LEA Name:	North Rose Wolcott
BEDS Code:	651501060004

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Melanie Stevenson	**Title**	ASI
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Website for Published Plan	www.nrwcs.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		Stephan J. Vigliotti, Sr.	
President, B.O.E. / Chancellor or Chancellor's Designee		Linda Eygnor	

Statement of Assurances

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

x	1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
x	2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
x	3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
x	4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
x	6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 12, 2018	High School room 313 (Leadership Council)	11-Jul-18	BOCES (Admin. Retreat)
7/24/2018-7/25/2018	HS Art Gallery (Leadership Council Retreat)		

Name	Title / Organization	Signature
Melanie Stevenson	ASI	
Mark Mathews	Principal	
Brian Read	Principal	
Melissa Pietricola	Principal	
Kellie Marciano	Assistant Principal	
Matt Wendel	Assistant Principal	
Kristin DeFeo	Parent	
Jennifer Kelsey	Teacher-Leadership council	
Caitlyn Wasielewski	Teacher-Leadership council	
Melissa Minichiello	Teacher-Leadership council	
Meagan Caminiti	Teacher-Leadership council	
Adam Bishop	Teacher-Leadership council	
Tessa Nicholson	Teacher-Leadership council	
Kurt Laird	Teacher-Leadership council	
Laurie Elliott	Teacher-Leadership council	
Dawn McIntyre	Teacher-Leadership council	

DCIP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REVIEWER FEEDBACK

In reflecting on the PREVIOUS YEAR'S PLAN:

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

It would be helpful if we had our 3-8 results while writing this plan, as I would like to be able to point to the most notable positive impact as an improvement in our student

• Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for

The only mid-course correction was a targeted focus on personalized learning professional development and that had a positive impact on teacher practices as well as student

In developing the CURRENT YEAR'S plan:

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

systems work at the district and building level with regard to data analysis and use, reduction in suspension of students with disabilities, increasing number of parent volunteers

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

greater use of academic, behavioral, and attendance data, student suspensions, and input that we have received from parents that they are not invited to volunteer enough and that

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

The mission of the North Rose Wolcott Central School District is to prepare each student for a successful future. This is related to the identified needs in that improved use of data will

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

increase in student achievement for Hispanic students on interim assessments in ELA and Math

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

the structure of Leadership Council meetings and School Leadership Team meetings will be formulaic in that they will include data review and action planning in each of the tenets

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

Time is always a factor for teachers to be able to analyze and use assessment data to drive instruction but we will be implementing tier 1 meetings on a regular basis to provide this

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

Continued PD in personalized learning will be provided as that will improve targeted instruction and data-driven decision making; PD will also be provided around the Understanding

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

We will use a variety of methods to communicate different volunteer opportunities to parents and the community, and then will assist in the process of them being approved as

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

Current plan will be available on the website and a summary will be shared via social media

Tenet 1: District Leadership and Capacity

REVIEWER FEEDBACK

Tenet 1: District Leadership and Capacity		**0**
B1. Most Recent DTSDE Review Date:	N/A-Middle School Review conducted March 19-20, 2018	
B2. DTSDE Review Type:	District-led review	
		REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Leadership Council needs to have a larger role in reviewing district-level data, decision-making, and action planning.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Leadership Council meetings will be structured so that the members are organized into tenet groups, they are using the school-based inquiry process each meeting to review district-level data, and then create action plans each month for the tenets.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Leadership Council meeting minutes, SBIP action plans from LC, data reporting such as suspension data, formative and interim assessment data, survey data	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**	**REVIEWER FEEDBACK ON ACTIVITIES**
August 2018	September 2018	Create template for structure of LC meetings-meeting format will look different than in previous years, LC is responsible, meetings will occur monthly, and we will use our student data to determine if implementation is successful	
August 2018	October 2018	Create communication document that will be shared with entire faculty following each LC meeting-meeting notes will look different than in previous years and communication will be more widespread and transparent, LC is responsible, meetings will occur monthly, and we will use our student data to determine if implementation is successful	
August 2018	October 2018	Revise action planning template to fit what LC members' needs will be-action plans will be designed for buildings, departments, grade levels, or specific groups of people, LC is responsible, meetings wil occur monthly, and we will use our student data to determine if implementation is successful	
August 2018	September 2018	Create data calendar for when data should be sent to LC members to prepare for the meeting-meeting topics will be different than in previous years, LC is responsible, data review will occur monthly, action plans and meeting notes will be used to determine if implementation is successful	
September 2018	September 2018	Organize LC members into tenet groups-structure of LC meetings will be different, LC members will be responsible for choosing a tenet they want to work on for the year, this will occur once at the beginning of the year with the possibility of reorganizing groups midway through the year, action plans will be used to determine if implementation is successful	
September 2018	June 2019	Engage in SBIP process each meeting with data and create action plans-meeting format and notes will look different, LC is responsible, meetings will occur monthly and we will use student data to determine if implementation was successful	

Tenet 2: School Leader Practices and Decisions

REVIEWER FEEDBACK

A. Statement of Practice Addressed:	**SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.**	**SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.**
B1. Most Recent DTSDE Review Date:	N/A-Middle School Review conducted March 19-20, 2018	
B2. DTSDE Review Type:	District-led review	
		REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The School Leadership Teams need to have more input into implementation of building improvement efforts.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The SLT will implement action plans developed by Leadership Council at the building level, with impact on teacher practice being measured by LL visits and learning walks done by SLT, and impact on student performance measured by the monthly data that will be reviewed at Leadership Council.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	LL visit notes, SLT meeting notes, monthly student data such as ODR, attendance, formative assessment	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**	**REVIEWER FEEDBACK ON ACTIVITIES**
August 2018	September 2018	Develop template for SLT meetings that incorporate reviewing action plan recommendations from LC	
September 2018	June 2019	SLT will determine the "how" of the action recommendations from LC	
September 2018	June 2019	SLT will review student performance data from the building level monthly	
September 2018	June 2019	SLT will conduct learning walks with building principal to measure impact on teacher practice and look for implementation of core 4 of PL	
September 2018	October 2018	SLT will develop communication plan to share what is being discussed and decided at SLT each month	

Tenet 3: Curriculum Development and Support

REVIEWER FEEDBACK

A. Statement of Practice Addressed:	**SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.**	**SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.**
B1. Most Recent DTSDE Review Date:	N/A-Middle School Review conducted March 19-20, 2018	
B2. DTSDE Review Type:	District-led review	
		REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Continued work is needed to develop curriculum guides that are well-developed units of instruction that outline the standards, what students need to know, understand, and be able to do, the assessments that will be administered, and the learning events that will occur.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, a curriculum review plan will be developed and implemented to identify areas in need of development and areas identified will be scheduled for curriculum writing throughout the 2018-19 school year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	curriculum review plan, action plan for curriculum development, curriculum guides/UbD units of instruction	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**	**REVIEWER FEEDBACK ON ACTIVITIES**
September 2018	November 2018	Develop curriculum review process/protocol-LC will drive how curriculum gets reviewed and prioritized, LC will be completing it, it will likely be developed over the course of 2-3 meetings, we will look at the curriculum that gets developed over the course of the 18-19 school year to determine if implementation was successful	
November 2018	June 2019	Implement curriculum review process-schedule for curriculum writing will look different than in previous years, SLTs will be responsible for implementation, all instructional staff will be participating throughout the year, this will be occurring on a monthly basis through tier 1 meetings, we will look at curriculum that gets developed to determine if implementation was successful	
November 2018	June 2019	set schedule for curriculum writing throughout the year-schedule for curriculum writing will look different than in previous years, SLTs will be responsible for implementation, all instructional staff will be participating throughout the year, this will be occurring on a monthly basis through tier 1 meetings, we will look at curriculum that gets developed to determine if implementation was successful	
November 2018	June 2019	write curriculum guides/UbD units-curriculum will look different than in past years, will be well developed units in UbD format, all staff will be participating with SLTs overseeing the work, this will be occurring on a monthly basis at tier 1 meetings, we will look at the curriculum that gets developed to determine if we were successful	
October 2018	October 2018	PD will be provided for staff around UbD format for unit planning-staff will have well-developed units that incorporate PL into them, all staff will participate in the training with LC facilitating on the October Supt. Conference day, we will use the unit plans that get developed to determine if we were successful	

Tenet 4: Teacher Practices and Decisions

REVIEWER FEEDBACK

A. Statement of Practice Addressed:	**SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.**	**SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.**
B1. Most Recent DTSDE Review Date:	N/A-Middle School Review conducted March 19-20, 2018	
B2. DTSDE Review Type:	District-led review	
		REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Data is analyzed and used in the district (e.g. interim assessment data) but not on a frequent enough basis, with regular revisiting and monitoring of action plans.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	For the 2018-19 school year, the district will develop and implement a data review calendar with the type of data to be collected, deadline for when it needs to be input, data for when it will be reviewed, and then deadlines for action plans to be submitted. Student achievement on interim assessments for Hispanic students will increase by 10%.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	data review calendar, data reports e.g. assessment data, discipline data, attendance data, action plans, LL visit notes, MTSS meeting notes	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**	**REVIEWER FEEDBACK ON ACTIVITIES**
July 2018	August 2018	Set schedule for tier 1 meetings where data will be reviewed on a regular basis-this is different in that teachers will be analyzing and using data more frequently, principals will develop the schedule in conjunction with their SLT, all staff will be participating in tier 1 meetings on a monthly basis, tier 1 meeting notes, assessment data, and LL visit notes will be used to determine if implementation was successful	
September 2018	June 2019	LL and building walks data collection will indicate teacher implementation of core 4 of personalized learning	
August 2018	August 2018	PD will be provided around data driven decision making-people will be better able to collect and use data as part of PL, the PL design team will be providing the PD, this will occur on the August Supt. conference day, LL visit notes and lesson plan review will be used to determine if this was successful	
September 2018	June 2019	Lesson plans collected will indicate assessment data that was used for planning or assessment data that will be collected and which element(s) of core 4 from PL will be addressed	
August 2018	August 30	Data calendar will be developed and shared with all staff-this is different in that teachers will be analyzing and using data more frequently, principals will develop the schedule in conjunction with their SLT, all staff will be participating in tier 1 meetings on a monthly basis, tier 1 meeting notes, assessment data, and LL visit notes will be used to determine if implementation was successful	
September 2018	June 2019	Action plans will be collected and reviewed by building principal following tier 1 meetings-this will be done on a more frequent basis than previously, principals will be responsible for collecting and reviewing action plans, this will happen on a weekly-monthly basis as meetings occur, all staff will be required to submit plans and we will use the plans to know if we were successful	

Tenet 5: Student Social and Emotional Developmental Health

REVIEWER FEEDBACK

A. Statement of Practice Addressed:	**SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.**	**SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.**
B1. Most Recent DTSDE Review Date:	N/A-Middle School Review conducted March 19-20, 2018	
B2. DTSDE Review Type:	District-led review	
		REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to suspension data, the suspension rate for the district is 5%. Looking at the data further, we need to reduce the suspension rate for our students with disabilities.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, we will reduce the suspension rate of students with disabilities by 10% as reported in the buildings' suspension data.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	monthly office discipline referral data, monthly suspension reports, FBA/BIPs, MTSS meeting notes	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**	**REVIEWER FEEDBACK ON ACTIVITIES**
September 2018	January 2019	provide training for staff around FBAs and BIPs	
September 2018	June 2019	review suspension and ODR data on a monthly basis	
September 2018	June 2019	review effectiveness of implementation of FBAs and BIPs	
September 2018	October 2018	ensure that all SWDs have access to social/emotional interventions	
September 2018	June 2019	evaluate the effectiveness of tier 2/3 social/emotional interventions	
September 2018	June 2019	provide training for staff around TCIS	

Tenet 6: Family and Community Engagement

		REVIEWER FEEDBACK
A. Statement of Practice Addressed:	**SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.**	**SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.**
B1. Most Recent DTSDE Review Date:	N/A-Middle School Review conducted March 19-20, 2018	
B2. DTSDE Review Type:	District-led review	
		REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	At a recent parent meeting regarding the capital project, parents expressed that they would be interested in volunteering for building duties such as greeter, and not just field trips and larger events. The district needs to create more opportunities for parents/guardians to volunteer throughout the school day (e.g. greeters, bus loop, cafeteria, recess) to foster relationships and build a better connection between families and the schools.	
		REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, the district will increase its number of approved volunteers by 10%.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	BOE meeting minutes will indicate number of volunteers approved, volunteer sign ups in each building	

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**	**REVIEWER FEEDBACK ON ACTIVITIES**
September 2018	November 2018	District will develop communication to recruit parent volunteers-the communication to recruit volunteers will be more professionally done by district PR team and will be shared in multiple ways such as facebook, district website, etc. Building principals will also share in their newsletters and through other means of communication. This will be done on a monthly basis and the district will look to see how many new applications it receives to determine the success.	
September 2018	June 2019	Each building will distribute volunteer application-Building principals will share in their newsletters and through other means of communication such as at open house. This will be done on a monthly basis and the district will look to see how many new applications it receives to determine the success.	
September 2018	October 2018	Each building will develop sign up process for different building roles and events where volunteers are needed-the building SLT will be responsible for determining which events volunteers are needed for and a sign up process. This will be done at the beginning of the school year and communicated to parents.	
September 2018	June 2019	Volunteer applications will be processed in a timely manner and sent to BOE for approval-the district will secure a greater number of parent volunteers and will therefore improve parent/school partnerships and two-way communication. The business office is responsible for processing the applications and the BOE clerk will ensure they are added to the BOE agenda.	

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Level Improvement
North Rose Wolcott	Focus District	$25,000

Name of Priority/Focus School	Accountability Status	Level Improvement
Leavenworth Middle School	Focus School	$50,000
DISTRICT / BUILDING TOTALS		$75,000