

LEA Name:	Fulton City School District
BEDS Code:	46-05-00-01-0000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)

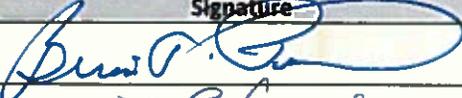
Contact Name	Elizabeth Conners	Title	Executive Director of Instruction and Assessment
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Website for Published Plan	http://www.fultoncsd.org/		

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		Brian Pulvino	7/31/2017
President, B.O.E. / Chancellor or Chancellor's Designee		David Cordone	7/31/2017

Statement of Assurances

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

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

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

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

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

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

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

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
October 24, 2016	Education Center - BOE Room		
December 12, 2016	Education Center - BOE Room		
February 13, 2017	Education Center - BOE Room		
May 8, 2017	Education Center - BOE Room		
June 12, 2017	Education Center - BOE Room		

Name	Title / Organization	Signature
Brian Pulvino	Superintendent/ Fulton City School District	
Betsy Connors	EDIA/ Fulton City School District	
Dan Carroll	Director of Instructional Support Services/ Fulton City School District	
Geri Geitner	Director of Student Support Services/ Fulton City School District	
Teresa Hill	School Improvement Coordinator/ Fulton City School District	
Amy Stephenson	GRB High School Assistant Principal/ Fulton City School District	
Danielle Florio	GRB English Teacher and Department Chair/ Fulton City School District	
Ami LaDuc	GRB English Teacher and Administrative Intern/ Fulton City School District	
Mary Ann Schrek	Parent - GRB High School	
Jean Ciesla	Fairgrieve Principal/ Fulton City School District	
Michelle Briggs	Lanigan Elementary RtI Math Specialist/ Fulton City School District	
Phineas Stevens	Volney RtI ELA Specialist and Admisitrative Intern/ Fulton City School District	
Shannon Beebe	Parent - Granby Elementary School	
Amity Kerr	Parent - Fairgreive Elementary School	
Kerrie Phillips	Fairgrieve Elementary Teacher and FTA Representative/ Fulton City School District	

District Information Sheet

District Information Sheet							
District Grade Configuration		Total Student Enrollment	3593	% Title I Population	62%	% Attendance Rate	91%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0.3%	% Black or African American	1.5%	% Hispanic or Latino	4.3%	% Asian, Native Hawaiian/Other Pacific Islander	0.6%	% White	91.3%	% Multi-Racial	1.9%

Overall State Accountability Status											
Number of Focus Schools	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools	2	Number of Schools in Accountability Status	3	Number of Title I SIG 1003(a) Recipient Schools	3	Number of Title I SIG 1003(g) Recipient Schools	3

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
x	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
x	Students with Disabilities		Limited English Proficient
x	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"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | 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"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

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

- Tenet 1: District Leadership and Capacity
- 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").

- 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).

Implementation with fidelity of the FCSD Look-For Document

- 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.

Realized the need to align the action steps of our various district and building plans

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

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

The highlights of the improvement initiatives include moving to a more student centered approach that focuses on: Tier 1 instruction and mastery of the essential standards in ELA; that establishes protocols for: PLC meetings, student led conferences, SEDH; and creates a more effective structure for meetings and communication at both the district and building level.

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

Continued focus on Tier 1 Instruction that improves learning for all students, increased communication between stakeholders, increased parent engagement, and a greater focus on Student social emotional development health

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

The 2017-2018 DCIP directly ties into the FCSD guiding principle 1 - The Fulton City School District shall create a safe, secure and positive learning environment fostering effective relationships among students, parents and staff, 2 - The Fulton City School District shall communicate effectively and intentionally throughout the district and will all communities of which it is a part, and 3- The Fulton City School District shall provide quality educational experiences which meet the needs of all learners.

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

Increase

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

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

The

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

Professional development opportunities will be provided throughout the 2017-2018 school year as outlined in the DCIP action plan. Professional development will occur at both the district and building level. The district has placed an instructional coach in each building beginning with the 2017-2018 school year in order to provide job embedded, differentiated professional development.

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

School leaders will work to strengthen relationships with school staff and community by providing time for personal interactions with various stakeholder groups throughout the year.

