

LEA Name:	Troy City School District
BEDS Code:	491700010000

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

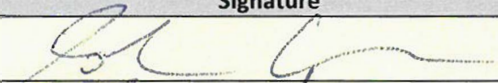
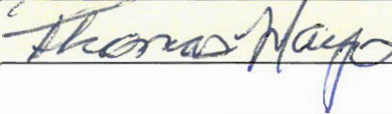
Contact Name	Dr. Donna Watson	Title	Assistant Superintendent for Curriculum and Instruction
Phone	518-328-5062	Email	watsond@troycsd.org
Website for Published Plan	www.troycsd.org		

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

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

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations 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	25-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Thomas Mayo	25-Jul-18

Statement of Assurances

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

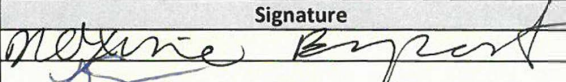
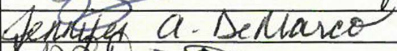
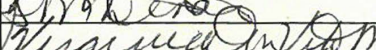
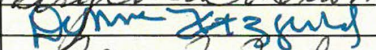
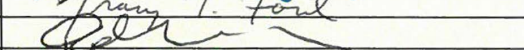

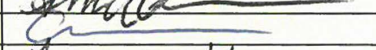

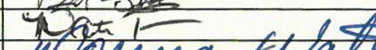

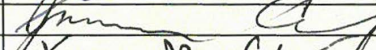
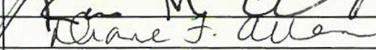
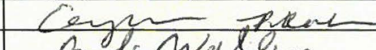
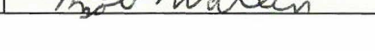







- ☒ 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
- ☒ 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- ☒ 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
- ☒ 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
- ☒ 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- ☒ 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District 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)
April 30, 2018	School 12		
May 14, 2018	School 12		
May 29, 2018	School 12		
June 11, 2018	School 12		

Name	Title / Organization	Signature
Maxine Brisport	School Psychologist & District Family Engagement Coordinator	
Juli Currey	Coordinator of Grants	
Jennifer DeMarco	Math Curriculum Leader	
Sabina Dinardo	ELA Curriculum Leader	
Virginia DonVito-MacPhee	Principal	
Donna Fitzgerald	Director of Pupil Personnel Services	
Tracy Ford	Principal	
Adam Hotaling	Assistant Superintendent for Business	
Kristen Miaski	Director of Human Resources	
Amy Prabhakaran	Assistant Director of Pupil Personnel Services	
Erin Sheevers	Director of Technology	
Genevieve Stinson	Teacher	
Bill Strang	Board of Education Member	
Naté Turner-Hassell	Principal	
Donna Watson	Assistant Superintendent for Curriculum and Instruction	
John Carmello	Superintendent of Schools	
Jim Crawford	Principal	
Karen Cloutier	Principal	
Diane Allen	Literacy Coach	
Elizabeth Pollock	Instructional Coach	
Bob Wallen	PE Teacher	

DCIP Plan Overview

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

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

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

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

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input checked="" type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement

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

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input checked="" type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The most significant positive impact that resulted from the previous year's plan includes the following: the continuation of a District Leadership Team (DLT) including multiple stakeholders that met four times from April through June to evaluate the extent to which the 17-18 plan was achieved and collaboratively develop the 18-19 plan based on data, the work with the Efficacy Institute (using 8 early release days supported by the Board of Education) to install the Data, Feedback, Strategy (DFS) process in each of our 8 schools, the district-wide adoption of the Lucy Calkins' Curricular Units of Study for Writing, the provision of high quality professional development (specifically Harvard's Institutes, Columbia Teachers College Reading and Writing Project, International Center for Leadership in Education "Model Schools" Conference, and the Reach Whole School Reform Conference.), expansion of *Second Step* (research-based social emotional curriculum) to include all elementary schools, and significant increase in the parent participation in all survey requests.

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

The district Social Emotional Development and Learning (SEDL) Committee developed a tiered model of social emotional interventions to ensure that students remain in classrooms and develop self regulation and coping strategies. As some students throughout the district manifested extremely challenging behaviors, it was uncovered that all students in need of this were not identified for or receiving the tiered supports outlined in the plan. A professional consultant was hired to work with faculty and staff to improve their ability to manage students with challenging behaviors. As a follow up, the district team writing the DCIP, identified the top 5% of students suspended and the top 5% of students referred by school and worked with the building leadership to ensure that a plan with supports is in place for our most needy students. This continues to be an area of focus for the district.

