

LEA Name:	Port Jervis City School District
BEDS Code:	44180005000

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2016-2017 District Comprehensive Improvement Plan (DCIP)

Contact Name	Cynthia Benedict	Title	Assistant Superintendent for Instruction
Phone	845-858-3100	Email	<a href="mailto:Cbenedict@pjschools.org">Cbenedict@pjschools.org</a>
Website for Published Plan	<a href="http://www.pjschools.org">www.pjschools.org</a>		

**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	<i>Thomas M. Bongiovi</i>	Thomas M. Bongiovi	8/1/2016
President, B.O.E. / Chancellor or Chancellor's Designee	<i>Deborah Lasch</i>	Deborah Lasch	8/1/2016

## 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)
July 11, 2016	High School Library		
July 12, 2016	High School Library		
July 13, 2016	High School Library		

Name	Title / Organization	Signature
Karen Howard	School Tax Collector/Parent	<i>Karen Howard</i>
Thomas Faggione	PJCSD Public Information Specialist/Orange County Legislator	<i>Thomas Faggione</i>
Peggy Fitzgerald	CSE/CPSE Chairperson/ PJCSD	<i>Peggy Fitzgerald</i>
Meagan Sullivan	Director of PPS/PJCSD	<i>Meagan Sullivan</i>
Brett Cancredi	Principal/Anna S. Kuhl Elementary School	<i>Brett Cancredi</i>
Jean Fazzino Lain	Principal/ Port Jervis Middle School	<i>Jean Fazzino Lain</i>
Greg Speranza	Consultant/PLC Associates Facilitator	<i>Greg Speranza</i>
Tom Rickard	Assistant Principal/ Port Jervis High School	<i>Tom Rickard</i>
Jared Kahmar	Principal / Hamilton Bicentennial Elementary School	<i>Jared Kahmar</i>
Nicole Ey	Assistant Principal/Anna S. Kuhl Elementary School	<i>Nicole Ey</i>
Larry Gotham	Orange Ulster BOCES	<i>Larry Gotham</i>
Thomas Bongiovi	Superintendent/PJCSD	<i>Thomas Bongiovi</i>
Cynthia Benedict	Assistant Superintendent for Instruction/PJCSD	<i>Cynthia Benedict</i>
Andrew Marotta	Principal/Port Jervis High School	<i>Andrew Marotta</i>
Anthony Lazzaro	Assistant Principal/Port Jervis Middle School	<i>Anthony Lazzaro</i>

## District Information Sheet

District Information Sheet							
District Grade Configuration	K-12	Total Student Enrollment	2,724	% Title I Population	62	% Attendance Rate	94

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.3	% Black or African American	8	% Hispanic or Latino	12.7	% Asian, Native Hawaiian/Other Pacific Islander	1.2	% White	73.5	% Multi-Racial	3.8

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

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		x
x	Hispanic or Latino		
x	White		x
x	Students with Disabilities		
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		x
x	Hispanic or Latino		
x	White		x
x	Students with Disabilities		
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		
	Hispanic or Latino		
	White		
	Students with Disabilities		
	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").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

**2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").**

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

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

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").**

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

**5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

- 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).

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

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

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

This year's DCIP has initiatives in Tenets three and four which improve their Schools' practices related to the use of data based groupings in order to meet the needs of all learners, as well as to promote the development of higher level questions to challenge all learners, and create a more rigorous learning environment for all students. In Tenet five, the focus is on the process to identify students who may need more social and emotional support. In Tenet six, the focus is on the development of greater relationships with families by having each teacher call each of their students' families at least once a year with good news. Tenet two focuses on a systematic approach to ensure that the instructional initiatives in Tenets three and four are done with fidelity, as well as to provide teachers the quality feedback they need to improve teacher practice in these areas.

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

The identified needs are a lack of rigorous instruction, differentiated instruction based on data, the recognition and support for students who have social and emotional needs which are unable to be supported in a tier one setting only. Also, there is a need for teachers to bond with families, as there is a disconnect with communication and attendance at school-wide events. This has led to a lack of information for families to support their child's social, emotional and academic needs at home.

- 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 Port Jervis City School District, in partnership with our community, has an uncompromising commitment to measurably improve student achievement and prepare students to be productive and responsible life-long learners, ready to meet the challenges of citizenship in our ever-changing global society." As a result of our mission, we believe that our actions in the DCIP will lead to improved academic achievement, student social and emotional health, and engage our families to partner with us to help achieve these goals.

