

LEA Name:	Ogdensburg City School District
BEDS Code:	512300010000

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 District Comprehensive Improvement Plan (DCIP)

Contact Name	Roberta Stillin-Dowman	Title	Title I Coordinator
Phone	315-386-4504 ext 15119	Email	rstillin@sliboces.org
Website for Published Plan	https://www.ogdensburgk12.org/		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Kevin Kendall	
President, B.O.E. / Chancellor or Chancellor's Designee		Ronald N. Johnson	

Statement of Assurances

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

☒

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

☒

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

☒

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

☒

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

☒

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

☒

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

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 26, 2019	LGI Middle School		
June 27, 2019	LGI Middle School		

Name	Title / Organization	Signature
Jacqueline L. Kelly	Principal / John F. Kennedy	Jacqueline L. Kelly
Charles P. Smith	Parent	Charles P. Smith
Brandy Blackner	Literacy Coach BROS	Brandy Blackner
Amanda Joachum	Teacher	Amanda Joachum
Danielle McElroy	Parent	Danielle McElroy
Kimberly Richards	Teacher	Kimberly Richards
Kevin Kendall	Superintendent	Kevin Kendall
Jacqueline Connors	School Counselor	Jacqueline Connors
Roberta Stillin-Davies	Title I Coordinator	Roberta Stillin-Davies

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	A district-wide teacher survey was conducted. The team from the CSI school conducted self-assessments and established priorities aligned with the DTSDE School Framework tenets and pillars. Their perspectives were then shared with the DCIP Planning Committee and were considered when establishing the 2019-2020 DCIP.
Parents with children from each identified subgroup.	To gain information about the perspectives of parents of each identified subgroup, a district-wide parent survey was conducted. In addition, parental perspectives were gained during the IIT onsite visits of the CSI school, as part of the SCEP development process and from the parent member of the DCIP Planning Committee.
Secondary Schools: Students from each identified subgroup	The perspective of secondary level students from each subgroup was captured from the district's surveying of all students in grades 5 – 12. In addition, the High School SCEP development process included two students, whose input was considered during the development of the DCIP.

Tenet 1: Systems and Organizations			
A1. DTSDE Pillar	1D: Attendance		
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.	The 2016-2017 district baseline chronic absenteeism rate for all students in grades K-8 was 13.2% and grades 9-12 was 20.9%.		
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1	By June 2020, the district chronic absenteeism rate for all students in grades K-8 will be 12.3% and grades 9-12 will be 19.1%.		
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Based on recommendations from the IIT review and a review of the chronically absent data, it was identified that the district needs to further develop their attendance tracking procedures to identify at-risk students and develop a mentoring program for those students.		
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
August 2019	August 2019	During the summer each school leader will develop a building Attendance Team (AT) or Child Study Team (CST) at each school, consisting of counselors, nurses, principals, teachers, SRO and school psychologist to review attendance data, review attendance notification procedures and discuss social emotional needs of the students.	
September 2019	January 2019	Each building Attendance Team/Child Study Team will use Data Warehouse reports to identify students with chronic or problematic attendance rates to identify barriers and concerns to provide needed interventions and supports. They will meet every two weeks during the school year.	
September 2019	September 2019	The school leaders will remind/retrain all staff on the procedural paperwork for attendance reporting in accordance with the current code of conduct at the staff development day.	
September 2019	January 2020	Monthly the chronic absenteeism data will be reviewed by the Building Attendance Team/Child Study Team to monitor progress towards mid-year benchmark and identify any additional interventions needed.	
September 1, 2019	September 30, 2019	By September 30, the school leaders will assign mentors to the top 10 absentees or those students prioritized by the building Attendance Team/Child Study Team.	
October 1, 2019	October 30, 2019	During October, a consultant will work with mentors to establish roles, responsibilities, and expectations.	
September 1, 2019	January 30, 2020	Beginning in September and throughout the year the counselors will make calls to students missing 3 consecutive days and the office staff will send letters home once students miss 8, 16, and 24 days. Parent meetings are requested, as needed.	
September 1, 2019	November 30, 2019	In the fall, each Building Attendance Team will review the data tracking of attendance that can be done within School Tool to refine the protocol for identifying at-risk students.	

