

LEA Name:	Kenmore-Town of Tonawanda UFSD
BEDS Code:	142601030000

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 District Comprehensive Improvement Plan (DCIP)

Contact Name	Dawn F. Mirand	Title	Superintendent
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Website for Published Plan	http://www.kenton.k12.ny.us/domain/9		

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

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

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dawn F. Mirand	
President, B.O.E. / Chancellor or Chancellor's Designee		Jill O'Malley	

Statement of Assurances

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

X

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

X

2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."

X

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

X

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

X

5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

X

6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X

7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
April 29, 2015	Administrative Building		
June 5, 2015	Administrative Building		
June 5, 2015	Kenmore West High School		
June 16, 2015	Administrative Building		
June 19, 2015	Kenmore East High School		
July 29, 2015	Sheridan Buiding (morning and afternoon session)		
July 29, 2015	Sheridan Buiding (evening session)		

Name	Title / Organization	Signature
Dawn F. Mirand	Superintendent	
Robin Zymroz	Assistant Superintendent for Instruction & Student Services	
Steve Bovino	Assistant Superintendent for Human Resources	
Christine Koch	Principal, Edison Elementary School	
Dean Johnson	Principal, Kenmore West High School	
Patrick Heyden	Principal, Kenmore East High School	
Patrick Fanelli	Community Relations Coordinator	
Jan Lutterbein	Outside Educational Expert: PLC Associates	
Linda Sykut	Outside Educational Expert: PLC Associates	
Dawn Stinner	President, District Parent/Teacher/Student Association	
Paul Spors	Parent Volunteer	
Gennie Vitko	Parent Volunteer	
Karen Whitelaw	Community Member	

District Information Sheet

District Information Sheet							
District Grade Configuration	K-12	Total Student Enrollment	7,096	% Title I Population	40%	% Attendance Rate	96%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	1%	% Black or African American	6%	% Hispanic or Latino	5%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	83%	% Multi-Racial	3%

Overall State Accountability Status											
Number of Focus Schools	2	Number of Priority Schools	0	Number of Local Assistance Plan Schools	1	Number of Schools in Status	3	Number of SIG 1003(a) Recipient Schools	2	Number of SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White	X	Multi-Racial
	Students with Disabilities	X	Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
?	Limited English Proficient

DCIP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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 identified schools made the most growth during the previous year (Mark with an "X").

	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).

During the 2014-15 school year, the Kenmore-Town of Tonawanda UFSD invested significantly in building the capacity of principals as instructional leaders. In addition, the data-driven American Reading literacy framework was piloted at two elementary schools with remarkable results: over the course of just three months, the number of K-2 students who were proficient and above at these schools rose from 184 to 385, an increase of 201 students or 109%. Next year, American Reading will be expanded to one additional elementary school and one additional grade level, Grade 3. Also, Eureka Math was piloted at one elementary school with significant gains in math performance in participating classrooms. That initiative provided the groundwork for the District-wide implementation of Eureka Math during the 2015-16 school year.

- 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.

With a new Superintendent in place after the completion of the 2014-15 Kenmore-Town of Tonawanda UFSD DCIP, there were many course corrections during the course of the year. In the fall, the Board of Education established two central goals -- achieving mastery for all students in ELA and math and capital and financial sustainability -- which were at the center of all District decision-making. As a result of middle school math assessment scores, Eureka Math was piloted at one elementary school in preparation for a District-wide roll-out in 2015-16. In order to make gains in ELA, the new data-driven American Reading framework was piloted in two elementary schools with significant results. Significant investments are also being made in the area of instructional technology with iPads to be deployed in six elementary schools for Grade 3 and for Grades K-5 in the remaining elementary school. Also, an organizational study was commissioned to review the efficiency and effectiveness of the District leadership structure and its impact on student learning and achievement.