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

The goal for the economically disadvantaged subgroup is from current 57.5 to the NYS cut score of 64. The goal for the special education population is to move from 6.5 to 16.5.

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

The District will monitor progress in the Middle School using a data dashboard to demonstrate progress towards the school and District SMART Goals.

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

The District and School Leaders expect that the vast majority of teachers will relish these goals and work hard and in earnest to improve practice related to attainment of the SMART Goals. However, the School Leaders also anticipate that a few staff members may not be aligned to these new practices and as a result, will work with the staff to establish expectations and support to ensure that all are able to carry forth these new practices.

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

The School Leaders will provide professional development in the areas of data driven instruction, differentiated instruction, tiered support for students and family engagement.

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

Through Staff Meetings, Superintendent Conference Days, Emails, Grade Level Meetings, Data Meetings, Department Level Meetings, School Improvement Team Meetings, Child Study Meetings, Open Houses, Parent Conferences, District Meetings, School and District Website, Phone Calls and Meetings to Families.

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

Through the District and School Website, Parent Meetings, Open Houses, Newsletters, Parent Surveys.

## For Districts with Priority Schools: Whole School Reform Model

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

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

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

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

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



## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May, 2016
<b>B2. DTSDE Review Type:</b>	Middle School- IIT Review

<b>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.</b>	The District Leadership team needs to develop a monitoring system with School Leaders and provide training on the effective use of data so that we can monitor the impact of district and school initiatives, teacher practice, student engagement, and student achievement. The schools currently do not have systems in place to determine if they are providing the appropriate levels of support to its students. Though the District does collect data related to its schools' practices, it does not routinely analyze this data throughout the year to determine if the schools are on track to meet their goals, or if the initiatives are having the positive impact on their school communities, as intended. As a result, the District Leadership believes that the following SMART Goal will regularly inform the District of both District and school progress.
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<b>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.</b>	By September, 2016, the District Leadership will develop a system, where every other month, the School Leaders will review their school's data dashboards with the District Leadership, in order to monitor the progress of each of the school's SMART Goals related to five key District and School initiatives, involving teacher planning, practice and student achievement. As a result of this practice, each school will attain 80% of its 2016-17 SMART Goals by June, 2017.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students School Leadership Classroom Walk Through Visits and Monitoring School Leadership Lesson Plan Collection and Monitoring Data Dashboards
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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, 2016	September, 2016	By September, 2016, the District leadership will develop a system, where every other month, 100% of all School Leaders will review their school's data dashboards with the District Leadership, in order to monitor the progress of each of the school's SMART Goals related to three key District and School initiatives, involving teacher practice, student engagement and student achievement.
July, 2016	June, 2017	District Leaders will contract with PLC Associates to provide professional development with our administrative team regarding the development of SMART goals and the use of data to monitor the impact of district and school initiatives.
September, 2016	June, 2017	District leaders will ensure regular meetings where Data Dashboards are reviewed and discussions occur between the District and School Leaders on progress towards SMART Goal attainment and related District support.

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May, 2016
<b>B2. DTSDE Review Type:</b>	Middle School- IIT Review

<b>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.</b>	The IIT Report for the Middle School reported that it currently does not have a means to track teacher practice, school-wide- to note trends or be able to provide formative feedback necessary to improve teacher practice in regards to planning and practice (Tenets three and four). The District Leadership and the other school leaders also stated that they do not systematically track teacher practices. As a result, all school and District leaders believe that they need to install a system to monitor teacher planning and practice to ensure that the SMART Goals for tenets three and four are accomplished, by June, 2017.
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<b>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.</b>	In order to ensure that the 80% of each school's SMART Goals for tenets three and four are achieved by June, 2017, starting in September, 2016, the District Leadership will ensure that each School Leadership Team member- Principal and Assistant Principal and possibly the SESIS- will visit each teacher's classroom a minimum of once every two months for a non-evaluative, informal classroom walk through visit, in which they will gather data related to the school's five "Look-For"- Data Driven Instruction, Differentiated Groupings, Lesson Objectives, Higher Level Questions and Peer Engagement- and use this data to determine if the teachers are providing improved instruction in each of these areas, school-wide. Within 24 hours of each classroom visit, the
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	The School Leadership will keep a log of the practices that they observe when they visit classrooms, and will track to determine of practice if more frequent and improved based on increased PD and support in these areas. Every two months, after each visitation cycle, which will occur at the end of October; end of December; end of February; end of April and end of June- the School Leadership will determine the quality of these school-wide practices, as related to the Danielson rubric, and make decisions related to PD, feedback and support the instructional staff in order to accelerate improvement in