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

The plan will be shared publicly at a BOE education meeting (July 2017), will be posted on FCSD website, and will be reviewed at the October District Site Based Meeting

For Districts with Priority Schools: Whole School Reform Model - N/A

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						
Student Drop-Out Rate						
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)						
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"						
Teacher Attendance at Professional Development						
Parent Attendance at Workshops						
Parent Participation in District/School Surveys					Y	y
Committee restructuring and communication plan	y					
Student STAR/ DRA		Y	y			
Fulton City School District Look For Data				y		
Student Participation in District/Schools Survey					y	
Parent participation in student-led conference						y

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	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:		
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.	During the DTAR conducted in May 2017 it was determined that current committees and structures have not resulted in effective communication or consistent implementation of district-wide systems and expectations, which has resulted in inconsistent levels of student achievement and growth across grade-levels and buildings. Committee structures and systems of communication need to be analyzed and adjusted to support the attainment of identified district and building goals for student achievement.	
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 May 1, 2018 the Superintendent and district leaders will complete a plan to reconfigure district committee and communication structures to be implemented by July 1, 2018.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Committee restructuring and communication plan	
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.
July 1, 2017	August 31, 2017	The Superintendent and EDIA will develop a plan to analyze current district committees and structures to determine the most effective configuration leading to district-wide improvement and accountability for action plan implementation (DCIP, SCEP, QUIP, LAP, PD, RTI, PBIS, Technology, Curriculum Management, CDEP).
September 2017	January 1, 2018	The superintendent will designate a facilitator who will convene administrators and teachers to analyze current district committees and structures to determine the most effective configuration leading to district-wide improvement and accountability for action plan implementation and make recommendations to the Superintendent and his team.
January 1, 2018	May 1, 2018	The Superintendent will work with district and building leaders to develop an action plan based on the recommendations for changes to the committee structures in order to promote attainment of district and building goals for student achievement.
May 1, 2018	July 1, 2018	The Superintendent, EDIA, and district leaders will communicate with all members of the Fulton City School District the reconfiguration plan for committee structures and communication systems as well as expectations for implementation to ensure all members understand committee structure and purpose in fostering student achievement.
January 1, 2018	March 31, 2018	The Superintendent will convene district and building leaders to analyze current methods of communication and identify areas for improvement.
January 1, 2018	March 31, 2018	The Superintendent and EDIA will facilitate district and building leaders in developing a communication plan to promote stakeholder understanding of their roles and responsibilities for supporting school improvement at the district and building level.
September 2017	June 2018	The Superintendent and district leaders, in collaboration with the Teachers' Association, will evaluate the effectiveness of the current facilitator model to establish clear and consistent expectations for facilitators and their role in school improvement.

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:		
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.		During the DTAR conducted in May 2017 it was determined that there is no clearly defined purpose and expectation regarding PLC meetings nor a structure to monitor consistent implementation across the district and as a result there has not been a sufficient focus on Tier 1 instruction to impact student achievement.
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 2018 there will be an increase in percentage of students passing all classes in grades 7-12 (Tier 1) and an increase in grades 2-6 (Tier 1) in STAR Reading and Math and an increase in DRA K-1. Baseline and targets TBD after final grades June 2017
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student STAR/ DRA
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.
July 1, 2017	July 17, 2017	The Superintendent and EDIA will define and communicate the purpose and expectations of all PLC meetings in promoting tier one instruction in order to develop a consistent understanding and implementation of PLC systems across all buildings and grade-levels
July 1, 2017	July 17, 2017	The Superintendent, EDIA, and personnel director will establish expectations of minimum time to be dedicated to PLC collaboration and provide required support for implementation of the established schedule in order to improve Tier 1 instruction for all students.
July 1, 2017	July 17, 2017	The Superintendent and EDIA will identify a process for monitoring the effective implementation of PLC meetings across district and will communicate this process with building leaders to ensure consistency across the district.
September 5, 2017	June 30, 2018	The Superintendent and EDIA will require building leaders to submit evidence of effective PLC meetings quarterly to ensure that tier one instructional adjustments are occurring in the classroom on a consistent basis.
September 5, 2017	June 30, 2018	The EDIA will add PLC discussion to each K=12 principal/director meeting agenda. Sample PLC minutes collected from buildings will be shared and discussed for feedback and consistency of implementation throughout the six buildings.
July 1, 2017	August 31, 2017	Directors and coaches, in collaboration with building principals, will develop a guidance document that outlines the PLC collaboration process for examining student work and making adjustments to Tier 1 instruction to benefit all students in order to increase student achievement.
July 1, 2017	August 31, 2017	Directors and coaches, in collaboration with building principals, will develop a guidance document that outlines the PLC collaboration process for using student data to develop small group and individual interventions in order to increase student achievement.
July 1, 2017	August 1, 2017	The EDIA will develop a plan to provide training on PLC systems for directors, coaches, and building principals in order to promote consistent understanding and implementation of PLC systems in addressing tier one interventions across all buildings and grade-levels.
July 1, 2017	July 17, 2017	The Superintendent and EDIA will define and communicate the role of instructional coaches in the PLC collaboration process in order to develop a common understanding and consistency of PLC implementation in providing tier one interventions in all classrooms.

