LEA Name:	Plattsburgh City School District
BEDS Code:	91200010000

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Fortune Ellison	Title	Director of Special Education
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Website for Published Plan	www.plattscsd.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 Lebrun	
President, B.O.E.		Leisa Boise	

Statement of Assurances

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

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

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

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

x	4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance

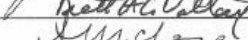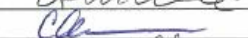| x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
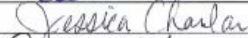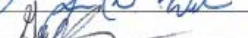
x	6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

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

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

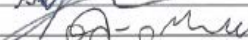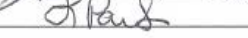| Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)

Name	Title / Organization	Signature
Fortune Ellison	Director of Special Education	*Fortune Ellison*
Jamie LaBarge	Principal of Stafford Middle School	*Jamie LaBarge*
Brett LaValley	S.E.T. Stafford Middle School	*Brett LaValley*
Aimee McLane	S.E.T Stafford Middle School	*McLane*
Claudine Clark	Principal Bailey Ave	*CC*
Jessica Charland	Classroom teacher Bailey Ave.	*Jessica Charland*
Carrie Zabes	Director of Curriculum	*Zabes*
Jayson Barnhart	Principal of Oak	*JB*
Sue Wilson	Momot Principal	*SW*
Garret McLean	Oak Street School Psychologist	*G*
Jim Manchester	Asst Principal – Plattsburgh High School	*JM*
Lora Parks	Parent	*L Parks*

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

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

2. Rate the degree to which the District successfully implemented the activities identified in the previous

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

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

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

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent

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

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

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
x	Moderate Degree (At least 50% of planned activities were funded.)

Major Degree (At least 90% of planned activities were funded.)

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

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

7. Identify in which Tenet <u>identified schools</u> made the most growth during the previous year (Mark with

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

One positive change relates to school leader collection of priority look-for data and the provision of feedback to teachers. Another noteworthy impact that resulted from the 2017-18 plan was with the implementation of the CI3T/ELA initiative and the alignment of teacher practices across the district, both horizontally and vertically, as evidenced by school and district leader collection of look-for data.

• 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.

We expected to have a minimum of the CI3T/Behavior tiers I and II planned and implemented. However, after an analysis of key look-for data and a revision in the implementation time-line to ensure all staff were properly trained, we focused on planning for and quality implementation of tier I. Tiers II and III will be addressed next year.

In developing the CURRENT YEAR'S plan:

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

The district continues to focus on the five priorities of data driven decision-making, CI3T tiered approach to academic/social-emotional/behavior, strategic/timely instructional feedback, professional accountability, and a district-wide writing initiative. The continued focus on these priorities enables the district to further develop practices reflective of Stage 3 on the DTSDE rubric. In the context of data driven decision-making, the district has prioritized level one and level two analyses of CBM and/or Interim Assessments by teachers and the creation of level two recommendation plans designed to increase student performance on the assessments to a minimum of 65%. Instructional focus will be on teacher implementation of priority instructional practices linked to CI3T (both academic and behavior) and writing. Regarding parent engagement, the district continues with the initiative to increase parent involvement with school events that focus on academic achievement. This year, as well, the district will shift focus beyond implementation of DCIP actions to one that analyzes leading indicator data quarterly so progress toward achieving the plan's SMART goals may be monitored.

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

• Although the district monitored DCIP action implementation, there was not a system in place to monitor leading indicator data to determine progress toward SMART goal achievement or to ensure adequate resources were available for DCIP implementation.

• There is not a system in place for school leaders to consistently monitor DCIP actions for completion and review leading indicator data quarterly in a way that each school can determine their school's progress toward achieving the district's SMART goals.

• Teacher planning for writing is inconsistent, resulting in gaps in priority writing instruction strategy implementation across teachers, classes (including special education), and schools.

• Teacher implementation of priority writing strategies is inconsistent, resulting in gaps in priority writing instruction strategy implementation across teachers, classes (including special education), and schools.

• Although all teachers are trained in the Universal Matrix, there are inconsistencies with its implementation across all schools, grades, and classrooms, including special education.

• Many parents remain unresponsive to attempts made by the schools to engage in reciprocal communication, including attendance at academic-related activities where tips and strategies to support their child's learning at home are shared.

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

The mission of the district is to provide the physical, social, emotional, and academic environment that will facilitate a student's transition from childhood to adolescence. This environment provides learning experiences for the student to develop and practice responsible, personal behavior, individual accountability, initiative, and respect for others. The relationship between the mission and the identified needs is to ensure that all students have the opportunity to receive behavioral interventions that are suited to their individual needs and academic supports that will allow for engagement and access to the curriculum.

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

The academic achievement targets for the identified sub group of students with disabilities are as follows:
It is expected that the students with disabilities sub group will demonstrate 6-12 months growth in essential skills as measured by quarterly AIMS web, interim assessments, literacy, program assessments, and IEP goals and progress reports.

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

Organizational structures will drive strategic implementation by using district level teams with representation from each building – the implementation of those teams allows for implementation at the building level.

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

- The district is in the middle of a multi-year process of implementing systems in the priority areas of data-driven decision-making, CI3T tiered approach to academic/social-emotional/behavior, strategic/timely instructional feedback, professional accountability, and a district-wide writing initiative. The most significant barrier is that it takes time, typically three to five years, to fully implement new systems. As a result, as the district continues with implementation next school year, the district anticipates needing a minimum of one to three more years for full implementation.
- Systems change is a complex process and one that has been met with resistance from some staff. The district continues to communicate that the priorities will remain, there are expectations that everyone gets on board (as measured by the collection of implementation look-for data), and the district will continue to provide professional development, coaching, and feedback to help staff develop the skills necessary for full implementation.

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

- The Writing initiative lesson planning expectations and the look-for tool will be presented to teachers so that there is a common understanding relating to planning.
- During monthly faculty meetings, school leaders will share look-for "glow and grow" feedback, including related PD/coaching that is scheduled, with instructional staff.
- Priority writing instructional strategy expectations and informal classroom visit look-for tool will be presented to teachers so that there is a common understanding relating to writing strategy implementing during daily instruction.
- School leaders will provide teachers with strategic and timely feedback regarding priority writing strategies to assist teachers with continuous improvement of writing strategy practices.
- Professional development and coaching relating to instructional priorities will be provided to teachers during the year so that they may further hone their instructional skills.
- School leaders will communicate with instructional staff the expectation that they will implement the Universal Matrix (including posting the matrix in the classroom, teaching/re-teaching the matrix to students, implementing systems for acknowledging/celebrating positive behaviors, and implementing procedures for Office Disciplinary Referrals). School leaders will share the look-for tool with instructional staff at this time, as well, so all staff have a common understanding of implementation priorities.
- PBIS coaches will receive training on tier II and III from a CI3T consultant.
- Throughout the school year, coaches will provide building level training regarding the Universal Matrix as it relates to the contents of the Matrix, teaching/re-teaching, and general universal recognition practices.

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

Monthly meetings and methods of dialogue include: Monthly staff communication of data, weekly notices to staff on initiative updates, monthly newsletters, and regular email communication on events.

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

- District web-page; This plan will be made public by posting to www.plattscsd.org
- Open house
- Orientation
- Building newsletters

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:	May 29, 2018
B2. DTSDE Review Type:	DCIP Planning Document/review

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.	Through the DCIP Planning Document review process, it was determined that although the district monitored DCIP action implementation, there was not a system in place to monitor leading indicator data to determine progress toward SMART goal achievement or to ensure adequate resources were available for DCIP implementation.