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
August, 2016	August, 2016	The District and School Leadership will be Trained in Leveraged Leadership by PLC Associates and possibly the SESIS to learn about effective ways to develop classroom walk through protocols, provide feedback to Teachers based on the School's main instructional initiatives, and promote effective communication between the School Leadership and Teachers, leading to improved instructional practices and increased student achievement.
August, 2016	September, 2016	PD for District and School Leadership on Data Driven Instruction, Professional Learning Community Protocols, and Tying Instructional Strategies to Data and Differentiated Instruction- Provided by the School District and possibly the SESIS- This PD will take place prior to school year starting in September and will be led by the School District or other organizations contracted by the School District.
August, 2016	October, 2016	PD for Teachers on Data Driven Instruction, Professional Learning Community Protocols, Tying Instructional Strategies to Data and Differentiated Instruction- Provided by the School Leadership and School District and possibly the SESIS- This PD will take place during Staff Meetings, the Half Day PD per month as well as Grade Teams which the School Leadership participate.
September, 2016	June, 2017	Begin Grade Team Meetings- School Leaders and possibly the SESIS will be a part of a minimum of two a week for each of the two teams they supervise.
September, 2016	May, 2017	The District and School Leadership will be Trained in Leveraged Leadership by PLC Associates and possibly the SESIS, to learn about and practice effective ways to develop classroom walk through protocols, provide feedback to Teachers based on the School's main instructional initiatives, and promote effective communication between the School Leadership and Teachers, leading to improved instructional practices and increased student achievement. Leveraged Leadership sessions will be held each month, and include research based strategies, as well as calibration walks, meant to calibrate the findings and feedback each School Leader would provide Teachers.

July, 2016	August, 2016	The School and District Leadership and possibly the SESIS will develop a Classroom Walk Through document, tied to the school's initiatives in Data Driven Instruction, to gauge if instruction is being informed by data, with greater frequency and quality, as a result of the Grade Meetings and DDI protocols.
September, 2016	June, 2017	The School Leadership and possibly the SESIS will visit each class a minimum of once a month and document practices related to Data Driven Instruction, to monitor whether Teacher practice in this area has improved as a result of the Grade Meetings and Data Driven Instruction support. The school leadership will track practices, school wide, to determine what supports to provide their teaching staff to ensure that 90% of all teachers meet the SMART goal by June, 2017.
September, 2016	June, 2017	The School Leadership and SESIS will review each teacher's lesson plans every two months, and use the classroom walk through tool to gauge the quality of the school's Look Fors- DDI, Differentiated Groupings, Lesson Objectives,
September, 2016	June, 2017	The School Leadership and SESIS will provide staff with regular PD in the use of Blooms Taxonomy in order to create expectations in regards to rigorous lesson planning and instruction.

### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May, 2016
<b>B2. DTSDE Review Type:</b>	Middle School- IIT Review

<b>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.</b>	The IIT Review from May 2016 clearly stated that Port Jarvis Middle School does not have a protocol around the use of data to drive instructional decisions by teachers, and though time is set aside for teachers to plan together and discuss individual student performance, these Grade Meetings do not lead to varied instructional strategies, leading to strategic student groupings, in order to meet the needs of all learners. The District Leadership and other school leaders agree that this is also lacking at their schools. Additionally, the review team found that there was not a monitoring system by the School Leadership to ensure that all teachers understood what they were to do during this Grade Meeting time, or to ensure that it resulted in improved teacher practice leading to improved student performance. The School Leaders Port Jarvis agrees with these findings, and as such, will ensure that the goals
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<b>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.</b>	By June, 2017, the District Leadership will ensure that 90% of all teachers in the School District will use formative assessment data- which corresponds to lesson objectives- to plan instructional groupings for each of their classes, a minimum of one time per week. Students will be grouped according to ability levels, and will receive instruction different from each of the other groups in the class. By September 30, 2016, 30% of classrooms will demonstrate this practice; by November 30, 2016, 50% of classrooms will demonstrate this practice; by January 30, 2017, 60% of all classrooms will demonstrate this practice and by March 30, 2017, 75% of classrooms will demonstrate this practice.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	To ensure that this practice is happening, the School Leadership will monitor the minutes from each Grade Meeting, and will require that at least once a week, all Grade Meetings will result in the use of data to plan these student groupings, including the data source, a data analysis, rationale for these groupings, and the content to be retaught, as well as the strategies to be used to most effectively meet the needs of all learners. Additionally, the School Leadership will check lesson plans to ensure that these groupings are being adequately planned and prepared for, as well as determining the fidelity of