November 2019	January 2020	Quarterly, (November and January) the school leaders will meet with the mentors to discuss progress and concerns about the chronically absent at-risk students and identify any needed supports.
September 1, 2019	November 30, 2019	In the fall, each building Attendance Team/Child Study Team will look for motivational resources, such as posters, to display around the school to encourage good attendance.
September 2019	January 2020	Throughout the year, each building Attendance Team/Child Study Team will celebrate students with improved attendance.
September 2019	January 2020	Throughout the year, each building Attendance Team/Child Study Team will recognize mentors who have contributed to helping improve student attendance.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.		
By January 2020, no more than 10% of students in grades K-8 and no more than 15% in grades 9-12 will have 7 or more absences.		
G1. Action Plan - January 2020 through June 2020		
G2. Start Date:	G3. End Date:	G4. Steps to Address Areas of Need and Achieve Goal:
Identify the projected start date for each activity.	Identify the projected end date for each activity.	year IF it determines that the August to January steps have been successful.
March 2020	June 2020	Quarterly (March and June), the school leaders will meet with the mentors to discuss progress and concerns about the chronically absent at-risk students.
January 2020	June 2020	Biweekly, the building Attendance Team/Child Study Team will use Data Warehouse reports to identify students with chronic or problematic attendance rates to identify barriers and concerns to provide needed interventions and supports.
January 2020	June 2020	Monthly the chronic absenteeism data will be reviewed by the AT/CST to monitor progress towards the mid-year benchmark and identify any additional interventions needed.
January 2020	June 2020	Throughout the year the counselors will make calls to students missing 3 consecutive days and the office staff will send letters home once students miss 8, 16, and 24 days. Parent meetings are requested, as needed.
January 2020	June 2020	Throughout the year, the building Attendance Team/Child Study Team will celebrate students with improved attendance.
January 2020	June 2020	Throughout the year, the building Attendance Team/Child Study Team will recognize mentors who have contributed to helping improve student attendance.

Tenet 2: School Leadership

Tenet 2: School Leadership			
A1. DTSDE Pillar		2D: Provides High Quality Instructional Leadership	
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.		Effective Teaching strategies (bellringers, checking for understanding, and open-ended (cognitively engaging) questions) were seen in 10% of classrooms visited in 2018-2019.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2		By June 2020, school leaders will conduct classroom visits and provide actionable feedback to all teachers a minimum of 3 times leading to 75% of classroom visits showing evidence of implementing the priority Effective Teaching strategies, as evidence by the look-for tool.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.		Based on recommendations from the IIT visit and Instructional Quality Review, it was identified that the school leaders need to conduct regular classroom visits and provide actionable feedback to teachers. The lack of implementation of the Effective Teaching strategies was noted by the IIT review team.	
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
August 2019	August 2019	During the summer, the district leaders will establish a District Instructional Leadership Team (DILT) made up of the principals and teachers representatives to determine the priority Effective Teaching strategies and develop a look-for tool.	
August 2019	August 2019	During the summer, the DILT will establish protocols and expectations for grade level teams and department teams that will meet quarterly and/or monthly.	
September 3, 2019	September 3, 2019	Each school leader will share the grade level and department team structure and protocols and expectations at the beginning of the year staff development day.	
September 3, 2019	September 3, 2019	At the beginning of the year staff development day, each school leader will share the priority Effective Teaching strategies with the department heads and grade level leaders.	
September 3, 2019	September 3, 2019	In each school, the department heads and grade level leaders will share the Effective Teaching strategies with their teams at the beginning of the year meetings.	
November 2019	January 2020	The school leaders will arrange for best practices about Effective Teaching Strategies to be shared at quarterly (November and January) faculty meetings in each school by the instructional coach and/or teacher volunteers.	
July 2019	August 2020	The school leaders will participate in the Leveraged Leadership Program to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.	
September 2019	January 2020	The school leaders will conduct 8-10 monthly classroom visits using the look-for tool and provide feedback to teachers within a week of visit.	