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:	
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.	During the DTAR conducted in May 2017, it was determined that there is a need to develop common understanding, provide support and monitor the consistent implementation of the K-12 ELA Essentials Standards and intensify the instructional focus on those standards to ensure high levels of rigor and mastery for all students.
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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.	5% Increase in percentage of students in Tier 1 as measured by STAR Reading Percentile Rank (Grades 2-12) and DRA Grade Level Benchmark (Kindergarten and First Grade) by end of 2017-2018 school year compared to end of 2016-2017 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student STAR/ DRA

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.
July 1, 2017	June 30, 2018	Superintendent, EDIA, and Director of Literacy will bring administration, department chairs, and coaches together in the summer 2017 to share a common understanding of ELA Tier 1 Instruction for leaders that will be revisited monthly at leadership meetings.
July 1, 2017	July 30, 2017	Superintendent, EDIA, Director of Literacy, Director of Instructional Support Services, Instructional Coaches will create a series of district power points that outline expectations for ELA Instruction and ELA Essentials standards to promote a common understanding and consistent expectations in every building and result in increased student achievement. (i.e. student responsibility for critical thinking, effective embedded instructional practices, Tier 1 ELA instruction, understanding of the ELA shifts)
August 31, 2017	June 30, 2018	Under the direction of the Superintendent and EDIA, and with support of the Director of Literacy and instructional coaches, Principals will turn key a series of power point presentations in their buildings to develop common understanding of ELA Instructional priorities and ELA Essential Standards to promote student achievement.
July 19, 2017	August 30, 2017	Principals will communicate in writing to the Superintendent and EDIA the method and schedule by which they will turnkey the power point presentations to all staff in their building to guarantee consistency across all buildings.
August 31, 2017	June 30, 2018	Superintendent and EDIA will monitor the implementation of the series of power points by the principals at the building level to ensure that all teachers gain a common understanding of the ELA priorities and expectations for ELA instructing across the district.
August 31, 2017	June 30, 2018	Staff participation in the ELA professional development series (power points) will be documented in My Learning Plan to monitor that all teachers have been provided consistent information to improve instructional practices across the district.
July 1, 2017	August 31, 2017	Superintendent and EDIA will develop a follow up plan for staff not in attendance during the presentation, that will be executed by building principals, to ensure consistency of this specific ELA professional development across the district.
July 1, 2017	August 31, 2017	Consistent PLC protocols will be developed by directors, building principals and instructional coaches that will focus on collaboration regarding ELA essential standards and tier one instruction in order to increase student achievement for all students.
July 1, 2017	July 17, 2017	By July 17, 2017, the Superintendent and EDIA will develop and communicate a plan to monitor principals supervision of Tier 1 focused PLC protocols to ensure consistency in what staff across the district are discussing in PLC meetings.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	
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.	During the DTAR conducted in May 2017 it was determined that there is a need for instruction to be more rigorous and engaging and a need to increase student responsibility for critical thinking.
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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 Spring 2018, research-based indicators of engaging instruction will be observed in at least 91% of the districts classroom instruction as evidenced by instructional walkthroughs that are documented on the districts 2017-2018 Look-For tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Fulton City School District Look For Data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
July 1, 2017	August 31, 2017	The EDIA and district administrators will incorporate DTAR recommendations into the Fulton City School District developed Look-for document (increasing time students are working through texts themselves and opportunities for independent text-dependent writing) to improve instructional
July 1, 2017	July 17, 2017	The Superintendent and EDIA will schedule quarterly calibration meetings for district administrators and coaches on the 17-18 Look-fors in order to ensure consistency in the focus on instructional priorities in every classroom across the district.
September 5, 2017	June 2018	The PD committee will use information derived from the "look-for" data to inform professional development for the district as a whole, in addition to differentiated professional development opportunities for individuals/groups to support improving instructional practices that will lead to student achievement and College and Career Readiness.
July 1, 2017	June 30, 2018	The Director of Instructional Support Services will disaggregate "look-for" data for departments, grade-levels, and buildings to direct differentiated professional development needs.
July 17, 2017	June 30, 2018	The Superintendent will provide building and district administrators with written expectations for the responsibilities of the instructional coaches.
July 1, 2017	June 30, 2018	The Superintendent, EDIA, and Director of Personnel will preserve the fidelity of the instructional coach position by ensuring that 75% of the coaches responsibilities are dedicated to working directly with teachers to improve instruction as monitored by monthly reflections submitted by the coaches to the superintendent

