2013-14
DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)
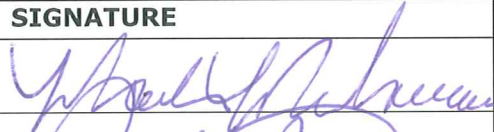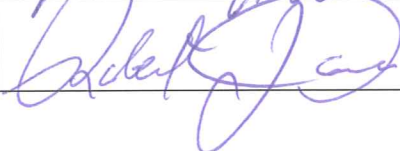
CONTACT NAME	Janet Gillmeister	TITLE	Assistant Superintendent
PHONE	(716) 874-8400 x 5333	E-MAIL	jgillmeister@kenton.k12.ny.us
Website Link for Published Plan	http://www.kenton.k12.ny.us/Page/12395		

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	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Mark P. Mondanaro		9/30/2013
PRESIDENT, B.O.E./ CHANCELLOR OR CHANCELLOR'S DESIGNEE	Robert Dana		9/30/2013

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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 of stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.
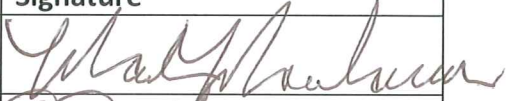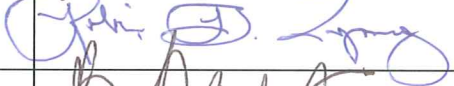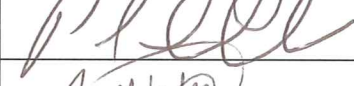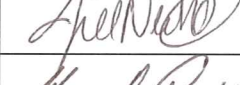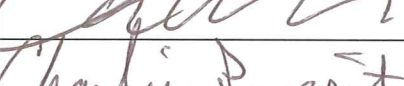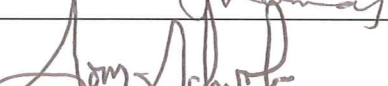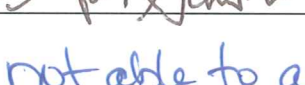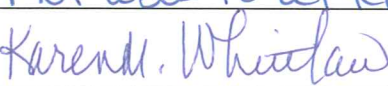
Name	Title/Organization	Signature
See sign-in sheet next page		

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?
July 23, 2013	**Administration Bldg (Principals)**	Yes ☐ No ☒	Yes ☐ No ☒
August 1, 2013	**Administration Bldg (Cabinet)**	Yes ☐ No ☒	Yes ☐ No ☒
August 5, 2013	**Administration Bldg (Principals and teams)**	Yes ☐ No ☒	Yes ☐ No ☒
August 13, 2013	**Administration Bldg (Cabinet, Principals and teams)**	Yes ☐ No ☒	Yes ☐ No ☒
August 20, 2013	**Administration Bldg (Cabinet, Principals and teams)**	Yes ☐ No ☒	Yes ☐ No ☒
September 24, 2013	**Administration Building (District Team)**	Yes ☒ No ☐ Integrated into the PPT	Yes ☒ No ☐
		Yes ☐ No ☐	Yes ☐ No ☐

District Comprehensive Improvement Plan

Focus District Team

September 24, 2013

Name	Role	Building	Signature
Mark Mondanaro	Superintendent	Ad Bldg	*(signature)*
Janet Gillmeister	Assistant Superintendent	Ad Bldg	*(signature)*
Robin Zymroz	Director Student Services	Ad Bldg	*(signature)*
Barbara Battaglia	Director Accountability	Ad Bldg	*(signature)*
Patrick Heyden	Principal*	Kenmore East	*(signature)*
Jill Neuhaus	Teacher*	Kenmore East	*(signature)*
Mary Patterson	Teacher	Kenmore East	*(signature)*
Dean Johnson	Principal*	Kenmore West	*(signature)*
David Rogalski	Teacher*	Kenmore West	*(signature)*
Charlie Panepinto	Teacher	Kenmore West	*(signature)*
Judy Flateau	HS Counselor	Kenmore West	*(signature)*
Betty Sullivan	CLS Mental Health Professionals	District	*(signature)*
Elaine Thomas	Principal, MS	Kenmore Middle	*(signature)*
Tom Schwob	MS Counselor	Kenmore Middle	*(signature)*
Mary Piatek	Parent	HSA	not able to attend
Karen Whitelaw	Parent	PTSA	*(signature)*
Jill O'Malley	Parent	KTPA	*(signature)*

*Denotes membership on SCEP team

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District Information Sheet						
District Grade Configuration	PK-12	Total Student Enrollment	7300	% Title 1 Population	1 %	% Attendance Rate	95%

% Free Lunch	30%	% Reduced Lunch	10%	% Student mobility		% Limited English Proficient	1%	% Students with Disabilities	15.2%

Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	0.8%	% Black or African American	6%	% Hispanic or Latino	5%	% Asian, Native Hawaiian /Other Pacific Islander	1.6%	% White	83.8%	% Multi-racial	2.7%

Overall State Accountability Status

Number of Focus Schools Identified by District	2	Number of Priority Schools	0	Number of Local Assistance Plan Schools (LAP)	0	Number of Schools in Status	2 total	Number of SIG (a) Recipient Schools	0
								Number of SIG (g) Recipient Schools	0

% ELA Performance at levels 3 & 4	**Gr 3-8 57.78% 11/12 31.63% 12/13**	% Mathematics Performance at levels 3 & 4	**Gr 3-8 69.75% 11/12 28.14% 12/13**	% Science Performance at levels 3 & 4	**Gr 4/8 89% 11/12 88.2% 12/13**	% 4 yr. Graduation Rate (for HS only)	**83.3% 2008 cohort Aug 2012**	% 6 yr. Graduation Rate (for HS only)	**79.5% 2006 cohort**

Federal Funding

Fund Source	District Allocation	Mandated Set-Aside Amounts				Requirements
Title I	**1,154,855**	**69,292**			Title I & II	72,259 School Impr.
Title IIA	**290,321**	**14,516**			Title I	11,549 Parent Eng.
Title III	**24,233**	**0**				**83,808 Total**
Perkins Grant	**59,546**	**0**				
RTTT	**128,457**	**0**				
IDEA	**2,165,993**	**0**				

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Did Not Meet Adequate Yearly Progress (AYP) in ELA				
	American Indian or Alaska Native			Black or African American
	Hispanic or Latino			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 Mathematics				
	American Indian or Alaska Native			Black or African American
	Hispanic or Latino			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			Black or African American
	Hispanic or Latino			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) for Effective Annual Measurable Achievement Objective				
	Limited English Proficiency			
Did Not Meet Adequate Yearly Progress (AYP) for Graduation Rate				
	American Indian or Alaska Native	X		Black or African American
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander
	White			Multi-racial
	Students with Disabilities			Limited English Proficient
	Economically Disadvantaged			

DCIP Overview

School District Background

The Kenmore Town of Tonawanda Union Free School District is a large first ring suburban school district just north of the City of Buffalo. It was the largest suburban district of Buffalo throughout the last century, peaking with around a 22,000 student enrollment in 23 schools in 1971. As the manufacturing downturn started in Buffalo, the enrollment and demographics of the Town changed fairly quickly, leading to numerous school closings from the seventies through the mid-eighties. Today there are approximately 7,200 students in twelve school buildings, including two high schools, three middle schools, and seven elementary schools. In addition, 250 students attend the district's Universal pre-K program. The school district is also responsible for 230 students in alternative, BOCES and private placements. The district's student demographics continue to change, and the free and reduced lunch percentage is at an all-time high. The school district's combined wealth ratio has dramatically decreased over the past 12 years, and although the tax base is no longer growing to any real extent, local property taxes make up a large percentage of the school district's annual revenue.

The school district has increased student achievement over the mid-range in both ELA and Mathematics. We have had the same achievement reaction to the changed cut scores and Common Core assessments as most districts statewide on the average. We have also managed to create new achievement opportunities for students during these large reduction years by reallocating financial resources to create our first ever Career and Technical Education (CTE) certified career academies, International Baccalaureate diploma programs, and a Big Picture Program to help increase our cohort graduation rate. These multiple pathways are important components of our school district vision.

District Vision

In July 2008, Board of Education adopted a four-part District Vision, developed by a strategic planning team and an outside facilitator. This vision is comprised of the following components:

Core Values	District Goal
- Passion for excellence - Respect for all - Trust - Empathy - Integrity - Team work	Be the premier school district in New York State by 2020!
Purpose	Vivid Descriptions
We educate, prepare, and inspire all students to achieve their highest potential.	The Ken-Ton School District will hold instant name recognition as the premier leader in education…Our alumni will share with us that their education successfully prepared them for all future endeavors…The best and the brightest educators will be attracted to our district…the high quality of Ken-Ton education, and what we value, will continually attract families to our community…We will have first class facilities that are a model for other districts…By virtue of our success we will have an extreme sense of pride within our community.

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The Board of Education, after work sessions and yearly updates, has adopted the following Board of Education goals for this year, based on the work of the strategic planning team:

- Support district wide leadership enhancement and efficacy
- Enhance education technology
- Perform a comprehensive update of the BOE policies
- Increase stakeholder involvement
- Ensure safe learning environments
- Optimize financial and capital long term stability
- Support increased achievement for all students, aligned curriculum, and allocation of resources

These documents provide the direction district personnel use when making all decisions, from student achievement to the budget process.

Previous and Current Identification

The Kenmore-Town of Tonawanda UFSD has been identified as a Focus District in the area of Graduation Rate for the sub-accountability group of Black/African American in the 2006 cohort.