In developing the CURRENT YEAR'S plan:

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

Highlights in the 2015-16 DCIP focus on math and ELA performance, particularly at the elementary and middle school level, in order to achieve the Board of Education's goal of mastery for all students in literacy and numeracy. Each school that does not have a SCEP or LAP will have an Instructional Improvement Plan (IIP) aligned to the DTSDE framework and the District's Vision and Goals, and building leaders will be training in effectively progress-monitoring their improvement plans and provided with a framework for progress-monitoring. The data-driven American Reading framework will be expanded from K-2 at two schools to K-3 at three schools and Eureka math will be implemented in all elementary schools and piloted at the Grade 6 level. Additionally, processes to collaboratively and consistently use formative and summative assessment data will include all-day math, ELA and science "Data Roll-Outs," Looking at Student Work (LASW) days, building- and department-level data analysis, and professional development with principal follow-up.

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

Identified needs include improvement in math and ELA performance particularly at the elementary and middle school level, a cohesive framework for improvement and progress-monitoring in all schools to improve academic performance in all school sub-groups, consistent and collaborative use of data at the District, school, department and classroom level, ensuring that the curriculum is aligned to the Common Core Learning Standards and meeting high expectations for student progress, District-wide standards of practice for teachers, improvement upon last year's implementation of PBIS to decrease suspension and discipline referrals, and increased parent capacity.

• 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 Vision of the Kenmore-Town of Tonawanda UFSD is to be the premier school district in New York State by 2020. The Mission of the District is to educate, prepare and inspire all students to achieve their highest potential. To succeed in that mission and make the Vision a reality, one of the two Goals of the Board of Education and the District is for all students to achieve mastery in literacy and numeracy (the second goal is to achieve capital and financial sustainability). The goal for all students to achieve mastery in math and ELA is at the center of the DCIP and individual school improvement plans. Enhanced curriculum resources and support, progress-monitoring, the use of data to drive decision-making and modify instruction, high expectations, and standards of practice are critical to achieving that goal.

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

The goal of the Board of Education and District is for all students in all schools and accountability sub-groups to achieve mastery in ELA and math. Because of the urgency of the need to increase student performance, as an interim benchmark, the target is for all students in all schools and accountability sub-groups to be on track to achieve the College & Career Ready standard.

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

Under the leadership of the Superintendent, initiatives that will enable the District to achieve its two strategic goals are led by the Cabinet, the Assistant Superintendent for Instruction and Student Services, the Assistant Superintendent for Human Resources, and the Assistant Superintendent for Finance. Instructional initiatives such as those in the DCIP will primarily be carried out by the 12 building principals, who report to the Assistant Superintendent for Instruction & Student Services. Assisting with this work is the Director of Data & Research, who provides support in the cultivation and analysis of District, school department and classroom data, and the District's Outside Educational Experts from PLC Associates. The District also has a Curriculum Learning Specialist in each content area and the District's professional development goals are supported by the Staff Development Center. To support the implementation of Eureka Math, the District is hiring two full-time Teachers on Special Assignment for math. The District and the Board of Education is currently reviewing the final report and recommendations of Dr. Howard Smith, an Education Leadership Consultant who conducted a comprehensive review of the organization and the changing responsibilities of districts and proposed an administrative structure that will increase the District's long-term viability, improve student achievement and support the attainment of the annual Board and District SMART goals.

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

Changing professional practice, behaviors and attitudes; cultivating a culture of buy-in, ownership, and commitment to the success of every student and the Vision, Mission and Goals of the District; and empowering principals to be present to a greater degree in classrooms all are critical to achieving the Vision and Goals of the District. Retreat sessions for instructional leaders, their secretaries, and non-instructional leaders focused on these topics; expectations have been communicated for principals to be in classrooms 1-3 hours each day with the assistance of their support staff; each school without a SCEP or LAP was charged with putting into place an Instructional Improvement Plan aligned to the Vision, Mission and Goals of the District; non-instructional departments have been charged with developing Beliefs and Commitments aligned with the Vision and Goals as well. An effective organizational structure that is focused on increasing student achievement is also critical. The District and the Board of Education is currently reviewing the final report and recommendations of Dr. Howard Smith, an Education Leadership Consultant who conducted a comprehensive review of the organization and the changing responsibilities of districts and proposed an administrative structure that will increase the District's long-term viability, improve student achievement and support the attainment of the annual Board and District SMART goals.