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:		
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the	Based on DTSDE, district-led reviews and assessment of PBIS implementation using Tiered Fidelity Inventory in spring of 2017, a need was identified for consistent implementation of Tier 1 Social Emotional Learning for all students K-12.	
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 Spring 2018, PLC Associates survey results will reveal a 10% increase in Strongly Agree/Agree responses for the following benchmarks: - SPS benchmark #69 - Student behavior does not interfere with instruction. 2018 target = 42% - FES benchmark #39 - Student behavior does not interfere with instruction. 2018 target = 69% - SV 7-12 students benchmark #43 - Student behavior does not interfere with instruction during class time. 2018 target = 41% - SV K-6 students benchmark #44 Students in my school follow the rules. 2018 target tbd following baseline tbd at Week 5 of 2017-18	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Participation in District/School Surveys Student Participation in District/Schools Survey	
E1. Start Date:	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.
July 1, 2017	September 1, 2017	Superintendent, EDIA, Director of Student Support Services in collaboration with principals and PBIS teams, will define expectations for each building to implement dedicated time in master schedule for social emotional learning for all students K-12 to ensure consistency across the district in SEDH supports for all students.
July 1, 2017	November 1, 2017	Superintendent, EDIA and Director of Student Support Services will provide resources to implement evidence-based Tier 1 Social Emotional Learning Curriculum for all students K-6, 9-10 to ensure consistency across the district in SEDH supports for all students.
July 1, 2017	November 1, 2017	Superintendent, EDIA and Director of Student Support Services in collaboration with principals and PBIS teams, will develop a plan to implement an evidence-based Tier 1 Social Emotional Learning Curriculum for Grades 7-8, 11-12 to have consistency across the district in SEDH supports for all students.
July 1, 2017	July 30, 2017	The District PBIS Committee, with input from building teachers, teaching assistants, and aides will assess and communicate the need for specific targeted professional development around the implementation of the Social Emotional Learning Curriculum to the District PD Committee, EDIA and Superintendent to have consistency across the district in SEDH supports for all students.
July 1, 2017	September 15, 2017	Principals and building level PBIS teams will outline in writing, within their annual PBIS action plan, how Social Emotional Learning Curriculum will be implemented; action plans will be shared with Superintendent, EDIA, and Director of Student Support Services and posted on building websites to communicate across the district SEDH supports for all students.
July 1, 2017	September 15, 2017	Principals and building level PBIS teams, will outline in writing within their PBIS action plan, how all Fulton City School District members including parents and families will be made aware of social emotional learning goals and program implementation; action plans will be shared with Superintendent, EDIA, and Director of Student Support Services and posted on building websites to communicate across the district SEDH supports for all students.
September 1, 2017	June 30, 2018	On a quarterly basis, the District PBIS Committee, will assess progress toward implementation of building and district PBIS action plans and report progress to the Superintendent to assess impact of social emotional learning throughout the district.
July 1, 2017	September 1, 2017	The District PBIS Committee in collaboration with building principals and building PBIS teams will develop a plan to assess the impact of Social Emotional Learning implementation by conducting a survey of students in grades K-6 at 5 weeks and again between 35-40 weeks to assess their perception of "Students in my school follow the rules".
October 1, 2017	June 30, 2018	The Director of Student Support Services will support the building principals and PBIS teams to administer a 1 question survey to students in grades K-6 at 5 weeks and again between 35-40 weeks to assess their perception of "Students in my school follow the rules".