Only when the district numbers are aggregated to include both high schools and the Erie 1 BOCES Alternative Learning Program/outside district placements did we have enough to be identified as a sub-accountability group of 43 students. Data disaggregation regarding the 2006 cohort sub-group indicates that 20 of the 43 students did not graduate within four (4) years (53% graduated). The 20 students were fairly evenly enrolled at Kenmore West, Kenmore East, and Erie 1 BOCES Alternative Learning Program. They were also evenly split in gender and poverty, and dates of entry to KenTon ranged from 1997 to 2009. We had no LEP students, and only two of the twenty were students with disabilities. The overall district graduation rate on the 2010-11 School Report Card for the 2006 cohort was 77%. The individual building graduation rates for Kenmore East and Kenmore West were 88% and 83%, respectively. Data for the 2007 cohort yields 30 total students in the identified sub-accountability group, 16 of whom graduated, again yielding 53% graduates (due to the small cohort size). The overall district graduation rate on the 2011-12 School Report Card for the 2007 cohort is 81%. The individual building graduation rates for Kenmore East and Kenmore West were 86% and 86%, respectively. The Total Cohort Graduation Rate and Enrollment Outcome Summary on the SED website indicates that our 2008 cohort district graduation rate is 83.3%, with 65.8% for the identified sub-accountability group. The individual building 2008 cohort graduation rates for Kenmore East and Kenmore West are 86.8% and 85%, respectively. As our district enrollment drops, the percentage swings become more apparent.

We were required to identify one school to be a Focus School. All of our district schools are designated In Good Standing under the Elementary and Secondary Education Act (ESEA) waiver. Since the district is identified in the Graduation Rate area, we chose our two (2) High Schools to be designated as Focus Schools.

In the summer of 2011, four (4) of our district buildings were identified as Schools in Need of Improvement in the area of ELA/Students With Disabilities. School Quality Review visits were conducted by BOCES in September and October 2011. The Quality Indicators, Basic Review Report and the Comprehensive Educational Plans were developed by the schools/district and submitted by the due date of January 31, 2012 as required. However, we never received a Quality Improvement Process Plan. In June of 2013, Kenmore West was required to conduct a School Review with District Oversight (Tenet 3) for its Focus designation. The district used this review to provide guidance for some actions in Tenets 2, 3, and 4. Major recommendations are listed only for those areas addressed as a

result of the Kenmore West School Review.   We also conducted a basic needs assessment based on our internal Instructional Improvement Plans, and developed district goals for the DCIP.

Reflecting upon the 2012-2013 DCIP

As we reflected upon the 2012-13 plan, we realized that the template encouraged fairly general actions, with little specificity. The truncated timeline prevented us from fully accomplishing some of the activities planned.

We, as planned, continued to participate in the Network Team Institute (NTI) so that we could meet the required activities of the Race to the Top (RTTT) initiative. Our curriculum maps are in continual revision as we receive new information from the State Education Department (SED). We have refined our Data Inquiry Teams, using updated formative assessments, and examining student work and data in a variety of venues to inform instruction for the students sitting in front of us. Our Looking at Student Work Day (LASW) protocol (six times a year) allowed staff to spend time in Professional Learning Communities to discuss student work and determine strategies for increasing achievement. We conducted our twice-yearly Literacy Summits, engaging in dialogue regarding the necessary instructional shifts for higher-order thinking and student engagement across the content areas.

All of our administrators successfully completed the Teachscape training for the Danielson Annual Professional Performance Review (APPR) rubric, and completed all evaluations under the new system. We did purchase OASYS, and began to develop the infrastructure needed to coordinate the multitude of components required for APPR. Professional development for administrators became more focused with regard to the RTTT initiative components.

Before we were identified as a Focus District, the District had already identified the need for multiple pathways to graduation, and initiated a Big Picture Program, an in-house alternative learning program for freshman and sophomores. This program had a successful first year, with students gaining credit not otherwise obtained. In addition, contact structures have been developed to connect with the personnel at the Erie 1 BOCES Alternative Learning Program to discuss attendance and achievement of students placed there so that we may connect with families when there are warning signs of drop-out.

As part of the multiple pathways, we were approved for our third Career and Technical Education Academy, and have an application pending for a fourth program. Kenmore West HS graduated its first cohort of the International Baccalaureate Diploma Program. We achieved an 85% graduation rate for the program, surpassing NYS (65%), USA (70%), and Global (78.5%).   Both of these initiatives work well with our already established Advance Placement coursework, providing students many opportunities to explore interests in a rigorous environment.

Our new Infinite Campus Student Information System provided a more-user friendly interface for teachers and administrators to develop reports regarding attendance and achievement. Although there were first-year challenges, the system allowed us to automate some reports otherwise completed by hand. The Tableau Early Warning System was not implemented last year due to technical difficulties. It is planned for the 2013-14 school year, with activities already begun. The implementation of Naviance was not done with fidelity during 2012-13, and has already made implementation strides beginning this past July.

We surveyed our high school students in the spring and conducted two World Cafes, one at each high school.   The data obtained is valuable information regarding students' perceptions and suggestions for changes for better student engagement. We plan to continue pulling groups of students together to conduct a deeper analysis.

The National Federation for Just Communities of Western New York conducted culturally relevant professional development training for support staff and the staff of the transportation department.

As planned in the 2012-13 DCIP, the Infinite Campus Parent Portal was opened in Spring 2013 to all parents of secondary students. The Campus Portal provides students and guardians with real-time access to their information as it is entered by teachers, counselors, and staff. The first phase of the Intra-District Consolidation Study was conducted, setting the stage for increased community involvement in the 2013-14 school year.

Highlights of 2013-14 DCIP

Due to the new template, we are able to create a leaner, more-focused action plan for the district. Tenet 1 activities are focused on the continuation of the RTTT requirements. Administrators and teachers will participate in professional development regarding learning-focused instruction as outlined in the Danielson Rubric through a summer retreat. Administrators will participate in re-certification training through Teachscape, professional development regarding effective feedback and evaluation through the negotiated Leadership Strand, and process all APPR through the newly structured OASYS system. Our Big Picture Program teachers will have professional development in Novanet credit recovery to aid students in attaining much needed credit for graduation, while we also offer some of our students placement in a newly established "Twilight Academic Program." We will expand our Project Lead the Way program to the middle schools, training staff in the Gateway to Technology Program. The secondary administrators and counselors will be trained in Tableau, an Early Warning System that interacts with our Student Information system. As listed in the action plans, these initiatives, through indicated funding sources, will allow us to offer multiple pathways for Kenmore students to pursue paths to graduation.

As indicated in the Kenmore West Review, Tenet 2 focuses on providing our administrators with targeted professional development in RTTT initiatives. Sessions focused on the Tri-State Rubric, Partnership for Assessment of Readiness for College and Careers (PARCC), instructional "look-fors," student engagement, the Diagnostic Tool for School and District Effectiveness (DTSDE) and Local Assistance Plans (LAP), higher-order thinking skills, etc. will be offered to administrators on a monthly basis. A good portion of the plan focuses on Tenet 3. Curriculum Learning Specialists will continue to turn-key information learned at the Network Team Institutes, allowing us to pilot curriculum modules in ELA and math. We plan to increase the number of teachers who pilot ELA through the offering of a two day professional development opportunity by Expeditionary Learning. Curriculum maps will continue to be updated as a result of this important learning. We will also enter discussion with our Qualified Zone Academy Bond (QZAB) match partner regarding educational and professional services aligned with the CCLS. Technology will be purchased so that we can better assess and monitor student progress. ELLevation is an electronic system which will store data and learning goals for our ever-increasing ESL population. STAR Enterprise assessment system will be piloted at the elementary level in ELA and Math.

Tenets 4, 5, and 6 are focused on engaging key stakeholders in various aspects the RTTT initiatives and best practices. We will be enlarging our focus of the Common Core Learning Standards (CCLS) to Literacy Across the Disciplines through our Building Literacy Facilitators, as well as focusing on monitoring progress of student achievement through our re-vamped Instructional Improvement Plans. In addition to the student survey conducted last year, we will survey staff and parents and hold World Cafes with these groups to engage them in dialogue about school improvement practices. We will continue our work this year with New York University, focusing on culturally-relevant education and interactions; a need due to our changing demographics. Although this is primarily focused with our Instructional Support Teams, it extends to all staff this year. The use of the National Federation for Just Communities of Western New York will expand to conduct culturally relevant professional development training to all instructional staff at both high schools. Positive Behavioral Interventions and Supports (PBIS) will begin in four schools, with expansion planned for the rest of the district. We will be reaching out to parents through a school messaging system (Campus Messenger with Voice - ShoutPoint), Naviance (a system for four year HS planning and beyond), and the second phase of the Intra-District Consolidation Study.

District Structure to Support the Implementation

Our structure currently supports a framework of turn-key trainers by individuals with instructional/curricular/data expertise, as well as established "inquiry" teams.

CURRICULUM AND INSTRUCTION

Our *Assistant Superintendent for Curriculum and Instruction* is responsible for the planning, design, organization, and assessment of the District's curriculum, staff development, instructional technology, and assessments to assure a comprehensive, articulated curriculum and instruction program aligned with District goals and New York State laws and standards. The Assistant Superintendent for Curriculum and Instruction oversees the Director of the Office of Accountability and the Curriculum Learning Specialists, as well as the building principals for curricular, instructional, and supervisory purposes.

The *Director of the Office of Accountability* uses multiple measures of data to improve teaching and learning with school and department leaders. Individual, small, and large group contact times are provided throughout the year to analyze learning strengths and weaknesses. Professional development opportunities focused on assessment literacy and strategies that target interventions for students in need of improvement are also offered.

The seventeen *District Curriculum Learning Specialists* provide leadership within their respective departments refining curriculum maps, developing formative assessments and examining data to improve teaching and learning, as well as other duties regarding instructional materials. These positions are divided into 0.6 FTE classroom teacher and 0.4 FTE Curriculum Learning Specialist, as well as dedicated summer work. The Curriculum Learning Specialists interact with building department chairs to provide leadership, guidance, and staff development for all teachers. Monthly meetings, as well as participation in District Staff Development planning committees, are an integral part of the structure.

Principals and Assistant Principals are each responsible for a program/curricular area in the Kenmore-Town of Tonawanda UFSD. This provides an additional level in our organizational structure for focused staff development, data analysis, and oversight.

DATA ANALYSIS AND INSTRUCTIONAL IMPROVEMENT

New York State summative assessment data are disaggregated and collectively shared with our district, building and teacher leaders. A variety of reports from the Data Warehouse are examined and analyzed to determine learning patterns and trends over time. Conclusion statements and root causes are developed to address specific curricula, instructional and learning needs. Similar sessions are scheduled to examine building/department formative data.