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

- All building leaders will complete a minimum of 10 hours of the featured Leadership Initiative Strand covering topics such as: review of Danielson Rubric, including specific attributes of classroom “look fors”; Courageous Conversations – helping administrators have growth producing conversation with teachers; and writing evidence-based teacher observations.
- PD will be provided for school leadership teams through PLC Associates on progress-monitoring the implementation of their school improvement plans with fidelity.
- PD will be provided to all teachers on the use of formative data to identify gaps in teaching and provide feedback to students; scaffolding instruction; goal setting and progress monitoring; Eureka Math module implementation, comprehensive literacy, and guided reading at the elementary level; and co-teaching practices to support the needs of all learners at the secondary level.
- The District's two new math Teachers on Special Assignment will provide PD to support the implementation of Eureka Math.
- PD will be provided to support the expansion of American Reading to Grades K-3 at three elementary schools.
- PD on effective co-teaching will be provided for all new co-teaching partnerships, and for new and existing partnerships, the Curriculum Learning Specialist for Special Education will provide support as needed. Special education co-teachers will also have access to the same content-specific PD as their general education peers.
- PD will be provided that is connected to the action steps selected by school leaders in their SCEPs, Local Assistance Plan (LAP) or Instructional Improvement Plan (IIP).
- PD opportunities will be offered to assist teachers in understanding issues related to poverty and the importance of relationship-building in positioning teachers to more effectively connect with, engage, and understand all of their students.
- PD will be offered on growth mindset to help teachers better understand brain-based learning and convey to their students that intelligence is not fixed and that effort matters.

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

During the 2015-16 school year, the Kenmore-Town of Tonawanda UFSD will continue to utilize its picture-rich Facebook page, District website, extensive media outreach efforts, and quarterly electronic newsletter to convey District news and information. During the 2015-16 school year, InstaGram and Twitter will also be added to the District's communication portfolio. The District will continue to use the ShoutPoint automated messaging system through Infinite Campus for parents and guardians and the E-Alerts automated messaging system through SchoolWires for anyone who signs up to communicate important and urgent information. A priority for the District in the coming year is to revamp the website to make it more user-friendly and a better resource of information, and a priority for both high schools is to identify parents for whom traditional methods of communication is not proving effective and identifying new ways to communicate with those under-represented parent populations. Presentations at Board of Education meetings will continue to inform the general public about topics that touch on all aspects of District operations.

For Districts with Priority Schools: Whole School Reform Model

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

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school.

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school, the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school, based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and gaps needs to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at the identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.

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

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

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

C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:

- A list of schools the partner has previously managed/supported.
- Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
- A summary of the partner's fiscal performance for the past three years.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The DTSDE Final Report concluded that "District leaders have well-established systems for recruiting, evaluating, and sustaining high-quality staff to address parent needs." Continued leadership training cited in the Report, which will be critical in achieving the goals of the DCIP and the individual school improvement plans, will support the District in maintaining or improving its Effective rating in Statement of Practice 1.1.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The District will maintain its "Effective" rating for Statement of Practice 1.1 by providing targeted leadership training for building leaders as monitored by participation in the District-provided Featured Leadership Initiative Strand with all principals earning a rating of effective or better in 100% of the rubric attributes on their APPR.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Principal APPR Ratings

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	30-Jun-16	Under the supervision of the Assistant Superintendent for Instruction and Student Services and the Assistant Superintendent for Human Resources, all building leaders will complete a minimum of 10 hours of the featured Leadership Initiative Strand no later than June 30, 2016, covering topics such as: Review of Danielson Rubric, including specific attributes of classroom "look fors"; Courageous Conversations – helping administrators have growth producing conversation with teachers; and writing evidence-based teacher observations.
1-Jul-15	30-Jun-16	By June 30, all building leaders will complete a minimum of 15 additional hours of a selected program of study through the Ken-Ton Staff Development Center, graduate work, or pre-approved alternate leadership coursework, such as serving as an administrative mentor/mentee and/or providing professional development.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	In 2013-14, only 1 of 7 elementary schools made AYP in ELA; only 3 of 7 elementary schools made AYP in math; only 1 of 3 middle schools made AYP in math and science; and 1 of 2 high schools did not make AYP in math. AYP results, the District's rating of "Developing" in Statement of Practice 1.2, and the DTSDE feedback indicates that high expectations for student success must be consistently communicated District-wide, and that measurable student outcomes must be the foundation for school improvement plans in every building, in order to achieve high levels of success for all students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The goal of increasing student achievement through evidence-based, data-driven practices at the school and District level through a District-wide, DTSDE-aligned framework for improvement will result in increases in the graduation rate, New York State math and ELA assessment results, and the number of students meeting or exceeding the College and Career Readiness standards in all schools and in all individual District and school subgroup populations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	DTSDE-Aligned Student, Staff & Parent Survey Results Goals & Objectives Identified in Individual School Improvement Plans

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8-Sep-15	22-Jun-16	During the 2015-16 school year, the Goals of the Board of Education and the District – achieving mastery in math and ELA for all students and attaining capital and financial sustainability – will be displayed in every classroom and meeting room and in high-traffic areas in all school buildings.
1-Jul-15	1-Sep-15	By September 1, all elementary and middle school leaders will have in place an Instructional Improvement Plan (IIP), using the SMART goal format, that is aligned with the DTSDE framework and includes specific goals, objectives and an action plan. All IIPs will include a school mission statement that articulates high expectations for all students and reflects its intent to achieve the District's Vision, Mission and Goals. Key measures and indicators of student performance and the school environment will have been acquired using an assessment survey garnering feedback/input from school staff, parents, students and community.
1-Jul-15	1-Sep-15	By September 1, the District will provide a minimum of one day per month of professional development through PLC Associates for the school leadership teams at Kenmore East and Kenmore West high schools on how to effectively progress-monitor the implementation of their SCEPs. These sessions will be followed by monthly visits to the school principal for the purpose of supporting the school leaders in progress-monitoring their SCEP and ensuring that each plan is being implemented with fidelity.
1-Jul-15	1-Sep-15	By September 1, the District will provide each elementary, middle and high school principal with a framework for progress-monitoring classroom instructional practices so that the data from the daily classroom walkthroughs can be reported back to their faculty at principal leadership meetings.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The DTSDE Final Report concluded that District leaders "have well-established structures for assessing and deploying resources and for ensuring school leaders focus on student outcomes. As a result, district resources promote school improvement and success." In addition, the District failed to meet AYP in 4 sub-groups in elementary ELA, 1 sub-group in elementary math, 3 sub-groups in elementary science, and 1 sub-group in secondary math, and only 41% of the Class of 2014 achieved the New York State College & Career Readiness standards in math and ELA. Resources must be aligned with the District's and Board of Education's goal of achieving mastery for all students in math and ELA in order to successfully meet those goals and to maintain or improve the District's rating of "Effective" in Statement of Practice 1.3.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Resources will be aligned in order to achieve the Board of Education's and District's goal of achieving mastery in math and ELA for all students and to ensure that all students meet or exceed the College and Career Readiness standard.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Common Formative Assessment Results

