

**North Rose-Wolcott Central School District
DCI Goals 2015-16 Mid-year Update
February 2016**

Goal 1:

Improve student achievement results by 10% on NYS 3-8 ELA and Math assessments, and Regents exams.

Key Strategies:

- A. Review student performance results on all state assessments and share that with administrators and staff to establish baseline
- B. Review common assessment results for each building (e.g. STAR, Fountas & Pinnell)
- C. Implement CCLS modules for ELA and Math with fidelity in grades K-12
- D. Work with building administrators on creating and monitoring individual school improvement plans
- E. Facilitate the implementation and analysis of interim assessments for ELA and Math in grades 3-8

Actions taken as of Feb. 2016:

- School improvement plan created and implemented for each building in summer 2015
- Interim assessments created summer 2015 and implemented in November, upcoming in Feb. and May
- District calendar created to include time for school-based inquiry process with interim assessments
- Directive sent to administrators and staff regarding implementation of modules with fidelity and guidance provided as to what "fidelity" means
- Provided materials for staff for implementation of modules
- Meetings occurred with grade levels/departments regarding module implementation status-successes, challenges, further support needed
- Additional support provided for implementation of modules such as: coaching from BOCES staff, release time, additional resources purchased
- Met with each principal to review the status of their SIP and next steps to take
- Conducted classroom observations of module lessons
- Attended MTSS meetings for students that are struggling academically

Goal 2:

Coordinate and provide high quality professional development that builds staff instructional capacity and administrator's leadership capacity.

Key Strategies:

- A. Work with administrators and CSDC to identify areas of need
- B. Develop professional development plan that is approved by BOE
- C. Structure district calendar to support ongoing professional development
- D. Secure outside support and resources to provide PD and assist with monitoring

Actions taken as of Feb. 2016:

- Surveyed CSDC and staff regarding areas of need for PD (Spring/Fall 2015)
- Shared PD plan with BOE and was approved (Fall 2015)
- Superintendent conference and early release days identified (Spring 2015)
- Provided PD for administrators (summer 2015) and staff during opening days of school around: School-Based Inquiry Process (BOCES 2 staff developers), Framework for Understanding Poverty (Henry Hann & Yvonne Saner) and Leverage Leadership (BOCES)
- Provided follow-up PD on Nov. conference day for SBIP
- Provided follow-up consultation around FUP for administrators

- Facilitated book study with administrators: You Don't Have to be Bad to Get Better
- Facilitated book study with CSDC: Reaching and Teaching Children Who Hurt
- Provided ongoing coordination support of BOCES coaches in the areas of ELA, Math, differentiation and co-teaching
- Share information with administrators and staff regarding outside PD workshops that further district goals and priorities and support their attendance at those workshops
- Facilitated APPR calibration training for administrators
- Planned and facilitated new teacher orientation (Summer 2015)
- Collected and analyzed data from leverage leadership visits to drive building and district PD

Goal 3:

Restructure and oversee the Office of Special Education and Special Education Administrators to promote effectiveness and efficiency with our special education services.

Key Strategies:

- A. Monitor progress of each administrator and provide individual and group feedback as needed through Leverage Leadership and supervision
- B. Identify areas of need within the department and support the provision of professional development to address the areas of need
- C. Evaluate and restructure administrator roles as they relate to special education in each building

Actions taken as of Feb. 2016:

- Restructured special education directors' roles to PK-4 and 5-12, state reporting, staff supervision
- Provided leverage leadership coaching as well as direct supervision to special education directors
- Coordinated support of BOCES coach for differentiation and co-teaching for middle school co-teachers
- Support special education staff attendance at outside workshops around special education
- Assist with coordination of special education staffing and programming for next school year
- Assist with oversight of special education compliance and reporting

Goal 4:

Provide oversight to grants management so that grant activities support the District goals and priorities.

Key Strategies:

- A. Partner with the district grants consultant and business administrator to ensure grant budgets provide for the staff and services that are necessary to fulfill grant requirements and support the district
- B. Oversee the implementation of all instructional grants and their point-people
- C. Assist with securing additional grants that with further the District's goals and priorities

Actions taken as of Feb. 2016:

- Attended regular meetings with grants consultant and business administrator
- Reviewed all grant budgets with grants consultant prior to submission for SED approval
- Provided data/information to grants consultant for grant applications and budgets
- Act as a liaison between grants consultant and each grant's point-person (e.g. June Muto oversees UPK)
- Assisted with securing Pre-K 3-year old grant, LEAF grant
- Participated in grant meetings/PD for School Climate Transformation, LEAF

- Coordinated provision of staff development for administrators and staff for School Climate Transformation grant with grant point-person and outside consultant
- Review and authorize requisitions and claim forms for each grant