September 2019	November 2019	In the fall, the assistant superintendent will arrange for-Effective Teaching refresher workshop(s) (to include bellringers, checking for understanding, and open-ended (cognitively engaging) questions among other techniques) for staff.
November 2019	January 2020	The school leaders will meet quarterly with the district administrative team to review look-for data which will then be shared at quarterly (November and January) faculty meetings.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.		
By January 2020, school leaders will conduct classroom visits and provide actionable feedback to all teachers a minimum of 1 time leading to 50% of classroom visits showing evidence of implementing the priority Effective Teaching strategies, as evidence by the look-for tool.		
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Starting in January, based on the look-for tool data, the school leaders will conduct meetings with any teachers struggling to implement the strategies and use the support of the instructional coach.
January 2020	January 2020	In January, the school leaders will identify mentor teachers based on implementing exemplar Effective Teaching strategies as seen during classroom visits. The school leaders will assign mentors to teachers needing extra support to implement the Effective Teaching strategies.
January 2020	January 2020	Starting in January, the school leaders in consultation with the assistant superintendent will schedule peer observations for teachers to visit classrooms to increase their knowledge and skills in implementing the Effective Teaching Strategies.
January 2020	June 2020	The school leaders will participate in the Leveraged Leadership Program to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
January 2020	June 2020	The school leaders will conduct 8-10 monthly classroom visits using the look-for tool and provide feedback to teachers within a week of visit.
March 2020	May 2020	The school leaders will arrange for best practices about Effective Teaching Strategies to be shared at quarterly (March and May) faculty meetings by teacher volunteers.
March 2020	May 2020	The school leaders will meet quarterly with the administrative team to review look-for data which will then be shared at quarterly (March and May) faculty meetings.

Tenet 3: Curriculum

Tenet 3: Curriculum			
		3D: Lesson Focus and Organization	
A1. DTSDE Pillar			
A2. DTSDE Sub-Pillar (if applicable)			
B1. Baseline Data: Provide the most recently available information.		In the 2018-19 school year, 20% of teachers had lesson plans that included the priority lesson elements (learning targets, bellringers, checking for understanding, and open-ended (cognitively engaging) questions, and student engagement).	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3		By June 2020, a minimum of 80% of teachers will have lesson plans that include the priority lesson elements (learning targets, lesson structure, etc.) as evidenced by the lesson plan look-for tool.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.		Based on recommendations from the IIT visit and Instructional Quality Review, it was identified that the teachers need to develop lesson plans to reflect the priority lesson plan elements to meet the academic needs of all students in the classroom.	
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
June 30, 2019	August 30, 2019	By August 30, the district leaders in consultation with the leadership consultant will determine the priority lesson planning elements and develop a look-for tool.	
September 3, 2019	September 3, 2019	The district leaders will share the priority lesson elements with the school leaders, department heads and grade level leaders during the beginning of the year meetings.	
September 3, 2019	September 3, 2019	The department heads and grade level leaders will share the lesson planning elements at the beginning of the year meetings.	
November 2019	January 2020	The school leaders will arrange for best practices about lesson plan elements to be shared at quarterly (November and January) faculty meetings by the instructional coach and/or teacher volunteers.	
September 2019	January 2020	Teachers' lesson plans will be handed in weekly to the school leaders.	
September 2019	January 2020	Starting in September, the school leaders will randomly select 10-12 teachers per month to review a sample plan with the look-for tool so that by the end of the year all teachers will have lesson plans reviewed at least twice. The school leaders will provide teachers with feedback about strengths and improvement of their lesson plans.	
November 2019	January 2020	The administrative team will meet quarterly to review look-for data which will then be shared at quarterly (November and January) faculty meetings.	
September 2019	January 2020	During the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly department and grade level meetings, as well as, one to one support by request or assignment by school leaders.	

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By January 2020, a minimum of 50% of teachers will have lesson plans that include the priority lesson elements (objectives, lesson structure, etc.) as evidenced by the lesson plan look-for tool.
G1. Action Plan - January 2020 through June 2020	
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.
March 2020	May 2020
January 2020	June 2020
January 2020	June 2020
March 2020	May 2020
March 2020	May 2020

G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.

The school leaders will arrange for best practices about lesson plan elements to be shared at quarterly (March and May) faculty meetings by instructional coach and/or teacher volunteers.

Teachers' lesson plans will be handed in weekly to the school leaders.

The school leaders will randomly select 10-12 teachers per month to review a sample plan with the look-for tool so that by the end of the year all teachers will have lesson plans reviewed at least twice. The school leaders will provide teachers with feedback about strengths and improvement of their lesson plans.

The administrative team will meet quarterly to review look-for data which will then be shared at quarterly (March and May) faculty meetings.

During the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly (March and May) department and grade level meetings, as well as, one to one support by request or assignment by school leaders.

