

<b>LEA Name:</b>	Troy City School District
<b>BEDS Code:</b>	491700010000

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2019-2020 District Comprehensive Improvement Plan (DCIP)


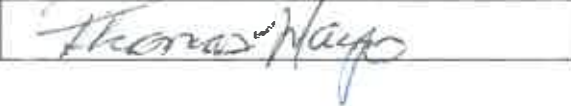
<b>Contact Name</b>	Dr. Donna Watson	<b>Title</b>	Assistant Superintendent for Curriculum and Instruction
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<b>Website for Published Plan</b>	<a href="http://www.troycsd.org">www.troycsd.org</a>		

**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	28-Jun-19
President, B.O.E. / Chancellor or Chancellor's Designee		Thomas Mayo	28-Jun-19

## **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)	Location(s)	Meeting Date(s)	Location(s)
March 26, 2019	NYSED		
May 15, 2019	School 12		
May 29, 2019	School 12		
June 12, 2019	School 12		

Name	Title / Organization	Signature
Tarek Abdallah	Applications Engineer	
Diane Allen	Instructional Coach	
Maxine Brisport	School Psychologist & District Family Engagement Coordinator	
John Carmello	Superintendent of Schools	
Jim Canfield	Principal	
Karen Cloutier	Principal	
Seth Cohen	Teacher / TTA President	
Juli Currey	Coordinator of Grants	
Jennifer DeMarco	RtI Coordinator	
Sabina Dinardo	Dean of Students	
Virginia DonVito-MacPhee	Principal	
Donna Fitzgerald	Director of Pupil Personnel Services	
Tracy Ford	Principal	
Adam Hotaling	Assistant Superintendent for Business	
Joe Mariano	Principal	
Kristen Mlaskl	Director of Human Resources	
Amy Prabhakaran	Assistant Director of Pupil Personnel Services	
Erin Sheevers	Director of Technology	
Genevieve Stinson	Teacher / Parent	
Bill Strang	Board of Education Member / Parent	
Natelege Turner-Hassell	Principal	
Robert Wallen	Teacher	
Donna Watson	Assistant Superintendent for Curriculum and Instruction	

Judi Gowinski  
Nicole MacNeil

ELA Curr Leader  
Math C.L.

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP

Meresakani Parent

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
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**Identify how the perspectives of stakeholders associated with the Identified subgroup(s) have been incorporated into the DCIP**

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the DCIP</b>
<p><b>Teachers responsible for teaching each Identified subgroup(s)</b></p>	<p>Teachers have participated in the development of this DCIP in a number of ways. All teachers, including those teaching all identified subgroups have been invited to participate in a district-wide survey including all 6 pillars of the DTSDE process. Teachers have also had representatives serving as active members of all district-wide and building-level committees, including the District Leadership Team, charged with writing this plan.</p>
<p><b>Parents with children from each Identified subgroup.</b></p>	<p>Parents have participated in the development of this DCIP in a number of ways. All parents, including parents representing all identified subgroups have been invited to participate in a district-wide survey including all 6 pillars of the DTSDE process. Parents have also had representatives serving as active members of all district-wide and building-level committees, including the District Leadership Team, charged with writing this plan. Parent have also participated in all school reviews conducted by the district. Finally, parents have been invited to a series of "Parent Cafes" to ensure that their voices are represented in the identification of priority areas.</p>
<p><b>Secondary Schools: Students from each Identified subgroup</b></p>	<p>Students have participated in the development of this DCIP in a number of ways. All students, including those representing all identified subgroups have been invited to participate in a district-wide survey including all 6 pillars of the DTSDE process. Students have also had representatives serving as active members of all secondary level committees. Finally, principals have conducted "town hall" style assemblies as well as small group and individual meetings with students to ensure their ideas and suggestions have been included in the development of this DCIP.</p>

<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
1-Jul-19	1-Jan-20	The Troy City Schools' District Leadership Team (DLT) will meet two times in the first half of the year to monitor and evaluate the leading indicator data outlined in each of the <i>Tenet</i> areas of this District Comprehensive Improvement Plan. Leading Indicator data will monitor progress in the areas of need identified above.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	David Abrams, Assessment Specialist, will work with district leaders to conduct an impact evaluation of the district's literacy programs. Additionally, Mr. Abrams will work with the RtI Coordinator to generate student growth projections to be shared with building leaders and teachers.
1-Jul-19	1-Jan-20	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. Professional development will include a specific focus on managing challenging behaviors.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	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, School #18 and Carroll Hill School, which have been designated as Reading and Writing Project - Affiliate Schools Year 2 (in partnership with Columbia Teachers College).
1-Jul-19	1-Jan-20	The district will create an attendance committee for the purpose of monitoring chronic absenteeism and developing a comprehensive attendance plan. This committee will be chaired by Dr. Tracy Ford, Elementary Principal and Erin Sheevers, Director of Technology.
1-Jul-19	1-Jan-20	The district will hire ten instructional coaches (2 per elementary school) to provide embedded support for teachers across the district. The district will provide training for coaches to ensure that their work is driving instructional change and having impact in student outcomes.
<b>F1. Mid-Year Benchmark(s) - Identify what</b>		
		By mid-year, we would like to see the following: 5% improvement in student attendance and behavioral data (fewer disciplinary referrals) from eSD. We would also like to see improved student achievement on Fastbridge Reading and Math assessments and improved student engagement as evidenced in the instructional coaches' google forms.
<b>G1. Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.

1-Jan-20	30-Jun-20	The Troy City Schools' District Leadership Team (DLT) will meet two times in the second half of the year to monitor and evaluate the leading indicator data outlined in each of the <i>Tenet</i> areas of this District Comprehensive Improvement Plan and to determine the extent to which the goals and activities of the DCIP were achieved. Information gathered will be utilized in developing the 2020-2021 DCIP.
1-Jan-20	30-Jun-20	Rtl Coordinator, Curriculum Leaders and Instructional Coaches will meet with teacher teams to review progress monitoring data throughout the second half of the year and revise strategies as appropriate.
1-Jan-20	30-Jun-20	The attendance committee will meet during the second half of the year to progress monitor attendance data and report findings and recommendations at the principals' data meetings with district leaders.
1-Jan-20	30-Jun-20	Results of surveys will be used to inform changes to practices throughout the second half of the year.
1-Jan-20	30-Jun-20	Instructional coaches will revise the focus of their work to meet the demonstrated needs as evidenced in survey day and walk-through forms. Evidence of impact will be shared with building principals on an ongoing basis and quarterly, at district-level coaches' meetings.

## Tenet 2: School Leadership

<b>A1. DTSDE Pillar</b>	Effective School Leadership	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>	Providing High-Quality Instructional Leadership (academic, behavioral and attendance)	
<b>B1. Baseline Data: Provide the most recently</b>	District - Self Review In May 2019, Parent/Student/Teacher/Staff Survey Results - Spring 2019, Level 1 Indicators	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2</b>	Beginning July 1, 2019, the district will provide professional development opportunities for leaders and instructional coaches focused on supporting teachers' professional practices (academic, behavioral, attendance) that will result in improved student outcomes.	
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>	Areas of greatest need that emerged in the DLT's review of data include the following: managing difficult behaviors, improving student engagement and instruction using small group work and improving student attendance. Additionally, the district received a Level 1 rating on the following indicators: composite performance achievement 3-8 for black students, district-wide chronic absenteeism for multiple subgroups at all levels (all, black, ED, ELL, Hispanic, multi-racial and SWD), and combined composite performance achievement and graduation rate at the high school level for the subgroup multi-racial.	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>
1-Jul-19	1-Jan-20	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 be 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).
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	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 and SCEPS as appropriate, will be completed by four teams in each building: Building Leadership Teams (BLTs), Positive Behavior Intervention and Supports (PBIS) Teams, Building Technology Teams, and Response to Intervention (RtI) Teams.
1-Jul-19	1-Jan-20	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 6 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.
1-Jul-19	1-Jan-20	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 transforming high needs schools into high performing schools.

1-Jul-19	1-Jan-20	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.)
<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>		By mid-year, we would like to see the following: 5% improvement in student attendance and behavioral data (fewer disciplinary referrals) from eSD. We would also like to see improved student achievement on Fastbridge Reading and Math assessments and improved student engagement as evidenced in the instructional coaches' google forms. Additionally, survey results for parents, teachers and students will show demonstrated gains in the areas of managing student behaviors and engaging students through small group work.
<b>G1: Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1-Jan-20	30-Jun-20	The PDPC will continue to plan and revise professional development opportunities for leaders, faculty and staff as needs are identified through teacher evaluations (PLMS), building walk throughs, analysis of student achievement and survey data. Spring professional development will respond to the demonstrated needs.
1-Jan-20	30-Jun-20	Building level teams will continue to monitor progress toward their annual goals (BLT, PBIS, RtI and Technology). Progress will be shared by principals at the principals data meetings with central office leaders.
1-Jan-20	30-Jun-20	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.
1-Jan-20	30-Jun-20	Instructional coaches will revise the focus of their work to meet the demonstrated needs as evidenced in survey day and walk-through forms. Evidence of impact will be shared with building principals on an ongoing basis and quarterly, at district-level coaches' meetings.



### Tenet 3: Curriculum

<b>A1. DTSDE Pillar</b>	Effective Curriculum	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>	Depth and Breadth/Evaluation, Adaptation and Flexibility	
<b>B1. Baseline Data: Provide the most recently</b>	District - Self Review In May 2019, Parent/Student/Teacher/Staff Survey Results - Spring 2019, Level 1 Indicators	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3</b>	Beginning July 1, 2019, 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.	
<b>D1. Area(s) of Need: indicate the area(s) of need that have emerged in the DCIP Development Team's review of data,</b>	With regard to curriculum, the following needs emerged through the DLT review of data: the need for more group work and increased student engagement (student survey), the need to align curricula to the highest levels of SAMR, Danielson, and DOK models (student & parent surveys, teacher evaluation data, technology coaches' Google forms, and walk-through data).	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>
1-Jul-19	1-Jan-20	To complete the curriculum review cycle for year one: ELA, World Language, English as a New Language (ENL) and Information Literacy (Library). To begin the curriculum review cycle, mapping year two areas: Social Studies, Art and Music. To plan for the curriculum review of year three areas: Science, Health and Physical Education. Technology and instructional 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.
1-Jul-19	1-Jan-20	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 primary focus of our work this year will be to incorporate more opportunities for students to work in groups. Additionally, maps will be modified to include more effective use of the following: multiple points of access/scaffolds for students and greater integration between subject areas and rigor.
1-Jul-19	1-Jan-20	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 will continue to host three 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) focusing on curricula that promotes deep critical thinking.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	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.

<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While</b>	By January 2020, google forms utilized by the technology and instructional coaches will show demonstrable gains in the use of curriculum that incorporates group work and higher level thinking skills as per the SAMR and DOK models. Evidence of walk-through data should reveal more opportunities within the curricula for students to create and monitor their own learning goals.
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**G1. Action Plan - January 2020 through June 2020**

<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1-Jan-20	30-Jun-20	Teams of leaders and teachers who participate in the professional development opportunities outlined above will share out strategies and supports related to improving curricula at faculty and grade level team meetings as well as on early release days throughout the year.
1-Jan-20	30-Jun-20	Leaders, teachers and coaches will carefully monitor the implementation of curricula throughout the year, adjusting it to respond to the demonstrated needs of students.
1-Jan-20	30-Jun-20	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.
1-Jan-20	30-Jun-20	Instructional coaches will revise the focus of their work to meet the demonstrated needs as evidenced in survey data and walk-through forms. Evidence of impact will be shared with building principals on an ongoing basis and quarterly, at district-level coaches' meetings.

### Tenet 4: Instruction

<b>A1. DTSDE Pillar</b>	Effective Instruction	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>	Classroom Management/Instructional Techniques that Deepen Engagement	
<b>B1. Baseline Data: Provide the most recently available information.</b>	District - Self Review in May 2019, Parent/Student/Teacher/Staff Survey Results - Spring 2019, Level 1 Indicators	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3</b>	Beginning July 1, 2019, the district will provide professional development opportunities for all leaders, faculty and staff focused on improving practices that promote expert classroom management, increased levels of student engagement and provide opportunities for students to work in small groups. These practices will result in improved student outcomes with regard to academic achievement, behavioral data and attendance data.	
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>	With regard to instructional practices, the following needs emerged through the DLT review of data: the need for more group work and increased student engagement (student survey), the need to provide instruction that supports students working at the highest levels of SAMR, Danielson, and DOK models (student & parent surveys, teacher evaluation data, technology coaches' google forms, and walk-through data) and the need to ensure that student behaviors do not interfere with learning.	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date: Identify the projected start date for each activity.</b>	<b>E3. End Date: Identify the projected end date for each activity.</b>	<b>E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.</b>
1-Jul-19	1-Jan-20	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 continue to be added to the evaluation system with appropriate training provided to lead evaluators, as allowable under 3012-D.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	Training will be offered on effective classroom management strategies and the use of data to drive instructional decision making.
1-Jul-19	1-Jan-20	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.

1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	Training will be offered to district-wide faculty and staff, on site School #14, School #18 and Carroll Hill School which will continue 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.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	Training will be provided to all instructional coaches on assisting teachers and staff with data analysis to inform instructional decision making and explicit strategies that have proven effective at meeting students needs and improving student outcomes. Coaches will also meet quarterly with the Assistant Superintendent of Instruction to monitor building progress over time.
<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>		By January 2020, google forms utilized by the technology and instructional coaches will show demonstrable gains in the use of instructional practices that incorporate group work and higher level thinking skills as per the SAMR and DOK models. Evidence of walk-through data should reveal more opportunities within the classroom for students to create and monitor their own learning goals. Also, by January 2020, student behavioral referrals should be reduced at the district and building levels by 5% from the 18-19 school year.
<b>G1. Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1-Jan-20	30-Jun-20	Leaders, teachers and coaches will carefully monitor instructional practices throughout the year, providing explicit feedback to respond to the demonstrated needs of teachers and students.
1-Jan-20	30-Jun-20	The Professional Development Planning Committee will utilize the PLMS to examine aggregate leader, teacher and staff evaluation information in an effort to identify strengths and weaknesses captured at the mid-year point. Spring professional development opportunities will target the greatest needs.
1-Jan-20	30-Jun-20	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 teacher practice will be examined carefully to continue to track the percentages of participants (especially students) reporting that students have opportunities to work in groups and that their work is interesting and keeps their attention.
1-Jan-20	30-Jun-20	Instructional coaches will revise the focus of their work to meet the demonstrated needs as evidenced in survey day and walk-through forms. Evidence of impact will be shared with building principals on an ongoing basis and quarterly, at district-level coaches' meetings.

### Tenet 5: Social-Emotional Learning

<b>A1. DTSDE Pillar</b>	Effective System of Social-Emotional Learning	
<b>A2. DTSDE Sub-Pillar (if applicable)</b>	Schoolwide Practices that Support SEL/SEL Competencies - Self Management and Relationship Skills	
<b>B1. Baseline Data: Provide the most recently</b>	District - Self Review In May 2019, Parent/Student/Teacher/Staff Survey Results - Spring 2019, Level 1 Indicators	
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5</b>	Beginning July 2019, 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.	
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data.</b>	With regard to social-emotional learning, the following needs emerged through the DLT review of data: the need for increased student engagement and behavioral intervention strategies (student survey), greater trauma-sensitive practices, an alternative to suspension program at TMS and the need to ensure that student behaviors do not interfere with learning.	
<b>E1. Action Plan - August 2019 through January 2020</b>		
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	District-wide professional development will be offered on Best Practices in Classroom Behavior Management- Tier I (i.e. Brian Mender, Prana Mani, etc.)
1-Jul-19	1-Jan-20	District-wide professional development will be offered on Trauma and De-escalation Strategies (understanding ACES in the identification of students at risk).
1-Jul-19	1-Jan-20	District-wide professional development will be offered on Understanding Implicit Bias and Restorative Practices
1-Jul-19	1-Jan-20	The Special Education Director and Assistant Director will collaborate with Principals and RTI Coordinator to ensure that Building-level School Support Teams will review Discipline/Behavior data to ensure students with significant behavioral needs are receiving appropriate tiered interventions and supports through the RTI Process.
1-Jul-19	1-Jan-20	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.
1-Jul-19	1-Jan-20	The district RTI Committee implement and utilize a tiered intervention system (with a focus on behavior interventions)
1-Jul-19	1-Jan-20	The district will develop an alternative to suspension program at TMS.
<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>	By January 2020, we would like to see the following: 5% improvement in student attendance and behavioral data (fewer disciplinary referrals) from eSD. We would also like to see demonstrable improvement in the mid-year data collected in both RTIM Direct and SAEBS data as well as a reduction in suspensions from the previous year.	
<b>G1. Action Plan - January 2020 through June 2020</b>		

<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1-Jan-20	30-Jun-20	The SEDL Committee will continue to meet monthly, revising their work to respond to the mid-year data collected in SAEBRS and RTIM Direct.
1-Jan-20	30-Jun-20	The SEDL Committee will examine the progress monitoring data of students identified as at risk according to the ACES assessment. Feedback will be provided to building leaders and student support teams with regard any adjustments or additional supports available.
1-Jan-20	30-Jun-20	The Special Education Director and Assistant Director will review the mid-year data on discipline and behavior on students with significant behavioral needs to ensure that adequate support continues to be provided.
1-Jan-20	30-Jun-20	The district will determine the focus of any embedded professional development that will continue through the Spring of 2020.

**Tenet 6: Parent and Community Engagement**

<b>A1. DTSDE Pillar</b>			Effective Systems for Parent and Community Engagement
<b>A2. DTSDE Sub-Pillar (if applicable)</b>			Systems for Communication/ Systems for Continuous Quality Improvement
<b>B1. Baseline Data: Provide the most recently available information.</b>			District - Self Review in May 2019, Parent/Student/Teacher/Staff Survey Results - Spring 2019, Level 1 indicators
<b>C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6</b>			Beginning September 1, 2019 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.
<b>D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.</b>			With regard to family and community engagement, the areas of greatest need in the DLT data review process include the following: the need to improve consistent communication to families regarding curricula, the need for more frequent positive exchanges and support for working together to manage challenging student behaviors (student, teacher and parent survey data). Additionally, chronic absenteeism for most subgroups emerged as a significant need.
<b>E1. Action Plan - August 2019 through January 2020</b>			
<b>E2. Start Date:</b> Identify the projected start date for each activity.	<b>E3. End Date:</b> Identify the projected end date for each activity.	<b>E4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
1-Jul-19	1-Jan-20	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.	
1-Jul-19	1-Jan-20	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.	
1-Jul-19	1-Jan-20	The district will maintain a well-developed and easy-to-use-website for families to access information about programs/trainings, activities and events. Additionally, this year, the website will focus on enabling families to easily contact staff, obtain curricular information and download pertinent materials in their native language (as available).	
1-Jul-19	1-Jan-20	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.	
1-Jul-19	1-Jan-20	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.	
1-Jul-19	1-Jan-20	Training will be provided to leaders, faculty and staff with regard to home visits. Home visits will continue to be conducted with the goal of engaging families as partners.	

<b>F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.</b>		By January 2020, we would like to see the following: 5% improvement in student attendance and behavioral data (fewer disciplinary referrals) from eSD. We would also like to see demonstrable improvement in the mid-year data collected in parent surveys, academic data and reductions in suspension rates from the previous year.
<b>G1. Action Plan - January 2020 through June 2020</b>		
<b>G2. Start Date:</b> Identify the projected start date for each activity.	<b>G3. End Date:</b> Identify the projected end date for each activity.	<b>G4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the district envisions taking in the second half of the school year if it determines that the August to January steps have been successful.
1-Jan-20	30-Jun-20	The Parent Engagement Committee will continue to meet monthly, revising their work to respond to the mid-year data collected in SAEBRs and RTIM Direct.
1-Jan-20	30-Jun-20	The Parent Engagement Committee will examine the progress monitoring data of students identified as at risk according to the ACES assessment. Feedback will be provided to building leaders and student support teams with regard any adjustments or additional supports available.
1-Jan-20	30-Jun-20	The Parent Engagement Committee and building leaders will progress monitor family participation at school events (i.e. parent conferences, workshops, parent cafes, etc.) and identify ways of reaching out to families who do engage on a regular basis.
1-Jan-20	30-Jun-20	The district will determine the focus of any embedded professional development that will continue through the Spring of 2020.



**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Troy City School District	Target District	\$2,418,500
<b>Name of CSI/TSI School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
School 2	CSI	\$525,000
Carroll Hill School	TSI	\$230,000
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$3,173,500</b>