In developing the CURRENT YEAR'S plan:

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

Highlights of the current DCIP include: the targeted use of existing instructional resources to identify, develop and support "Model Classrooms" throughout the district (particularly those identified as "Teachers' College Reading and Writing Project Affiliate Schools" to serve as training sites, the use of role-specific Danielson rubrics to improve our feedback to School Counselors, Social Workers, Related Service Providers, and Teaching Assistants, curriculum mapping Aligned to the NYS CC LS (Year One Areas: ELA, World Languages, Library Media and ENL), improved recruitment efforts and training in trauma, behavior management and implicit bias, integration of 21st Century technology, and increased and improved communication with families.

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

Through analysis of multiple measures, we have identified the following needs in 2018-2019: poor academic achievement for all students and subgroups on the 3-8 ELA and Math NYS assessments, high rates of student behavioral referrals and suspension, and triangulated data showing that student behavior interferes with learning. Additionally, the district has identified the need for a systematic data tracking system, and improved instructional practices in reading and writing.

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

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

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

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

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

The district-wide Efficacy Initiative will continue to rely on the building leadership team in each of our eight schools. Through the use of eight early release days supported by our Board of Education, all building teams will carefully monitor the use of monthly Data Feedback Strategy (DFS) meetings. These meetings will involve grade level or departmental teams looking at data, making feedback and generating strategies for improvement to be employed before the next meeting. Additionally, the district leadership team will meet four times to monitor and evaluate the extent to which the goals and activities in the DCIP have been impactful.

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

The following barriers may impact the ability to accomplish the mission: the lack of time to consult within the school day and the limited number of professional development days. This barrier will be addressed through the provision of paid summer work for every building leadership team to begin strategic planning over the summer as well as the use of eight monthly early release days throughout the year.

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

The following professional development is critical to the success of this year's plan: continued Efficacy Institute training, development of benchmark assessment training, Lucy Calkins Units of Study training, Harvard Institutes (i.e. Closing the Achievement Gap, Family Engagement, Mindfulness for Leaders, etc.), ICLE's Model Schools Conference, Summer 2018 professional development for all BLTs, PBIS teams and RtI teams, Charlotte Danielson Training on the 2013 CC aligned rubric, International Literacy Association Conference, Curriculum Mapping, technology integration training, Lead Evaluator Training, and training in data-driven instruction and decision making. Three additional focus areas for specific training this year include the following: Trauma Sensitive Approaches, Behavior Management Strategies and Implicit Bias Training. Essentially, each of these trainings is a critical component of meeting the articulated need and SMART goal outlined in each of the Tenets in this DCIP.

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

Methods of dialogue continue to include: use of parent cafes, community provider fairs, use of expanded methods for outreach (i.e. website, all forms of district-wide social media like Facebook and Twitter, texting, newsletters and parent portal). Community partners will be invited in unprecedented ways to join committees at the building and district levels, open doors for possible opportunities for students, and volunteer opportunities that offer a wide array of involvement.

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

The 2018-2019 DCIP will be posted and made available on the district's website and in paper copy at central registration and in each school's main office.

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:	NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017, District - Self Review in April 2018
B2. DTSDE Review Type:	DCIP Planning Document

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The district leadership team needs to continue to analyze and disaggregate data in ways that will guide district, school, teacher and student decision making.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning in September 2018, and in monthly or quarterly meetings, all district-level committees (PDPC, Technology, APPR, SEDL, and Principals' Data Committee) will use data from the district's multiple measures indexing system and/or district developed surveys to inform their work, change practice and improve teaching and learning through the Data, Feedback, Strategy (DFS) Process. Additionally, beginning in September 2018, on a trimester basis, elementary students will use data to set academic and behavioral targets for themselves.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement K-5 on Standards-based Report Cards, Student Achievement 6-12 (ELA, Math, Science and Social Studies), Interim Assessments in ELA and Math K-8, NYS Assessments in ELA, Math and Science K-12, Student Credit Accruals (on track to graduate), Frequency of Elementary and Secondary Suspensions (& Multiple Suspensions), Student Attendance Rates (Excessive Absences), and Graduation Rate

