

LEA Name:	Cincinnati Central School District
BEDS Code:	110101040000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)



Contact Name	Mr. Steven Hubbard	Title	Superintendent
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Website for Published Plan	www.cc.cnyric.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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Steven V. Hubbard	7-21-16
President, B.O.E. / Chancellor or Chancellor's Designee		Margaret D. Br.	7-21-16

Statement of Assurances

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







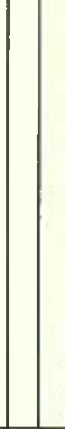


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|---|--|
| X | 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity 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. |
| 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 2, 2016	School Conference Room		
June 8, 2016	School Conference Room		
June 24, 2016	Special Education Office		
July 6, 2016	District Office		

Name	Title / Organization	Signature
Brittanie Gibbons	Director of Special Education	
Lorri Whiteman	Elementary Principal	
David Phetteplace	Secondary Principal	
Shelley Warnow	Curriculum Consultant, Cincinnati CSD	
Siobhan O'Hora	SEIS, OCM BOCES	
Linda Laudig	CEA President	
Kim MacDonald	School Counselor	
Isaac Maslyn	Special Education Teacher	
Erin Gray	General Education Teacher	

District Information Sheet

District Information Sheet							
District Grade Configuration	UPK-12	Total Student Enrollment	566	% Title I Population	29%	% Attendance Rate	95%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	0%	% Hispanic or Latino	1%	% Asian, Native Hawaiian/Other Pacific Islander	0%	% White	97%	% Multi-Racial	2%

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

Did Not Meet Adequate Yearly Progress (AYP) in ELA	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	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 Objective	
Limited English Proficient	

DCIP Plan Overview

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

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

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- 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").

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- 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.)
- Major Degree (At least 90% of activities were carried out.)

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- 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").

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- 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.)
- 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").

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- 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.)
- 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").

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

In reflecting on the **PREVIOUS YEAR'S PLAN**:

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

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

In developing the **CURRENT YEAR'S** plan:

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

This year's plan is the first plan that the District has implemented. 1. Develop an implement a committee and team structure with systemic communication protocols. 2. identify and implement a program of coaching support to leaders of the district. 3. Develop and publish UPK-12 curriculum. 4. Develop a professional development plan aligned to student performance needs. 5. Adopt a UPK-12 SEDH program and provide professional development to staff on the program. 6. To promote reciprocal communication between district and community.

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

According to the 2014-2015 school report card, white students were identified in ELA and Math; therefore white students will be targeted. Students with disabilities and economically disadvantaged students will be targeted, as well. In particular, students who earned 1's and 2's and NYS 3-8 assessments will be targeted. Identified needs through IIT review will also be targeted: walkthrough tool, learning targets posted, SEDH curriculum, and progress reports.

- 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.

Cincinnati Central School: Striving to meet children's needs, awaken their minds, and touch their hearts. As a community dedicated to ongoing learning, we embrace educational practices that engage students, foster collaboration and innovation, and promote creative and independent thinking. Our graduates will be competent and compassionate individuals, responsible for themselves and their community, and committed to making a positive and dynamic impact on our world. Cincinnati elementary will provide a nurturing environment that is responsive to all student needs, driven by data analysis, action planning, and a culture that is responsive to the community as evidenced by increase in ELA proficient scores on NYS assessments from 21% to 26% and Math proficient scores on NYS assessments from 41% to 46%.

• List the student academic achievement targets for the identified subgroups in the current plan. Students with disabilities- increase ELA and Math 3-8 assessment performance by 8%

• Describe how organizational structures will drive strategic implementation of the mission/guiding principles. Instructional walkthroughs, curriculum mapping and development, and progress monitoring through the new committee systems and communication protocols. District support of administrative coaching and professional development will be focused on achieving DCIP goals.

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

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. In-house, district, and consultant based professional development will address Tenet 2, 3 and 5. The activities to meet the SMART goal of Tenet 4 support District goal of professional development. Parents will be provided education regarding various identified needs.

• List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community. Opening of school faculty meetings, Open House, Teacher Handbook, faculty meetings, PDP meetings, instructional walkthroughs, grade level meetings, data meetings, PTO meetings, parent meetings and administrative cabinet meetings.

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

Communication from all offices will include DCIP goals, suggested academic supports, academic activities and CCLS. The plan will be shared on the school website, Open House night, Title I parent meeting, and through school newsletter.

For Districts with Priority Schools: Whole School Reform Model

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

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

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

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students						
Student Average Daily Attendance					Y	Y
Student Drop-Out Rate						
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)					Y	
Student Discipline Referrals						
Student Truancy Rate						
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"				Y		
Teacher Attendance at Professional Development				Y	Y	
Parent Attendance at Workshops					Y	Y
Parent Participation in District/School Surveys						Y
Report card return rate						Y
Teacher survey reflecting upon their implementation following PD				Y		
Student performance on content area benchmark assessments			Y	Y		
Observation/walkthrough data		Y	Y	Y		
Quarterly reports to staff, Superintendent and/or BOE on progress of curriculum writing			Y			
Principal meetings with mentor and Superintendent		Y		Y		
Phone Logs - Teachers/Administrators						Y
Student participation in District/School Surveys					Y	
Meeting Minutes with action steps	Y					
Progress towards SCEP goals	Y					
Individualized student plans towards goals						

Tenet 1: District Leadership and Capacity

<u>Tenet 1: District Leadership and Capacity</u>	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.	
B1. Most Recent DTSDE Review Date:	No review at District-level conducted	
B2. DTSDE Review Type:	Self-Review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Upon review of existing committee structures at district and building level, there is redundancy and overlap of committee work in addition there are no systems or structures in place to support all student progress monitoring and ultimately tracking student achievement. There is a need to analyze and adjust current District committee structures and processes for monitoring student achievement and communication among leadership, faculty, and staff.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By December 2016, the district will have analyzed, developed, and communicated a committee structure for the buildings and connect it to the district office as measured by meeting minutes that include action steps, concrete individualized plans addressing student learning, and progress towards SCEP goals.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	meeting minutes that include actions steps, concrete individualized plans, progress towards SCEP goals	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-16	Aug-16	Activity: District and building leadership meet to analyze and propose new committee structure and membership . Person Responsible: District Administrative team Participants: same Frequency of Activity: 1-2 meetings Impact: Focus adult work on the needs related to student learning
Jul-16	Aug-16	Activity: Document the focus and purpose of each committee, as well as create a meeting agenda and minute template to be used consistently for all committees. Persons Responsible: District administrative team Participants: District administrative team Frequency of Activity: 1 meeting Impact: Focus adult work on the needs related to student learning
Sep-16	Sep-16	Activity: Communicate updated committee structure, including the purpose and focus of each committee and share agenda and minute templates. Persons Responsible: District administrative team Participants: All district Staff Frequency of Activity: 1 meeting Impact: Establish consistent and clear vision regarding committee and team work
Jul-16	Aug-16	Activity: Document communication flow for all meeting minutes and follow up for action steps in student progress monitoring. Persons Responsible: District administrative team Participants: District administrative team Frequency of Activity: 1 meeting Impact: Focus adult work and conversation on the needs related to student learning
Sep-16	Jun-17	Activity: Implement new committee and team structure and communication flow. Persons Responsible: District administrative team Participants: District staff Frequency of Activity: ongoing Impact: Focus adult work and conversation on the needs related to student learning

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:		SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	
B1. Most Recent DTSDE Review Date:		No review at the district-level conducted	
B2. DTSDE Review Type:		Self-Review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.		There has been a significant degree of turnover in building-level leadership over the past decade. Teachers report a lack of consistency and sustenance of programs beyond the tenure of any one individual leader. Programming for students has not moved forward and building-wide efforts to support fidelity of implementation have not occurred. There is no formal orientation for leaders new to the District. Leaders new to the District and new to their leadership roles need support to better understand expectations, processes and procedures in the District. Building-level leaders also need a plan to support their personal professional growth in service to student learning and the needs of the community.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By September 1, 2016, identify and implement a program of coaching support to leaders in the Cincinnati School District to support their professional capacity and strengthen the instructional program provided to students. This program will support increased capacity of school leaders especially in the area of instructional leadership as measured through the implementation of walkthroughs and documented actionable feedback provided to faculty in the areas of learning objectives and checks for understanding.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Principals regular meetings with coach/mentor Walkthrough Data Documented feedback to teachers	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
Jul-16	Aug-16	Activity: District Office will identify external supports for ongoing coaching of principals to support their decision-making and instructional leadership. Persons Responsible: Superintendent and external consultant Frequency: Until the resources are implemented Intended Impact: Student learning will increase as a result of intentional focus on instructional leadership with feedback to teachers	
Aug-16	Jun-17	Activity: Principals will meet with coach/mentor on a monthly basis to support on-going decision-making and building instructional repertoire of the principal Persons Responsible: Consultant, Superintendent Participants: Principals Frequency: at least once/month Intended Impact: Student learning will increase as a result of intentional focus on instructional leadership and feedback to teachers	
Aug-16	Jun-17	Activity: New principals to Cincinnati will meet with other district leaders to learn processes and procedures for discipline, RtI, communications, etc. Persons Responsible: Current, sitting administrators Participants: Current and new administrators Frequency: A few meetings prior to and at the start of the school year and then as needed throughout the school year. Intended Impact: improved student learning due to consistent application of processes and procedures.	
Sep-16	Jun-17	Activity: Principals will conduct weekly walkthroughs to gather data and provide feedback to teachers. Weekly walkthrough data will be shared with the superintendent for ongoing monitoring and support of school PD and other initiatives. Persons Responsible: Principal and Superintendent Participants: Principal, Superintendent, faculty/staff Frequency: weekly walkthroughs and monthly meeting with Superintendent Intended Impact: Intentional monitoring and adjusting of instructional support to improve student achievement.	

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	
B1. Most Recent DTSDE Review Date:	No Review at District-level conducted	
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Currently there exist pockets of written curriculum that may or may not be aligned to the Common Core Learning Standards. For all content area disciplines there is no universal access to these documents for interdisciplinary connections or vertical/horizontal articulation. In some disciplines there has been alignment of the NYS Standards and curriculum to the CCLS, however, there is no universal access. In addition, there is a lack of consistency in implementation of an agreed upon curriculum. There are pockets of teachers implementing modules and others are implementing teacher created lessons that may or may not be standards-aligned. The District needs a standardized, centralized system of curriculum review and revision to develop and sustain a guaranteed, viable curriculum and subsequently a consistent implementation of the learning standards for equity of curriculum access.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	A district UPK-4 curriculum will be developed and published in the areas of ELA and math and grades 5-12 will develop and publish their respective content areas by the end of the 2016-2017 school year. This will result in increased fidelity of curriculum implementation as measured through observations and walkthroughs and improved student performance on benchmark assessments. Quarterly progress reports to District Office on the writing of the curriculum will be submitted.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly progress reports to District Office Observations and Walkthrough data Student Performance on Benchmark Assessments	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-16	Oct-16	Activity: Develop a plan for curriculum writing process that is differentiated for UPK-4 and 5-12. Person Responsible: Principals and Common Core Consultant Participants: Principals and CC Consultant Frequency of Activity: 1-2 meetings to develop a plan Intended Impact: Support organization and development of curriculum plan that will increase teacher access to curriculum and student learning of aligned content and skills.
Jul-16	Oct-16	Activity: District to access an instructional coach or curriculum specialist to inform the plan noted above and to assess what is currently in place and support the development of the curriculum with universal access. Persons Responsible: CCLS consultant, Principals and identified coach/specialist Participants: Identified coach/specialist, CCLS Consultant, Principals Intended Impact: Development of curriculum plan that incorporates current work that will increase teacher access to curriculum and student learning of aligned content and skills
Oct-16	Jun-17	Activity: Grade level/content areas will meet to write their respective CCLS-aligned curriculum-that include understanding the standards/instructional shifts and include the critical components of curriculum. This will be accomplished through identified venues (summer work, after school, and release-time) as matched to grade level/content area needs. Persons Responsible: CCLS Consultant, Principals, Identified coach/specialist Participants: Grade level/course teachers, principals, CCLS Consultant Intended Impact: Teacher implementation of best practices connected to the curriculum, increase in student learning of aligned content and skills
Dec-16	Jun-17	Activity: Presentation of draft curriculum in a variety of venues to ensure horizontal alignment Persons Responsible: Principals, CCLS Consultant Participants: selected teachers working with Principals, CCLS Consultant Intended Impact: A vertical and horizontal alignment of curriculum to support student learning of content and skills in sequence and support for intervention and extension of that learning.

Tenet 4: Teacher Practices and Decisions

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>		
<p>B1. Most Recent DTSDE Review Date:</p>	<p>No review at District-level conducted</p>		
<p>B2. DTSDE Review Type:</p>	<p>Self Review</p>		
<p>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</p>	<p>Teachers are able to attend professional development activities with approval from their supervisor, however, no follow up regarding the activity is occurring with consistency. Currently, a professional development planning team (PDP) meets monthly to discuss upcoming development activities. However, activities are frequently planned based on perceptions of faculty/staff and not necessarily on data regarding needs as related to professional development. There is no yearly plan, in writing, to determine what district wide PD will be offered. As a result, there is a need for a system for identification of professional development needs and developing a professional development plan that is implemented through the school buildings to support differentiated PD for faculty.</p>		
<p>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>To increase coordination and differentiation of professional development offered to faculty and staff both on staff days and throughout the 2016-2017 school year, the School District will work to identify specific needs through an analysis of student performance data. Then use this data to develop a professional development plan that includes opportunities matched to specific teacher roles during staff days. Monitoring of PD implementation will occur through regular walkthroughs connected to PD focus areas, teacher self-reflection and survey data. This will support teachers in implementing best practices, resulting in improved student learning.</p>		
<p>D2. Leading indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Teacher survey reflecting upon their implementation following PD</p>		
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>Jul-16</p>	<p>Oct-16</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>Oct-16</p>	<p>Jun-17</p>	<p>Jun-17</p>	<p>Activity: Design a yearly professional development plan based on analysis of student performance data. Person Responsible: Administrators and PDP committee Participants: all district staff Frequency: annually Impact: The district will have a cohesive PD plan for the school year that will show consistency in practice leading to and influencing improved student performance.</p>
<p>Oct-16</p>	<p>Jun-17</p>	<p>Jun-17</p>	<p>Activity: Using the trends identified in the PDP plan, develop PD experiences for upcoming staff days matched to specific areas of need. Persons Responsible: Teacher Center Director and the PDP committee Participants: all district staff Frequency of Activity: 1 x month, and subcommittees as needed for staff PD days throughout school year Impact: Teachers increase repertoire in identified need areas and increases student learning in focus areas</p>
<p>Oct-16</p>	<p>Jun-17</p>	<p>Jun-17</p>	<p>Activity: Evaluate and revise the PD plan based on walk through and survey data Person Responsible: Administrators and PDP committee Participants: Administrators and PDP committee Frequency: Monthly Impact: The plan is relevant and consistent with district and school Focus goals and service to improve student learning</p>

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	No Review at District-level conducted
B2. DTSDE Review Type:	self review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district does not have a policy to work collaboratively with the school to provide opportunities and resources that positively support students' social and emotional health. Our work with outside organizations is of a reactive nature and we would prefer to develop a proactive system. The district needs a comprehensive program or curriculum to promote the teaching of student social and emotional developmental health needs throughout all grades.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017, the district will adopt a UPK-12 program and provide professional development to all staff and a roll-out plan for the implementation of said program at the building and district level. This will be evidenced by adoption of the program, by teacher and parent attendance at workshops, and documentation and calendaring of a plan for roll-out and implementation. Meeting agendas and minutes/products of the program on or before September 2017 with an increase in discipline referrals, an increase in student attendance and positively reflected on student perceptions reported on student survey.
D2. Leading indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher/Parent Workshop Attendance Roll-out plan for implementation Meeting agendas/minutes/products Discipline referrals Student attendance Student survey
E1. Start Date: Identify the projected start date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; how often each activity will take place, and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-16	Activity: Research, evaluate and choose a program to address the teaching of student social and emotional developmental health needs throughout all grades. Person Responsible: Administration and student support team Participants: Student support team and administration. Frequency: ongoing Impact: Comprehensive program to address the SEDH needs of all students will be chosen.
Jan-17	Activity: Provide faculty, staff and community stakeholders information and training regarding the chosen program/curriculum. Person Responsible: Administration and student support team Participants: faculty, staff and community stakeholders Frequency: ongoing Impact: Stakeholders will be informed of the best practices regarding the SEDH of students through the use of the chosen program.
Jan-17	Activity: Develop a plan to adapt and monitor the plan regarding the roll out of the chosen program, to begin implementation in September 2017. Person Responsible: Administration and student support team Participants: same as person responsible Frequency: ongoing Impact: Roll out plan for implementation of program in September 2017.
Jun-17	Activity: Communicate plan with students and community. Person Responsible: Administration and student support team Participants: school community Frequency: once Impact: Plan will be communicated to stakeholders

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	
B1. Most Recent DTSDE Review Date:	No review conducted at the district-level	
B2. DTSDE Review Type:	self-review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Several events and circumstances has contributed to the identified focus area. The K-5 parent focus group indicated that they desired more communication from the schools. Parents have contacted the school counselor to ask why comments are not available for their child in particular subject areas on progress reports. Both parent focus groups indicated a difference in communication based upon "who they are" in the community. It depends upon the perception of their connection to the school the level of communication. In 2012 a survey of all taxpayers in the community was conducted. The survey was mailed home, computer labs were opened, and readers were available to encourage participation. The district offered a math night for parents to participate in April 2016 and a Reading night in January 2016. At the Middle and High School the parent orientation component is focused on how to read a schedule and less about information parents about education at the secondary level. At K-8 there is currently not a regular schedule of offerings to educate parents on programs and how they are able to support their students. These circumstances and observations demonstrate the need in the district to improve reciprocal communication with the parent community.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	From July, 2016 through February 2017, the district will promote two-way communication through verbal, written and participation in school-sponsored activities focused on parents and their partnership with the school resulting in reciprocal communication as evidenced by records of parent workshop attendance, phone logs, parent conference attendance, signed report card return rate, and an increase in the student attendance rate.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Workshop Attendance Phone Logs of teachers and administrators Parent Conference Attendance Signed Report Card Return Rate Student Attendance Rate	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-16	May-17	Activity: Develop the mailer for report card for parent signature in grades 5-12, develop procedures for teachers and school personnel regarding the mailer, Develop process for when mailer is returned and when it is not returned and data collection to track progress, Communication plan to parents to understand the purpose and process Persons Responsible: School Principal with input from the counselor Participants: School faculty/staff to implement the process and procedures particularly the follow-up with families Frequency of Activity: Weekly until process/procedures are developed and then every 5 week marking period Impact: Increase conversations with all parents and partnerships fostered to support improved student learning.
Sep-16	Mar-16	Activity: Team will meet to identify priority areas for parent education. Develop PD opportunities connected to the priority areas and schedule parent workshops to address needs Persons Responsible: Supervisors and Principals with input from the Teacher Center Director Participants: Experts identified for the workshop topics in conjunction with District administration Frequency of Activity: 2 parent workshops-1 fall , 1 spring Impact: Increase parent participation leading to improved student outcomes and home-school partnerships.

Focus District Set-Asides

Parent Education Set-Aside Calculation Based on Federal Funding		
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage
Title I, Part A	\$2,011	1%
		Mandated Set-Aside
		\$20

Improvement Set-Aside Calculation Based on Federal Funding		
Fund Source	Allocation	Improvement Set-Aside - Required Percentage
Title I, Part A		6%
Title II, Part A	\$0	6%
Title III, Part A LEP (allocation listed only if required)	\$0	6%
Total Federal Allocation Subject to Set-Aside	\$0	6%
		Mandated Set-Aside (Equivalent Amount)
		\$0
		\$0
		\$0

Bonding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$0
Title II, Part A	\$0
Title III, Part A LEP	\$0
Title VI REAP	\$0
School Improvement Section 1003(a) - SIG A	\$100,000
School Improvement Section 1003(g) - SIG G	\$0
School Innovation Fund	\$0
Local / General Funds	\$0
Total Funding Reserved for Improvement	\$100,000

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	yes	\$1,000	yes	
Conduct DTSDE reviews, including administration of required annual surveys	yes		yes	
Develop high-quality DCIP and SCEP plans	yes		yes	
Review the qualifications of Priority and Focus School Leaders	yes		yes	
Submit quarterly leading indicators report to NYSED	yes		yes	
Evaluate the fidelity of program implementation	yes		yes	
Provide Public School Choice to students in Priority and Focus Schools	yes	\$0	yes	
Offer 200 hours of Extended Learning Time to students in each Priority School	no	\$0	yes	
TOTAL		\$1,000		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Cincinnati Central School	Focus District	\$50,000
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Cincinnati Elementary School		\$50,000
DISTRICT / BUILDING TOTALS		\$100,000

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

\$100,000
 YES

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
Cincinnati Elementary School	Focus	\$2,011
DISTRICT / BUILDING TOTALS		\$2,011

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides."
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)?

\$20
 YES