Tenet 4: Instruction

A1. DTSDE Pillar	4E: Instructional Techniques that Deepen Engagement	
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.	Currently, approximately 25% of teachers include student engagement strategies (learning targets, open-ended (cognitively engaging) questions, maximizing student talk/minimizing teacher talk) in their lessons.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4	By 2020, teachers will implement lessons that include the priority student engagement strategies (i.e. questioning, higher level thinking, grouping) in a minimum of 80% of lessons, as evidenced by informal classroom visit data.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Based on the self-reflection document, recommendations from the IIT visit and the Instructional Quality Review, it was identified that the teachers need to implement lessons that include student engagement strategies to improve student achievement.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
June 30, 2019	August 30, 2019	By August 30, the district administrators with support from the leadership consultant, will determine the priority student engagement strategies and develop a look-for tool.
September 3, 2019	September 3, 2019	The district administrators will share the priority student engagement strategies with the department heads and grade level leaders, at the beginning of the year meetings.
September 3, 2019	September 3, 2019	At the beginning of the year meetings, the department heads and grade level leaders will share the priority student engagement strategies with their teams.
July 2019	August 2020	The school leaders will participate in the Leveraged Leadership Program monthly to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
November 2019	January 2020	The leadership consultant will provide professional development quarterly to all teachers on the priority student engagement strategies.
September 2019	January 2020	School leaders will conduct 8 - 10 monthly classroom visits using the look-for tool and provide feedback to the teachers.
November 2019	January 2020	The leadership consultant will review the classroom visit data with school leaders quarterly (November and January) to determine progress towards the mid-year benchmark.
November 2019	January 2020	School leaders will share the classroom visit data at quarterly (November and January) faculty meetings and best practices about priority student engagement strategies will be shared by instructional coach and teacher volunteers.
September 2019	January 2020	Throughout the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly department meetings, as well as one-to-one support by request or assignment by school leaders.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By January 2020, teachers will implement lessons that include the priority student engagement strategies (i.e. questioning, higher level thinking, grouping) in a minimum of 50% of lessons, as evidenced by informal classroom visit data.
---	---

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	August 2020	School leaders will participate in the Leveraged Leadership Program monthly to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
March 2020	May 2020	The leadership consultant will provide professional development quarterly (March and May) to all teachers on the priority student engagement strategies.
January 2020	June 2020	School leaders will conduct 8 - 10 monthly classroom visits using the look-for tool and provide feedback to the teachers.
March 2020	May 2020	The leadership consultant will review the classroom visits data with school leaders quarterly (March and May) to determine progress towards the mid-year benchmark.
March 2020	May 2020	School leaders will share the classroom visits data at quarterly (March and May) faculty meetings and best practices about priority student engagement strategies will be shared by teacher volunteers.
January 2020	June 2020	Throughout the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly department meetings, as well as one-to-one support by request or assignment by school leaders.

Tenet 5: Social-Emotional Learning

A1. DTSDE Pillar		5A: Establishing Schoolwide Practices and Policies that support SEL
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.		Survey conducted March 2019. Survey question: Student behavior does not interfere with instruction. Teacher survey: 14.7% Strongly Agree or Agree Grades 7-12 Student survey: 25.3% Strongly Agree or Agree Parent survey: 28.4% Strongly Agree or Agree
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5		In the Spring 2020, the survey question: Student behavior does not interfere with instruction will be administered to the teachers, students and parents. The response to the survey question on the teacher, student and parent surveys will be at least 30% Strongly Agree or Agree to the statement.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.		According to the survey administered to teachers, students and parents in March 2019, improving student behavior was identified as a need.
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.
July 25-26, 2019	July 25-26, 2019	The District Trauma Sensitive Team (DTST) made up of a district administrator, teachers and McKinney-Vento grant funded District Support Leaders will attend a 2 day training on developing trauma sensitive schools.
September 2019	September 2019	The building Attendance Team/Child Study Team at each school, which is made up of school leaders and counselors and instructional support staff, will meet in September to review the 2018-2019 behavioral data: office referrals, out of school suspension etc. and identify trends in the data. They will identify any students having multiple risk factors to develop behavior goals and interventions that will be supported and monitored by the counselors and identified staff.
September 2019	January 2020	The building Attendance Team/Child Study Team will meet monthly to review and monitor the behavioral data: office referrals, out of school suspension, etc. (quarterly review of all students) and monthly review the progress of identified at-risk students to adjust interventions, as needed.
August 2019	August 2019	During the summer, the assistant superintendent will arrange for teachers, TAs and instructional staff to be trained in the de-escalating strategies of the Therapeutic Crisis Intervention for Schools (TCIS) program by district trainers to improve classroom management.
August 2019	August 2019	School leaders will identify teachers to attend the 2-day TCIS Verbal De-escalation training.
September 2019	January 2020	McKinney-Vento grant funded District Support Leaders (who are members of the DTST) will provide training on trauma sensitive strategies including mindfulness, at a faculty meeting two times in the first semester.

November 2019	January 2020	Quarterly (November and January), the school leaders will review behavioral data and conduct classroom visits to provide additional support to teachers identified as struggling with classroom management based on class visits and serious incident report data.
November 2019	January 2020	Quarterly (November and January), the school leaders will report the behavioral data to the staff at faculty meetings and teacher volunteers will share classroom management best practices.
October 2019	January 2020	Instructional staff will have the opportunity to participate in one book study during the year. Book studies will focus on social/emotional learning topics and be offered each semester.
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.		The survey question: Student behavior does not interfere with instruction will be administered to the teachers, students and parents in January 2020. The response to the survey question on the teacher, student and parent surveys will be at least 25% Strongly Agree or Agree to the statement.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	The building Attendance Team/Child Study Team at each school will meet monthly to review and monitor the behavioral data: office referrals, out of school suspension, etc. (quarterly review of all students) and monthly review the progress of identified at-risk students to adjust interventions, as needed.
March 2020	May 2020	Quarterly (March and May), the school leaders will review behavioral data and conduct classroom visits to provide additional support to teachers identified as struggling with classroom management based on class visits and serious incident report data.
March 2020	May 2020	Quarterly (March and May), the school leaders will report the behavioral data to the staff at faculty meetings and teacher volunteers will share classroom management best practices.
January 2020	June 2020	McKinney-Vento grant District Support Leaders (who are members of the DTST) will provide training on trauma sensitive strategies including mindfulness, at a faculty meetings at least once in the second semester.
January 2020	June 2020	A facilitator will lead book studies on social/emotional learning topics.
January 2020	June 2020	During the Spring 2020 semester, a consultant will provide a mindfulness training for all instructional staff.

A1. DTSDE Pillar	6A: Systems for Communication		
A2. DTSDE Sub-Pillar (if applicable)			
Survey questions: Parents response to survey question: Teachers contact me not just in times of concern. - 24.1% Agree or Strongly Agree Teachers response to survey question: We contact families on a routine basis, not just in times of concern. - 40.8% Agree or Strongly Agree			
B1. Baseline Data: Provide the most recently available information.			
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6	In Spring of 2020 the following survey questions will be administer to parents and teachers with the listed response targets. Parent responses to survey question: Teachers contact me not just in times of concern. - 40% Agree or Strongly Agree Teachers responses to survey question: We contact families on a routine basis, not just in times of concern. - 75% Agree or Strongly Agree		
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	According to the district-wide parent and teacher surveys, positive communication was identified as an area of need.		
E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.	
September 1, 2019	September 30, 2019	School leaders will share with all faculty detailed expectations and exemplar parent postcards.	
September 1, 2019	September 30, 2019	Administrative team will review school and district attendance communication letters to parents to ensure language is easy to understand and is in a positive tone.	
September 1, 2019	September 30, 2019	The superintendent will create a district-wide parent support team to welcome and support new families to the district.	
October 1, 2019	January 30, 2020	All teaching staff will send a minimum of two postcards per month, sharing a positive comment/feedback for students and parents.	
September 1, 2019	October 1, 2019	By October 1, 2019, school leaders will create a template for monthly newsletter, outlined specific topics/areas to address/format.	
October 1, 2019	January 30, 2020	School leaders will create and distribute a monthly school newsletter.	
F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	In January 2020 the following survey questions will be administered to parents and teachers. The response will show a 2% improvement. Parent responses to survey question: Teachers contact me not just in times of concern 30% Agree or Strongly Agree Teachers responses to survey question: We contact families on a routine basis, not just in times of concern 55% Agree or Strongly Agree		
G1. Action Plan - January 2020 through June 2020			

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	School leaders will create and distribute a monthly school newsletter.
January 2020	June 2020	All teaching staff will send a minimum of two postcards per month, sharing a positive comment/feedback for students and parents.
January 1, 2019	January 30, 2019	The superintendent will work with support staff to create a district Facebook page to provide a communication hub for the district