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
August, 2016	September, 2016	The District Leadership will ensure that there is PD for School Leadership on Data Driven Instruction, Professional Learning Community Protocols, and tying Instructional Strategies to Data and Differentiated Instruction- This will be provided by the School District and possibly the SESIS- This PD will take place prior to school year starting in September and will be led by the School District or other organizations contracted by the School District.
August, 2016	October, 2016	District Leadership will ensure that there is PD for Teachers on Data Driven Instruction, Professional Learning Community Protocols, Tying Instructional Strategies to Data and Differentiated Instruction- Provided by the School Leadership and School District and possibly the SESIS- This PD will take place during Staff Meetings, the Half Day PD per month as well as Grade Teams which the School Leadership participate.
September, 2016	May, 2017	The District and School Leadership will be Trained in Leveraged Leadership by PLC Associates and possibly the SESIS, to learn about and practice effective ways to develop classroom walk through protocols, provide feedback to Teachers based on the School's main instructional initiatives, and promote effective communication between the School Leadership and Teachers, leading to improved instructional practices and increased student achievement. Leveraged Leadership sessions will be held each month, and include research based strategies, as well as calibration walks, meant to calibrate the findings and feedback each School Leader would provide Teachers.
July, 2016	August, 2016	The School and District Leadership and possibly the SESIS will develop a Classroom Walk Through document, tied to the school's initiatives in Data Driven Instruction, to gauge if instruction is being informed by data, with greater frequency and quality, as a result of the Grade Meetings and DDI protocols.

September, 2016	June, 2017	The District and School Leadership and possibly the SESIS will visit each class a minimum of once a month and document practices related to Data Driven Instruction, to monitor whether teacher practice in this area has improved as a result of the Grade Meetings and Data Driven Instructional support. The School Leadership will track practices, school wide, to determine what supports to provide their teaching staff to ensure that 90% of all teachers meet the SMART goal by June, 2017.

### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May, 2016
<b>B2. DTSDE Review Type:</b>	Middle School- IIT Review

<b>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.</b>	The IIT Review found that in the vast majority of classrooms that they visited, teachers were asking students low-level questions in which to gauge a rudimentary understanding of content taught, and did not regularly challenge the learners with higher level questions, thoughts and ideas. As a result, the review team found that the level of rigor was low. Additionally, the review team found that the vast majority of students, while compliant, were not engaged at high levels of cognitive engagement leading to college and career readiness. Additionally, the review team found that in the vast majority of classrooms, there was limited peer interaction with one another, and a preponderance of teacher led direct instruction and lecture. The District Leadership and other school leaders agree that this is also lacking at their schools. The District and School Leadership of Port Jervis agrees with these
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<b>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.</b>	By June, 2017, 90% of all classrooms in the School District, visited by the District and School Leadership will include a Higher Level Question, aligned to the lesson objective (each of which will be reviewed with the class prior to the lesson beginning), and allow each child time to reflect and respond to the question- orally or in writing- and with the engagement and feedback from other peers. By September 30, 2016, 30% of classrooms will demonstrate this practice; by November 30, 2016, 50% of classrooms will demonstrate this practice; by January 30, 2017, 60% of all classrooms will demonstrate this practice and by March 30, 2017, 75% of classrooms will demonstrate this practice.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	To ensure that this practice is happening, the School Leadership will monitor the minutes from each Grade Meeting to ensure that teachers are discussing and planning these Higher Level Questions and Lesson Objectives. Additionally, the School Leadership will check lesson plans to ensure that these Higher Level Questions and Objectives are being planned and prepared for, as well as determining the fidelity of implementation through a School Leadership Classroom Walk Through protocol, in which the school leadership will collect data related to this practice to determine their level and quality as well as to

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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, 2016	August, 2016	The District Leadership will ensure that PD is provided for District and School Leadership on Developing Lesson Objectives and corresponding Higher Level Questions and Promoting opportunities for Peer to Peer Engagement - Provided by the School District and possibly the SESIS. This PD will take place prior to school starting in September and will be led by the School District or other organizations contracted by the School District.
August, 2016	June, 2017	The District Leadership will ensure that PD is provided for teachers and School and District Leaders on Developing Lesson Objectives and corresponding Higher Level Questions and opportunities for Peer to Peer Engagement - Provided by the School District and possibly the SESIS- This PD will take place prior to school starting in September and will be led by the School District, SESIS or other organizations contracted by the School District. This PD will take place during Staff Meetings, the Half Day PD per month as well as Grade Teams which the School Leadership participate.
September, 2016	June, 2017	The District and School Leadership will be Trained in Leveraged Leadership by PLC Associates, to learn about and practice effective ways to develop classroom walk through protocols, provide feedback to Teachers based on the School's main instructional initiatives, and promote effective communication between the School Leadership and Teachers, leading to improved instructional practices and increased student achievement. Leveraged Leadership sessions will be held each month, and include research based strategies, as well as calibration walks, meant to calibrate the findings and feedback each School Leader would provide Teachers.
July, 2016	August, 2016	The School and District Leadership and SESIS, will develop a Classroom Walk Through document, tied to the school's initiatives in Lesson Objectives, Higher Level Questions and Peer to Peer Engagement.

September, 2016	June, 2017	The School Leadership and SESIS will visit each class a minimum of once a month and document practices related to Lesson Objectives and Higher Level Questions and Peer to Peer Engagement, to monitor whether teacher practice in this area has improved as a result of the Grade Meetings and corresponding pedagogical support. The School Leadership will track practices, school wide, to determine what supports to provide their teaching staff to ensure that 90% of all teachers meet the SMART goal by June, 2017.

## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May, 2016
<b>B2. DTSDE Review Type:</b>	Middle School- IIT Review

<b>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.</b>	The School District has not developed or made known a system for schools which would allow them to use data to identify students who may need additional social and emotional supports and that there is not a clearly outlined program to help these students in tier one or tier two settings. Additionally, the District school does not ensure that any of their schools review student referral data, school-wide during the school year, and only summatively after the school year ends. In the Focus Middle School's referrals have increased this school year over last in almost every referral category, and has also increased in lunch detentions from 301 to 485; after school detentions have increased by over 100% from last school year- from 164 to 332. As a result, the District and School Leadership is committed to implementing a systematic means to identify students who may have social, emotional and
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<b>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.</b>	By September, 2016, the District leadership will ensure that each of their schools use behavioral data to identify the top five percent of students in each school who generate the greatest percentage of major behavioral referrals, detentions and suspensions, and provide a tiered response for these students so that they may have opportunities for success at the school.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	The District and School Leadership will use their student management system, School Tool, to generate reports related to student behavior, and to determine if their Grade Meetings, Climate and Culture Team, and data collections processes and analysis are having a positive impact on student behavior- both individually, as well as grade by grade and school-wide. The impact will be determined through a decrease in negative student conduct referrals as well as a decrease in the number of students whose behavior indicates that they no longer need tier two interventions. Additionally, the

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
August, 2016	September, 2016	The District and School Leadership with the support of the SESIS, will develop an Climate-Culture-RTI Team, which will collect, review and analyze student behavioral data, both individually as well as grade and school-wide. As a result, the School Leadership will recruit members from the School Leadership, Student Support Team and Grade Level Teachers. The Team will need PD in norms, data collection, analysis of data, and appropriate tiered responses for students based on their individual needs.
September, 2016	June, 2017	The District Leadership will ensure each school - and possibly the SESIS- will also affix each Friday for Grade Teams to monitor each grade team on their review of data related to student behavior, both individually and by grade level, to determine which students are exhibiting negative behavior and how the team and school will respond to this behavior.
August, 2016	October, 2016	The School District will provide all teachers with PD in Tier One and Tier Two Interventions and which strategies may work best for individual students. This PD may be done through the SESIS.
August, 2016	August, 2016	The District Leadership will ensure that each School Leader, and possibly the SESIS, will attend a PD at BOCES to learn about developing a behavioral program-RTI.
July, 2016	September, 2016	The District Leadership and possibly the SESIS, will coordinate efforts between the elementary schools and Focus Middle School, to identify incoming seventh graders who may need additional social, emotional and behavioral supports, and provide a smooth induction for these students as they enter the Middle School.


## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	May, 2016
<b>B2. DTSDE Review Type:</b>	Middle School- IIT Review

<b>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.</b>	The School District does not regularly and systematically support their schools in order for them to collaborate with staff or families to strengthen the home-school partnership and positively impact student achievement. In the Focus school's Self- Reflection document, written by the School Leadership and staff, it is acknowledged that while there are limited opportunities to engage with families in meaningful conversations about student learning, the school needs to increase different ways to increase a means to increase parent involvement. Additionally, the District and School Leadership believes that when teachers do contact families, it is often for negative reasons, such as student misconduct and poor grades. Though the Focus Middle School collects sign in sheets for families who attend school-wide events, it does not compile this data to analyze to determine if family participation and engagement has
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<b>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.</b>	From September, 2016, through May, 2017, 100% of teachers in the Focus Middle School and High School will be encouraged to make one positive phone call home to each of the families whose child that they teach (approximately three positive phone calls a week). The teachers should state a specific reason for the call, engage the parent or guardian to foster a positive relationship, and provide resources and strategies which the family can use at home to help the child, academically, socially or emotionally. The teachers should keep a call log, with the date, time, child whose family they called, as well as the phone number called, and a one sentence summary of the call.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	To determine if this is an effective practice, the schools will issue a Parent Survey in August through October, 2016-17 to determine if families value this practice and find it helpful in forming relationships with teachers as well as in understanding how they can help their child at home academically, socially and emotionally. Additionally, the School Leadership will track parent participation at school-wide events, such as Open House, Parent-Teacher Conferences, to monitor if this practice has led to greater participation at these events from the prior year.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
September, 2016	September, 2016	The District and School Leadership will make expectations known for the practice of making positive phone calls to families. The teachers will be provided with phone numbers for their families, copies of the call logs that they are to complete and the expectations and procedures they are to follow to make this a successful practice.
September, 2016	May, 2017	The District Leadership will ensure that the School Leadership will review and monitor each teacher's call logs once a month to ensure that each teacher is making three positive phone calls a week to their students' families.
September, 2016		
September, 2016	June, 2017	The District and School Leaders will provide opportunities for staff members to learn strategies to engage with families in an effective manner, and families will be provided with opportunities to learn about ways to best communicate with the school, and learn about how they can best support their child's success at home.
August, 2016	October, 2016	The District will support the school which will send home a survey, with multiple follow-up reminders, to determine if the methods that they are using to communicate and engage with families is effective and having a positive impact on their ability to understand how their child is doing at school and how they can help their child at home.
September, 2016	May, 2017	Every month, the School Leadership will reiterate this phone call practice and share best practices related to parent communication which could be effective for many staff members.
May, 2017	June, 2017	The District will help the school develop and administer a survey for families to ascertain if the positive calls home has increased their understanding of how to help their child at home, and also provided opportunities for more effective and high quality engagement with their child's teacher.


**Focus District Set-Asides**

<b>Parent Education Set-Aside Calculation Based on Federal Funding</b>			
<b>Fund Source</b>	<b>Allocation</b>	<b>Parent Engagement Set-Aside -- Required Percentage</b>	<b>Mandated Set-Aside</b>
Title I, Part A	\$794,977	1%	\$7,950

<b>Improvement Set-Aside Calculation Based on Federal Funding</b>			
<b>Fund Source</b>	<b>Allocation</b>	<b>Improvement Set-Aside - Required Percentage</b>	<b>Mandated Set-Aside (Equivalent Amount)</b>
Title I, Part A	\$794,977	5%	\$39,749
Title II, Part A	\$147,218	5%	\$7,361
Title III, Part A LEP (allocation listed only if required)		5%	\$0
<b>Total Federal Allocation Subject to Set-Aside</b>	<b>\$942,195</b>	<b>5%</b>	<b>\$47,110</b>

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

The Improvement Reserve Has Been Met.

<b>Required Activity</b>	<b>The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")</b>	<b>Anticipated Cost of Implementation (District + School Costs)</b>	<b>Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")</b>	<b>If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25</b>
Participate in DTSDE Trainings	Yes	\$2,000	Yes	
Conduct DTSDE reviews, including administration of required annual surveys	Yes	\$15,000	Yes	
Develop high-quality DCIP and SCEP plans	Yes	\$50,000	Yes	
Review the qualifications of Priority and Focus School Leaders	N/A	\$0	N/A	
Submit quarterly leading indicators report to NYSED	Yes	\$13,000	Yes	
Evaluate the fidelity of program implementation	Yes	\$20,000	Yes	
Provide Public School Choice to students in Priority and Focus Schools	N/A	\$0	N/A	
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A	\$0	N/A	
<b>TOTAL</b>		<b>\$100,000</b>		

**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Port Jervis City School District	Focus District	\$50,000
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
Port Jervis Middle School	Focus School	\$50,000
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$100,000</b>

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$100,000  
 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**

<b>Parent Education Set-Aside Budget Summary</b>		
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for Parent Education</b>
Port Jervis Middle School	Focus	\$7,950
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$7,950</b>

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$7,950  
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES