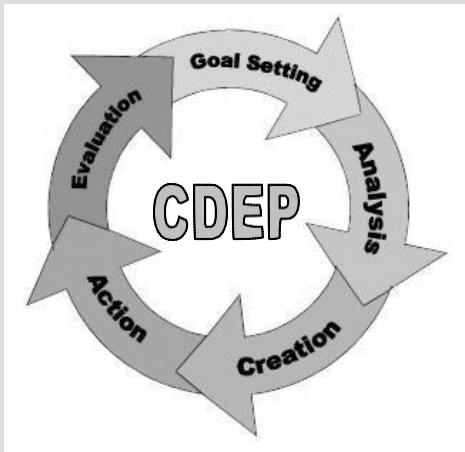


Comprehensive District Education Plan



School District: **Fulton City School District**

BEDS Code: 4605 0001 0000

Address: 167 South Fourth Street Fulton, NY 13069

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Plan Start Date: **July 1, 2015**

Plan End Date: **June 30, 2018**

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK
ALBANY, NY 12234



COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Name	Title	Constituencies Represented
Katherine Adams -----	Director of Special Education -----	District Administration
Jeff Hendrickson -----	Principal, Lanigan ES -----	Building Administration
Jean Ciesla -----	Principal, Fairgrieve ES -----	Building Administration
Elizabeth Connors -----	Exec. Dir. Of Instruction and Assessment -----	District Administration
Dan Carroll-----	Director of Instructional Support Services-----	District Administration
Geri Geitner -----	Director of Student Support Programs -----	District Administration
Lucy Hawthorne -----	Kindergarten Teacher, Fairgrieve ES -----	Teacher
Lisa Garafolo -----	Principal, Volney ES -----	Building Administration
Ryan Lanigan -----	Principal, Fulton Jr. HS -----	Building Administration
Bill Lynch -----	Superintendent -----	District Administration
Kevin MacDougall -----	Reading Teacher, Volney ES -----	Teacher
Mary Ann DeMar-----	STLE Instructional Program Coordinator-----	District Administration
Stephanie Maturo -----	Director of Technology -----	District Administration
Donna Parkhurst -----	Principal, GRB HS -----	Building Administration
Heather Perry -----	Principal, Granby ES -----	Building Administration
Danielle Quinn -----	School/Home Liaison, Fulton Jr. HS -----	Student Support
Jerry Seguin -----	Dir of Facilities, Operations and Transportation -----	District Administration
Carri Waloven -----	Director of Literacy and Universal Pre-K -----	District Administration
Allison Kowalski -----	Librarian, Granby ES -----	Teacher
Nicole Doty -----	3 rd Grade Teacher, Lanigan ES -----	Teacher
Danielle Crisafulli -----	ELA Teacher, GRB HS -----	Teacher
Sue Dauphin -----	Social Studies Teacher, GRB HS -----	Teacher
Phineas Stevens -----	AIS ELA Teacher, Volney ES -----	Teacher
Kristine Kaufman -----	AIS ELA Teacher, Fairgrieve ES -----	Teacher
Elizabeth Stoddard-----	6 th Grade Teacher, Lanigan ES -----	Teacher

MISSION STATEMENT

The mission of the Fulton City School District, in cooperation with students, parents, and the entire community, is to enable students to develop the knowledge and skills for relevant, lifelong learning and to become responsible, resourceful, respectful, and productive citizens.

BELIEF STATEMENTS

We believe that all students in the Fulton City School District are capable of becoming successful and effective citizens by demonstrating:

- effective interpersonal skills, both verbal and written, respect for others, cooperation in groups, sound decision making and ethics
- an understanding of technology including information systems and ability to develop, use and apply these tools to meet current and future needs
- problem solving skills by applying analysis, creativity, and reasoning to effectively develop solutions
- individual and civic responsibility through community participation
- attributes of mental and physical wellness as they affect all areas of life
- achievement in standards of literacy, comprehension, and computation
- a personal approach to lifetime learning
- recognition of diversity among cultures
- self-sufficiency to persevere and accomplish goals

DISTRICT STATEMENT

The FCSD is a small city school district considered a high need/low wealth district in terms of its capacity to meet the instructional demands of its population. It is comprised of over 56% free and reduced lunch students and is classified as a high need urban/suburban school district by NYS. The district is highly dependent upon the state government for aid and local tax payers contribute a high rate of support when compared with similar school districts to Fulton and all school districts across NYS. The school district is comprised of the City of Fulton and the towns of Granby and Volney, which surround the city. The student population is predominately white (96%).

The school district has four elementary schools with K-6 configurations, one grades 7-8 junior high school and one grades 9-12 high school. The district provides a Universal Pre-Kindergarten Program for 156 four year old students. Approximately 20 students attend special education programs operated by Center for Instructional Technology & Innovation.