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Apr-19	Jul-19	The Troy City Schools' District Leadership Team (DLT) will meet four times per year to monitor and evaluate the leading indicator data outlined in each of the <i>Tenet</i> areas of this District Comprehensive Improvement Plan.
Jul-18	Jun-19	The Efficacy Institute will work with all schools to train leaders, faculty and staff on maintaining a learning orientation (i.e. "Can't Fear Failure"). Consultants from the Efficacy Institute will work with individual buildings and district leaders on various PD days as well as individually scheduled times in each building throughout the year. The focus of the learning orientation will expand to include students' use of the DFS and goal setting processes.
Jul-18	Jun-19	David Abrams, Assessment Specialist, will work with school leaders across the district aligning assessments with instruction and identifying proficiency targets by grade level and subject area to inform teacher work.
Jul-18	Jun-19	The Assistant Superintendent will model and share with district-wide Principals/Directors the ways in which the Multiple Measures Indexing System informs her work in meaningful ways (i.e. Top Ten List of Students in Need of Social Emotional Supports for Learning), requiring each to share out formally how the MMI informs their practice in a specific way.
Jul-18	Jun-19	The PDPC will create and administer surveys(s) to all teachers and staff to gain feedback on professional development needs. Additionally, data from PLMS will also be used to drive professional development decisions.

Jul-18	Jun-19	The district will expand our recruitment efforts to include participation in at least one job fair located outside the Capital Region in an effort to recruit a more diverse faculty and staff. Additionally, the district will continue to expand our use of social media sites in all recruiting efforts and will begin to explore alternative certification programs that focus on recruiting teachers for hard-to-staff areas. The district will continue to build capacity in staff currently employed in other positions to meet teacher and other professional certification requirements.
Jul-18	Jun-19	Through district-wide data analysis, leaders will identify those areas of success within grade levels, departments and buildings throughout the district in an effort to observe and replicate effective practices (i.e. identification of "model classrooms" that will serve as training sites throughout the district. Particular focus this year will be placed on visiting School #14 and School #18, which have been designated as Reading and Writing Project - Affiliate Schools Year 1 (in partnership with Columbia Teachers College).

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017, District - Self Review in April 2018
B2. DTSDE Review Type:	DTAR and DCIP Planning Document

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The district needs to work with schools to support, in an equitable manner, its vision for improvement and attainment of building/district goals. There is a need to continue to improve in each of the following areas: building-specific professional development, effective use of data, and monitoring of outcomes so that efforts translate into impact and ensure a learning environment that promotes success for all students.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning July 1, 2018, the district will provide professional development opportunities for leaders focused around supporting teachers instructional practices that will result in improved instruction in the classroom. The students will demonstrate an increase in ELA and Mathematics Achievement on NYS 3-8 Assessments as follows: 20% of students who score at level 1 in 2017-18 will improve to levels 2, 3 and 4 in 2018-19; 20% of students who score at Level 2 in 2017-18 will improve to Levels 3 and 4 in 2018-19. At the high school level, students graduating with a Regents diploma with advanced designation will increase by 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Leader, Faculty and Staff Attendance at Professional Development, Student Achievement in ELA and Math on NYS 3-8 Assessments, % of Students Achieving a Regents Diploma with Advanced Designation, Student Attendance Data, Student Discipline Data, Increased Participation in District/Building Surveys by Parents, Faculty, Staff and Students, and Walk through data collected using building specific forms.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Fall 2018	Fall 2018	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 PLMS will also be used to drive professional development decisions so that building-specific training will offered that meets the demonstrated needs of students and staff in each of our buildings (Harvard, Columbia Teachers' College - Reading and Writing Project, Model Schools, REACH Whole School Reform Conference, NYSUT, Greater Capital Region Teachers' Center, Greg Tang, BER Workshops, etc. - to name a few of the key partnerships).
Oct-18	May-19	Monthly building and/or district release days (excluding September and June) will continue throughout the district. Data, Feedback, Strategy (DFS) processes will be used as the platform for all of these meetings. Additionally, a consistent template will be used throughout each building.
Winter/Spring 2018-2019	Winter/Spring 2018-19	The district will continue to administer surveys to students, parents/families, and faculty and staff to identify strengths, weaknesses, areas in need of improvement and to gauge the overall impact of our work from the perspective of multiple stakeholder groups. Survey data will continue to be analyzed by district and building level leadership teams as it relates to evidence of the impact of our work.
Jul-18	Jul-18	Each school will be supported by the allocation of resources for summer work. This work, focusing on each of the Tenet areas included in this DCIP, will be completed by three teams in each building: Building Leadership Teams (BLTs), Positive Behavior Intervention and Supports (PBIS) Teams, building technology teams, and Response to Intervention (RtI) Teams.

Jul-18	Jun-19	The Efficacy Institute will continue its work with all schools to implement the systemic changes necessary in our schools and at the district level to help move our students, adults and leaders to academic and character proficiency. Entering Year 5 of our partnership with the Efficacy Institute, consultants will work with individual buildings and district leaders on various PD days as well as targeted work in each building throughout the year as directed by the building leaders. The focus of this work will include an emphasis on "maintaining a learning orientation" and sustaining a mission driven culture in all schools.
Jul-18	Jun-19	Troy City School District leaders and teachers will serve as "scouts" and conduct a number of school visits to "gap-closing schools". These visits will include Renewal Schools in New York City, "Model Schools" identified by the International Center for Leadership in Education, and other schools noted for their success in transform high needs schools into high performing schools.
Jul-18	Jun-19	Building and district leaders will work collaboratively to standardize formats of teacher evaluation feedback and suggestions (inter-rater reliability). Additionally, where applicable, role specific rubrics (developed exclusively by Charlotte Danielson's group) will be used to evaluate faculty and staff as allowed under 3012-D (counselors, social workers, related service providers, librarians, teaching assistants, etc.)

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017, District - Self Review in April 2018
B2. DTSDE Review Type:	DCIP Planning Document

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The district needs to maximize efforts to plan for interdisciplinary and differentiated instruction that is individualized/small-group in nature and that aligns to the New York State Common Core Learning Standards in all grades/subject areas.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning July 1, 2018, the district will provide professional development opportunities for all leaders, faculty and staff focused on the design of interdisciplinary curricula and differentiated instruction, that will result in improved instruction in the classroom (with more teachers planning at the highest levels of the SAMR model) and improved student engagement (as evidenced in survey data) and achievement (as evidenced by increases in Reading achievement on F&P, aReading and Running Record measures). Use of the developed curricula will result in improved achievement on ELA Assessments district-wide.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Leader, Faculty and Staff Attendance at Professional Development, Development of Rigorous NYS Common Core Units of Study, Implementation of the Lucy Calkins Units of Study for Writing (all units – all schools) and Reading (two units – all schools), Implementation of the Lucy Calkins Phonics Program K-2, Increased % of Teachers Reaching Highest Levels on the SAMR Model, Students Growth in Reading (F & P levels, aReading assessments, and running record data), Students Growth in Writing (Rubric scores for all LC writing pieces), Student Achievement on ELA Measures, and % of Survey Participants

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-18	Jun-19	To complete the curriculum review cycle for year four: Mathematics, Business, Technology, FACS and Guidance. To begin the curriculum review cycle again, mapping year one areas: English Language Arts, World Languages, Library Media and English as a New Language (ENL). To plan for the curriculum review of year two areas: Social Studies, Art and Music. Technology coaches will continue to be a part of the collaborative teams developing curricula in each year of the cycle, ensuring that technology is effectively used and integrated into instruction.
Jul-18	Jun-19	The district will rigorously review, modify and develop curriculum maps. The Assistant Superintendent will oversee the creation of curriculum maps by working with building principals, curriculum leaders and teachers to assure the process modifies, adjusts and addresses appropriate elements of the curriculum. The focus of our work this year will be to incorporate more effective use of the following areas in our mapping processes: multiple points of access/scaffolds for students, small group instruction, greater integration between subject areas and rigor.
Jul-18	Jun-19	The district will secure additional materials (i.e. Lucy Calkins Units of Study, Lucy Calkins Phonics Program K-2, Literacy Footprints, Lucy Calkins Leveled Classroom Libraries, non-fiction subscriptions, etc.) and training to support its intense district-wide initiative to grow stronger readers, writers and thinkers through Balanced Literacy. Troy has been selected to host two Affiliate Schools this year with the Teachers' College and will continue to apply to be considered for participation in a number of institutes held at Columbia Teachers' College Reading and Writing Project (TCRWP).

Jul-18	Jun-19	Teams of Troy leaders and teachers will participate in the International Literacy Association, Harvard Institutes, REACH annual conference, Teachers' College, New York State Reading Association's annual conferences and other conferences. These conferences will provide folks with the most up to date information related to the design of curricula to improve students' reading abilities using strategies based on research.
Jul-18	Jun-19	The district technology coaches will work with curriculum leaders, building principals, teachers, and the assistant superintendent for curriculum and instruction throughout the curriculum writing process to ensure technology is purposefully and effectively implemented into curricula in order to promote further student engagement and success. Troy will continue to offer targeted and leveled professional development opportunities on effectively integrating technology into curriculum based on the needs identified through the bright bytes survey and pdpc survey with the intention of reaching the highest levels of the SAMR model.
Winter/Spring 2018-2019	Winter/Spring 2018-19	The district will continue to administer surveys to students, parents/families, and faculty and staff to identify strengths, weaknesses, areas in need of improvement and to gauge the overall impact of our work from the perspective of multiple stakeholder groups. Survey data specific to Curriculum will be examined carefully to continue to track the percentages of participants (especially students) reporting that curricula is engaging and rigorous.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017, District - Self Review in April 2018
B2. DTSDE Review Type:	DCIP Planning Document

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Within the Troy City School District, instruction needs to be more differentiated to include individualized/small group learning that responds to the demonstrated needs of students as evidenced by data. Instruction needs to provide students with more rigorous and relevant learning experiences, in an intellectually safe environment, with increased opportunities to read, write and think critically about the subject matter at hand.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning in September 2018, the district will utilize existing resources (i.e. Curriculum Leaders, Instructional Coaches, Embedded Staff Developers, Literacy Coaches, District Administrators, Leaders and Expert Teachers) to provide intensive support to teachers and staff on how to differentiate the NYS CCLS curricula and adapt instruction based on data to ensure that all students have access to rigorous and relevant learning measured by the district created walk-through tool and a reduction in the percentages of survey participants reporting that student behavior interferes with learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Average Daily Attendance Rate, Teachers Rated as "Effective" and "Highly Effective," Leaders, Faculty and Staff Attendance at Professional Development, Student Discipline Referrals and Suspensions, Parent Participation in District/School Surveys, Walk-Through Data, Increased % of Teachers Reading Highest Levels on the SAMR Model, and Student Achievement on all Accountability Measures.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-18	Jun-19	District and school leaders will analyze observation and evaluation data on all staff using PLMS to the fullest extent to target professional development that responds to and meets the specific needs of leaders, faculty and staff. Additionally, role-specific Danielson rubrics will be added to the evaluation system with appropriate training provided to lead evaluators, as allowable under 3012-D.
Jul-18	Jun-19	The Professional Development Planning Committee (PDPC) will plan opportunities to enable the district to continue to improve in eight key areas (as determined by data and highlighted in the 2016-2019 professional development plan): Developing rigorous common core aligned curricula, improving culturally responsive practices, improving reading and writing instruction, supporting new teachers, ensuring a safe environment for all, effectively integrating technology in our work, improving instruction for students with disabilities, and improving family and community engagement that supports social emotional development and learning.
Jul-18	Jun-19	Training will be offered on effective classroom management strategies and the use of data to drive instructional decision making.
Jul-18	Jun-19	Lead evaluators and key teacher leaders (Curriculum Leaders and APPR Members) will participate in Charlotte Danielson's annual training on "Enhancing Teacher Practice: A Framework for Teaching" (2013 version negotiated as part of 3012d). Training this year is broken into two modules: the framework and general education, and the framework and educating students with disabilities. These sessions will lead to in-house training to improve our overall understanding of the rubric as a tool for teacher improvement.

Jul-18	Jun-19	Training will be provided to all teachers and staff developers in Troy who function in the role of an instructional "coach" and curriculum leader. Emphasis of this training will be on the role of the coach for increasing student engagement, designing rigorous and relevant instruction, and closing the achievement gap while meeting the needs of individual buildings.
Jul-18	Jun-19	Training will be offered to district-wide faculty and staff, on site at both School #14 and School #18 which have been selected as Teachers' College Reading and Writing Project (TCRWP) Affiliate Schools. In addition, teams of teachers and leaders have applied to Columbia TCRWP to participate in a number of training institutes. These institute include, but are not limited to, the following: Adapting the Units of Study for English Language Learners, Leading a District Literacy Initiative, and various Coaching Institutes.
Jul-18	Jun-19	Targeted and leveled training will continued to be offered on effectively integrating technology into curriculum based on the needs identified through the bright bytes survey and pdpc survey and/or to promote student higher levels of student engagement and success as measured by teacher practices that align to the highest levels of the SAMR model.
Jul-18	Jun-19	All building leaders will utilize a walk through tool, specific to the focus areas of their building, to be used consistently by leaders visiting classrooms in that school. Walk through data will be reviewed in meetings with the Assistant Superintendent for Instruction and shared at Principals/Directors meetings as appropriate.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017, District - Self Review in April 2018
B2. DTSDE Review Type:	DCIP Planning Document

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The Troy School District needs to develop and grow staff understanding of the social-emotional needs of students and implement effective systems to provide behavioral and social-emotional interventions to students, in order to decrease student suspensions and increase student achievement.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September 2018, the District will coordinate professional development to improve staff understanding of Social Emotional Development and Learning (SEDL) needs of students and will employ accountability measures to systematically monitor adherence to best practices in identifying and responding to student behavioral needs, in order decrease student suspension rates by 5% at each grade level.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term/Long-Term – All Students & Subgroup Black Students), Student Disciplinary Referrals (All Students & Subgroup Black Students), Student Attendance Rates (Excessive Absences), and Student Achievement on all Accountability Measures.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-18	Jun-19	The SEDL Committee will meet monthly utilizing the Data, Feedback, Strategy (DFS) process to examine district-wide data and to identify areas where additional tiered interventions and supports are needed.
Jul-18	Jun-19	District-wide professional development will be offered on Best Practices in Classroom Behavior Management (Tier I).
Jul-18	Jun-19	District-wide professional development will be offered on Trauma and De-escalation Strategies (understanding ACES in the identification of students at risk).
Jul-18	Jun-19	District-wide professional development will be offered on Understanding Implicit Bias.
Jul-18	Jun-19	The Special Education Director and Assistant Director will collaborate with Principals to ensure that Building-level School Support Teams will review Discipline/Behavior data to ensure students with significant behavioral needs are receiving appropriate interventions and supports.
Jul-18	Jun-19	The District will provide ongoing embedded training to all leaders, faculty and staff on the development and implementation of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) through the use of a District Behavioral Consultant, Dr. Karen Peper.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	NYSED - Diagnostic Technical Assistance Review (DTAR) in June 2017, District - Self Review in April 2018
B2. DTSDE Review Type:	DCIP Planning Document

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Multiple measures within the Troy City School District continue to underscore the need for additional training for families as true partners working with the school district in the education of their children. Families continue to request increased support in understanding the NYS Common Core Learning Standards and how to best support their child's acquisition of the student learning targets from home.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September 1, 2018 the District Parent Engagement Committee will create and share a plan that will provide programs for families with a focus on student targets/goals, understanding student performance and test results, and information on school curricula. Success of the plan will be measured by increased participation of families at school events, increased frequency of communication between home and school and overall improvement in student achievement in all accountability areas.
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, Student Attendance Rates (Excessive Absences), Student Tardiness, and Student Achievement on all Accountability Measures.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-18	Jun-19	The Parent Engagement Committee will meet monthly utilizing the Data, Feedback, Strategy (DFS) process to examine district-wide data and to identify areas where additional family engagement supports are needed.
Jul-18	Jun-19	To improve communication, the Parent Engagement Committee, in collaboration with the Technology Committee, will provide training for all staff regarding the use of technology as a tool to increase communication with families about students' progress. Additionally, teachers will use apps to provide information about the curriculum, as well as classroom and school events to all families.
Jul-18	Jun-19	The district will maintain a well-developed and easy-to-use-website for families to access information about programs/trainings, activities and events. Additionally, the website will enable families to easily contact staff, obtain curricular information and download pertinent materials in their native language (as available).
Jul-18	Jun-19	To improve communication, teachers and staff will contact parents/families not just in times of concerns but on a systematic and ongoing basis to build lasting and positive relationships.
Jul-18	Jun-19	A comprehensive district wide plan will be implemented with parents as partners to improve attendance and reduce frequency of students' tardiness to school and overall chronic absenteeism.

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Troy City School District	Focus District	\$460,000

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Carroll Hill School	Priority School	\$250,000
School 2	Priority School	\$300,000
DISTRICT / BUILDING TOTALS		\$1,010,000