meetings and grade level/department meetings. Ongoing labor relations meetings will also be used to strengthen relations. In addition, social media (i.e. Facebook), electronic communications (i.e. e-mail) and videos posted to the district website will be used to strengthen the flow of information and communication with staff and the community.

For Districts with Priority Schools: Whole School Reform Model

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

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.

The Troy City School District implementing a district-wide initiative around Efficacy - getting all students to proficiency and beyond. This effort will rely on the school leadership teams throughout the district, forming a professional learning community, and driving the data, feedback, strategy process in each of our schools. School 2 is implementing year 3 of the School Improvement Grant 1003g. Under this funding source, School 2 has redesigned the school's structure. New leadership has been implemented and the school day has been extended. During the 2015-16 school year, the school day will be extended by one hour in comparison to other elementary schools in the district and will have an after school program available to students three days a week. Instructional coaches, mental health support, responsive professional development and character education are instrumental in transforming School 2. Partnerships with School 2 include: Tiffany Powell focusing on cultural responsiveness, Bank Street providing professional development for instructional coaches, Brian Mendler providing professional development on student behavior and teacher-student relationships, The Efficacy Institute-Self Directed Improvement System (SDIS). Additionally School 2 has key partners in the work in becoming a community school. These partners include The Commission on Economic Opportunity, Rensselaer County Mental Health, Unity House, RPI, START Center, Rensselaer County Department of Probation, HVCC, Sunnyside Chile Care Center, University at Albany, Girls Inc., Capital Roots, Sights for Students, Foster Grandparents, and TRIP.

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 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.

Troy City School District has a FRL population of 68%, 19% SWDs, and 2% ELLs. School 2 specifically has a FRL of 90%, 20% SWDs and 0% ELLs (as the district utilizes ELL Centers at two of the other elementary schools). Families may opt their students in to School 2, or may choose to opt out of School #2 as part of the rules governing School Choice in New York State.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school, 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, 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 gaps needs 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. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

The Troy City School District is committed to ongoing professional development for all leaders and teachers in the area of successful school turnaround. Teams from Troy participate annually in a variety of training offered as part of the Harvard Graduate School of Education - Professional Programs (i.e. 2014 - National Institute for Urban School Leaders, 2015 School Turnaround Leaders Institute). Additionally, the district has allocated additional resources to School 2 (people, time and materials) to support improvements in teaching and learning. As part of the School Improvement Grant School 2 was required to have new leadership. The biggest challenge for School 2 was sustaining strong instructional leadership in the school leader. In year 1, the district needed to initiate a change in school leadership. In year 2, School 2 was led by a seasoned leader with successful turnaround experience. The principal critically evaluated and supported teacher instruction and student learning. School 2 hired a principal's assistant who assisted with student discipline, scheduling, parent engagement, etc. Both the principal and principal's assistant worked closely with the School Leadership Team to improve school climate. Beginning in the 2015-16 school year, the district's current RtI Coordinator will be transitioning into the role of building principal. The 2014-15 principal has been hired to mentor and work closely with the new principal as she transitions into the role. The key partnerships noted above will strengthen the consistent leadership needed at the school level.

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 the 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.

The Superintendent and Assistant Superintendent for Curriculum and Instruction will support the School #2 principal, teachers and staff. The Interim Principal from the 14-15 school year will be hired to provide sixty day of continued support and mentoring as the new principal transitions into the role. Central Office and the School Improvement Team will meet regularly as a group to ensure compliance of the school improvement efforts outline in the school plan. District leadership will continue to support and meet regularly with the building leaders as needed throughout the year.

3. A Lead Partner or Partner Consortium should have the expertise and capacity to provide comprehensive support in the areas where there has been an identified gap in district/school capacity.

A. Partner Identification and Rationale: Complete the Identified Partner Organization chart. Describe in the narrative the rationale for the selection of partner organizations in relation to meeting key district and school-level needs/gaps in capacity. Describe the relationship between the school and the partner organization(s) and how that relationship will further the redesigned school's mission and program.

N/A - The Troy City School District is the LEA that assumes sole responsibility for the School Improvement Grant - 1003g. There is no Lead Partner associated with the school at this time.

B. Partner Roles and Responsibilities: Describe the lead partner/partner consortium role and responsibilities in relation to district's larger strategy and the identified school's management and proposed governance structure. Types of services may include providing technical expertise in implementing a variety of components of the school intervention models, coordinating services, providing intensive job-embedded professional development for school administrators and teachers, and implementing an equitable teacher and principal evaluation system that relies on student achievement, providing fiscal support services, and creating safe school environments that meet students' social, emotional, and health needs. Explain how, over the course of project, all collaborative activities result in the transferring of knowledge, expertise, and practices from partner(s) to LEA personnel, as well as the development of policies, tools, and resources leading to a new and sustainable capacity for the LEA on its own. Describe the means by which the district will hold the partner accountable for its performance.

N/A (see above)

C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:
• A list of schools the partner has previously managed/supported.
• Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
• A summary of the partner's fiscal performance for the past three years.

N/A (see above)

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.	SOP 1.1	SOP 1.2	SOP 1.3	SOP 1.4	SOP 1.5	SOP 2.1	SOP 3.1	SOP 4.1	SOP 5.1	SOP 6.1
Student Growth Percentile for Low-Income Students		Y	Y	Y	Y	Y	Y	Y		
Student Average Daily Attendance		Y			Y	Y			Y	
Student Drop-Out Rate					Y	Y				
Student Credit Accruals (HS Students)										
Student Completion of Advanced Coursework										
Student Suspension Rate (Short-Term / Long-Term)				Y	Y	Y				
Student Discipline Referrals		Y		Y	Y	Y			Y	
Student Truancy Rate					Y	Y				
Student Performance on January Regents Exams		Y			Y	Y				
Student Participation in ELT Opportunities					Y	Y				
Minutes of Expanded Learning Time (ELT) Offered					Y	Y				
Teacher Average Daily Attendance Rate	Y							Y		
Teachers Rated as "Effective" and "Highly Effective"	Y			Y	Y	Y		Y		
Teacher Attendance at Professional Development	Y		Y	Y		Y	Y	Y		
Parent Attendance at Workshops			Y	Y					Y	Y
Parent Participation in District/School Surveys		Y	Y	Y					Y	Y

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.
B1. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review
B3. HEDI Rating Date:	May, 2015

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 strengthen its effort to recruit, evaluate and sustain high quality diverse personnel in order to maximize the capability of personnel to address students' needs.

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.	District cabinet level administrators (Superintendent, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Business and the Director of Human Resources) will establish a more extensive recruitment process that includes postings of positions beyond the use of OLAS jobs.com. District leaders will work with institutions of higher learning to share links to our posted positions with career development centers that draw from a larger candidate pool.
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" Teacher 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.
July, 2015	June, 2016	To create a district hiring committee to develop and administer transparent hiring practices and to ensure the district uses extensive recruitment strategies and hires the most qualified candidates.
July, 2015	June, 2016	To ensure that hiring committees are composed of diverse members representing content area specialists, special education experts, and those familiar with quality instruction for English Language Learners.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.
B1. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 utilizing the district's theory of action in order to make data readily accessible to pertinent personnel and easily disaggregated to provide meaningful guidance for educational decisions in the district's efforts to increase 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.	The district leadership team will distribute the established district-wide theory of action that is collaborative in nature and responsive to the demonstrated needs in Troy. This theory will be shared consistently so that all administrators, faculty and staff understand their personal role in achieving the theory, as evidenced by board presentations, building meetings and school review.
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 Discipline Referrals Student Performance on January Regents Exams

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.
July, 2015	ongoing	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, academic achievement data, 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 school leadership team meetings to make educational decisions for students.
July, 2015	ongoing	New York State Assessment Specialist, David Abrams will work with building leader and teacher teams from across the district in the development of interim assessments (3 times per year) that align to the Common Core State Standards and proficiency targets at every grade level K-8.
July, 2015	ongoing	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, which is focused around the adoption of a clear mission with proficiency targets, a growth mindset and the methods or systems for development improvement (Mission, Mindset, Method). Consultants from the Efficacy Institute will work with individual buildings and district leaders on various PD days as well as individually scheduled time in each building throughout the year.
July, 2015	ongoing	The Troy City School District will employ Dr. Tiffany Powell to work with leaders and teachers throughout the district to improve the use of culturally responsive practices throughout the district. Continued efforts will be targeted to culturally responsive practices as they relate to the Common Core State Standards.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.
B1. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 a strategic plan based on a comprehensive needs assessment to organize and allocate existing resources.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2016 the district will prioritize the development, implementation and evaluation of a strategic plan based on a comprehensive needs assessment that is responsive to current and long term goals.
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 Teacher 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.
Oct-15	Dec-15	The district leadership team will administer a needs assessment to all faculty, staff and families. The team will then analyze the needs assessment data and create a strategic plan.
Sep-15	Jun-15	The district will recruit and hire highly qualified school social workers, District Parent Engagement Coordinator, District Social - Emotional Development Coordinator as well as deploying reading teachers based on need.
Jul-15	Aug-15	Create a district hiring committee to develop and administer transparent hiring practices and to ensure the district uses extensive recruitment strategies and hires the most qualified candidates.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.
B1. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	OTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 plan professional development based on data as well as to monitor and evaluate professional development and the impact it has on teacher effectiveness.

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.	The Professional Development Planning Committee (PDPC) will utilize all available data (i.e. Teachscape) to identify professional development priority needs in all school as evidenced by a completed professional development calendar
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 Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Teachers Rated as "Effective" and "Highly Effective"

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-15	Sep-15	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 Teachscape will also be used to drive professional development decisions.
Jul-15	ongoing	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.
23-Oct-15	23-Oct-15	Greg Tang will provide a one day workshop to all staff grades K- 5. The elementary data has shown students have a problem visualizing and solving problems that have rationale coefficients. His method of bar modeling instruction is a very effective way for students to break down problems in a visual non- traditional manner. Greg Tangs approach builds on the concrete, representational, abstract progressions seen through common core learning standards.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.5 - The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.
B1. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 data or disaggregating data in ways that will guide district, school and teacher decision making as well as align formative assessment data to the level of expectations on summative assessments.

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.	To increase capacity for internalizing the use of data to inform our work, change practice and improve teaching and learning for new and existing teachers, as evidenced by the use of data systems (GURU, Teachscape, IEP Direct, ESD, Curricuplan, Datamate, etc.) to monitor and evaluate the extent to which our practices are effective
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.
July, 2015	ongoing	New York State Assessment Specialist, David Abrams will work with building leader and teacher teams from across the district in the development of interim assessments (3 times per year) that align to the Common Core State Standards and proficiency targets at every grade level K-8.
July, 2015	ongoing	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, academic achievement data, 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 school leadership team meetings to make educational decisions for students.
July, 2015	ongoing	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, which is focused around the adoption of a clear mission with proficiency targets, a growth mindset and the methods or systems for development improvement (Mission, Mindset, Method). Consultants from the Efficacy Institute will work with individual buildings and district leaders on various PD days as well as individually scheduled time in each building throughout the year.

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. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 their vision of improvemnet and district goals, the lack of targeted PD, effective use of data, and monitoring of outcomes limits efforts to 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.	To establish more strategic short and long range SMART goals for increasing student achievement, as outlined in the Self-Directed Improvement System, which are embraced within the district's theory of action.
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.
July, 2015	ongoing	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, academic achievement data, 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 school leadership team meetings to make educational decisions for students.
July, 2015	ongoing	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, which is focused around the adoption of a clear mission with proficiency targets, a growth mindset and the methods or systems for development improvement (Mission, Mindset, Method). Consultants from the Efficacy Institute will work with individual buildings and district leaders on various PD days as well as individually scheduled time in each building throughout the year.

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. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 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.	To review, align and develop 21st Century curricula, aligned to the Common Core Learning Stadnards, to inform instruction and assessment, as evidenced by the completion of curriculum maps in the year two target areas: Social Studies, Art, Music, and additional work in Math and ELA
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 Teacher 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.
July, 2015	ongoing	The district will rigorously review, modify and develop curriculum maps for all subjects and grade levels- 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. Teachers, curriculum leaders and coaches will develop the curriculum maps. Most of the major work of developing the maps will be completed during the summer with reviewing and modifying occurring on an ongoing as needed.
October, 2015	October, 2015	Math staff development specialist, Greg Tang, will provide professional training for all faculty and staff at the elementary level, and all math teachers at the middle level in unpacking the Common Core State Standards for Math and leading students to high levels of understanding.
Fall 2015	Fall 2015	Teams of Troy City School District teachers will participate in the New York State Reading Teachers' Association annual conference. This conference will provide teachers 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. HEDI Rating:	Stage Two
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 ensure that coaches and leaders provide more opportunities and support for teachers that address the use of student achievement data and teacher observation data so that instructional planning is more effective.

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.	To use the 2014-2015 observation and evaluation data available in Teachscape to inform changes in teacher practice in the following areas: Questioning and Discussion Techniques, Engaging Students in Learning and Reflection on Teaching (the most discrepant areas district-wide on the Teachscape data system for the year). Provide professional development to teachers around assessments and discussion techniques as evidenced by teachers using the discussion techniques more frequently during principal walkthroughs.
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 Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective" Teacher 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.
July, 2015	Ongoing	District and school leaders will analyze observation and evaluation data to target professional development to meet building needs.
July, 2015	Ongoing	Professional development on the use of data to drive instruction will continue. The Professional Development Committee will plan professional development opportunities to assure that teachers are well equipped with the skills needed to use data. The training on and use of the Guru Dashboard will make obtaining data easier for analyzing. Teachers will meet in teams to review the data and discuss instructional planning based on the data.

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. HEDI Rating:	Stage One
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 implementation, monitoring and evaluation of the comprehensive SEDL Plan (developed during the 14-15 school year) to teach and empower staff to understand, address, and meet the social and emotional developmental health needs of 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.	The District SEDL Committee, representing all constituencies, will utilize all available survey data and knowledge of best practice to improve the extent to which we meet all students' needs, as evidenced by a completed social emotional plan.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Discipline Referrals Parent 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.
9/1/2015	8/30/2016	The annual hiring of a District Social Emotional Coordinator to facilitate the implementation of the comprehensive SEDL Plan.
9/1/2015	3/30/2016	PD session during building faculty meetings for all building staff, including support staff (monitors, TAs) regarding updated policies around FBA/BIP development, implementation, and roles/responsibilities of everyone in the building around the plans. Building psychologist, CSE Chairperson, and Director of Pupil Services will share responsibility for developing and presenting in each faculty meeting. The intention of this professional development series is to provide all building staff with a common understanding of the core thought process, procedure, and responsibilities around conducting Functional Behavioral Assessments and Behavior Intervention Plans
10/23/2015	3/18/2016	PD sessions for all building staff focused on understanding and supporting students with severe emotional and behavioral difficulties (initial presentation by RSE-TASC) and follow up on the use of effective behavior de-escalation techniques (e.g. implementation of Life Space Interviews which will be provided by Therapeutic Crisis Intervention trainers from the District: Amy Prabhakaran, Andrea Murray, Rebecca DeVries, and Colleen Syrett). The intention of the professional development series is to enhance staff understanding of various mental health and trauma related difficulties experienced by students and to know how to effectively support them in managing emotions and de-escalating crisis situations.

9/1/2015	5/30/2016	In November, February, and May the Assistant Superintendent will facilitate discipline data reviews. Discipline Data Reviews will include analysis of student behaviors that need to be addressed through direct teaching and reinforcement of skills with students, increased monitoring or supervision by staff, or changes in the management of the learning environment. Follow up planning sessions with Building Leadership Teams to identify and plan for implementation of building-wide strategies to meet identified needs will take place within 2 weeks following the data reviews and will be shared out with staff through email and follow up in faculty meetings. The intention of this activity is to drill down to specific actions that can be implemented within a reasonable time frame to address behavioral needs in the school.
9/1/2015	5/6/2016	Engage parents in meaningful discussion around topics concerning their child's social emotional development and learning through use of the Parent Cafe model. The Parent Cafes will be held at various locations (schools, housing projects, community venues) in the school community during the course of the school year (Dates for Cafes will include Sept. 25th - Kings Apt. Complex, Nov. 6th Griswold Heights Complex, Jan. 8th - Ren. Co. Mental Health, March 4th -Troy Boys and Girls Club, and May 6th -Troy Middle School.) The Parent Cafes will be facilitated by the District SEDL Committee and coordinator Amy Prabhakaran, and the District Parent Engagement Committee and coordinator, Maxine Brisport. The intention of this activity is to actively elicit feedback from parents regarding their children's SEDL needs and to engage them in collaborating with the District in the development and implementation of initiatives to address needs in this domain.
11/1/2015	5/30/2016	Implementation of an established schedule (November, February, May) for student focus groups to be conducted in close proximity to the discipline data reviews so that student input can be included in the planning for intervention. Student sample will be generated through random selection and permission obtained from parents prior to participation. Focus groups will be facilitated by School Counselors and Data Liaisons with a small group of 5-7 students for each grade level. The intention of this activity is to elicit student feedback regarding the quality of student relationships, cultural sensitivity, classroom and school climate, and thoughts on specific disciplinary issues that were noted in the Discipline Data reviews.
9/9/2015	3/30/2016	PD in buildings in Sept., Nov., and March provided by Consultant, Pam Roberge to provide exemplars and best practices for effective classroom management using rigorous and explicit instruction, increasing student engagement in relevant learning, and implementing routines and structure within the classroom. The intention of this professional development series is to assist teachers in increasing the rigor and relevance of instruction as a method for supporting positive student behavior.
9/1/2015	6/25/2016	Use of the District communication systems (e.g. website, facebook, twitter, Parent Involvement newsletter) as well as building-level communication (parent email, parent-teacher meetings, Open House, newsletters) to provide parents with updates regarding activities and feedback in the area of social emotional and behavioral supports being provided to students at Troy Middle School. The intention of this activity is to provide parents with current and accurate information about what Troy Middle School and the Troy City School District is doing to support their child in the area of social emotional development and learning.
9/1/2015	6/25/2016	Monthly SEDL Committee meetings facilitated by the District Coordinator for SEDL with a focus engaging staff in ongoing professional dialogue and learning around SEDL needs and best practices, implementation of the SEDL Plan, and examination of ongoing data collection throughout the District on SEDL objectives to modify existing plans and develop an SEDL Plan for the following school year.

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. HEDI Rating:	Stage One
B2. HEDI Rating Source:	DTSDE Review - District Final Report
B3. HEDI Rating Date:	May, 2015

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 prioritize the implementation, monitoring and evaluating of District Parent Engagement Strategic Plan (created during the 2014-15 school year) so that parents and families will participate in school activities and feel empowered to advocate for their 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.	The District Parent Engagement Committee, representing all constituencies, will utilize all available survey data and knowledge of best practice to improve the extent to which we meet all student and family needs, as evidenced by implementation of the Parent Engagement Strategic Plan.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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.
9/1/2015	8/30/2016	The annual hiring of a District Parent Engagement Coordinator to facilitate the implementation of the comprehensive SEDL Plan.
2-Sep-15	20-Mar-16	PROFESSIONAL DEVELOPMENT: The Parent Engagement Committee will provide Professional Development opportunities (via guest speakers from within district, community-based agencies, or other groups) to school staff in an effort to improve their understanding of the relationship between parent engagement and student achievement. The Professional Development activities will focus on programs that are culturally relevant and geared towards increasing parental involvement at home and at school.
9-Sep-15	15-Jun-16	IMPROVING COMMUNICATION: The district and school administrators will consistently encourage all teachers and staff to use technology (emails, social media, etc.) to inform parents about academic goals, class work, grades, homework, and school events and activities. The district's technology department will ensure that parents, families and students are able to access information and to provide information to the district via technology. Additionally, the district will ensure that students and families have full access to the parent and student on-line portal. Furthermore, the Parent Engagement Committee will provide seasonal newsletter to all families.

23-Oct-15	25-Jun-16	EFFECTIVE COMMUNICATION: All communication will be in a format and language that all parents can understand. To the extent possible, the district (schools) will provide interpreters and translated materials to parents and families in their native language. The district's English as a Secondary Language (ESL) staff and other qualified district staff will facilitate in the translation of all necessary information, along with participating in meetings that require interpreters/translators.
30-Sep-15	23-Dec-15	WELCOMING ENVIRONMENT: The Parent Engagement Committee will conduct a Parent Engagement Survey with the goal of using parent feedback to create a welcoming environment that will provide outstanding service to all stake holders including, students, parents and community members in every school and district office.
9-Sep-15	25-Jun-16	VOLUNTEERING: The Parent Engagement Committee will work with District and Building Administration to develop a process and protocol to create a system to recruit and train parent volunteers and identify activities and events in each building where volunteers could be utilized.
1-Nov-15	1-Mar-16	DATA: District and building leaders, teachers, and other staff (such as reading coaches) will host parent informational sessions to ensure that families understand the report card and subsequent student achievement information so that they are better able to support their child's academic success.
9-Sep-15	23-Dec-15	SCHOOL TEAMS: Building principals, administrators and teachers will create a supportive atmosphere in order to include diverse parents as members on school committees and districtwide teams.
23-Oct-15	30-Mar-16	COMMUNITY FAIR: The Parent Engagement Committee in collaboration with the SEDL Committee will organize a provider fair for local businesses and agencies. A districtwide fair will be held by inviting community partners and organizations who will provide training, support and resources for families.

Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding

Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	$2,389,338	1%	$23,893

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	$2,389,338	5%	$119,467
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	$2,868,892	5%	$143,445

Funding Sources Used to Meet Required Set-Aside for Improvement

Fund Source	Budgeted Amount	
Title I, Part A	$143,445	
Title II, Part A		
Title III, Part A LEP		
Title VI REAP		
School Improvement Section 1003(a) - SIG A	$80,000	Estimated
School Improvement Section 1003(g) - SIG G	$997,563	
School Innovation Fund		
Local / General Funds		
Total Funding Reserved for Improvement	$1,221,008	The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (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	
Submit quarterly leading indicators report to NYSED	YES	$0	NO	
Evaluate the fidelity of program implementation	YES	$5,000	NO	Title I
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	$496,100	NO	SIG 1003g
TOTAL		$577,600		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary

District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Troy City School Districts	Focus District	$71,723

School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Troy Middle School	Focus School	$115,861
School 2	Priority School	$1,033,424
DISTRICT / BUILDING TOTALS		$1,221,008

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." $1,221,008

Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?   YES

Financial Allocation Plan - Parent Engagement

Parent Engagement Set-Aside Budget Summary		
School	Accountability Status	Amount of Funds Allocated for Parent Engagement
Troy Middle School	Focus School	$11,947
School 2	Priority School	$11,946
DISTRICT / BUILDING TOTALS		
		$23,893

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides." $23,893

Has the district demonstrated how ALL funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)?   NO

SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN
July 1, 2013 – June 30, 2016

DISTRICT NAME ____**Troy City School District**_____

BEDS CODE ____**491700010000**_____

SUPERINTENDENT ___**John Carmello**_____

ADDRESS _____**475 First Street, Troy, NY 12180**_____

PHONE **(518) 328-5085**___ FAX: **(518) 271-5229**_____ E-MAIL: carmelloj@troy.k12.ny.us

YEAR(S) PLAN IS EFFECTIVE ____**2013-2016**_____

Composition of Professional Development Team

Bill Strang – Member of the Board of Education
John Carmello – Superintendent of Schools
Donna Watson – Assistant Superintendent for Curriculum & Instruction
Seth Cohen– Troy Faculty Association and THS Science Teacher
Juli Currey – Director of Grants and Grant Funded Programs
Natelege Turner – RtI Coordinator
Casey Parker – Elementary School Principal
Mary Grace Tompkins – Mathematics Curriculum Leader and THS Math Teacher
Nancy Smith – Mathematics Curriculum Leader and TMS Math Teacher
Maxine Brisport – School Psychologist
Kelly Comley – THS English Teacher
Jessica Murray – THS English Teacher
Catherine Culkin-Boice – TMS Counselor
Nancy Serson – Library Curriculum Leader and TMS Librarian
Linda Lupian – FACS Curriculum Leader and TMS Home and Careers Teacher
Elizabeth Dowd – School #14 Elementary Teacher
Linda McHenry – ELA Curriculum Leader

Number of school buildings in district: __8__
Number of school-based professional development teams: __8__

PROFESSIONAL DEVELOPMENT PLANNING TEAM

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

Representatives from the district-wide Professional Development Planning Committee (PDPC) are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes teacher and administrative representation from the school buildings in the district. Those building level representatives act as liaisons to the building-based planning teams and faculty members in each building. Our professional development plan recognizes and targets both district-wide and building-based initiatives.

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

Mandatory staff development occurs on district superintendent's conference days and professional development days throughout the year. During the 2013-14 school year, the district has maintained an intense commitment to professional development with a total of 180 hours of embedded staff development designed to improve administrator, faculty and staff knowledge and skills related to the Common Core State Standards and ensuring that Troy's students are college and career ready. This support is offered district-wide by Questar III BOCES as part of the district's *Race to the Top Action Plan*, and allows an individual teacher to participate in approximately six hours of professional development. Additionally, the district hosts four conference days annually, totaling twenty-eight hours (see attached agendas). Faculty and staff members are also invited to participate in book studies offered in-house and attend monthly professional forums organized through the district-wide mentoring program, totally an additional fifteen hours. Finally, the district offers two early release days at the elementary level which affords teachers the opportunity to participate in professional development as part of extended grade level meeting time. As a result, faculty and staff members have a minimum of fifty hours of professional development available to them annually within the district. These opportunities would enable all teachers and teaching assistants to meet or exceed the required number of hours of professional development over a five-year period. Beyond the above stated opportunities, the district also supports curriculum writing and teacher and teaching assistant attendance at workshops and conferences hosted by outside organizations. Support for these opportunities may include release time, substitute compensation, in-service credit, registration fees or stipends for curriculum writing in the summers of 2014 and 2015 in the areas identified in the district-wide curriculum management system.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.

The professional development plan includes goals, strategies and activities directed toward helping all students achieve the Common Core State Standards (CCSS) and demonstrate attributes and behaviors aligned with district-wide initiatives. Curriculum review, alignment and development are directly tied to the CCSS. The training related to Culturally Responsive Practice is designed to ensure that all students and subgroups have access to rigorous, grade level, common core work without any disproportionality in school programs and services. The initiative to improve Reading instruction at kindergarten through grade eight is founded not only on the CCSS for English Language Arts and Literacy but on the wealth of scientifically based Reading research available in recent years. Our emphasis will extend beyond using assessments to inform instruction to work on closing the achievement gap that exists between Troy's students and students statewide.

Our mentoring training will assist beginning teachers and inform discussion between those teachers and their mentors that includes standards appropriate for a particular grade level and content area (i.e. the "major work of the grade"). In addition, training will be incorporated to address the many areas associated with the changes to the Annual Professional Performance Review Plan (APPR) including but not limited to the following: Danielson 2013, Teachscape and SLOs. Increased training on the full integration of technology into our district-wide programs and services will include its use in curriculum, instruction and assessment for all students. The training related to improving the achievement of students with disabilities will involve differentiating the content (based on the learning standards), processes and products for student learning. This work will extend to include the support of a Special Education School Improvement Specialist (SESIS) around providing multiple entry points for students and necessary scaffolds to ensure rigorous, grade level work for all students.

The district is committed to looking to the work of Early College High School (ECHS) programs to inform the training needed to launch the Riverfront P-Tech Program in Troy. As part of this program, and the overall work of the Troy City Schools, training is also necessary in the area of engaging parents and families in strong partnerships for education. Our proposed professional development plan speaks to a method of communication for all initiatives on both district and building levels to ensure horizontal and vertical alignment.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The members of the Professional Development Planning Team (PDPT) developed this plan collaboratively, in response to the results of teacher evaluations to superintendent's conference days (including evaluation results) and several district-wide evaluations: a Special Education Evaluation conducted by Future's Education, and various DTSDE School-wide Reviews of School 2, Troy Middle School, School 16 and Carroll Hill Elementary School. These reviews resulted in multi-year improvement plans. In many ways, they continue to inform the work that we do as we chart our progress in relation to the areas identified in those reviews as areas in need of improvement. Information from these studies was also used to inform the development of a district-wide curriculum management system (which includes a four-year time line of review, alignment and development). Areas within the Special Education study include goals for multiple years regarding students with disabilities. As we analyze the results of our first year of curriculum, instruction, and assessments aligned to the CCSS, particularly in English Language Arts and Mathematics in grades 3 through 8 under NCLB, our baseline data continues to be critical this year in helping us to support areas in need of improvement, and subsequent training. Evaluation will be based upon continued collection and analysis of student achievement data as appropriate (including the newly adopted local measures – QIII Baseline assessments). The areas identified in our proposed plan are both a continuation of district goals from the 2012-2013 school year and elaboration of current and future initiatives.

3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

The areas identified for both building-based and district-wide initiatives have been identified as a result of careful analysis of student achievement data from the New York State School Report Card, the Comprehensive Information Report and classroom-based assessments. The district relied on survey information as well for the purpose of identifying priority areas for staff development. All goals, objectives, strategies and activities are designed to support improved classroom practice that will yield improvements in student achievement.

Attachment I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

_X_	School Report Card
	New York: The State of Learning (Chapter 655 Report)
_X_	BEDS data
	The CAR report
_X_	Special designation schools, SURR, Title I
_X_	Student attendance rates
_X_	Graduation and drop-out rates
_X_	Student performance results disaggregated by ethnicity, gender, SES, and other special needs.
_X_	State benchmarks for student performance
	TIMSS report
	Student aspirations
	Other student surveys
_X_	Longitudinal data
	Student/teacher ratios
	Teacher turnover rate
	Number of uncertified teachers
	Number of teachers teaching out-of-field
_X_	Teacher proficiency data
_X_	Teacher survey (using Survey Monkey)
_X_	School Reviews Using the Diagnostic Tool for School and District Effectiveness (DTSDE)

School District Professional Development Plan:
PDP Goals, Objectives, Strategies and Activities
2013-2016 - Final

PDP Goal #1 – **To review, align and develop 21st century curricula (aligned with the Common Core Learning Standards) to inform instruction and assessment**

  Objective #1 – To establish a curriculum management system for the ongoing review, alignment, development and evaluation of district-wide curricula

  Objective #2 – To review existing mapping software options and make recommendations for use by the Troy City School District

  Objective #3 – To review, align and develop district-wide curricula in the areas identified for Year 1 review (to be determined by the curriculum leaders)

  Objective #4 – To review existing ELA and Mathematics curricula, and unpack the recently published modules, to align instruction with the Common Core State Standards in both areas (part of our RTTT initiative)

  Objective #5 – To plan for the re-alignment of Science curricula to the Next Generation Science Standards

  Strategy: To involve curriculum leaders and extended teacher leadership in curriculum review, alignment and development

  Proposed Activities:

- Provision of embedded professional development on the CCSS delivered by Questar III
- Establishment of a curriculum management system in Troy
- Examination of software by curriculum leaders leading to a recommendation for use in Troy, and subsequent training on the recommended tool
- Continued examination and use of student achievement data to inform curriculum, instruction and assessment at all levels
- Use of building-based planning team meetings, grade level/team meetings, new teacher orientation

and faculty meetings to communicate the revised
curriculum to faculty and staff

PDP Goal #2 –   **To improve the use of culturally responsive practices
throughout the Troy City School District**

Objective #1 –   To support the use of culturally responsive practices in all
classrooms and departments throughout the district

Proposed
Activities:

- To support continued professional development with Dr.
  Powell on *Culturally Responsive Practices and the
  Common Core*
- To support the work of the Technical Assistance Center for
  Disproportionality (TACD), ensuring representation from
  each school building
- To review and analyze all data by subgroups (academic,
  behavioral, suspension, etc.)
- To develop culturally responsive classroom libraries

PDP Goal #3 –   **To improve the teaching and learning of Reading within the
Troy City School District**

Objective #1 –   To incorporate research on the five areas of Reading
instruction (phonics, phonemic awareness, vocabulary,
fluency and reading comprehension) into consistent
instructional practices in kindergarten through grade 6

Objective #2 –   To improve literacy instruction across the curriculum (K-
12) (Vocabulary, Reading, Writing, Speaking and
Listening)

Objective #3 –   To comprehensively review our use of assessments and
interventions for Tier I, Tier II and Tier III students and
make recommendations for improvements

Strategy   To provide intense professional development in explicit
reading instruction (including guided reading groups)

Proposed
Activities:

- To support the work of the literacy coaches in teaching the Instructional Strategies Approach (ISA) to all Reading and classroom teachers in grades K-6.
- To continue the embedded PD around CCSS and modules
- To improve "close read" at all levels
- To review and assess our use of valid and reliable assessments for a variety of purposes: screening, diagnostic, progress monitoring and outcome-based
- To support embedded professional development through the use of literacy coaches working in the classroom to model, observe and provide feedback related to expert Reading instruction
- To provide targeted training on F&P reading levels and implications for instruction at the all levels (including HS)

PDP Goal #4 – **To recruit and retain highly qualified faculty members and provide support throughout a teacher's career**

Objective #1 –   To support all teachers through the entire process of the new Annual Professional Performance Review

Strategy: To evaluate the needs of teachers and target subsequent training and support to meet on-going needs

Proposed
Activities:

- Participation in training on Danielson's 2013 Teacher Practice Rubric (Teachscape Version)
- Training on understanding all components of APPR leading to the annual Teacher Composite Effectiveness Score
- Participation in evaluations using the new web-based teacher evaluation tools
- Training on effective use of Student Learning Objectives (SLOs)

Objective #2 –   To provide a district-wide mentoring program that comprehensively addresses the demonstrated needs of mentors and beginning teachers throughout the year(s)

Strategy:

- To evaluate the needs of mentors and beginning teachers prior to the start of school and target subsequent training and support to meet the on-going needs of program participants

Proposed
Activities:

- Participation in training for mentors on how to be an effective mentor
- Participation in a new teacher orientation and meetings throughout the year
- Observational classroom visits focused on instructional strategies
- Participation in weekly mentor/beginning teacher conferences
- Evaluation of the effectiveness of the mentoring program annually

PDP Goal #5 –   **To promote a safe and secure environment for all students, district employees and visitors**

Objective #1 –   To continue to design professional development opportunities to facilitate compliance with Project Safe Schools against Violence in Education (SAVE) legislation

Strategy: To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to violence prevention and intervention

Proposed
Activities:

- Continuation of the efforts of district-wide and building-based safety teams as outlined in the District-Wide School Safety Plan
- Participation in drills and table top exercises to ensure safety during a variety of emergency situations
- Participation in workshops related to blood borne pathogens, CPR, AEDs, suicide prevention, cyber-bullying, internet safety and social networking sites
- Participation in emergency preparedness training to include bus safety and field trip procedures

PDP Goal #6 –   **To continue to promote increased technology integration and the use of 21st Century tools throughout the district**

Objective #1 –   To maximize our use of technology to enhance curriculum, instruction and assessment for all students

Strategy:	To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to technology integration
Proposed Activities:	

- Training on the use of a web-based curriculum management software program
- Participation in targeted training to support technology integration in the classroom (i.e. Web 2.0 Tools, Smartboard use, Blackboarding, virtual field trips, using a document camera, i-pads, etc.)
- Continued training regarding on-line programs and/or other blended learning opportunities (credit recovery, advanced placement, etc.)

Objective #2 –	To maximize our use of technology to enhance district-wide programs and services (systems)
Strategy:	To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to technology integration
Proposed Activities:	

- Training in the following systems: Teachscape, Datamate, eSD, gradebook, Microsoft Office, data dashboard, Castle Learning, etc.)

PDP Goal #7 – **To improve the academic achievement of students with disabilities and those who are academically at risk**

Objective #1 –	To provide professional development opportunities for faculty and staff to improve our understanding of how to successfully meet the needs of students with disabilities
Strategy:	

- To examine the student achievement data of students with disabilities and target professional development opportunities toward improved teaching and support practices

Proposed Activities:	

- Continued analysis of student achievement data to inform the delivery of instruction for students with disabilities

- Continued embedded professional development with the Special Education School Improvement Specialist, Pam Roberge, at all levels
- Use of conference days to work on a variety of related topics:
  - Training in curriculum-based assessment (progress monitoring)
  - Training for teaching assistants to enhance students' independent application of skills
  - To continue to improve our use of i-Pads and other technologies to enhance instruction

PDP Goal #8 – **To expand programming within the Troy City School District to include the *Riverfront P-Tech Program* within Troy High School**

Objective #1 – To provide professional development opportunities for administrators, faculty and staff around the Pathways in Technology (P-Tech) model.

Strategy:

- To visit established, self-sustaining, Early College High School (ECHS) programs, New-Tech schools and P-Tech programs to observe how others are delivering the essential elements of the P-Tech model, and to inform the development of Troy's *Riverfront P-Tech Program*
- To work with industry partners (GE Healthcare, Regeneron Pharmaceuticals and CEG) and engage in a skills mapping process to support Troy's program of study leading to pathways in advanced manufacturing and/or biotechnology.
- To provide initial family outreach and identification of students for Cohort 1.

Proposed Activities:

- Faculty and staff will meet with HVCC faculty and industry partners to validate local skills inventories and identify skills gaps (which will be used to refine the program of study leading to the degrees in Advanced Manufacturing and Biotechnology)
- To develop curriculum, guide instruction and identify assessments that will be used as a foundation for the P-Tech model in Troy
- Training, not limited to the following topics, will be provided to teachers involved in the program: Project-based Learning (PBL), Protein Is Cash (for chemistry and biotechnology teachers), and advanced manufacturing and Six Sigma training (for technology and math teachers).

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- Consortium members will work with Troy Middle School teachers and counselors to refine the outreach and recruitment plan

PDP Goal #9 –   **To improve family/community engagement in and promote shared ownership for students' academic programs and social/emotional well-being.**

    Objective #1 –   To examine alternative and multiple ways to conduct family/teacher conferences

        Strategy:

- To improve our use of 21st Century tools to promote effective reciprocal communication between schools and families

School District Professional Development Plan
Attachment III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

__X__	Professional Grant Funds
__X__	Title I Funds and Title IIA Funds
__X__	ARRA Funds

Staff resources:

__X__	Curriculum developers
__X__	Content specialists
__X__	Exemplary teachers

Providers:

__X__	Institutions of Higher Education
__X__	Teacher Resource Centers
__X__	BOCES (e.g., SCDN, SETRC, BETAC)
__X__	Outside Consultants

Community (ICC Members)

__X__	Major employers
__X__	Community-based organizations
__X__	Parents

Other

__X__	IDEA Grants
__X__	Mini-grants
__X__	Professional Grants Funds
__X__	District Staff Development Funds
__X__	New York State Mentor Teacher Internship Program (MTIP) grant funds

All identified district staff development funds are available to implement this staff development plan.

See Appendix A

School District Professional Development Plan
Attachment V: Evaluation Plan

See Appendix B

SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

STATEMENT OF ASSURANCES

The superintendent certifies that:

➤ Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrations, and others identified in the plan.

➤ The plan focuses on improving student performance and teacher practice as identified through data analysis.

➤ The plan describes professional development that:

- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instructions and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

➤ The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

➤ The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

_____

Signature (Superintendent of Schools)

_____

(Date)

Appendix A/B: 2013-2016 Troy City School District Professional Development Implementation and Evaluation Plan

Goal #1: To review, align and develop 21st century curricula (aligned with the Common Core Learning Standards) to inform instruction and assessment

Objective #1: To establish a curriculum management system for the ongoing review, alignment, development and evaluation of district-wide curricula
Objective #2: To review existing mapping software options and make recommendations for use by the Troy City School District
Objective #3: To review, align and develop district-wide curricula in the areas identified for Year 1 review (to be determined by the curriculum leaders)
Objective #4: To review existing ELA and Mathematics curricula, and unpack the recently published modules, to align instruction with the Common Core State Standards in both areas (part of our RTTT initiative)
Objective #5: To plan for the re-alignment of Science curricula to the Next Generation Science Standards

Strategy	Activity	Who	Time Frame	Performance Measure
To involve teacher leadership in curriculum review, alignment and development	Examination of student achievement data Revision of curricula Use of student data, 21st Century Skills framework Communication to BBPT Incorporation of STEM, technology and features of 21st century library programs	Assistant Superintendent for Curriculum and Instruction Principals/Questar III Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics Librarians General Education Teachers Special Education Teachers	Summers 2014 and 2015 Ongoing 13-14, 14-15, 15-16	K-12 Curriculum Mapping using adopted tool Documented 21st Century student outcomes Lesson plans designed to address specific student needs as evidenced by data and that integrate technology and the library

Goal #2: To improve the use of culturally responsive practices throughout the Troy City School District

Objective #1: To support the use of culturally responsive practices in all classrooms and departments throughout the district

Strategy	Activity	Who	Time Frame	Performance Measure
To continue to provide training in the area of culturally responsive practices for all administrators, faculty and staff	Professional forums on culturally responsive practices and the Common Core State Standards Data analysis sessions that focus on multiple data disaggregated by subgroups Book studies related to this topic	Assistant Superintendent for Curriculum and Instruction Principals/Questar III PPS Director RtI Coordinator/Coaches Dr. Tiffany Powell Librarians General Education Teachers Special Education Teachers	Summers 2014 and 2015 Ongoing 13-14, 14-15, 15-16	Development of culturally responsive lessons, units and classroom libraries Elimination of disproportionality in suspension and other discipline data Improved academic achievement for all students and all subgroups

Goal #3: To improve the teaching and learning of Reading within the Troy City School District

Objective #1: To incorporate research on the five areas of Reading instruction (phonics, phonemic awareness, vocabulary, fluency and reading comprehension) into consistent instructional practices in kindergarten through grade 6

Objective #2: To improve literacy instruction across the curriculum (K-12) (Vocabulary, Reading, Writing, Speaking and Listening)

Objective #3: To comprehensively review our use of assessments and interventions for Tier I, Tier II and Tier III students and make recommendations for improvements

Strategy	Activity	Who	Time Frame	Performance Measure
To provide intense professional development in explicit reading instruction (including guided reading groups)	Use the Instructional Strategies Approach (ISA) Continued PD around CC modules and close reads Analysis of assessments and their uses Use of Literacy Coaches Continued PD on F&P Levels	Assistant Superintendent for Curriculum and Instruction Principals/Questar III PPS Director RtI Coordinator Literacy & Instructional Coaches/Librarians General Education Teachers Special Education Teachers	Summers 2014 and 2015 Ongoing 13-14, 14-15, 15-16	Improved instruction in the 5 key areas of Reading Observations of classroom instruction documenting the effectiveness of Reading instruction Improved student achievement in Reading and ELA

Goal #4: To recruit and retain highly qualified faculty members and provide support throughout a teacher's career

Objective #1: To support all teachers through the entire process of the newly adopted Annual Professional Performance Review
Objective #2: To provide a district-wide mentoring program that comprehensively addresses the demonstrated needs of mentors and beginning teachers throughout the year

Strategy	Activity	Who	Time Frame	Performance Measure
To evaluate the needs of mentors and beginning teachers prior to the start of school and target subsequent training and support to meet the on-going needs of program participants To understand all facets of APPR	Danielson 2013, Teachscape & SLO Training Training on the use of data to inform instruction New Teacher Orientation Monthly Professional Forums Classroom Visits Conferences	Mentor Program Coordinator Assistant Superintendent for Curriculum and Instruction Principals/CASDA Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics Librarians General Education Teachers Special Education Teachers	2013-2016 school years	Retention of teachers who demonstrate effective or highly effective teaching practices

Goal #5: To promote a safe and secure environment for all students, district employees and visitors

Objective #1: To continue to design professional development opportunities to facilitate compliance with Project Safe Schools against Violence in Education (SAVE) legislation

Strategy	Activity	Who	Time Frame	Performance Measure
To utilize district-wide conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to violence prevention and intervention	District-wide and building level safety meetings Drills and table-top exercises Workshops (blood borne pathogens, CPR, AED, suicide prevention, cyber-bullying, internet safety and social networking sites, bus safety and field trips)	District-wide and building level safety teams Building principals PBIS Committees All faculty and staff	Ongoing through 2013-2016	Various improved measures of safety: improved drill times, increased recognition of positive student behaviors, reduction in student disciplinary referrals and suspension rates, and a reduction in violent and disruptive incidents

Goal #6: To continue to promote increased technology integration throughout the district

Objective #1: To maximize our use of technology to enhance district-wide programs and services and to enhance curriculum, instruction and assessment for all students

Strategy	Activity	Who	Time Frame	Performance Measure
To utilize conference days and encourage participation of district-wide faculty and staff at conferences and workshops related to technology integration	Training on the use of web-based curriculum management software Training on technology related topics: distance learning, Web 2.0 Tools, Smartboards, virtual field trips, document cameras, on-line credit recovery programs, i-pads use and corresponding apps	Director of Technology Assistant Superintendent for Curriculum and Instruction Principals, District Administrators, Curriculum Leaders All Faculty and Staff Secretarial Staff Related Service Providers	Ongoing through 2013-2016	Use of web-based curriculum software program throughout the summer 2014 curriculum mapping and beyond Increased participation in technology training Increased use of technology in the classroom Increased evidence of on-line and blended learning Use of i-pads for all students

Goal #7: To improve the academic achievement of students with disabilities and students academically at risk

Objective #1: To provide professional development opportunities for faculty and staff to improve our understanding of how to successfully meet the needs of students with disabilities and those academically at risk.

Strategy	Activity	Who	Time Frame	Performance Measure
To examine student achievement data of students with disabilities and those at risk and target professional development opportunities toward improved teaching and support practices	Analysis of student data Use of conference days to work on a variety of related topics: Scaffolding rigorous, grade level work, Curriculum Based Measures, Spectrum Disorders, Sensory Diets and use of i-pads to meet students' special needs	Special Education School Improvement Specialist Assistant Superintendent for Curriculum and Instruction Principals/CASDA Curriculum Leaders PPS Director/RtI Coordinator/Director of Technology/Director of Athletics/Librarians General Education Teachers Special Education Teachers	Ongoing through 2013-2016	Improved performance of SWDs on state assessments Reduced classification rate Improved teaching practices Effective RTI processes

Goal #8: To expand programming within the Troy City School District to include the *Riverfront P-Tech Program* within THS

Objective #1: To provide professional development opportunities for administrators, faculty and staff around the Pathways in Technology (P-Tech) model.

Strategy	Activity	Who	Time Frame	Performance Measure
To visit Early College High School (ECHS) programs, New-Tech schools and P-Tech programs to inform the development of Troy's program. To work with industry partners and provide family outreach for the first cohort of students	Sessions with HVCC faculty and industry partners to validate the skills inventories Curriculum development Training provided to teachers on the following: Project-based learning, Protein is Cash, advanced manufacturing and statistics training	P-Tech Coordinator Questar P-Tech Support Assistant Superintendent for Curriculum and Instruction MS and HS Principals Curriculum Leaders All P-Tech Program Faculty and Staff	Ongoing through 2013-2016	Successful selection of Cohort One for the Riverfront P-Tech Program in Troy Articulated curriculum and six-year program of study leading to the Associate Degrees (Advanced Manufacturing or Biotechnology) Successful partnerships with industry partners coordinating work-based learning and mentoring opportunities

Goal #9: To improve family/community engagement in and promote shared ownership for students' academic programs and social/emotional well-being.

Objective #1: To examine alternative and multiple ways to engage parents and families as partners in education

Strategy	Activity	Who	Time Frame	Performance Measure
To improve our use of 21st Century tools to promote effective reciprocal communication between schools and families	Use of conference days to work on a variety of related topics: assessing the needs of families, improving parent/family engagement and communication	Parent Outreach Coordinators, Assistant Superintendent for Curriculum and Instruction Principals, Curriculum Leaders, PPS Director, RtI Coordinator, Director of Technology/Teachers	Ongoing through 2013-2016	Improved parent attendance at events and conferences More opportunities for parents to communicate with the school Improved participation of parents representing all students demographically