The Central NY region has experienced a down turn in the economy for the past ten to fifteen years, during which the Fulton community has had major employers close production facilities. Approximately 45% of housing in the City of Fulton is rental, which contributes to a high mobility rate for students both between schools in the district as well as out of district transfers.

OVERVIEW OF DISTRICT DATA

ENROLLMENT

BEDS	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K-12	3,875	3,826	3,774	3,753	3,693	3,732	3,683	3,656	3,640	3,577	3,594

SOCIOECONOMIC INDICATORS

	2011-2012		2012-2013		2013-2014	
	No. of Students	% of Enrollment	No. of Students	% of Enrollment	No. of Students	% of Enrollment
Free Lunch	1608	44%	1368	38%	1725	48%
Reduced Lunch	363	8%	238	7%	297	8%

ATTENDANCE AND SUSPENSION RATES

	2010-2011		2011-2012		2012-2013	
	No. of Students	% of Enrollment	No. of Students	% of Enrollment	No. of Students	% of Enrollment
Annual Attendance Rate		93%		93%		91%
Student Suspensions	262	7%	201	5%	231	6%

Source: NYS District Report Card and Comprehensive Information Report

OVERVIEW OF DISTRICT DATA (CONT.)

STUDENT PROFICIENCY IN ENGLISH LANGUAGE ARTS (LEVEL 3S + LEVEL 4S)

Grade Level	2011 – 2012	2012 – 2013	2013 – 2014				
	Proficiency for FCSD <i>All Students</i>	Proficiency for FCSD <i>All Students</i>	Proficiency for NYS <i>All Students</i>	Proficiency for FCSD <i>All Students</i>	Proficiency for FCSD <i>General Education</i>	Proficiency for FCSD <i>Special Education</i>	Proficiency for FCSD <i>Economically Disadvantaged</i>
3rd Grade	47%	23%	32%	15%	18%	0%	7%
4th Grade	46%	24%	32%	28%	33%	4%	18%
5th Grade	44%	17%	29%	17%	21%	0%	9%
6th Grade	53%	24%	28%	18%	22%	0%	7%
7th Grade	51%	21%	28%	23%	26%	0%	11%
8th Grade	46%	32%	34%	27%	30%	0%	16%
Overall	48%	24%	31%	21%	25%	1%	11%

STUDENT PROFICIENCY IN MATHEMATICS (LEVEL 3S + LEVEL 4S)

Grade Level	2011 – 2012	2012 – 2013	2013 – 2014				
	Proficiency for FCSD <i>All Students</i>	Proficiency for FCSD <i>All Students</i>	Proficiency for NYS <i>All Students</i>	Proficiency for FCSD <i>All Students</i>	Proficiency for FCSD <i>General Education</i>	Proficiency for FCSD <i>Special Education</i>	Proficiency for FCSD <i>Economically Disadvantaged</i>
3rd Grade	49%	29%	42%	32%	38%	5%	24%
4th Grade	52%	22%	42%	38%	46%	7%	24%
5th Grade	55%	17%	39%	22%	27%	0%	10%
6th Grade	71%	24%	37%	25%	28%	10%	14%
7th Grade	56%	21%	32%	24%	27%	3%	12%
8th Grade	51%	20%	22%	10%	12%	0%	8%
Overall	56%	22%	36%	25%	30%	4%	15%

OVERVIEW OF DISTRICT DATA (CONT.)

STUDENT PROFICIENCY ON 2013 – 2014 NYS SCIENCE (LEVEL 3S + LEVEL 4S)

Grade Level	Proficiency for NYS Public	Proficiency for FCSD <i>All Students</i>	Proficiency for FCSD <i>General Education Students</i>	Proficiency for FCSD <i>Special Education Students</i>	Proficiency for FCSD <i>Econ Disadv Students</i>
4th Grade	87%	87%	90%	75%	82%
8th Grade	68%	73%	79%	29%	61%

ELA/MATH ASPIRATIONAL PERFORMANCE MEASURE (GRADUATED AND 80 AND ABOVE ON MATH REGENTS, 75 OR ABOVE ON ENGLISH REGENTS)

Cohort Entered grade 9 in fall of:	Graduated by August 31 of:	Number of students in Total Cohort	ELA/ Math APM Rate
2009	Class of 2013	285	52% ELA/26% Math
2010	Class of 2014	290	53% ELA/38% Math

GRADUATION ASPIRATIONAL PERFORMANCE MEASURE (REGENTS DIPLOMA WITH ADVANCED DESIGNATION)

Cohort Entered grade 9 in fall of:	Graduated by August 31 of following:	Number of students in Total Cohort	Grad APM Rate
2010	Class of 2014	290	27%

OVERVIEW OF DISTRICT DATA (CONT.)