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	22-Jun-16	Beginning in September, the District will expand its implementation of the data-driven American Reading framework from Grades K-2 at two of our elementary schools to Grades K-3 at three elementary schools and will implement Eureka Math district-wide for Grades K-6.
1-Jul-15	1-Sep-15	By September 1, the District will hire two full-time Teachers on Special Assignment for math in order to provide professional development and support to teachers as they implement Eureka Math and strive to improve math instruction at the elementary and middle school levels.
1-Jul-15	4-Sep-15	In the summer of 2015, the District will present to the Board of Education the final report and recommendations of Dr. Howard Smith, an Education Leadership Consultant who conducted a comprehensive review of the organization and the changing responsibilities of districts and proposed an administrative structure that will increase the District's long-term viability, improved student achievement and the attainment of the annual Board and District SMART goals.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The DTSDE Final Report concluded that the District "has a comprehensive plan to create, deliver and evaluate PD. As a result, school leaders and their staff benefit from an array of PD that is tailored and adapted to the needs of individual schools to promote teacher effectiveness, which positively impacts upon student outcomes." In addition, the District failed to meet AYP in 4 sub-groups in elementary ELA, 1 sub-group in elementary math, 3 sub-groups in elementary science, and 1 sub-group in secondary math, and only 41% of the Class of 2014 achieved the New York State College & Career Readiness standards in math and ELA. Professional development must be aligned with the District's and Board of Education's goal of achieving mastery for all students in math and ELA in order to successfully meet those goals and to maintain or improve the District's rating of "Effective" in Statement of Practice 1.4.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Professional development will be aligned with District and school objectives and improvement plans to support the goal of achieving mastery in math and ELA for all students and to ensure that all students meet or exceed the College and Career Readiness standard as evidenced by participation in staff development sessions, trainings and workshops.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8-Sep-15	22-Jun-16	During the 2015-16 school year, the District will focus professional development in three key areas: math and ELA instruction focused on effective implementation of the CCLS and shifts, progress-monitoring of identified benchmark data sets and improvement plans, and effective teacher practices.
8-Sep-15	22-Jun-16	Beginning in September, special education co-teachers will be given the same opportunities to access all content-specific professional development as their general education peers.
1-Sep-15	30-Sep-15	In September, new systems and structures will be established to increase opportunities for teachers to access professional development that is connected to the action steps selected by building leaders in their Instructional Improvement Plans.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members an school communities are expected to be held accountable for implementing.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The District received a rating of "Developing" in Statement of Practice 1.5, and approximately 30% of high school teachers reported that they have not received training in data-driven inquiry and 25% reported that they do not use and interpret benchmark interim assessments in the School Performance Scan survey. This, in addition to DTSDE feedback, indicates a need for the consistent use of formative and summative assessment data in all instructional decision-making and teacher understanding of how to use data and adjust instruction must be consistent and uniform across departments and schools in order to achieve significant gains in student achievement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Collaborative and consistent processes to use formative and summative assessment data to drive instructional decision-making will support the goal of achieving mastery in math and ELA for all students and to ensure that all students meet or exceed the College and Career Readiness standard with progress to be monitored regularly through regular Common Formative Assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Common Formative Assessment Results Goals & Objectives Identified in Individual School Improvement Plans Teacher Participatin in Looking at Student Work (LASW) Days

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	23-Dec-15	In the summer and fall, the Assistant Superintendent for Instruction will provide Board of Education members, the District leadership team, school leaders and the public with three different comprehensive presentations at three different Board of Education meetings on data, including accountability data, state assessment results, and individual school-level data.
1-Jul-15	1-Sep-15	By September 1, the Office of Accountability will provide all principals and Curriculum Learning Specialists with school, classroom and department-level datasets for analysis, which will drive action steps that are aligned to each school's SMART goals laid out in their SCEP or Instructional Improvement Plan (IIP).
1-Sep-15	23-Dec-15	In the fall, breakdowns of school- and District-level state assessment data will be presented to large groups of teachers, administrators and Curriculum Learning Specialists during all-day "Data Roll-Out" analysis and strategy work sessions for each of the core state examination subject areas (math, ELA and science).
8-Sep-15	22-Jun-16	The District will provide teachers and administrators with opportunities to collaborate by grade level, content area, department, etc. during Looking at Student Work (LASW) days. This will allow teachers and administrators to work as data inquiry teams in analyzing student data in order to identify strengths, weaknesses, and develop action plans for improvement.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The DTSDE Final Report concluded that district "works collaboratively with school leaders to ensure reciprocal communication and to nurture an environment that is responsive to the needs of the community." This work must be continued in order to maintain or improve the District's "Effective" rating in SOP 2.1. In addition, in 2013-14, the District failed to meet AYP in 4 sub-groups in elementary ELA, 1 sub-group in elementary math, 3 sub-groups in elementary science, and 1 sub-group in secondary math. At 80%, the District's 2010 Cohort four-year graduation rate (June) was the 4th lowest of the 29 districts in Erie County, and at 84%, the District's 2010 Cohort four-year graduation rate (August) matched the fifth lowest of the 29 districts in Erie County. In addition, only 41% of the Class of 2014 achieved the New York State College & Career Readiness standards in math and ELA. In order to improve student outcomes in all schools and sub-groups, schools must implement improvement plans that are grounded in data, that are consistently and closely monitored, and that result in specific actions to achieve the schools' targets and objectives.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All school leaders will implement a cohesive system to progress-monitor their school improvement plans that will ensure that a consistent review of data is driving specific actions that increase student achievement and enable the school to meet the specific targets of its plan as evidenced by data reports at monthly principal meetings and principal evaluations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Principal APPR Ratings Goals & Objectives Identified in Individual School Improvement Plans Monthly & Quarterly School Data Reports