Our school/department planning requires a systematic review and careful analysis of root causes of academic problems, student needs and existing activities to determine how instructional areas can be improved. The process of developing the Instructional Improvement Plan (IIP) allows School Planning Teams (SPT) or Department Planning Teams (DPT) an opportunity to assess the effectiveness of the current instructional programs, discuss proposed modifications and/or alternatives, develop goals and objectives, and create action plans based upon scientifically-based research and/or best practices that will translate into observable, effective strategies to improve student achievement. These strategies include effective, research-based methods for the delivery of high-quality first instruction to all students, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the State standards. The IIP also includes a professional development strand to insure successful implementation of instructional

strategies. Lastly, the School/Department Planning Teams develop a mechanism to regularly assess whether the proposed activities have resulted in improved student performance. These plans are a product of the collaborative decisions of all stakeholders: parents, staff, administrators and students. Once the IIP is approved, it serves as a focus for implementing instructional strategies and professional development opportunities for the school year.

PROFESSIONAL DEVELOPMENT

Since July 2008, we have and will continue to develop and provide professional development for our administrators and teachers, focused on using data and collaborative inquiry to improve teaching and learning. We scaffold many and varied sessions.

Summer Retreats have included the following focus topics:
- 2008 The Instructional Improvement Planning Process
- 2009 Root Cause Analysis (Paul Preuss)
- 2010 Common Core Standards and Assessments, Accountability
- 2011 APPR, CCLS, and Common Formative Assessments
- 2012 The SLO process
- 2013 APPR – learning-focused instruction – Danielson Group

District-wide Professional Development
Superintendent's Conference Days have been district-wide professional development opportunities focused on behaviors that strengthen teaching and learning for all. Such topics and initiatives include data roll-outs, curriculum mapping, benchmark assessments, common unit assessments, Professional Learning Communities (PLC), Looking at Student Work (LASW), the various functions of data teams (inquiry teams), etc.   These conference days provide scaffolded opportunities at both the macro and micro levels.

These are not just "one-time" occurrences. On-going professional development continues at the district level, with scheduled "mini-sessions" focusing on deepening the understanding of the elements of a PLC, data teams (inquiry teams), and the Instructional Improvement Process. These, and other topics, are further developed at the building and department levels, focusing on the needs of students at the individual level. Thus, the structured collaborative inquiry process in our district mirrors the required NYSED building inquiry teams.

Kenmore Staff Development Center
The Kenmore Staff Development Center mission is to be responsive to our school population and offer programs which enhance the professionalism of our entire Ken-Ton community. The workshop offerings are aligned with district goals and provide our entire staff with opportunities to further their knowledge of learning and instruction. It offers a wide range of workshops which are targeted toward the social and academic needs of our population of elementary, middle, and high school age students.

The Kenmore Staff Development Center provides and tracks professional development workshops for public and non-public administrators, teachers and support staff that is:
- Targeted and differentiated to the specific needs of staff;
- Focused on providing staff members with the opportunity to improve their skills to better meet the needs of their students; and
- Responsive to the needs of the District through alignment with the Professional Development Plan.

Over 95% of our staff takes advantage of the workshops sponsored by the Staff Development Center.

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Leadership Strand

Administrators in the district engage in professional development opportunities focused on literacy, leadership and creative decision making. Administrators are instrumental in providing site-based professional development throughout the year, helping staff to become self-directed in data-analysis and instructional strategies.

Dedicated Time

Our district devotes scheduled time for teachers and administrators to examine and analyze qualitative and quantitative pieces of student learning, as well as individualizing instructional strategies based on student need. We utilize the following forums:
- Early Release days for teachers to meet as data teams (6 per year)
- Data Rollouts – full and half days of release time for departments and grade levels to examine and analyze data by subject
- Summer hours dedicated for curriculum projects
- Weekly department and grade level meeting times
- School Planning Team meetings
- Instructional Improvement Plan Team meetings

Timeline and Anticipated Barriers

The strategies and activities listed in this document have already commenced. We will continue to work toward our goal of increasing graduation rates for all accountability groups, using the General Fund, IDEA, Race to the Top, Perkins, Management Efficiency Grant, and the Consolidated Application funding sources. We were scheduled to have our SED review in March 2013 at Kenmore West High School, and the internal review at Kenmore East High School. This has been postponed until the Fall of 2013 for Kenmore West, and the Spring 2014 for Kenmore East.   When we receive the IIT report, we will review our progress and assimilate the recommendations into our third year updated plan. We will continue to implement strategies and refining existing processes that are working, and focus on students in need who are identified from deeper analysis. We will search for possible relevant funding sources to supplement and optimize our dwindling revenue.

Funding and unfunded/underfunded mandates continue to be a barrier for us. We continue to struggle with rising costs and diminishing revenue. Over the last five years, we have abolished over two-hundred (200) positions, of which 120 were teachers. Our class sizes have risen steadily over the last five years, and ability to give needed attention to each student has diminished. The human resource time and labor for the development of assessments for the new APPR has been staggering, as has the lost instructional time due to the many required assessments for each student. This greatly impacts morale, as our staff cares deeply about the success for all students.

Conclusion

Our plan has been and will continue to be available to the public through our website, and in hardcopy upon request. It is our hope, through this plan, that we have structures in place so that all students can graduate through multiple pathways and have a deeper conceptual understanding of coursework through higher-order thinking strategies. We anticipate greater communication between buildings, as well as outside student placements. We will be able to better use multiple data sources with heightened analysis to identify and create success plans for our student population. Through this plan, all stakeholders should be able to better articulate the mission of the Kenmore-Town of Tonawanda Union Free School District.

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Required Activities

Use this table to demonstrate costs associated with public school choice (SC), the DTSDE, the Distinguished Educator (DE) (if applicable), the Outside Educational Expert (OEE), and Supplemental Education Services (SES)(if applicable).

Category: Identify the appropriate category associated with the activity, fund source(s), district cost(s), set-asides, targeted schools, and timeline referenced; e.g.: SC, DTSDE, DE, OEE, or SES.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	Timeline: Identify the projected timeline for each activity which is to include a start and end date.
OEE	1. DTSDE Rubric: A Comprehensive Overview This will include all administrators. The discussion will center on use of the DTSDE Rubric and how to use to improve instruction, in particular, but also, how to use this tool to create a dynamic high-performing school culture that sustains. 2. Relevant Research Review: Operating as an Instructional Leader This will include a targeted	1003a Title I School Improvement Grant	$40,000	☐Improvement ☐PE ☒NA	District Level	September 2013-August 2014

	review of the information from Marzano, Reeves, Fullan, DuFour and others for the purposes of building capacity. In particular, when shifting culture, and effectively coaching staff, it is critical that we understand the background and rational for what we are suggesting. 3. Tenet Two: Leadership This will include an understanding of how CCLS, APPR, Data-Driven Instruction and the DTSDE Rubric work interdependently. 4. Tenet Three: Curriculum Development This will include a deep discussion of : What do we mean by Rigor? Why Curriculum Matters? Text Complexity- Where are we? We will use the Tri-State Rubric/other tools to assess these elements 5. Tenet Three: Professional Learning Communities We will examine this as a powerful vehicle for change and collaboration. School leaders will have the opportunity to review the					

	type of work these teams conduct and how to maximize their impact on teaching/learning and school culture. 6. Tenet Four: Teacher Practices and Decisions Our discussion will focus on engaging students in learning and taking ownership for learning. These include key Instructional Shifts: ➢ Growth Mindset and why we must work within this context ➢ Linking student engagement and assessment. ➢ Learning Targets and why they are critical to engaging students in learning. ➢ Close reading and Text-dependent questions. Experiencing this as an adult learner. ➢ Engaging students in discourse. The role of discussion choice, authentic discussion and student/teacher balance. ➢ Gradual release of responsibility. How to systematically employ.					

DTSDE	Send appropriate district staff to DTSDE training in Albany	1003a Title I School Improvement Grant	$10,000	☐Improvement ☐PE ☒NA	District Level	September, November 2013, February, May 2014
				☐Improvement ☐PE ☐NA		
				☐Improvement ☐PE ☐NA		

Tenet 1

A. Statement of Practice Addressed	☒1.1 ☐1.2 ☐1.3 ☐1.4 ☐1.5 ☐Tenet 1 as a whole ☐NA			B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1. 100% of administrators will attend a two-day 2013 summer retreat designed to improve professional conversations between administrators and teachers regarding learning-focused instruction.

2. One teacher from each building will attend the two-day 2013 summer retreat to bolster professional collaboration with administrators.

3.100% of administrators will pass the Teachscape Danielson calibration certification on the first pass. Calibration will be offered twice yearly.

4.Provide continuing professional development through the KAA-negotiated yearly Leadership Strand hours and monthly leveled Principal meetings regarding effective feedback and evaluation to all administrators who evaluate teachers.

5.100% of all teachers' and administrators' APPR will be processed through the OASYS system.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.