STUDENT PROFICIENCY ON 2013 – 2014 NYS REGENTS EXAMS

Regents Exam	Scoring 65 and Above				Scoring 85 and Above			
	2011-12	2012-13	2013-14		2011-12	2012-13	2013-14	
	FCSD	FCSD	FCSD	NYS	FCSD	FCSD	FCSD	NYS
Comprehensive English*	85%	71%	83%	82%	36%	24%	30%	32%
Regents English Common Core	NA	NA	86%	75%	NA	NA	35%	23%
Integrated Algebra*	73%	82%	88%	72%	17%	13%	24%	17%
Algebra Common Core	NA	NA	92%	69%	NA	NA	4%	4%
Geometry	87%	76%	73%	73%	24%	26%	26%	26%
Trigonometry	69%	52%	77%	66%	26%	17%	30%	29%
Global History and Geography	82%	80%	73%	66%	33%	38%	30%	29%
U.S. History & Government	90%	88%	85%	80%	50%	37%	52%	44%
Living Environment	92%	87%	85%	78%	48%	52%	47%	32%
Physical Setting / Earth Science	71%	60%	62%	72%	29%	18%	19%	33%
Physical Setting / Chemistry	83%	73%	78%	73%	13%	12%	18%	21%
Physical Setting / Physics	89%	84%	77%	81%	44%	24%	30%	37%

OVERVIEW OF DISTRICT DATA (CONT.)
COHORT GRADUATION RATE (4 YEAR)

Cohort Entered grade 9 in fall of:	Graduated by August 31 of following:	Number of students in Total Cohort	Graduation Rate for Total	Number of students in Low Socio Economic Group	Graduation Rate for Low Socio Economic Group	Number of Students with Disabilities	Graduation Rate for Students with Disabilities
2006	Class of 2010	304	76%	119	72%	48	46%
2007	Class of 2011	297	73%	116	68%	34	44%
2008	Class of 2012	317	75%	157	63%	46	41%
2009	Class of 2013	288	65%	150	51%	43	35%
2010	Class of 2014	290	77%	149	64%	34	56%

HIGH SCHOOL COMPLETERS 2013-2014

High School Completers	All Students	General Education Students	Special Education Students
Total Graduates	235	212	23
Receiving a Regents Diploma	94%	99%	52%
Receiving a Reg. Diploma w/ Adv. Designation	32%	36%	0%

HIGH SCHOOL NON-COMPLETERS

	2011-2012		2012-2013		2013-2014	
	No. of Students	% of HS Enrollment	No. of Students	% of HS Enrollment	No. of Students	% of HS Enrollment
Dropped Out	62	5%	24	2%	29	3%
Entered HS Equiv. Program	9	0%	20	2%	14	1%

OVERVIEW OF PLANNING PROCESS

The Fulton City School District CDEP was developed by the District Curriculum Council (DCC) and Comprehensive Planning Team. Feedback and support were provided by parent representatives from building site based teams; the Center for Instruction, Technology & Innovation (CiTi); and the Board of Education. The planning process took place over the 2014-15 school year according to the following schedule:

- Oct. 16, 2014: The stakeholder Comprehensive Planning Team was formed to participate in a regional, year-long professional development series focusing on outcome-driven comprehensive planning. The first session focused on first steps of high quality planning: conducting needs assessments and data analysis.
- Oct. 20, 2014: DCC began process of building capacity in area of district planning by reviewing and summarizing several current district plans. DCC members worked in groups to compile key details from plans including: CDEP, LAP, QIP, PD, AIS, and the FCSD Focus Areas.
- Nov. 17, 2014: DCC analyzed current and historical STAR Reading data. Analysis revealed that average student reading levels begin to fall below grade-level in the intermediate grades; and that a gap between reading level and actual grade increasingly widens through the secondary grades. This trend is amplified in particular subgroups.
- Dec. 15, 2014: DCC used the information it gathered from current District plans to identify District Policies with particular relevance for our planning. DCC reviewed and summarized key details from these policies as a basis for later evaluating current and past practices, and planning future ones.
- Jan. 12, 2015: DCC cataloged the specific action steps, processes, and procedures that each of our current District plans and evaluated the extent to which specific plan details align with current District policies. Current plans were determined to be in alignment.
- Jan. 15, 2015: The Comprehensive Planning Team used the results of the DCC's data and needs analyses to focus CDEP planning in the area of Data-Driven Instruction. Critical review of Team goals of embedding measurability were clarified and strengthened with input of CiTi Instructional Support team.
- Feb. 9, 2015: DCC reviewed and analyzed midyear STAR benchmark data and considered the district processes and procedures that are intended to improve student outcomes like STAR. DCC members brainstormed inquiry questions that would need answers in order to evaluate the plans' impact on achievement.
- Mar. 16, 2015: DCC reviewed and analyzed the updated district data from this plan and evaluated draft goals in consideration of data. Members also contributed input towards embedding measurability and observability of goals.

- Mar. 24, 2015: The Comprehensive Planning Team made determinations regarding the inclusion of a District Data Cycle as a structure for articulating details, timelines, and responsibilities for implementation, monitoring, and communication of progress towards goals.
- Apr. 20, 2015: DCC specified details of District Data Cycle and made final recommendations for CDEP goals, monitoring, and reporting.
- Apr. 27, 2015: Joint Site-Based Team Meeting: CDEP draft presented to stakeholders from each school's Site-Based Team for input and feedback.
- May 13, 2015: District Directors outlined implementation details in alignment with CDEP goals.
- May 18, 2015: DCC finalized CDEP Belief Statements, District Statement, Overview of District Data, and Data Analysis- Root Causes and Rationale
- May 19, 2015: ECC and SCC contributed final stakeholder input towards details of CDEP implementation.
- May 26, 2015: Board of Education Meeting: Draft CDEP presented to Board of Education for review and input.
- June 9, 2015: Final CDEP shared with BOE for adoption.

DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

Through the planning process the following initiatives were found to be areas of strength in the district. The Comprehensive Planning Team and DCC have sought to build upon these in the CDEP.

- The district operates under collaboratively formulated “Focus Areas” (Academic, Behavior, and Community Engagement) for improvement planning. These provide the structure for a strong district plan, as well as aligned building plans and goal setting.
- The district has provided professional development in the area of Data Driven Instruction to all instructional staff.
- The district has established collaborative structures, Professional Learning Communities, which have connected grade-level work across buildings. The PLC’s have enhanced communication, facilitated the development of CCSS units, and the creation of common assessments.
- The district has a well-established K-12 system of universal screening and progress monitoring in reading and math.
- The district supports Universal Pre-Kindergarten classrooms within each elementary school.
- The district implements Positive Behavioral Interventions and Supports (PBIS) as a framework for matching interventions to student need.
- The district has engaged national experts in professional development targeted at meeting the needs of students challenged by poverty.
- The district produces comprehensive 5-week reports that triangulate attendance, behavior, and academic data for the purposes of monitoring progress and driving instructional decision-making.
- The district has completed a collaborative process of vertically aligning its CCSS-based K-12 curriculum in the four core academic subject areas.

DATA ANALYSIS - SOURCES

- ✓ STAR Reading and Math (K-12)
- ✓ DRA (K-3)

- ✓ NYS ELA data (3-8)
- ✓ ELA History (3-12)
- ✓ ELA Disaggregated by Subgroups (3-8)
- ✓ ELA Accountability (3-12)

- ✓ NYS Math data (3-8)
- ✓ Math History (3-12)
- ✓ Math Disaggregated by Subgroups (3-8)
- ✓ Math Accountability (3-12)

- ✓ Regents Results - Comprehensive Information Report (9-12)
- ✓ Cohort Graduation (9-12)
- ✓ Aspirational Performance Measure (9-12)

- ✓ SWIS data
- ✓ SIRS Level 2 Reports
- ✓ Schooltool Dashboards, Reports, and Exports
- ✓ RTIm Direct
- ✓ LinkIt!
- ✓ NYLearns

DATA ANALYSIS - GAPS AGAINST FEDERAL BENCHMARKS

NO CHILD LEFT BEHIND – IDENTIFIED AREAS

In 2013-2014, the following groups or subgroups did not make Adequate Yearly Progress (AYP) for **Elementary/ Middle-Level English Language Arts:**

- All Students
- Hispanic or Latino
- White
- Students with Disabilities
- Economically Disadvantaged

In 2013-2014, the following groups or subgroups did not make Adequate Yearly Progress (AYP) for **Elementary/ Middle-Level Mathematics:**

- White
- Students with Disabilities

In 2013-2014, the following groups or subgroups did not make Adequate Yearly Progress (AYP) for **Elementary/ Middle-Level Science:**

- All Students
- White
- Students with Disabilities

In 2013-2014, the following groups or subgroups did not make Adequate Yearly Progress (AYP) for **Secondary English Language Arts:**

- All Students
- White
- Economically Disadvantaged

In 2013-2014, the following groups or subgroups did not make Adequate Yearly Progress (AYP) for **Secondary Mathematics:**

- Economically Disadvantaged

DATA ANALYSIS - ROOT CAUSES (CONT.)

DISTRICT NEEDS / AREAS FOR IMPROVEMENT		
GOAL AREA/OBJECTIVES: <i>Academic</i>	ROOT CAUSES	RATIONALE (+) indicate current practices (-) indicate areas to address
<p><u>Interim Objective 1.1:</u> Fully implement a viable and guaranteed curriculum that is vertically-aligned for grades K-12 in English Language Arts, Math, Science, and Social Studies.</p> <ul style="list-style-type: none"> ➤ Monitor implementation and evaluate effectiveness through systematic reviews of common assessment data. 	<ul style="list-style-type: none"> • Longitudinal, multi-year STAR data on our students' reading levels indicates a gap between our students' reading levels and their actual grade-levels. • Collaborative reviews of curriculum and student mastery are not occurring consistently. 	<p>(+) Developed a vertically-aligned, K-12 CCSS curriculum in the four core academic areas.</p> <p>(+) Utilization of Professional Learning Communities</p> <p>(-) Development of district-wide common assessments in progress.</p>
<p><u>Interim Objective 1.2:</u> Continuously monitor disaggregated progress of all students and accountability subgroups towards District goals.</p> <ul style="list-style-type: none"> ➤ Develop and implement a District Data Cycle that articulates timelines, processes, roles, and responsibilities for data gathering, analysis, and reporting. 	<ul style="list-style-type: none"> • 5-week data reporting exists, but does not consistently drive decision-making • Reading level gap widens steadily as grade-levels increase, and the gap is wider in certain subgroup populations than it is in others. 	<p>(-) Formalization of processes for monitoring and responding to all students at all levels.</p>
<p><u>Interim Objective 1.3:</u> Fully implement the District's "Pyramid of Interventions" with regard to academics; and monitor progress towards interim goals based on the following indicators:</p> <ul style="list-style-type: none"> ➤ Proportions of students in Tiers I/ II/ III based on STAR Reading/ Math/ Early Literacy percentile rankings ➤ Rates of students meeting STAR's "Moderate" and "Ambitious" individual growth targets. ➤ Application of responses and procedures for students in Tier II, Tier III, or who are failing to meet "Moderate" growth targets, as prescribed by "Pyramid of 	<ul style="list-style-type: none"> • Need for key data and resources district-wide to enable full implementation of Pyramid of Interventions. 	<p>(+) Consistent K-12 STAR screening and progress monitoring in place for reading and math.</p> <p>(+) Pyramid of Interventions outlines district expectations with regard to Response to Intervention</p>

DATA ANALYSIS - ROOT CAUSES (CONT.)

DISTRICT NEEDS / AREAS FOR IMPROVEMENT		
GOAL AREA/OBJECTIVES: <i>Behavior</i>	ROOT CAUSES	RATIONALE <i>(+) indicate current practices (-) indicate areas to address</i>
<p><u>Interim Objective 2.1:</u> Fully implement the District’s “Pyramid of Interventions” with regard to behavior and attendance; and monitor progress towards interim goals based on the following indicators:</p> <ul style="list-style-type: none"> ➤ Proportions of students in Tiers I/ II/ III based on SWIS reporting of “Major” and “Minor” referrals ➤ Rates of students advancing from higher to lower Tiers (i.e. III to II, II to I) ➤ Application of responses and procedures for students in Tier II, Tier III, as prescribed by “Pyramid of Interventions” 	<ul style="list-style-type: none"> • Comparison of referral documentation across buildings indicates inconsistency in reporting • Student behavior is not consistently addressed from a problem-solving / intervention perspective • Need for key data and resources district-wide to enable full implementation of Pyramid of Interventions 	<p>(+) PBIS major/minor referral process is in place.</p> <p>(+) Data Review Meetings take place in all buildings.</p> <p>(+) Pyramid of Interventions outlines district expectations with regard to Response to Intervention</p>

DATA ANALYSIS - ROOT CAUSES (CONT.)

DISTRICT NEEDS / AREAS FOR IMPROVEMENT		
GOAL AREA/OBJECTIVES: <i>Community Engagement</i>	ROOT CAUSES	RATIONALE <i>(+) indicate current practices (-) indicate areas to address</i>
<p><i>Interim Objective 3.1:</i> Develop a system for documenting, measuring, and monitoring the District’s engagement opportunities and offerings, and participation therein.</p> <ul style="list-style-type: none"> ➤ Utilize new system to establish baseline levels of participation from which measurable goals can be set for increasing participation in the future. 	<ul style="list-style-type: none"> • Need for a coordinated system of cataloging district offerings and logging participation • Hard time reaching economically disadvantaged students (motivation, support) 	<p>(-) development of system for measuring engagement</p>

FULTON CITY SCHOOL DISTRICT GOALS AND OBJECTIVES

Goal 1: Academic: Increase college readiness rates by 5% annually:

grades	timeline	ELA	Math
3-8 (NYS Proficiency)	<i>by 2016</i>	31% to 36%	36% to 41%
	<i>by 2017</i>	36% to 41%	41% to 46%
	<i>by 2018</i>	41% to 46%	46% to 51%
9-12 (Regents: ELA 75, Math 80)	<i>by August 2016</i>	53% to 58%	38% to 43%
	<i>by August 2017</i>	58% to 63%	43% to 48%
	<i>by August 2018</i>	63% to 68%	48% to 53%

Interim Objective 1.1: Fully implement a viable and guaranteed curriculum that is vertically-aligned for grades K-12 in English Language Arts, Math, Science, and Social Studies.