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:		
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the	Based on the results of the PLC Associates Family Engagement Survey in spring of 2017, a need was identified to improve the reciprocal partnership and communication with families regarding student needs and progress to increase student achievement.	
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>By the conclusion of the 2017-2018 school year 80% of families of students in grades K-10 will participate in a student-led conference in school or via an alternate format as measured by parent conference sign-in and/or feedback forms.</p> <p>In addition, PLC Associates Inc. administered its NYS-approved Family Engagement Survey in Spring 2017, and survey results revealed that staff, students, and families believe "Our school actively engages our family in conversations around needs and progress". (Question 41). By Spring 2018, survey results will reveal 10% increases as a district and by building in results that agree or strongly agree with the following indicators:</p> <p>(Families) "Our school actively engages our family in conversations around needs and progress" (2018 District Target = 80%) - 2018 Fairgrieve Target = 70%</p> <p>- 2018 Granby Target = 93%</p> <p>- 2018 Lanigan Target = 87%</p> <p>- 2018 Volney Target = 95%</p> <p>- 2018 Junior High Target = 40%</p> <p>-2018 GRB Target = 54%</p>	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>Parent Participation in District/School Surveys</p> <p>Parent participation in student-led conference</p>	
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.
July 1, 2017	July 31, 2017	The Superintendent and EDIA will communicate expectations in writing for all buildings to implement student led conferences for students K-10 during the 2017-18 school year in each building to promote parent engagement in student achievement.
September 5, 2017	June 30, 2017	The Superintendent will provide time in the instructional calendar to hold student-led conferences for all students K-10 in the 2017-18 school year to support effective implementation of the student-led conference models.
July 1, 2017	June 30, 2017	District and building administrators will investigate avenues to implement student-led conferences for students in grades 11 and 12 to provide consistent opportunities for high levels of family engagement at all grade levels for all students.
July 1, 2017	September 1, 2017	The Superintendent, EDIA and building administrators will develop and implement a plan to communicate the purpose, schedule and expected impact of student-led conferences to all members of the Fulton City School District community to increase awareness of the importance of family engagement in supporting student achievement.
July 1, 2017	September 1, 2017	The EDIA will develop a plan for providing professional development to staff K-10 on the effective implementation of student-led conferences to support staff and students in the effective implementation of the student-led conference models and foster home school partnerships.
September 5, 2017	April 1, 2018	Professional development on student-led conferences will be provided to all instructional and student support staff K-10 to support staff in the effective implementation of the student-led conference models and foster home school partnerships.
July 1, 2017	September 1, 2017	The Superintendent, EDIA, building and district administrators will develop and implement a plan to increase family participation in the Family Engagement survey to increase the sample size of those providing feedback on key indicators of school improvement.
July 1, 2017	April 1, 2018	The EDIA and Director of Student Support Services will work with building principals to explore alternative methods of presentation of student-led conferences for parents who are unable to participate at school to increase opportunities for family engagement.
July 1, 2017	November 1, 2017	Principals will submit a plan in writing to the Superintendent and EDIA for implementation of student-led conferences in their building, including schedule, communication to families and content of conferences to monitor the consistency of implementation across the district.

Focus District Set-Asides

Parent Education Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$1,266,590	1%	\$12,666

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside -- Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$1,266,590	#N/A	#N/A
Title II, Part A	\$171,355	#N/A	#N/A
Title III, Part A LEP (allocation listed only if required)	\$0	#N/A	#N/A
Total Federal Allocation Subject to Set-Aside	\$1,437,945	#N/A	#N/A

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$30,000
Title II, Part A	\$1,500
Title III, Part A LEP	\$0
Title VI REAP	\$0
School Improvement Section 1003(a) - SIG A	\$50,000
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	\$0
Local / General Funds	\$3,000
Total Funding Reserved for Improvement	\$84,500

#N/A

Required Activity	The District certifies that this activity will be completed with fidelity in 2017-18. (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	\$500	TBD	Title 1
Conduct DTSDE reviews, including administration of required annual surveys	Yes	\$30,000	TBD	Title 1
Develop high-quality DCIP and SCEP plans	Yes	\$7,000	TBD	Title 1
Review the qualifications of Priority and Focus School Leaders	Yes	\$0	TBD	Title 1
Submit quarterly leading indicators report to NYSED	Yes	\$1,000	TBD	Title 1
Evaluate the fidelity of program implementation	Yes	\$11,000	TBD	Title 1
Provide Public School Choice to students in Priority and Focus Schools	N/A	\$0	TBD	Title 1
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A	\$0	TBD	Title 1
TOTAL		\$49,500		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Fulton City School District	Focus District	\$34,000

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
G. Ray Bodly High School	Focus School	\$50,500
DISTRICT / BUILDING TOTALS		\$84,500

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$84,500
 Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? 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
G. 12,666 Ray Bodley High School	Focus	\$12,666
DISTRICT / BUILDING TOTALS		\$12,666

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$12,666
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES