

ENTER DATA INTO ALL YELLOW CELLS.

LEA Name:	Glens Falls Common School District
BEDS Code:	630918080000

2018-2019 District Comprehensive Improvement Plan (DCIP)



Contact Name	John Godfrey	Title	Superintendent
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		JOHN GODFREY	8/16/18
President, B.O.E. / Chancellor or Chancellor's Designee		Peter Blackbird	8/16/2018

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) and §3012(d).
- 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.

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 type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input checked="" 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 checked="" type="checkbox"/>	Moderate Degree (At least 50% of planned activities were funded.)
<input 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").

X	Tenet 1: District Leadership and Capacity
X	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
X	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).

The district attendance rate increased from 94.01% to 95.24% because the district had updated and put more effort into implementing its attendance policy. Less office referrals were made because of an improved referral system. More opportunities for Family Engagement were offered throughout the year.

- 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.

This is an area needing improvement. We spent monthly meetings moving forward with planning activities, but lacked follow-up of ongoing activities such as attendance letters/meetings.

In developing the CURRENT YEAR'S plan:

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

Continued increase in attendance rate; technology PD related to ELA and math; continued effort to reduce office referrals; continued effort to increase family engagement in academic areas

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

Improving/maintaining attendance rate; Provision of tech PD in ELA/math; Office referral reduction; Family engagement in academics areas

- 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. "Achieving Excellence": Increased attendance, decreased negative behaviors and increased family engagement all have a positive impact on student achievement.

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

Increased proficiency in ELA and math

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

Leadership Team, Lighthouse Team and PTA will continue to work side-by-side to improve all areas.

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

Time is always a barrier. Schedules now allow for more consultation time in the morning, but only in terms of minutes; SSAE grant will allow for more release time for tech PD

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
ELA and math PD will be a continued priority this year, with a focus on technology.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.
Social media; newsletters; faculty/staff meetings; internal memos

- List all the ways in which the current plan will be made widely available to the public.
Website, hard copies in office

Tenet 1: District Leadership and Capacity

<p>Tenet 1: District Leadership and Capacity</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May 2018-July 2018</p>	
<p>B2. DTSDE Review Type:</p>	<p>District Self-Review</p>	
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>Although the district met its goal of 95% attendance this year, we need to continue to work to maintain that rate and decrease the number of tardies and early dismissals.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2019, the overall attendance rate at Glens Falls Common School District will increase from 95.24% to 96.00%. Our Chronic absentee rate will decrease from 10% of our students to 5%. Average number of tardies per student will decrease from 6.06 to 5.00 and average number of early dismissals per student will decrease from 3.57 to 2.5.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Weekly Attendance Reports (SchoolTool™); Policy Review letters sent home to parents of students who receive (5) and (15) absences, tardies and early dismissals; Policy Review Meeting Acknowledgment between district reps and parents of students who receive (10) and (20) absences, tardies and early dismissals.</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>Sept. 2018</p>	<p>June. 2019</p>	<p>The district will consistently implement its attendance policy, including letters home and parent meetings.</p>

Tenet 2: School Leader Practices and Decisions

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>		
<p>B2. DTSDE Review Type:</p>		
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>*Because we are a 1 school district, Tenet 2 will mirror Tenet 1.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>		
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>#REF!</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>

Tenet 3: Curriculum Development and Support

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May 2018-July 2018</p>	
<p>B2. DTSDE Review Type:</p>	<p>District Self-Review</p>	
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>Although the district held a BootCamp day last summer that was used in part to have a discussion related to expectations of teachers and support staff roles, no teacher aides or assistants were in attendance (although all were invited to attend). The discussion continued anyway, and a good conversation was had. From the conversation, a TA Handbook was devised and monthly TA meetings were held with TAs, CSE co-chair/Curriculum Coordinator and School Social Worker. A number of TAs still struggled with defining their role in the classrooms that they worked in. The district needs to continue to support the TAs and the teachers that they work with to improve communication of expectations.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2019, communication of expectations of roles between teachers and support staff will improve, thus improving attention to student needs and overall academic improvement.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Monthly TA meeting attendance logs; Triannual survey of teachers and TAs on areas of concern.</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>Sep-18</p>	<p>Jun-19</p>	<p>Monthly Teacher aide/assistant Meetings to be held by CSE co-chair/Curriculum Coordinator and School Social Worker</p>
<p>Dec-18</p>	<p>Dec-18</p>	<p>Survey of teachers and TAs</p>
<p>Mar-19</p>	<p>Mar-19</p>	<p>Survey of teachers and TAs</p>
<p>Jun-19</p>	<p>Jun-19</p>	<p>Survey of teachers and TAs</p>
<p>Sep-18</p>	<p>Jun-19</p>	<p>Follow through of support for Teachers and TAs related to concerns by Superintendent, CSE co-chair/Curriculum Coordinator and School Social Worker</p>
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Tenet 5: Student Social and Emotional Developmental Health

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May 2018-July 2018</p>	
<p>B2. DTSDE Review Type:</p>	<p>District Led Review</p>	
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>The district was successful on decreasing the amount of time students spend out of instruction and in the office due to behaviors, by creating new Minor Incident Reports and Office Referrals, along with a clear list of behaviors that correspond to each form. The district will need to review the forms and process for each with district faculty/staff in order to maintain the integrity of the process and further reduce time out of instruction for students' minor behaviors.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By September 2018, the superintendent will review the district's Behavior Referral process with all faculty/staff.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>		
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>Sep-18</p>	<p>Sep-18</p>	<p>The superintendent will review the district's Behavior Referral process with all faculty/staff at the September 4, 2018 Superintendent's Conference Day.</p>

Tenet 6: Family and Community Engagement

<p>A. Statement of Practice Addressed:</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>May 2018-July 2018</p>	
<p>B2. DTSDE Review Type:</p>	<p>District Self-Review</p>	
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>Each year, the district has focused on surveying parents and other family members to gain feedback on opportunities for family engagement in our district. This activity has helped us determine what types of activities families are interested in being a part of, and offering more opportunities for family participation. The district recognizes there is a significant connection between family engagement in school and attendance (ultimately student achievement). The district needs to continue to offer more engagement opportunities, both social and academic to our families.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2019, the district will have held at least 1 opportunity per month for 100% of our school families to come together to participate in a school activity. The activities will be either social or academic related.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Surveys; activity announcements/invitations</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>Sep-18</p>	<p>Sep-18</p>	<p>Leadership Team will revise a parent survey to be completed at Fall Open House to include questions regarding activities families already participate in and additional activities they would like to see offered.</p>
<p>Oct-18</p>	<p>Jun-19</p>	<p>Leadership Team will work cooperatively with PTA; Student Government and the Lighthouse Team to pre-plan monthly engagement activities.</p>