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.	By June 2019, a minimum of 80% of DCIP SMART goals will be achieved as evidenced by the district's allocation of sufficient resources to accomplish the goals and analysis of leading indicator data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	•Quarterly Writing planning look-for data •Quarterly informal classroom visit look-for data •Quarterly priority instructional practice informal classroom visit look-for data •Quarterly Universal Matrix implementation look-for data

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.
July 1, 2018	September 1, 2018	By September 2018, the district Budget Committee will include a minimum of one administrative representative so that the schools' resource needs for DCIP implementation may be communicated and considered.
September 1, 2018	June 1, 2019	Throughout the 2018-19 school year, the district will arrange for a formal budgetary meeting to be held in advance of proposed budget cuts so that school leaders may provide the district with evidence to assist in prioritizing potential cuts to DCIP-related initiatives.

September 2018	June 1, 2019	Quarterly, school leaders will collect and provide the Administrative Council with their school's leading indicator data, at which time the data will be analyzed and next steps will be determined.
November 2018	June 2019	Quarterly, the District-wide Educational Improvement Committee (DWEIC) will review each school's DCIP leading indicator data, discuss each school's progress toward achieving the DCIP goals, and modify/adjust DCIP actions if progress isn't going as planned.
November 2018	June 2019	The school leaders from each school will provide school staff with quarterly updates regarding the school's progress toward DCIP SMART goal achievement and any modifications made to action steps if progress isn't going as planned so that staff can make adjustments in their practices if required.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 1 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

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
B1. Most Recent DTSDE Review Date:	May 29, 2018
B2. DTSDE Review Type:	DCIP Planning Document/review

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.	Through the DCIP Planning Document review process, it was determined that there is not a system in place for school leaders to consistently monitor DCIP actions for completion and review leading indicator data quarterly in a way that each school can determine their school's progress toward achieving the district's SMART goals.

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.	By June 2019, 80% or more of the goals outlined in the DCIP will be achieved as evidenced by the school leaders' and School Improvement Plan (SIP) teams' monitoring of SMART goal achievement via analysis of leading indicator data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	• Quarterly Writing planning look-for data • Quarterly informal classroom visit look-for data • Quarterly priority instructional practice informal classroom visit look-for data • Quarterly Universal Matrix implementation look-for data

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.
November 2018	June 2019	School leaders or their designee will collate their school's DCIP leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the DWEIC in order to determine if progress toward achieving the DCIP goals is being made.
November 2018	June 2019	Quarterly, school leaders from each school will provide the DWEIC with an update regarding the school's progress towards SMART goal achievement so that adjustments to action step may be considered, if necessary, if progress isn't going as planned.

November 2018	June 2019	The school leaders from each school will provide school staff with quarterly updates regarding the school's progress toward DCIP SMART goal achievement and any modifications made to action steps if progress isn't going as planned so that staff can make adjustments in their practices if required.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 2 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	May 29, 2018
B2. DTSDE Review Type:	DCIP Planning Document/review

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.	Through the DCIP Planning Document review process and a review of informal classroom visit data, it was determined that although the writing initiative is a district priority, teacher planning for writing is inconsistent, resulting in gaps in priority writing instruction strategy implementation across teachers, classes (including special education), and schools.

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.	By June 2019, core subject teachers, including special education teachers who teach core subjects, will plan for priority writing strategies as evidenced by grade level/department writing look-for data and informal classroom visit look-for data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	•Quarterly Writing planning look-for data •Quarterly informal classroom visit look-for data

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.
July 1, 2018	August 31, 2018	During the summer, the district Literacy Committee will meet to finalize the priority Writing strategy lesson planning look-for tool to be used during the 2018-19 school year by school leaders so that there is consistency with the look-for data and the collection process.
July 1, 2018	August 31, 2018	During the summer, the District Literacy Committee will share the priority Writing strategy planning look-for tool with school leaders so there is consistency with the look-for data collection process.
September 4, 2018	September 4, 2018	On September 4, 2018, school leaders will present to core subject general and special education teachers the priority writing strategy planning expectations and the related look-for tool so that there is a common understanding relating to planning.

September 1, 2018	June 1, 2019	Between September 2018 and June 2019, teachers who teach core subjects, including special educators, will plan for priority writing strategies during daily instruction.
September 1, 2018	June 1, 2019	Between September 2018 and June 2019, school leaders will collect priority writing strategy planning look-for data monthly to determine the school's progress toward teacher implementation of the priority.
September 1, 2018	June 1, 2019	Monthly, the Administrative Council will analyze the priority writing strategy planning look-for data for trends and determine related professional development and/or coaching if warranted.
September 1, 2018	June 1, 2019	During monthly faculty meetings, school leaders will share look-for "glow and grow" feedback, including related PD/coaching that is scheduled, with instructional staff in an effort to foster continuous improvement with implementation.
November 2018	June 1, 2019	Quarterly, the Administrative Council will share priority writing strategy planning look-for data with the DWEIC for their review of district progress toward SMART goal achievement.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 3 action to determine if the action was implemented as intended and if implementation was successful or needs further attention.

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
B1. Most Recent DTSDE Review Date:	May 29, 2018
B2. DTSDE Review Type:	DCIP Planning Document/review

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.	Through the DCIP Planning Document review process and a review of informal classroom visit data, it was determined that although the writing initiative is a district priority, teacher implementation of priority writing strategies is inconsistent, resulting in gaps in priority writing instruction strategy implementation across teachers, classes (including special education), and schools.

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.	By June 2019, core teachers, including special education teachers who teach core subjects, will implement priority writing strategies as evidenced by informal classroom visit look-for data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly priority writing strategy informal classroom visit look-for data

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.
July 1, 2018	August 31, 2018	During the summer, the District Literacy Committee will meet to finalize priority writing strategies for 2018-19 school year and create the district informal classroom visit priority look-for tool.
July 1, 2018	August 31, 2018	During the summer, the District Literacy Committee will share the priority writing strategy informal classroom visit look-for tool with school leaders so there is a common understanding of data to be collected.
September 4, 2018	September 4, 2018	On September 4, 2018, school leaders will present the priority writing strategy expectations and the informal classroom visit look-for tool to core teachers, including special education teachers who teach core subjects, so that there is a common understanding relating to writing strategy implementing during daily instruction.

September 2018	June 1, 2019	Between September 2018 and June 2019, school leaders will conduct an average of three or more informal classroom visits weekly, collecting priority writing strategy look-for data. The frequency of data collection ensures there are sufficient data points collected to conduct a trend analysis of teacher practice.
September 2018	June 1, 2019	A minimum of once per quarter, school leaders will provide teachers who teach core subjects with strategic and timely feedback regarding priority writing strategies to assist teachers with continuous improvement of writing strategy practices.
September 2018	June 1, 2019	Between September 2018 and June 2019, professional development and coaching relating to instructional priorities will be provided to teachers so that they may further hone their instructional skills.
November 1, 2018	June 1, 2019	Quarterly, School leaders will collect and provide the Administrative Council with their school's writing leading indicator data, at which time trends, areas for growth, and next steps will be identified.
November 1, 2018	June 1, 2019	Quarterly, school leaders will share with school staff writing leading indicator trends, areas for growth, and next steps so teachers may implement the feedback as they strive for

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	May 29, 2018
B2. DTSDE Review Type:	DCIP Planning Document/review

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.	Through the DCIP Planning Document review process, it was determined that although all teachers are trained in the Universal Matrix, there are inconsistencies with its implementation across schools, grades, and classrooms, including special education.

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.	By June 2019, 100% of teachers will implement the Universal Matrix as evidenced by implementation look-for data collected by school leaders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly Universal Matrix implementation look-for data

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.
July 1, 2018	August 31, 2018	During the summer, the CI3T Behavior Team, will create the Universal Matrix Implementation look-for tool for school leaders to use to collect Universal Matrix implementation data in each of their schools.
September 4, 2018	September 4, 2018	On September 4, 2018, school leaders will communicate with instructional staff the expectation that they will implement the Universal Matrix (including posting the matrix in the classroom, teaching/re-teaching the matrix to students, implementing systems for acknowledging/celebrating positive behaviors, and implementing procedures for Office Disciplinary Referrals). School leaders will share the look-for tool with instructional staff at this time, as well, so all staff have a common understanding of implementation priorities.
September 1, 2018	January 1, 2019	During the first semester, PBIS coaches will receive training on tier II and III implementation from a CI3T consultant so that they may begin planning for implementation of these next segments of the CI3T system.

September 1, 2018	June 1, 2019	Throughout the school year, coaches will provide building level training regarding the Universal Matrix (i.e., contents of the Matrix, teaching/re-teaching, and general universal recognition practices) so that teachers may implement the practices with skill and fidelity.
September 1, 2018	June 1, 2019	During monthly meetings between September 2018 and June 2019, the CI3T team will continue planning for Tier II and III behavior as well as the social/emotional component of the initiative so that these portions of the system may be implemented during the 2019-20 school year.
October 1, 2018	February 1, 2019	Between October 2018 and February 2019, the CI3T Team will identify a Universal Screening tool to be used with the social/emotional/behavior portion of the CI3T initiative to identify students in need of support.
November 1, 2018	June 1, 2019	Quarterly, school leaders will collect and provide the Administrative Council with their school's Universal Matrix look-for leading indicator data, at which time trends, areas for growth, and next steps will be identified.
November 1, 2018	June 1, 2019	Quarterly, school leaders will share with school staff leading indicator trends, areas for growth, and next steps for continuous improvement.
November 1, 2018	June 1, 2019	Quarterly, the District-wide Educational Improvement Committee (DWEIC) will review each school's leading indicator data, discuss each school's progress toward achieving the DCIP goals, and modify/adjust DCIP actions if progress isn't going as planned.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 5 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	May 29, 2018
B2. DTSDE Review Type:	DCIP Planning Document/review

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.	Through the DCIP Planning Document review process, it was determined that many parents remain unresponsive to attempts made by the schools to engage in reciprocal communication, including attendance at academic-related activities where tips and strategies to support their child's learning at home are shared.

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.	By June 2019, 25% or more of families of students from each school will have attended a minimum of one project-based academic night as measured by a record of attendance at each event.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Project-based Academic Night parent sign-in sheets

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.
September 1, 2018	November 1, 2019	Between September 2018 and November 2018, each school's SIP will plan for a minimum of one project-based academic night that parents and their children are invited and encouraged to attend in an effort to increase the opportunities parents have to engage in school activities.
October 2018	May 1, 2019	Between October 2018 and May 2019, teachers from each school will implement a minimum of one project-based academic night that parents and their children are invited and encouraged to attend in an effort to increase the opportunities parents have to engage in school activities.
September 1, 2018	November 1, 2019	Between September 2018 and November 2019, each school's SIP will brainstorm strategies for increasing parent attendance at the project-based academic night in an effort to increase the parent engagement in school activities.

October 2018	May 2019	Between October 2018 and May 2019, teachers in each school, utilizing the strategies identified to help increase parent participation, will communicate with parents about the project-based academic night.
October 2018	May 2019	Between October 2018 and May 2019, school leaders will maintain a record of parents attending each project-based academic night event and provide the evidence to the DWEIC quarterly so that progress toward SMART goal achievement may be determined.
October 2018	August 2019	Between October 2018 and August 2019, the DWEIC will examine the National Standards for Family-School Partnerships (https://www.pta.org) and identify a plan to be implemented during the 2019-20 school year that is designed to increase reciprocal communication and partnerships between families and each school.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 6 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	**Accountability Status**	**Amount of Funds Allocated for District-Level Improvement**
Plattsburgh City School District	**Focus District**	

Name of Priority/Focus School	**Accountability Status**	**Amount of Funds Allocated for School-Level Improvement**
Oak Street Elementary School	Focus School	
Stafford Middle School	Focus School	
DISTRICT / BUILDING TOTALS		**$0**