- Monitor implementation and evaluate effectiveness through systematic reviews of common assessment data.

Interim Objective 1.2: Continuously monitor disaggregated progress of all students and accountability subgroups towards District goals.

- Develop and implement a District Data Cycle that articulates timelines, processes, roles, and responsibilities for data gathering, analysis, and reporting.

Interim Objective 1.3: Fully implement the District’s “Pyramid of Interventions” with regard to academics; and monitor progress towards interim goals based on the following indicators:

- Proportions of students in Tiers I/ II/ III based on STAR Reading/ Math/ Early Literacy percentile rankings
- Rates of students meeting STAR’s “Moderate” and “Ambitious” individual growth targets.
- Application of responses and procedures for students in Tier II, Tier III, or who are failing to meet “Moderate” growth targets, as prescribed by “Pyramid of Interventions”

Goal 2: Behavior: 80% of students district-wide will consistently meet behavior and attendance expectations.

Interim Objective 2.1: Fully implement the District’s “Pyramid of Interventions” with regard to behavior and attendance; and monitor progress towards interim goals based on the following indicators:

- Proportions of students in Tiers I/ II/ III based on SWIS reporting of “Major” and “Minor” referrals
- Rates of students advancing from higher to lower Tiers (i.e. III to II, II to I)
- Application of responses and procedures for students in Tier II, Tier III, as prescribed by “Pyramid of Interventions”

Goal 3: Community Engagement: Increase participation of economically disadvantaged students and families in community engagement offerings and opportunities.

Interim Objective 3.1: Develop a system for documenting, measuring, and monitoring the District’s engagement opportunities and offerings, and participation therein.

- Utilize new system to establish baseline levels of participation from which measurable goals can be set for increasing participation in the future.

IMPLEMENTATION PLAN DETAILS

Goal 1: Academic			
<i>Increase College and Career readiness rates by 5% annually.</i>			
<i>Interim Objective 1.1: Fully implement a viable and guaranteed curriculum that is vertically-aligned for grades K-12 in English Language Arts, Math, Science, and Social Studies.</i>			
➤ Monitor implementation and evaluate effectiveness through systematic reviews of common assessment data.			
<i>How</i> Major Tasks / Activities	<i>Professional Development / Resources</i>	<i>Time-line</i> Dates / Monitoring Implementation	<i>Responsibility</i> Who Does It
Determine the uniform District DDI protocols to be followed in all formal data analysis and action-planning.	Protocols will be shared will be shared with principals, who will disseminate to building staff.	August/-September 2015	Exec. Dir. of Ins. And Asmnt; Dir. of ISS Bldng. Admin.
Follow District DDI protocol to share, review, and analyze student work.	Development of a minimum of 1 common summative assessment per marking period, with common scoring criteria	2015-2016: Assessment development and/or analysis occurs at district grade-level and/or department meetings.	Dist. Directors
	Implementation of a minimum of 1 common summative assessment per marking period, with common scoring criteria	2016-2017: Protocols implemented within buildings and departments	Bldng. Adm. Plans. Instructional Staff participates.
	Implementation of a minimum of 1 common summative assessment per marking period, with common scoring criteria	2017-2018: DDI protocols yield action plans that are implemented, monitored, and adjusted.	Bldng. Adm. Supervises. Instructional Staff leads development.
	Include familiarization with district curriculum as part of new teacher mentoring		Exec. Dir. of Ins.