1.Begin contract negotiations with the Danielson Group for the two-day retreat	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	Spring 2013
1.Secure contract and location; notify administrators	N/A	N/A	☐Improvement ☐PE ☒NA	same	June 2013
1.Hold 2013 summer retreat professional development for administrators regarding APPR learning-focused supervision	RTTT	$9000	☒Improvement ☐PE ☐NA	same	7/18-19/13
1.Design and distribute retreat evaluation survey to administrators	General fund	$280	☐Improvement ☐PE ☒NA	same	7/23/13
1.Evaluate survey results and publish	General Fund	$280	☐Improvement ☐PE ☒NA	same	9/13/13
1.Follow up evaluation with administrators	General Fund	$350	☐Improvement ☐PE ☒NA	same	4/1/14
2.Invite teachers to summer retreat	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	6/14/13
2.Teachers attend retreat for PD on APPR learning focused supervision	RTTT	$6600	☒Improvement ☐PE ☐NA	same	7/18-19/13
2.Design and distribute retreat evaluation survey to teachers	General fund	$280	☐Improvement ☐PE ☒NA	same	7/23/13
2. Evaluate survey results and publish	General Fund	$280	☐Improvement ☐PE ☒NA	same	9/30/13
2.Follow up evaluation with select teachers	General Fund	$350	☐Improvement ☐PE ☒NA	same	4/1/14
3.Renew Teachscape license for 2013-14	RTTT	$5625	☒Improvement ☐PE ☐NA	District Level	7/1/13
3.Invite administrators to complete calibration certification (two hours each admin)	General Fund	$2500	☒Improvement ☐PE ☐NA	same	8/8/13-9/30/13
3.Evaluate calibration results	General fund	$280	☐Improvement ☐PE ☒NA	same	9/30/13
4.Purchase four books (by Marshall and Platt) for all supervising administrators	RTTT	$5200	☒Improvement ☐PE ☐NA	District Level	By 9/15/13
4.Negotiate and establish a calendar for the Leadership Strand PD	General fund	$280	☐Improvement ☐PE ☒NA	same	By 9/15/13
4.Publish the calendar and invite administrators	N/A	N/A	☐Improvement ☐PE ☒NA	same	By 9/20/13
4.Hold professional development for administrators regarding learning-	General Fund	$14,000	☒Improvement ☐PE ☐NA	same	By January 1, 2014

focused observations/evaluations and effective feedback (ten hours each total)					
5.Purchase OASYS system	RTTT	$10,985	☐Improvement ☐PE ☒NA	District Level	July 1, 2013
5.Configure OASYS system	General Fund	$1500	☐Improvement ☐PE ☒NA	same	7/1-8/10, 2013
5.Develop custom forms	General Fund	$2250	☐Improvement ☐PE ☒NA	same	August 2013
5.Develop administrative training materials	General Fund	$375	☐Improvement ☐PE ☒NA	same	August 2013
5.Develop teacher training materials	General Fund	$225	☐Improvement ☐PE ☒NA	same	By September 10, 2013
5.Inservice training for administrators	General Fund	$1350	☐Improvement ☐PE ☒NA	same	8/28,29,30/2013
5.Inservice training for teachers	General Fund	$450	☐Improvement ☐PE ☒NA	same	September 2013
5.Start System	N/A	N/A	☐Improvement ☐PE ☒NA	same	September 2013

Tenet 1

A. Statement of Practice Addressed	☐1.1 ☐1.2 ☒1.3 ☐1.4 ☐1.5 ☐Tenet 1 as a whole ☐NA	**B. HEDI Rating:** ☐**H** ☐**E** ☐**D** ☐**I** ☒**NA**
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.By September 5, 2013, 100% of the Big Picture students will have access to, and 100% of the Big Picture teacher advisors will be trained in, the NovaNet Recovery Program as another means of students earning course credit for subjects not successfully completed.		

2. By August 2013, Kenmore East HS and Kenmore West HS will each finalize the placement of up to 10 students into the newly established "Twilight Academic Program" offered by the district as another Regents diploma pathway, designed to accommodate students with schedules that are not compatible with traditional school hours.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.Secure 5 NovaNet ports from Erie 1 BOCES for use during the 2013-14 school year	General Fund	$5000	☐Improvement ☐PE ☒NA	Kenmore East, Kenmore West, Focus Schools	June 4, 2013
1.Secure a Kenmore East HS staff member to conduct professional development in the NovaNet program	General Fund	N/A	☐Improvement ☐PE ☒NA	same	8/13/13
1.Each of the four teachers assigned to Big Picture will attend NovaNet professional development	General fund	$35	☐Improvement ☐PE ☒NA	same	9/3/13
2.Continue to hold conversations with Erie I BOCES to finalize the details of the two Twilight programs; one that is strictly academic and the other that offers a CTE component	General Fund	$440	☐Improvement ☐PE ☒NA	Kenmore East, Kenmore West, Focus Schools	Spring 2013
2.Director of Student Services will meet with High School counselors and principals to review the Twilight Program and discuss the CTE and academic options	General Fund	$620	☐Improvement ☐PE ☒NA	same	May 1, 2013
2.Director of Student Service to inform KE	General Fund	$155	☐Improvement ☐PE ☒NA	same	May 7, 2013

and KW HS that the new program has been approved by the BOCES Board and have the school counselors begin the process of speaking with students and their families about the program					
2.Director of Student Services will send final listing of student participants to Erie I BOCES, along with their transcripts	General Fund	$55	☐Improvement ☐PE ☒NA	same	By August 26, 2013
2.Coordinate with the transportation department to set the bus schedule for assigned students	General Fund	$220	☐Improvement ☐PE ☒NA	same	By August 26, 2013
2.Students begin attending Twilight Program	General Fund	$190,000	☐Improvement ☐PE ☒NA	same	September 3, 2013

Tenet 1

A. Statement of Practice Addressed	☐1.1 ☐1.2 ☐1.3 ☒1.4 ☐1.5 ☐Tenet 1 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.By August 31, 2013, provide professional development to 100% of the Middle School Technology Education teachers in the CTE Gateway to Technology (PLTW) program for implementation in the 2013-14 school year, to align with the PLTW program in the high schools.		
2.By July 1, 2013, establish a supply and material budget line for CTE Gateway to Technology program for exclusive use of the MS technology teachers in 2013-14.		

3.Purchase the remaining equipment/supplies/materials needed for the full implementation of the CTE Gateway to Technology program for the 2013-14 school year.	
4.Provide financial support for activities in Focus Schools as indicated in their SCEPS.	

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.Initiate conversations with RIT to hold training in Kenmore instead of at RIT for nine teachers (Gateway to Technology program, Middle School program of PLTW)	General fund	$100	☐Improvement ☐PE ☒NA	3 middle schools – good standing	May-June 2013
1.Secure contract for training	General fund	$100	☐Improvement ☐PE ☒NA	same	June 2013
1.Nine Middle School Technology Education teachers attend first week training for professional development in the GTT program	Perkins (12-13)	$8280	☐Improvement ☐PE ☒NA	Same	6/24-28/13
1.The same nine Middle School Technology Education teachers attend second week training	RTTT	$8280	☒Improvement ☐PE ☐NA	Same	8/19-23/13
1.Pay stipend and benefits to teachers for the two-week summer training (PD)	RTTT	$10,950	☒Improvement ☐PE ☐NA	same	By 9/20/13
1.Teachers implement GTT modules with students	N/A	N/A	☐Improvement ☐PE ☒NA	same	Beginning 9/5/13
2.During the 2013-14 budget development, the Assistant Superintendent for Curriculum and	General Fund	N/A	☐Improvement ☐PE ☒NA	3 middle schools – good standing	Spring 2013

Instruction will submit the proposed Middle School allotment for GTT to the Assistant Superintendent of Finance					
2.The approved 2013-14 budget will show the $2000 per Middle School for CTE GTT materials/supplies, to be accessible 7/1/13-6/30/14	General Fund	$6000	☐Improvement ☐PE ☒NA	same	July 1, 2013
3.Secure funding to purchase the remaining equipment needed for the GTT CTE program implementation	Management Efficiency Grant	$20,000	☒Improvement ☐PE ☐NA	3 middle schools – good standing	July-October 2013
4.KE SCEP 1.4 – costs for principal's meeting with counselors for CTE	General Fund	$540	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP

Tenet 1

A. Statement of Practice Addressed	☐1.1 ☐1.2 ☐1.3 ☒1.4 ☐1.5 ☐Tenet 1 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.By August 26, 2013, all six members of the Big Picture Program staff will participate in professional development to develop their unique skills as a Teacher Advisor and/or a Learning Through Internship Coordinator, pertinent to the unique delivery model of Big Picture Learning.		
2. By August 8, 2013, the district will establish a mentee/mentor relationship with another Big Picture school in New York State that will provide KenTon Big Picture with ongoing opportunities for support, collaboration and coaching, and to offer feedback on the effectiveness of staff practices.		

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.Register for the national Big Picture Learning Conference	General fund	$110	☐Improvement ☐PE ☒NA	Kenmore East and Kenmore West – Focus Schools	July 1, 2013
1.Attend the Big Bang Conference in Providence, Rhode Island	Management Efficiency Grant	$12,000	☐Improvement ☐PE ☒NA	same	August 7, 8, 9 2013
2.Contact the national Big Picture Learning staff for a list of NY Big Picture Schools who are interested in mentoring	General fund	$55	☐Improvement ☐PE ☒NA	Kenmore East and Kenmore West – Focus Schools	May 30, 2013
2.Develop and initiate a contract with the principal of the LaFayette CSD Big Picture Program in LaFayette, NY	General Fund	$3800	☐Improvement ☐PE ☒NA	same	July 1, 2013
2.Establish visitation dates for LaFayette principal to come to KenTon Big Picture	General fund	$55	☐Improvement ☐PE ☒NA	same	September 1, 2013
2.Principal of LaFayette Big Picture will visit KenTon Big Picture for purposes of mentoring/coaching advisors and internship coordinator	N/A	N/A	☐Improvement ☐PE ☒NA	same	11/18-19/13, 4/28-29/14

Tenet 1

A. Statement of Practice Addressed	☐1.1 ☐1.2 ☐1.3 ☐1.4 ☒1.5 ☐Tenet 1 as a whole ☐NA			B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1.By October 1, 2013, 100% of the district's secondary administrators and school counselors will be trained and begin implementing a data visualization system to monitor, support, and establish goals on addressing student performance in the areas of attendance, behavior, and course success/failure.					
2. Provide financial support for activities in Focus Schools as indicated in their SCEPS.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	**F. Fund Source(s):** Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	**G. District Cost(s):** Identify the district cost associated with each fund source.	**H. Improvement/Parent Engagement Set-Aside(PE):** If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	**I. Targeted Schools:** Identify the school(s) targeted by each activity and their identification status.	**J. Timeline:** Identify the projected timeline for each activity which is to include a start and end date.
1.Purchase Tableau's Early Warning System data visualization program	General fund	$18,000	☐Improvement ☐PE ☒NA	Kenmore, Franklin, and Hoover MSs (good	August 1, 2013

					standing), Kenmore East and Kenmore West – Focus Schools	
1.Establish professional development schedule for Tableau System	General Fund	$55	☐Improvement ☐PE ☒NA		same	August 15, 2013
1.Provide professional development to the school counselors and administrators in Tableau system	General Fund	$1800	☐Improvement ☐PE ☒NA		same	9/4/13 school counselors; 9/25/13 and 10/1/13 secondary administrators
1.Tableau's EWS implementation start date for school counselors to monitor and establish interventions for students	General Fund	Unable to calculate – part of regular job duties	☐Improvement ☐PE ☒NA		same	9/5/13 school counselors
1.Open portal for administrators to oversee student attendance, behavior, and course success/failure at a glance	General Fund	Unable to calculate – part of regular job duties	☐Improvement ☐PE ☒NA		same	10/1/13 secondary administrators
1.Provide additional coaching/support to school counselors in EWS	General Fund	Included in cost of contract	☐Improvement ☐PE ☒NA		same	11/5/13 and 5/9/14
2.KE SCEP 1.5 additional internal meeting costs	General Fund	$1500	☐Improvement ☐PE ☒NA		Kenmore East – Focus School	See SCEP

Tenet 2

A. Statement of Practice Addressed	☒2.1 ☐2.2 ☐2.3 ☐2.4 ☐2.5 ☐Tenet 2 as a whole ☐NA				B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Per the Kenmore West School Review with District Oversight SOP 3.3 (HEDI rating D), explicit professional development will be provided to Administrators and Curriculum Learning Specialists in the following suggested areas: use of HOTS, student engagement, research-based instructional look-fors in alignment with CCLS and APPR, gradual release of responsibility, etc.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1.Provide at least 30 minutes of targeted professional development and dialogue for all building administrators (elementary, middle, high school principals, and assistant principals) and Curriculum Learning Specialists during each of the regularly scheduled monthly leveled principal and CLS meetings on topics regarding CCLS, DTSDE tenets and researched-based best practices.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	**F. Fund Source(s):** Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	**G. District Cost(s):** Identify the district cost associated with each fund source.	**H. Improvement/Parent Engagement Set-Aside(PE):** If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	**I. Targeted Schools:** Identify the school(s) targeted by each activity and their identification status.	**J. Timeline:** Identify the projected timeline for each activity which is to include a start and end date.
1.The Assistant Superintendent for Curriculum and Instruction will develop a list of professional development topics for each of the scheduled leveled	General fund	$ 600	☐Improvement ☐PE ☒NA	District Level	By September 1, 2013

principal and Curriculum Learning Specialist meetings					
1.The first agenda item on each of the monthly meetings will PD dialogue, led by the ASCI, regarding such items as the Tri-State Rubric, the LAP process, PARCC, evidence guides, HOTS (Bloom and Webb), instructional "look-fors," student engagement, gradual release of responsibility, etc.	General Fund	$7500	☐Improvement ☐PE ☒NA	District Level	5 mtgs per month, 10 months (Elem, Mid, HS, AP, CLS)
1.The ASCI will continue to discuss and look for changes in building/teacher practices during the building walkthroughs and visitations throughout the year	General Fund	Unable to calculate, part of daily job duties	☐Improvement ☐PE ☒NA	District Level	Sept 2013-June 2014

Tenet 2

A. Statement of Practice Addressed	☐2.1 ☐2.2 ☐2.3 ☐2.4 ☐2.5 ☒Tenet 2 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.Provide financial support for activities in Focus Schools as indicated in their SCEPS.		

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund	G. District Cost(s): Identify the district cost associated with	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the	I. Targeted Schools: Identify the school(s) targeted by	J. Timeline: Identify the projected timeline for each activity

	sources that will be used for the completion of each activity.	each fund source.	appropriate box below.	each activity and their identification status.	which is to include a start and end date.
1. KE SCEP 2.1 Five priorities	General fund	$1080	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KW SCEP 2.2 Vision Committee	General fund	$320	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 2.2 Multiple Pathways	General fund	$1000	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KW SCEP 2.3 IST to RTI	General fund	$400	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 2.3 Strive for 85	General fund	$650	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KW SCEP 2.4Supervisory assignments	General Fund	$950	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE and KW SCEP 2.5 Inter-rater reliability	General Fund	$370	☐Improvement ☐PE ☒NA	Kenmore East and Kenmore West – Focus Schools	See SCEP

Tenet 3

A. Statement of Practice Addressed	☒3.1 ☐3.2 ☐3.3 ☐3.4 ☐3.5 ☐Tenet 3 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
Per the Kenmore West School Review with District Oversight SOP 3.2 (HEDI rating E) and SOP 3.3 (HEDI rating D), the district curriculum maps (including units and sample lesson plans) will continue to be updated to reflect the CCLS in ELA and Math, and PD offered in translating CCLS into rigorous practice.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.By July 2014, a maximum of six Curriculum Learning Specialists (teachers) will have attended the Network Team Institute sessions in Albany, representing K-12 ELA and Math, in order to turn-key information regarding the CCLS Curriculum modules.		
2.During the 2013-14 school year, we will increase the number of teachers who will pilot the ELA and math curriculum modules from 18 to at least 40.		
3.By June 2014, ELA and Math Curriculum maps will be again updated in NYLearns to reflect the new information regarding CCLS, regarding new information from SED and the COII curriculum projects.		
4.Through the recently approved QZAB, enter discussion with our match partner, A+ Educators, regarding professional development opportunities that accomplish the goals set forth in the Recommended Deliverables Proposal and the Professional Services Agreement for 2013-2016. (Cloud-based work location, PD modules for SDC, job-embedded PD in CCLS, resources, etc)		

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund	G. District Cost(s): Identify the district cost associated with	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the	I. Targeted Schools: Identify the school(s) targeted by	J. Timeline: Identify the projected timeline for each activity

	sources that will be used for the completion of each activity.	each fund source.	appropriate box below.	each activity and their identification status.	which is to include a start and end date.
1. Representative Curriculum Learning Specialists will register and attend the NYS Network Team Institute in Albany as members of the Network Team Equivalent Level 1 Team	General Fund RTTT	$3,500 $20,000	☒Improvement ☐PE ☐NA	District Level	7/8-12/13 11/12-15/13 2/4-7/14 5/13-16/14 7/7-11/14
1.Information will be turn-keyed to the Elementary and Secondary ELA and Math Committees, Department and Grade Level Chairpersons, Building Literacy Teams; Professional Development will be held on the Superintendent's Conference Days	General Fund	Not able to calculate; part of job duties	☐Improvement ☐PE ☒NA	District Level	9/4/13, 11/5/13, and after each Institute
2.ELA (Secondary and Elementary) and Math (Secondary) Curriculum Learning Specialists will solicit additional teachers to pilot the curriculum modules during the 2013-14 school year	General Fund	Not able to calculate; part of job duties	☐Improvement ☐PE ☒NA	District Level	By September 30, 2013
2.The district will schedule a two-day professional development opportunity for interested grades 3-8 ELA teachers with Expeditionary Learning, to give first-hand training the CCLS curriculum modules	Management Efficiency Grant	$21,000	☒Improvement ☐PE ☐NA	District Level	8/28-29/13
2.The Elementary and Secondary ELA Curriculum Learning Specialists will provide follow-up professional development through the Staff Development Center model	General Fund	$2,000	☒Improvement ☐PE ☐NA	District Level	September – December 2013

2.Additional teachers will access the ELA module student books purchased for each elementary and middle school building	General Fund	$60,000	☐Improvement ☐PE ☒NA	District Level	By October 1, 2013
3.The secondary ELA and Math Curriculum Learning Specialists will lead a team of teachers to update the master curriculum maps (NYLearns) to reflect the CCLS through the Career Option II process; update and align the Common Formative Assessments	General Fund	$25,400	☐Improvement ☐PE ☒NA	District Level	By April 2, 2014
3.Teachers will be able to access the district curriculum maps and develop personal maps, reflecting lesson plans and additional resources (MyMaps)	General Fund	Not able to calculate; part of job duties	☐Improvement ☐PE ☒NA	District Level	By June 30, 2014
4.A+ Educators and Assistant Superintendent for Curriculum and Instruction establish dates for "audit" of schools	Management Efficiency Grant	Part of $200,000 match	☐Improvement ☐PE ☒NA	District Level	Summer 2013
4.A+Educators perform "audit" in 12 buildings	Management Efficiency Grant	Part of $200,000 match	☐Improvement ☐PE ☒NA	District Level	September 17, 18, 19, 2013
4.ASCI and A+ Educators meet to determine next steps	Management Efficiency Grant	Part of $200,000 match	☐Improvement ☐PE ☒NA	District Level	September 19, 2013

Tenet 3

A. Statement of Practice Addressed	☒3.1 ☐3.2 ☐3.3 ☐3.4 ☐3.5 ☐Tenet 3 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1. By January 2014, the district will provide funding for the purchase of and professional development for ESL teachers for ELLevation, an electronic system which will store data and learning goals, track progress, and aid teachers in creating progress reports for parents, based on English language acquisition.

2.By September 2013 investigate and implement the STAR Enterprise assessment system PK-5 for schools and teachers to monitor school progress, student learning progress, and aid with student needs in ELA and Math.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.As soon as Title III is approved, purchase appropriate ELLevation licenses	Title III	$3120	☐Improvement ☐PE ☒NA	District level	By January 2014
1.District will work with ELLevation to exchange student data as necessary	General Fund	$600	☐Improvement ☐PE ☒NA	District Level	By January 15, 2014
1.Provide professional development to the ESL administrator and ESL staff	Title III	$2130	☒Improvement ☐PE ☐NA	District Level	By February 15, 2014
2.Initiate discussions and contract negotiations with BOCES and Renaissance Learning for STAR Enterprise in Early Literacy, Reading and Math, as well as linkages to Infinite Campus for the 2013-	General Fund	$2000	☐Improvement ☐PE ☒NA	All 7 elementary schools; In Good Standing	July-August 2013

14 school year					
2.Complete contracts and submit to Superintendent; determine costs for program	General fund	$61,000	☐Improvement ☐PE ☒NA	same	By September 1, 2013
2.Work will begin with district, BOCES and Renaissance Learning to align with Infinite Campus and set up classroom student lists	General Fund	$600	☐Improvement ☐PE ☒NA	same	By September 15, 2013
2.Hold meeting with elementary principals to develop a better understanding of the program and determine training (PD) dates/times	General fund	$150	☐Improvement ☐PE ☒NA	same	July 31, 2013
2.Hold meeting with BOCES personnel to discuss possible training plan and further understanding of the program	General Fund	$150	☐Improvement ☐PE ☒NA	same	August 13, 2013
2.Provide professional development to elementary principals, and review the PPT that will be used with teachers for their introductory professional development	General Fund	$200	☐Improvement ☐PE ☒NA	same	August 30, 2013
2.Set benchmark assessment administration windows	N/A	N/A	☐Improvement ☐PE ☒NA	same	By September 1, 2013
2.BOCES and principals will present PPT as the initial PD for teachers	General fund	$200	☐Improvement ☐PE ☒NA	same	September 3-4, 2013
2.Teachers will receive professional development regarding STARS (subs and trainer costs)	Title IIA	$11,500	☐Improvement ☐PE ☒NA	same	September 16, 17, 18, 19, 20, 2013

Tenet 3

A. Statement of Practice Addressed	☐3.1 ☐3.2 ☐3.3 ☐3.4 ☐3.5 ☒Tenet 3 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not		

contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1.Provide financial support for activities in Focus Schools as indicated in their SCEPS.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	**F. Fund Source(s):** Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	**G. District Cost(s):** Identify the district cost associated with each fund source.	**H. Improvement/Parent Engagement Set-Aside(PE):** If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	**I. Targeted Schools:** Identify the school(s) targeted by each activity and their identification status.	**J. Timeline:** Identify the projected timeline for each activity which is to include a start and end date.
1.KW SCEP 3.1 Best practices	General Fund	$1900	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 3.2 PD calendar and action plan	General fund	$1900	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KE SCEP 3.3 PD for higher order thinking	General fund	$3570	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KE SCEP 3.5 DIT and actions	General fund	$2200	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KE SCEP 3.5 Data analysis/classroom	General fund	$60	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP

Tenet 4

A. Statement of Practice Addressed	☒4.1 ☐4.2 ☐4.3 ☐4.4 ☐4.5 ☐Tenet 4 as a whole ☐NA				B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Per the Kenmore West School Review with District Oversight SOP 3.3 (HEDI rating D) and SOP 3.2 (HEDI rating E), the district will integrate literacy throughout all subject areas through the work of the Building Literacy Facilitators.

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1. Create a professional development plan and publish the 2013-14 calendar by September 2013 that incorporates the principles of the CCLS Literacy Across the Disciplines.

2.During the 2013-14 school year, Building Literacy Facilitators will deliver, through the use of the professional development plan and calendar, clearly defined processes and guidelines so that 100% of staff and administration can be aware of and effectively evaluate their involvement/role in building knowledge of the CCLS and the implementation of Literacy Across the Disciplines.

3.By September 2013, each school and district department will establish a process to review progress toward increased student achievement as indicated in their Instructional Improvement Plan (IIP), which is based on data, conclusion statements, root causes, instructional implications, priorities, and action plans.

4.By December 20, 2013, engage the staff of the two Focus Schools to process the School Performance Scan survey data, and make recommendations for collaborative work regarding areas in need of improvement.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their	J. Timeline: Identify the projected timeline for each activity which is to include a start

	the completion of each activity.			identification status.	and end date.
1.Convene the Literacy Steering Committee	N/A	N/A	☐Improvement ☐PE ☒NA	District level	6/5/13
1.Committee will review and finalize prior Vision/Mission/and Building Literacy Facilitator (BLF) role descriptions with regard to CCLS	General fund	$550	☐Improvement ☐PE ☒NA	District Level	6/5-7/24/13
1.Committee will submit posting to Human Resources for release	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	7/24/13
1.Principals will email staff announcing BLF postings, Vision and Mission	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	By 8/1/13
1.Committee will secure rooms for the year	General Fund	$60	☐Improvement ☐PE ☒NA	District Level	By 8/1/13
1.Calendar will be published to all staff via email	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	By 8/1/13
2.Identify 2 BLF (approval by BOE for stipend) and Literacy Team members per building – stipend is to pay for their role in providing PD to all staff in buildings throughout the year	Title II A	$28,800	☒Improvement ☐PE ☐NA	District Level	By 9/13/13
2.BLFs will schedule and conduct a minimum of two (four recommended) hour-long faculty meetings regarding Literacy across the Disciplines	Title IIA	Part of above stipends	☒Improvement ☐PE ☐NA	District Level	By 9/15/13
2.Hold first BLF meeting to explain Mission and BLF roles (stipend), review timeline	General Fund	$100	☐Improvement ☐PE ☒NA	District Level	9/17/13
2.Administrators plan for 10/22 Summit BLF planning meeting	General Fund	$100	☐Improvement ☐PE ☒NA	District Level	9/23/13
2.Hold BLF Summit planning meeting (CCLS, Instructional Coaching development)	General Fund	$200	☐Improvement ☐PE ☒NA	District Level	10/9/13

2.Hold District Literacy Summit with Building Literacy Teams, provide PD aligned with CCLS	General Fund	$400	☐Improvement ☐PE ☒NA	District Level	10/22/13
2.Administrators plan for Spring Summit BLF Planning Meeting	General Fund	$200	☐Improvement ☐PE ☒NA	District Level	2/11/14
2. Hold BLF Spring Summit planning meeting (CCLS, Instructional Coaching development)	General Fund	$200	☐Improvement ☐PE ☒NA	District Level	2/26/14
2.Hold Spring District Literacy Summit with Building Literacy Teams, provide PD aligned with CCLS	General Fund	$400	☐Improvement ☐PE ☒NA	District Level	3/6/14
2.Summer Institute Planning Meeting	General Fund	$400	☐Improvement ☐PE ☒NA	District Level	3/20/13
2. District Literacy Steering committee will review work; Summer Institute Planning	General Fund	$600	☐Improvement ☐PE ☒NA	District Level	5/29/13
3.Each school and district department will submit their draft IIP to the Assistant Superintendent for C & I	N/A	N/A	☐Improvement ☐PE ☒NA	All schools (2 Focus, 10 good standing) and district departments	No later than 7/15/13
3.The ASCI will review and provide feedback to all principals and Curriculum Learning Specialists regarding the plan consistency with the new template and requirements such as progress monitoring and modifying instruction	General Fund	$1400	☐Improvement ☐PE ☒NA	Same	No later than 8/30/13
3.Revised plans will submitted to ASCI	General Fund	$2000	☐Improvement ☐PE ☒NA	same	No later than 9/15/13
3.Principals and CLSs will initiate the implementation of the IIP, monitoring progress through summative and formative assessments, and discussing	General fund	N/A	☐Improvement ☐PE ☒NA	same	9/15/13 through May 2014

results, progress, and modifications at all grade level, department, and building meetings					
4.Administer the electronic School Performance Scan survey to HS staff	General fund	N/A	☐Improvement ☐PE ☒NA	Kenmore East and Kenmore West - Focus schools	9/23-10/4 2014
4.Solicit representative staff members to participate in the World Café in each HS	General fund	$200	☐Improvement ☐PE ☒NA	same	By October 11, 2013
4.Principal, ASCI, and OEE meet to review data and determine trends	General fund	$600	☐Improvement ☐PE ☒NA	same	By October 21, 2013
4.Hold the staff World Café in each HS	General fund	$7500	☐Improvement ☐PE ☒NA	same	October 23, 2013
4.HS principals meet and work with faculty and staff to develop plans, strategies and structures to address the needs as identified in the surveys and World Café determinations	General fund	$2000	☐Improvement ☐PE ☒NA	same	By December 20, 2013

Tenet 4

A. Statement of Practice Addressed	☐4.1 ☐4.2 ☐4.3 ☐4.4 ☐4.5 ☒Tenet 4 as a whole ☐NA	**B. HEDI Rating:** ☐**H** ☐**E** ☐**D** ☐**I** ☒**NA**
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.Provide financial support for activities in Focus Schools as indicated in their SCEPS.		

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.KW SCEP 4.2 Student Learning Plans	General Fund	$110	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 4.2 Student engagement/tri-state	General fund	$1600	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KE SCEP 4.3 CCLS/differentiated instruction	General fund	$1350	☐Improvement ☐PE ☒NA	Kenmore East - Focus School	See SCEP
1.KW SCEP 4.4 NFJC	General fund	$130	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 4.4 Student cultural café	General fund	$1675	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP

Tenet 5

A. Statement of Practice Addressed	☒5.1 ☐5.2 ☐5.3 ☐5.4 ☐5.5 ☐Tenet 5 as a whole ☐NA			B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1.By September 4, 2013, all teachers of both of the district Focus High Schools will have participated in three hours of professional development addressing issues of cultural relevancy.				

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.A meeting will held between the district Director for Special Education and representatives from the National Federation for Just Communities (NFJC) to plan for an Opening Day workshop to be conducted at both the district's High Schools	General Fund	$130	☐Improvement ☐PE ☒NA	Kenmore East and Kenmore West - Focus schools	August 5, 2013
1.Each High School Principal collects demographic information regarding the	General Fund	$300	☐Improvement ☐PE ☒NA	same	August 7-16, 2013

teachers in their buildings to be shared with NFJC as they prepare for the workshops					
1.A three hour Professional Development workshop consisting of teachers divided into 9 groups will held at each High School and is delivered by NFJC addressing issues of cultural relevancy	IDEA section 611 CEIS funds	$10,800	☐Improvement ☐PE ☒NA	same	September 3, 2013
1.Next steps – both High School Principals will meet with NFJC reps	General Fund	$$200	☐Improvement ☐PE ☒NA	same	October 9, 2013

Tenet 5

A. Statement of Practice Addressed	☐5.1 ☐5.2 ☒5.3 ☐5.4 ☐5.5 ☐Tenet 5 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1.By September 30, 2013, four elementary schools will formally launch a Positive Behavioral Interventions and Supports (PBIS) program in their building. This process will provide professional development to 100% of the staff in the foundations of PBIS for implementation in the 2013-2014 school year. This will become a foundation for future expansion to the district's other elementary, middle and high school buildings.		
2. By December 31, 2013, three elementary schools, three middle schools and two high schools will have adopted and begun the process of developing plans for the introduction of PBIS to their skills with a formal program launch to take place in September 2014.		
3.By May 30, 2014, all seven elementary schools, three middle schools, and two high schools will purchase signage and rewards to further equip and prepare for the PBIS program that they will initiate or be continuing in the 2014-15 school year.		

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.Initiate professional development for the teachers from each of the four buildings by having each teacher participate in one of five PBIS training workshops through Erie 1 BOCES.	General Fund	$1080	☒Improvement ☐PE ☐NA	Edison, Holmes, Lindbergh, Franklin Elementary schools, all good standing	July – August 2013
1.Conduct a half-day "kick-off" training and unveiling of the building implementation plan for PBIS	General Fund	$648	☒Improvement ☐PE ☐NA	same	September 3, 2013
1.Send an introductory letter to all parents of students in each school that introduces the PBIS model that the school will be using	General Fund	$1200	☐Improvement ☐PE ☒NA	same	By September 30, 2013
2.Conduct a three-hour introductory professional development session for the PBIS model to the principals and teacher leaders from three elementary, three middle, and two high schools	General Fund	$2854	☒Improvement ☐PE ☐NA	Hoover, Hamilton, Roosevelt Elementary; Hoover, Franklin, Kenmore Middle (all six in good standing);	July 31, 2013

				Kenmore East, Kenmore West (focus schools)	
2.Principals in each of these schools in conjunction with their Teacher Leaders will implement professional development for the faculty of their schools to elicit their interest and determination to bring PBIS to their school that will be followed by a vote of the faculty to further develop a PBIS model for their school	General fund	$4200	☒Improvement ☐PE ☐NA	same	By December 31, 2013
3.The Teacher Leaders and Principal of the four elementary schools that are formally launching their PBIS programs will utilize additional funding for additional and improved PBIS signage for the development of their rewards program	IDEA Section 611	$12,000	☐Improvement ☐PE ☒NA	Edison, Holmes, Franklin and Lindbergh Elementary (good standing)	By May 31, 2014
3.The Teacher Leaders and Principal of one elementary and one middle school will expand their plans for improved building signage and enhancement of their planned PBIS rewards program	IDEA Section 611	$6000	☐Improvement ☐PE ☒NA	Roosevelt Elementary and Hoover Middle schools (good standing)	By May 31, 2014
3.The Teacher Leaders and Principal of two elementary, two middle, and two high schools will (upon an affirmative building vote) expand their plans for improved building signage and enhancement of their planned PBIS rewards program	IDEA Section 611	$27,000	☐Improvement ☐PE ☒NA	Hamilton, Hoover Elementary; Hoover, Franklin, Kenmore Middle schools (good	By May 31, 2014

				standing); Kenmore East and Kenmore West HS (Focus schools)	

Tenet 5

A. Statement of Practice Addressed	☐5.1 ☐5.2 ☐5.3 ☐5.4 ☐5.5 ☒Tenet 5 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1.Provide financial support for activities in Focus Schools as indicated in their SCEPS.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.

1.KW SCEP 5.2 Dean of Discipline, Advisor/student	General fund	$645	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 5.2 IST/RTI	General fund	$650	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KE SCEP 5.3.2 Character Ed	General fund	$1000	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KE SCEP 5.4 Safety Committee	General fund	$800	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KW SCEP 5.5 IST	General fund	$175	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP

Tenet 6

A. Statement of Practice Addressed	☒6.1 ☐6.2 ☐6.3 ☐6.4 ☐6.5 ☐Tenet 6 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1.As requested by parents and as a result of a communication tools study last year, initiate a school messaging system that interacts with our Student Information System for attendance monitoring and email/voicemail notification for weather and broadcast messages by December 30, 2013.

2. By September 30, 2013, 100% of high school counselors will use Naviance as a four-year planning program for all high school students to establish open communication and reciprocal communication between the school, students, and their families in the monitoring of student progress toward meeting graduation requirements and achieving access to college and career goals.

3.By December 20, 2013, collect, analyze, and report High School family perception survey results so that families may be more involved in their children's education and that the home/school partnership is promoted.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.

			activity.			
1.Select messaging system from tools evaluated in 2012-13	General fund	$150	☐Improvement ☐PE ☒NA	District Level	By July 1, 2013
1.Secure contract with Shoutpoint and integration with Infinite Campus Messenger with Voice through Monroe BOCES	General fund	$9000	☐Improvement ☒PE ☐NA	same	By July 15, 2013
1.Coordinate technology systems of Shoutpoint and Infinite Campus	General Fund	$2000	☐Improvement ☐PE ☒NA	same	By September 30, 2013
1.Provide notification to parents through the website and newsletters that system has been activated	N/A	N/A	☐Improvement ☐PE ☒NA	same	October 2013
1.Provide PD to parents through the creation of a PowerPoint presentation and a PDF manual	General Fund	$375	☐Improvement ☒PE ☐NA	same	October 2013
2.Purchase Naviance through Erie 1 BOCES	General Fund	$9000	☐Improvement ☒PE ☐NA	Kenmore East and Kenmore West – Focus Schools	July 1, 2013
2.Provide initial professional development to high school counselors in Naviance program for ½ day at each school	General fund	$405	☐Improvement ☒PE ☐NA	same	Between September 23 and October 4, 2013
2.Provide ongoing professional development for each of the 10 school counselors for at least five hours throughout the school year	General Fund	$810	☐Improvement ☒PE ☐NA	same	October 2013-May 2014
2.Provide notification to students and their families to open communication between the school and home regarding planning for college and career readiness	General fund	$108	☐Improvement ☐PE ☒NA	same	By November 15, 2013
2.Develop and provide professional development to students and parents in the Naviance program	General Fund	$540	☐Improvement ☒PE ☐NA	same	No later than December 1, 2013

2.Open Naviance "portal" to parents and students, providing all parents and students access to and training in using an active account for ongoing parent engagement with counselors	General fund	$10,310	☐Improvement ☒PE ☐NA	same	No Later than December 1, 2013
3.Administer the electronic Community/Family engagement survey to all parents in the two High Schools	General fund	N/A	☐Improvement ☐PE ☒NA	Kenmore East and Kenmore West - Focus schools	9/16-10/4 2014
3.Solicit representative parents to participate in the World Café in each HS	General fund	$200	☐Improvement ☒PE ☐NA	same	By October 11, 2013
3.Principal/ ASCI, and OEE meet to review data and determine trends	General fund	$600	☐Improvement ☐PE ☒NA	same	By October 21, 2013
3.Hold the World Café in each HS	General fund	$7000	☐Improvement ☒PE ☐NA	same	October 22 and 23, 2013
3.HS principals meet and work with parents to develop plans, strategies and structures to address the needs as identified in the surveys and World Café determinations	General fund	$2000	☐Improvement ☒PE ☐NA	same	By December 20, 2013

Tenet 6

A. Statement of Practice Addressed	☒6.1 ☐6.2 ☐6.3 ☐6.4 ☐6.5 ☐Tenet 6 as a whole ☐NA	B. HEDI Rating: ☐H ☐E ☐D ☐I ☒NA
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D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		

1.Implement the second phase of the Intra-District Consolidation Study by holding public focus group and community meetings regarding the final report of the consultant study team; continue to encourage community involvement and engagement through work sessions, surveys, faculty/community information sessions throughout the 2013-14 school year.

2. Implement a "listening session" meeting with a BOE member, an administrative member, and key community members to dialogue about pressing district issues, to be held once per month during the 2013-14 school year.

3.The district will provide a room for the PTSA, and participate in the monthly PTSA meetings to increase parental engagement regarding important issues during the 2013-14 school year.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.Hold a Focus Group meeting, led by the SES Study Team. Broad-based community/staff input session rank-ordering scenarios while discussing aspects. Additional thoughts will be noted	General fund	$2000	☐Improvement ☒PE ☐NA	District Level	June 8, 2013
1.Community receives the final SES reports including Focus Group summary and information (posted on website)	N/A	N/A	☐Improvement ☐PE ☒NA	Same	By July 10, 2013
1.Hold Special BOE meeting with Focus Group to thank them and discuss final report. Provide hard copies of final report to Focus group and attending community members	General Fund	$3525	☐Improvement ☒PE ☐NA	Same	July 23, 2013

1.Hold a Special Consolidation BOE Work Session. Public is permitted to ask questions, make comments, and receive feedback	General fund	$230	☐Improvement ☒PE ☐NA	Same	July 25, 2013
1.Hold a Special Consolidation BOE work Session. BOE will discuss all available data and charge the Administrative Team to perform an in-depth local analysis of some scenarios	General fund	$210	☐Improvement ☐PE ☒NA	Same	August 6, 2013
1.Public is encouraged to give input at BOE meetings	N/A	N/A	☐Improvement ☐PE ☒NA	Same	9/10, 10/8, 11/12, 12/10 2013
1.Public is encouraged to give input through parent organization meetings and through direct communication with the BOE and administrative team members	N/A	N/A	☐Improvement ☐PE ☒NA	Same	Fall 2013
1.Consider developing and administering a survey/scan to engage stakeholder groups to provide input, comments, feedback to the BOE regarding challenges and opportunities of possible scenarios	General Fund	$500	☐Improvement ☒PE ☐NA	Same	Fall 2013
1.Preliminary local analysis report and progress is shared with the BOE and community	General Fund	$2000	☐Improvement ☐PE ☒NA	Same	By December 20, 2013
1.Final report shared at three community informational sessions	General Fund	$300	☐Improvement ☐PE ☒NA	Same	January 2014
1.BOE votes to take action to initiate a plan	N/A	N/A	☐Improvement ☐PE ☒NA	Same	February 2014
1.Administrators from the Special Education Department will dialogue with parents of SWD impacted by consolidation to address any concerns that they may have regarding IEP	General Fund	$1500	☐Improvement ☒PE ☐NA	District Level	April-June 2014

implementation					
2.The BOE President invites key community members to participate in a Listening Session to dialogue about key district issues	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	July 29, 2013
2.Calendar of Listening Session meetings is created and distributed	N/A	N/A	☐Improvement ☐PE ☒NA	District Level	August 6, 2013
2.Listening Session meetings are held on a monthly basis from 7-9 PM	General Fund	$2000	☐Improvement ☒PE ☐NA	District Level	9/9, 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5, 6/2
3.Supply a space for the PTSA to house materials and hold meetings	General Fund	$2000	☐Improvement ☒PE ☐NA	District Level	7/1/13
3.One Central Office administrator will attend each monthly meeting of the PTSA to engage in dialogue regarding key district issues.	General Fund	$2000	☐Improvement ☒PE ☐NA	District Level	First Monday of each month

Tenet 6

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1.Provide financial support for activities in Focus Schools as indicated in their SCEPS.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1.KW SCEP 6.2 Signs/picnic	General fund	$600	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KW SCEP 6.3 Website/calendar	General fund	$700	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KW SCEP 6.3 Quarterly newsletter	General fund	$110	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KW SCEP 6.4 Community agencies	General fund	$345	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 6.4 Community invitations	General fund	$700	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP
1.KW SCEP 6.5 Public Relations Committee	General fund	$1800	☐Improvement ☐PE ☒NA	Kenmore West – Focus School	See SCEP
1.KE SCEP 6.5 Infinite Campus/data share	General fund	$1000	☐Improvement ☐PE ☒NA	Kenmore East – Focus School	See SCEP

Kenmore-Town of Tonawanda UFSD Focus District Team – Update

September 24, 2013

Agenda

- Introductions – New Members

- Purpose

- Review of Requirements of a Focus District

- Since We Last Met

- What is New in the Template

- Today's Work

- Next Steps

Introductions

Role	Name
Superintendent	Mark Mondanaro
Assistant Superintendent	Janet Gillmeister
Director Student Services	Robin Zymroz
Director Accountability	Barbara Battaglia
Principal*	Patrick Heyden
Teacher*	Jill Neuhaus
Teacher	Mary Patterson
Principal*	Dean Johnson
Teacher*	David Rogalski
Teacher	Charlie Panepinto
Counselor, HS	Judy Flateau
CLS Mental Health Professionals	Betty Sullivan
Principal, MS	Elaine Thomas
Counselor, MS	Tom Schwob
Parent	Mary Piatek
Parent	Karen Whitelaw
Parent	Jill O'Malley

Purpose

> **To fulfill the requirements of the Focus District Designation**
>
> **Final Update of the District Comprehensive Improvement Plan**

Review: Requirements of a Focus District

>> School Identification
OEE
Training
DTSDE
On-Site Reviews
DCIP/SCEP

Requirements Summary

- District identifies an Outside Educational Expert (OEE) if chooses; this year SED will be providing OEE for diagnostic review

- Select district personnel must attend SED training on the Diagnostic Tool for School and District Effectiveness (DTSDE)

- District must participate in on-site diagnostic reviews

- Each Focus School must develop a School Comprehensive Education Plan (SCEP)

- Each District must develop a District Comprehensive Improvement Plan (DCIP)

DTSDE Six Tenets: Big Ideas

District Leadership & Capacity	School Leadership Practices and Decisions	Curriculum Development and Support	Teacher Practices and Decisions	Student Social and Emotional Developmental Health	Family and Community Engagement
1.1 Recruiting, hiring and retaining human capital 1.2 Fiscal, facility and fiscal resources 1.3 District vision 1.4 Comprehensive professional development 1.5 Data-Driven Culture	2.1 District support of school leader 2.2 School leader's vision 2.3 Systems and structures for school development 2.4 School leader's use of resources 2.5 Use of data and teacher and mid-management effectiveness	3.1 District support concerning curriculum 3.2 Enacted curriculum 3.3 Units and lesson plans 3.4 Teacher collaboration 3.5 Use of data and action planning	4.1 District support of teachers 4.2 Instructional Practices and strategies 4.3 Comprehensive plans for teaching 4.4 Classroom environment and culture 4.5 Use of data, instructional practices and student learning	5.1 District support of student growth 5.2 Systems and partnerships 5.3 Vision for social and emotional developmental health 5.4 Safety 5.5 Use of data and student needs	6.1 District support of family and community engagement 6.2 Welcoming environment 6.3 Reciprocal communication 6.4 Partnerships and responsibility 6.5 Use of data and families

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

The overarching Tenet statement is located in this box.

15

The statements written in these boxes are called Statements of Practice (SOP).

16

All Statements of Practice are deconstructed into sub-statements of practice.

Statements of Practice	Highly Effective			Ineffective
Statement of Practice 4.2: Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals with learning trajectories for students based on identified needs.	... align it to class ... all groups of ... es and strategies that are aligned to plans and include a... ... instructional interventions to disabilities and linguistic need... ...age learners/limited English proficient students and p... e instructional interventions to students. c) Teachers create short- and long-term goals for students based on grade-level benchmarks.	... es and strategies that are ... o plan nor provide instructional interventions to students. c) Teachers' established goals for students are static and do not consider students' short- or long-term progress.	a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short- or long-term goals for students.
Statement of Practice 4.3: Teachers provide coherent, Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted individual goals.	a) Teachers use instructional practices aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve individual goals.	a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limits the ways in which students are able to access learning and achieve goals.	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.
Statement of Practice 4.4: Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.	a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.	a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.	a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.

On-Site Diagnostic Reviews

Types of Reviews

State-Led Reviews

The following reviews will be conducted by the Integrated Intervention Team:

- District level reviews.
- Review of Priority Schools that will implement a whole school reform model beginning in 2013-2014.
- Reviews of selected schools that are receiving a 1003(g) School Improvement Grants.
- Reviews of a sample of Focus Schools within each Focus District (at least one elementary/middle school and one high school, if each type is identified).

District-Led Reviews

The following reviews will be conducted by a district-led school review team:

- Focus and Priority Schools that are not reviewed by an Integrated Intervention Team.
- Optional: Districts may want to consider conducting mock DTSDE reviews in other schools within the district so that all schools within the district become familiar with the DTSDE rubric and concepts.

9

Focus LEA Fiscal Requirements

- Title Parent Involvement – $11,549 – to be used in Title Schools only

- Title Parent Engagement – $11,549 – since Focus schools are NOT Title I buildings, the LEA must identify the 1% from other sources.

- School Improvement – $72,259

Since We Last Met

» Action Updates

What is New in the Template

» Quick comparison – new philosophy of development

New Template

A. Statement of Practice Addressed	1.1 1.2 1.3 1.4 1.5 Tenet 1 as a whole NA			B. HEDI Rating: H E D I NA		
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1.						
2.						
3.						
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			Improvement PE NA		
			Improvement PE NA		
			Improvement PE NA		

Example

A. Statement of Practice Addressed	**3.1** 3.2 3.3 3.4 3.5 Tenet 3 as a whole NA	B. HEDI Rating: **H E D I NA**

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

Per the Kenmore West School Review with District Oversight SOP 3.2 (HEDI rating E) and SOP 3.3 (HEDI rating D), the district curriculum maps (including units and sample lesson plans) will continue to be updated to reflect the CCLS in ELA and Math, and PD offered in translating CCLS into rigorous practice.

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1.By July 2014, a maximum of six Curriculum Learning Specialists (teachers) will have attended the Network Team Institute sessions in Albany, representing K-12 ELA and Math, in order to turn-key information regarding the CCLS Curriculum modules.

2.During the 2013-14 school year, we will increase the number of teachers who will pilot the ELA and math curriculum modules from 18 to at least 40.

3.By June 2014, ELA and Math Curriculum maps will be again updated in NYLearns to reflect the new information regarding CCLS, regarding new information form SED and the COII curriculum projects.

4.Through the recently approved QZAB, enter discussion with our match partner, A+ Educators, regarding professional development opportunities that accomplish the goals set forth in the Recommended Deliverables Proposal and the Professional Services Agreement for 2013-2016. (Cloud based work location, PD modules for SDC, job-embedded PD in CCLS, resources, etc)

Example page 2

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Representative Curriculum Learning Specialists will register and attend the NYS Network Team Institute in Albany as members of the Network Team Equivalent Level 1 Team.	General Fund RTTT	$3,500 $20,000	Improvement PE NA	District Level	7/8-12/13 11/12-15/13 2/4-7/14 5/13-16/14 7/7-11/14
1.Information will be turn-keyed to the Elementary and Secondary ELA and Math Committees, Department and Grade Level Chairpersons, Building Literacy Teams; Professional Development will be held on the Superintendent's Conference Days	General Fund	Not able to calculate; part of job duties	Improvement PE NA	District Level	9/4/13, 11/5/13, and after each Institute
2.ELA (Secondary and Elementary) and Math (Secondary) Curriculum Learning Specialists will solicit additional teachers to pilot the curriculum modules during the 2013-14 school year.	General Fund	Not able to calculate; part of job duties	Improvement PE NA	District Level	By September 30, 2013
2.The district will schedule a two-day professional development opportunity for interested grades 3-8 ELA teachers with Expeditionary Learning, to give first-hand training the CCLS curriculum modules.	Management Efficiency Grant	$21,000	Improvement PE NA	District Level	8/28-29/13
2.The Elementary and Secondary ELA Curriculum Learning Specialists will provide follow-up professional development through the Staff Development Center model	General Fund	$2,000	Improvement PE NA	District Level	September – December 2013

Today's Work

» What needs to be done....

Today's Work

- Work in small groups to discuss the documents that were previously sent

- Provide input for consideration

Next Steps

>> What is left to be done?

Next Steps

▸ Complete and submit the 1003a grant for the DTSDE training and OEE costs – postmark by September 30, 2013 (submitted 9/23/13)

▸ Submission of the DCIP and SCEPs to the Board of Education for approval – Meeting September 30, 2013

▸ Submission of the three plans to SED