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	22-Jun-16	Beginning September 1, the District will provide one day per month of professional development through PLC Associates for school leadership teams at both high schools on progress-monitoring the implementation of their SCEPs as well as monthly visits for the purposes of supporting school leaders in progress-monitoring their SCEP and ensuring that each plan is being implemented with fidelity.
1-Jul-15	1-Sep-15	By September 1, the District will provide each elementary, middle and high school principal with a framework for progress-monitoring their Instructional Improvement Plan (IIP), SCEP or Local Assistance Plan (LAP) so that data from classroom walkthroughs, conducted at least two hours per day, is collected and regularly shared with their staff as well as at principal leadership meetings.
1-Sep-15	22-Jun-16	Beginning in September, all principals will submit data reports quarterly to District administrators showing their progress in meeting the goals and targets of their SCEP, LAP or IIP.
1-Jul-15	1-Oct-15	By October 1, the District will provide guidance to all principals on using data from each school's Family Engagement Survey to drive improvements, particularly in areas related to increasing parent engagement and involvement.

8-Sep-15	22-Jun-16	During the 2015-16 school year, the District will review the schedule and protocol for its quarterly LASW days to identify ways to increase the effectiveness of using data to improve teacher practice and student performance.
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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	In 2013-14, the District failed to meet AYP in 4 sub-groups in elementary ELA, 1 sub-group in elementary math, 3 sub-groups in elementary science, and 1 sub-group in secondary math. In addition, only 41% of the Class of 2014 achieved the New York State College & Career Readiness standards in math and ELA. As expressed in the DTSDE feedback, the District must rigorously monitor and evaluate curricula planning and instructional practices to ensure that instruction is aligned to the Common Core Learning Standards and meets the needs of all students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All teachers will implement a curriculum plan that is aligned to the Common Core Learning Standards and encompasses common lesson plan expectations and DDI protocol, helping all students achieve mastery in math and ELA and meet or exceed the College and Career Readiness standard, with progress monitored through lesson plan review, formal observations, instructional walkthroughs and scans, and common formative assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Common Formative Assessment Results Administrator & Teacher Instructional Scan Reports APPR Observation & Walkthrough 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	22-Jun-16	Beginning in September, the implementation of the evidence-based American Reading framework will be expanded from two schools to three schools and from Grades K-2 in participating schools to Grades K-3. As part of the implementation process, all teachers in Grades K-3 in participating schools will be provided with on-site coaching support and professional development on using the new framework to advance students' literacy skills on a monthly basis.
8-Sep-15	22-Jun-16	Beginning in September, Eureka Math will be implemented in all elementary schools for Grades K-5. Grade 6 teachers will be provided summer training for Eureka Math and will be piloting it for the middle schools. Professional development and support will be provided by the District's two new math Teachers on Special Assignment (see Statement of Practice 1.3).
1-Jul-15	1-Sep-15	By September 1, the District will establish and communicate to all school leaders lesson plan expectations that are aligned to the state learning standards and that include the implementation of learning targets, the use of assessments to monitor progress, purposeful grouping of students, and the use of pre-planned strategic questions. Throughout the school year, school leaders will ensure that all teachers are meeting these expectations through daily classroom walkthroughs and review of lesson plans.
8-Sep-15	22-Jun-16	During the 2015-16 school year, the District will explore opportunities and establish a plan to assist schools in the creation and implementation of effective interdisciplinary units, such as project-based learning expeditions and Expeditionary Learning.
1-Sep-15	1-Oct-15	By October 1, the District will communicate to Curriculum Learning Specialists in all content areas a protocol to consistently analyze Common Formative Assessment results and identify follow-up steps to ensure the curriculum is being implemented effectively and to eliminate gaps in learning.

1-Jul-15	1-Sep-15	By September 1, the District will develop and refine pacing guides for module implementation in ELA and math.
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Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	In the Student Voices survey, of 1,662 respondents representing the vast majority of 9-12 students, low percentages of students responded favorably to various questions aligned to Tenet 4. Only 33.6% reported that classes are interesting and keep their attention. In addition, at 80%, the District's 2010 Cohort four-year graduation rate (June) was the 4th lowest of the 29 districts in Erie County, and at 84%, the District's 2010 Cohort four-year graduation rate (August) matched the fifth lowest of the 29 districts in Erie County. These and the District's College and Career Readiness rate of only 41% for the Class of 2014, the District's rating of Developing in Statement of Practice 4.1, and the DTSDE feedback indicate that consistent and uniform standards of practice, including the use of data and the consistent alignment of curricula and instruction with the Common Core Learning Standards, must be clearly communicated to teachers with follow-up support in order to achieve improvements in teacher practice and increased student engagement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All teachers will consistently demonstrate district-wide standards of practice to support student achievement and engagement, resulting in at least 90% of teachers rated effective or above on 3c Student Engagement on their APPR, with progress monitored through daily observations and walkthroughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Administrator & Teacher Instructional Scan Reports APPR Observation & Walkthrough 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	23-Dec-15	During the months of September through December, the District will provide at least two hours of professional development to all teachers on the use of formative data to identify gaps in teaching and provide feedback to students; scaffolding instruction; goal setting and progress monitoring; Eureka Math module implementation, comprehensive literacy, and guided reading at the elementary level; and co-teaching practices to support the needs of all learners at the secondary level.
1-Sep-15	31-Oct-15	By October, two hours of professional development on effective co-teaching will be provided for all new co-teaching partnerships. The Curriculum Learning Specialist for Special Education will begin providing support for all new and existing co-teaching partnerships as needed. Special education co-teachers will also be given the same opportunities to access content-specific professional development as their general education peers.
1-Sep-15	8-Sep-15	By September 8, all principals will establish expectations for the consistent use of learning targets, checks for understanding, and pre-planned questions, which will be a focus during their daily walkthroughs.
1-Sep-15	30-Sep-15	In September, new systems and structures will be established to increase opportunities for teachers to access professional development that is connected to the action steps selected by school leaders in their SCEPs, Local Assistance Plan (LAP) or Instructional Improvement Plan (IIP).

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	
B1. HEDI Rating:	Developing	
B2. HEDI Rating Source:	DTSDE District Final Report	
B3. HEDI Rating Date:	May 16, 2014	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	In the Student Voices survey, of 1,662 respondents representing the vast majority of 9-12 students, large percentages of students responded negatively to various questions aligned to Tenet 5 (Most students in our school follow the school rules: 44%; Student behavior does not interfere with instruction during class time: 44%; Our school deals effectively with bullying: 51%; My teachers care about me: 56%; I feel welcomed and part of my school: 60%). Similar results were reported by the 420 respondents in the Family Engagement Survey (School staff works to support student social-emotional well-being: 61%). The implementation of PBIS with fidelity, as well as professional development and follow-up supports to assist staff in addressing the needs of all students, is necessary in order to support student social and emotional developmental needs and improve the District's rating of	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	PBIS programs will be implemented with fidelity in both high schools, resulting in a 10% decrease in disciplinary referrals and suspensions and responses of 75% or higher (Assets) on all Tenet 5 questions in the Student Voices survey, with progress monitored through monthly reviews of discipline and suspension data at school leadership meetings.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals DTSDE-Aligned Student, Staff & Parent Survey Results	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	1-Oct-15	By October 1, the District will identify a methodology and expectations for all schools to collect data and examine the effectiveness of last year's implementation of PBIS in order to make any necessary modifications to their PBIS programs and protocol. Included in this review will be the results of the Student Voice survey to understand students' perception of the academic and social emotional culture of the school and areas of concern.
1-Jul-15	1-Oct-15	By October 1, the District will identify key survey questions that both high schools will administer quarterly in addition to the end-of-year Student Voices survey in order to monitor the effectiveness of each school's PBIS programs.
1-Jul-15	31-Aug-15	In July and August, professional development opportunities will be offered to assist teachers in understanding issues related to poverty and the importance of relationship-building in positioning teachers to more effectively connect with, engage, and understand all of their students.
8-Sep-15	22-Jun-16	During the 2015-16 school year, in order to promote student engagement, professional development will be offered on growth mindset to help teachers better understand brain-based learning and convey to their students that intelligence is not fixed and that effort matters.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Final Report
B3. HEDI Rating Date:	May 16, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	In the Family Engagement Survey, only 28% of 420 respondents, representing family members of high school students, reported that teachers contact them not just in times of concern; only 47% responded that the school actively engages them in conversations around need/progress; and nearly half responded that they do not feel connected with their child's school. Respondents also only represented parents and family members who were successfully contacted and engaged in responding to the survey. They more than likely did not include under-represented populations. Had that been the case, the results could have been even more stark. In order to promote family involvement and engagement, as described in the DTSDE feedback, and to improve the District's rating of Developing on Statement of Practice 6.1, the District must implement comprehensive strategies to ensure consistent and reciprocal communication with parents.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Targeted efforts to build parent capacity, participation, engagement, and involvement will result in an increase of 25% or more in the number of parents who complete the Family Engagement Survey and at least 75% of parents who report feeling connected to the school and actively engaged in conversations around needs/progress (Question #41 and #50), with progress monitored through Parent Portal and Naviance usage as well as parent attendance at school events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys DTSDE-Aligned Student, Staff & Parent Survey Results