IMPLEMENTATION PLAN DETAILS

Goal 1: Academic			
<i>Increase College and Career readiness rates by 5% annually.</i>			
<i>Interim Objective 1.2:</i> Continuously monitor disaggregated progress of all students and accountability subgroups towards District goals.			
➤ Develop and implement a District Data Cycle that articulates timelines, processes, roles, and responsibilities for data gathering, analysis, and reporting.			
<i>How</i> Major Tasks / Activities	<i>Professional Development / Resources</i>	<i>Time-line</i> Dates / Monitoring Implementation	<i>Responsibility</i> Who Does It
Establish district-wide data cycle: <ul style="list-style-type: none"> Delineate steps of data cycle and articulate actions for each 	Data cycle and related calendar	by end of summer 2015; to be reviewed and updated annually	Exec. Dir. of Ins. and Asmnt./ Dir. of ISS Bldng. Admin. Building Teams
Develop uniform K-12 format for 5-week reporting of disaggregated building and subgroup data.	Excel PD targeted at utilization of 5-week reports	Format developed and communicated by end of summer 2015.	Exec. Dir. Of Ins. And Asmnt. Dir. of ISS Dir. of Lit.and UPK Dir. of SSP Dir. of Tech. Dir. of Sp. Ed.
Set and monitor differentiated academic goals by building and subgroup.	5-week data reports	Baseline data provided to buildings each year by end of September; progress updated every 5-weeks throughout year	Dir. of ISS
		Buildings set differentiated goals each Sept.; monitor progress and action-plan every 5-weeks throughout year with support from district directors	Bldng. Principals Bldng. Teams Dir. of ISS Dir. of Lit.and UPK Dir. of SSP Dir. of Tech. Dir. of Sp. Ed.

IMPLEMENTATION PLAN DETAILS

Goal 1: Academic			
Increase College and Career readiness rates by 5% annually.			
<i>Interim Objective 1.3:</i> Fully implement the District’s “Pyramid of Interventions” with regard to academics; and monitor progress towards interim goals based on the following indicators:			
<ul style="list-style-type: none"> ➤ Proportions of students in Tiers I/ II/ III based on STAR Reading/ Math/ Early Literacy percentile rankings ➤ Rates of students meeting STAR’s “Moderate” and “Ambitious” individual growth targets. ➤ Application of responses and procedures for students in Tier II, Tier III, or who are failing to meet “Moderate” growth targets, as prescribed by “Pyramid of Interventions” 			
How Major Tasks / Activities	Professional Development / Resources	Time-line Dates / Monitoring Implementation	Responsibility Who Does It
Develop an “ <i>If...then...</i> ” resource for aligning progress monitoring data with the most appropriate research-based interventions.	Communication of “ <i>If...then...</i> ” resource and “Interventions Inventory” PD in effective use of “ <i>If...then...</i> ” resource for RtI decision-making.	Develop “Interventions Inventory” and “ <i>If...Then...</i> ” tool by end of summer 2015. Update annually each summer.	Dir. of ISS Dir. of Lit.and UPK
		Utilize “ <i>If...then...</i> ” tool for development of intervention plans.	Bldng. Admin. Bldng. Data Teams Instructional Staff
Develop format for monitoring and reporting on actual proportions of FCSD students in each tier of “Pyramid of Interventions.”	Use format to report on status and progress with DCC, ECC, SCC, and at AIS meetings.	Format developed by end of summer 2015	Exec. Dir. Of Ins. and Asmnt. Dir. of ISS Dir. of SSP Dir. of Sp.Ed.
		Bi-monthly at Curriculum Council and AIS Meetings and Special Ed. Meetings	Exec. Dir. af Ins. and Asmnt. Dir. of ISS Dir. of Lit.and UPK Dir. of Sp.Ed.
Use this data to set building and district goals for right-sizing of tier proportions.	Pyramid of Interventions	Baseline data provided each year by end of September; progress updated every 5-weeks throughout year	Dir. of ISS
		District and Bldng. goals set each Sept.; monitor progress and action-plan every 5-weeks throughout year	Dir. of SSP Bldng. Principals Bldng. Teams Dir. of Sp.Ed.

IMPLEMENTATION PLAN DETAILS

Goal 2: Behavior

80% of students district-wide will consistently meet behavior and attendance expectations.

Interim Objective 2.1: Fully implement the District’s “Pyramid of Interventions” with regard to behavior and attendance; and monitor progress towards interim goals based on the following indicators:

- Proportions of students in Tiers I/ II/ III based on SWIS reporting of “Major” and “Minor” referrals
- Rates of students advancing from higher to lower Tiers (i.e. III to II, II to I)
- Application of responses and procedures for students in Tier II, Tier III, as prescribed by “Pyramid of Interventions”

<i>How</i> Major Tasks / Activities	<i>Professional Development / Resources</i>	<i>Time-line</i> Dates / Monitoring Implementation	<i>Responsibility</i> Who Does It
Develop an “ <i>If...then...</i> ” resource for aligning progress monitoring data with the most appropriate research-based interventions.	Communication of “ <i>If...then...</i> ” resource and “Interventions Inventory” PD in effective use of “ <i>If...then...</i> ” resource for RtI decision-making.	Develop “Interventions Inventory” and “ <i>If...Then...</i> ” tool by end of summer 2016. Update annually each summer.	Dir. of ISS Dir. of SSP Dir. of Sp. Ed.
		Utilize “ <i>If...then...</i> ” tool for development of intervention plans.	Bldng. Admin. Bldng. Data Teams Instructional Staff
Develop format for monitoring and reporting on actual proportions of FCSD students in each tier of “Pyramid of Interventions.”	Use format to report on status and progress with DCC, ECC, SCC	Format developed by end of summer 2015	Exec. Dir. Of Ins. And Asmnt. Dir. of ISS Dir. of SSP
		Bi-monthly at Curriculum Council	Exec. Dir. Of Ins. And Asmnt. Dir. of ISS Dir. of Lit.and UPK
Use this data to set building and district goals for right-sizing of tier proportions.	Pyramid of Interventions	Baseline data provided each year by end of September; progress updated every 5-weeks throughout year	Dir. of ISS
		District and Bldng. Goals set each Sept.; monitor progress and action-plan every 5-weeks throughout year	Dir. of SSP Bldng. Principals Bldng. Teams

IMPLEMENTATION PLAN DETAILS

Goal 3: Community Engagement: Increase participation of economically disadvantaged students and families in community engagement offerings and opportunities.			
<p><i>Interim Objective 3.1:</i> Develop a system for documenting, measuring, and monitoring the District’s engagement opportunities and offerings, and participation therein.</p> <ul style="list-style-type: none"> ➤ Utilize new system to establish baseline levels of participation from which measurable goals can be set for increasing participation in the future. 			
<i>How</i>	<i>Professional Development / Resources</i>	<i>Time-line</i>	<i>Responsibility</i>
Major Tasks / Activities		Dates / Monitoring Implementation	Who Does It
Develop and implement process for logging student/family participation in Schooltool.	Schooltool application to be developed with support of CNYRIC.	By end of summer 2015	Dir. of ISS Dir. of Tech. Dir. of SSP
	Communication to buildings and training on use of Schooltool application	By end of September 2015	Dir. of Tech.
		Use of Schooltool for logging participation at all community engagement events	Building staff
Establish baseline data on community engagement offerings (<i>ex. Diversity of location/ time/ type/ audience/stakeholder representation</i>)	Data extracted from Schooltool	By end of July 2016 Updated by end of July 2017	Dir. of ISS
Set measurable goals for increasing participation at Community Engagement events.	Use District DDI protocol to analyze baseline data and action-plan.	By end of August 2016 for 2016-2017 By end of August 2017 for 2017-2018	Exec. Dir. of Ins. and Asmnt. Dir. of ISS Dir. of Tech. Dir. of SSP Bldng. Principals

EVALUATING AND REPORTING RESULTS

EXPLAIN HOW THE DISTRICT WILL COMMUNICATE THE PLAN TO ALL STAKEHOLDERS.

The Fulton City School District has outlined a communication system for the dissemination of information regarding the Comprehensive District Education Plan. The District recognizes CDEP as a tool for combining the many-faceted efforts of the District and believes that the school community will benefit from having a coherent educational plan. Our CDEP plan will be communicated through the following forums:

1. The CDEP will be posted on the District website.
2. A “CDEP Road Show” – a CDEP PowerPoint presentation will be developed.
3. A 1-2 page handout will be developed and distributed to staff and those attending presentations.
4. The CDEP will be shared through presentations at faculty meetings.
5. The CDEP will be shared through presentations to business and community leaders.
6. The CDEP will be presented to the ECC and SCC in fall 2015 (awareness) and spring 2016 (evaluation) and annually thereafter.
7. The CDEP will serve as a resource for building teams in the development of building goals and plans.
8. The CDEP will serve as a resource for addressing District In Need of Improvement status.

EVALUATING AND REPORTING RESULTS (CONT.)

EXPLAIN HOW THE DISTRICT AND THE PLANNING COMMITTEE WILL USE EVALUATION RESULTS AND DATA TO REVISE STRATEGIES.

The District Curriculum Council will specify at least two meetings a year dedicated to monitoring the CDEP. These meetings will focus on reviewing data collected for each implementation activity according to their respective timelines outlined in the Objective / Activities Charts in order to monitor the effectiveness of the activities in progression toward the annual goals. According to the implementation timeline, the DCC will evaluate all relevant student achievement data. The DCC will also facilitate the sharing of appropriate data to the various committees outlined in the Plan for their review and recommendations. Annually, the Goals, Objectives, and Activities will be revisited based upon NYS student achievement data, local data, and interim evaluation of activities.

Each spring, the DCC will review the recommendations provided by the various committees, enabling the DCC to revise and update the CDEP as necessary. The CDEP Committee anticipates feedback from:

- Grade Level / Building Level / Department Level Committees
- The ECC and SCC
- The Professional Development Committee
- The District Assessment Team
- The APPR Committee
- District PBIS Team, Universal Building Teams, Targeted Teams

COMPREHENSIVE DISTRICT EDUCATION PLAN ASSURANCES

THE SUPERINTENDENT CERTIFIES THAT:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

Signature (Superintendent of Schools)

Date