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8-Sep-15	22-Jun-16	Beginning in September, all schools will aggressively promote the use of the District's Parent Portal and both high schools will aggressively promote the use of Naviance for career and college planning and preparation. All schools will provide training opportunities during the 2015-16 school year to enable parents to utilize these resources, including opportunities for parents who cannot attend trainings at the school.
1-Sep-15	1-Oct-15	By October 1, all schools will review data in order to identify parents who are not attending school-related events such as parent/teacher conferences, who are not in contact with the school, or whose children are frequently absent. With this information, each school will explore additional strategies, such as the use of text messaging, to communicate and connect with these parents. These strategies, as well as strategies for progress-monitoring, will be shared at monthly school leadership team meetings and principals meetings so they can be emulated district-wide and monitored for effectiveness.
8-Sep-15	22-Jun-16	During the 2015-16 school year, the District will research, review and explore the Parent Academy workshop model and student-led conferences for potential implementation in September 2016.

Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$1,264,623	1%	\$12,646

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$1,217,903	5%	\$60,895
Title II, Part A	\$293,054	5%	\$14,653
Title III, Part A LEP (allocation listed only if required)	\$30,000	5%	\$1,500
Total Federal Allocation Subject to Set-Aside	\$1,540,957	5%	\$77,048

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$0
Title II, Part A	\$0
Title III, Part A LEP	\$0
Title VI REAP	\$0
School Improvement Section 1003(a) - SIG A	\$60,305
School Improvement Section 1003(g) - SIG G	\$0
School Innovation Fund	\$0
Local / General Funds	\$18,215
Management Efficiency Grant	\$0
	\$0
Total Funding Reserved for Improvement	\$78,520

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES	\$11,700	YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$19,935	YES	
Develop high-quality DCIP and SCEP plans	YES	\$21,235	YES	
Review the qualifications of Priority and Focus School Leaders	YES	\$920	NO	Local/General Funds
Submit quarterly leading indicators report to NYSED	YES	\$495	NO	Local/General Funds
Evaluate the fidelity of program implementation	YES	\$24,235	YES	
Provide Public School Choice to students in Priority and Focus Schools	NO			
Offer 200 hours of Extended Learning Time to students in each Priority School	NO			
TOTAL		\$78,520		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Kenmore-Town of Tonawanda UFSD	Focus District	\$12,195
School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Kenmore East High School	Focus School	\$33,163
Kenmore West High School	Focus School	\$33,162
DISTRICT / BUILDING TOTALS		\$78,520

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$78,520
 Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? YES

Financial Allocation Plan - Parent Engagement

Parent Engagement Set-Aside Budget Summary		
School	Accountability Status	Amount of Funds Allocated for Parent Engagement
Kenmore East High School	Focus School	\$6,323
Kenmore West High School	Focus School	\$6,323
DISTRICT / BUILDING TOTALS		\$12,646

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$12,646
 Has the district demonstrated how **ALL** funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)? YES