LEA Name:	Salmon River Central School District
BEDS Code:	161201040000

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 District Comprehensive Improvement Plan (DCIP)

Contact Name	Angela Robert	**Title**	Assistant Superintendent
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Website for Published Plan	https://www.srk12.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 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	Dr. Stanley Harper	Dr. Stanley Harper	7/10/19
President, B.O.E. / Chancellor or Chancellor's Designee	Scott Premo	Scott Premo	7/10/19

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)
December 5, 2018	Salmon River campus conference room	July 9, 2019	Salmon River campus conference room
May 29, 2019	Salmon River campus conference room		
June 7, 2019	Salmon River campus conference room		
June 14, 2019	Salmon River campus conference room		
July 8, 2019	Salmon River campus conference room		

Name	Title / Organization	Signature
Angela Robert	Asst. Supt.	
Allen Gravell	CSE Chairperson	
Alison Benedict	Principal, St. Regis Mohawk School	
Tammy Russell	Principal, Salmon River Middle School	
Ben Barkley	Principal, Salmon River Elem. School	
Teresa Van Dunk	Asst. Principal, Salmon River HS	
Dr. Stanley Harper	Superintendent	
Jacoba Freeman	parent	
Danielle French	teacher	
Sadie Cartier	student	
Ian French	student	
Hailey Jacob	parent	

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	Teachers were part of discussions using the DCIP planning guide, review of survey data, review of school data
Parents with children from each identified subgroup.	Parents were part of discussions; Parents responded to surveys
Secondary Schools: Students from each identified subgroup	Student representatives from subgroups that were available in June were a part of DCIP discussions, and student surveys were also used to garner perspectives.

Statement of Assurances

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

x	1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
x	2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
x	3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
x	4. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
x	6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Tenet 1: Systems and Organizations

A1. DTSDE Pillar	1A Ongoing evaluation and continuous improvement
A2. DTSDE Sub-Pillar (if applicable)	

B1. Baseline Data: Provide the most recently available information.

IREADY GRADE LEVEL PROFICIENCY					
SR Elementary	**Spring 2019**		**SR Mohawk**	**Spring 2019**	
Reading			**Reading**		
Tier 1	56		Tier 1	23	
Tier 2	38		Tier 2	64	
Tier 3	7		Tier 3	14	
Math			**Math**		
Tier 1	24		Tier 1	26	
Tier 2	70		Tier 2	64	
Tier 3	6		Tier 3	10	
Middle School	**Spring 2019**		**Spring 2019**		**Spring 2019**
Reading 6		**Reading 7**		**Reading 8**	
Tier 1	22	Tier 1	17	Tier 1	19
Tier 2	39	Tier 2	36	Tier 2	40
Tier 3	40	Tier 3	47	Tier 3	40
Math 6		**Math 7**		**Math 8**	
Tier 1	21	Tier 1	11	Tier 1	21
Tier 2	59	Tier 2	60	Tier 2	48
Tier 3	20	Tier 3	29	Tier 3	32

JUNE 2019 REGENTS EXAM PASS RATES	
Global HIstory	61
CC Algebra 1	78
CC ELA	90
CC Geometry	85
Chemistry	64
CC Algebra 2	92
US History & Gov't	73
Living Environment	68
Earth Science	63
Global History Tran	58

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP
All Students (HS)	37.6	485	188	38.80%	36.30%

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1	By June of 2020, as evidenced by monthly administrator and leadership meeting agendas focused on responsiveness to student academic, social and emotional needs, and by monitoring of the SCEP and DCIP action plans, the district will see a 5% increase in students' academic achievement as reflected in curriculum based interim assessments (HS), I-Ready Benchmark assesments (K-8), and Regents exam pass rates (HS - January and June), and a 5 % decrease in chronic absenteeism at the high school level.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Areas of need: Consistent implementation of the formal teacher observation process and informal walkthrough observations, collection and analysis of lesson plans and observational data to identify trends and determine areas of teacher strength and growth opportunties, Continued PD to support writing and student engagement. Need to improve HS attendance rate as it is a level 1 for accountability, need to support college and career readiness efforts.

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	**E3. End Date: Identify the projected end date for each activity.**	**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**
8/20/19	8/21/19	For teachers new to the district - Professional Development - New Teacher Orientation - Orient new teachers to district priority systems, particularly S & E - building realtionships.
9/1/19	1/31/20	For teachers new to the district - PD - Mentoring program to build new teachers' best practices and increase awareness of expectations for instructional delivery
9/1/19	9/10/19	Teachers will collaborate to analyze NYS Cognos Reports and create action plans that will guide their instructional planning for the year and help to develop their interim assessments.
11/1/19	12/22/19	High School leaders will hold interim assessment conferences with teachers at least once per semester. These interim assessments will be aligned to the action plans that were created after analysis of NYS Cognos Reports.
9/1/19	1/31/20	Monthly administrative Council meetings to include analysis of teacher observation data and student learning/attendance data, monitoring of SCEP and DCIP action plans
9/1/19	12/22/19	District leaders will meet at least quarterly with district attendance staff to monitor attendance in all buildings, analyze data and discuss creative solutions to support students and families.
9/1/19	12/22/19	School leaders will hold monthly attendance meetings with attendance staff, home school coordinators, guidance, nurse, teachers of the identified students and parents to determine intervention required to improve attendance.
9/1/19	12/22/19	District attendance staff will make home visits to families of chronically absent students.
10/16/19	10/16/19	The district will support college and career readiness by providing greater access to students through financial supports for PSATs because of our large percentage of ED students.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By the end of January, 2020, as evidenced by a review of student data, the district will see a 2% increase in all students' academic achievement as reflected in curriculum-based interim assessments (HS), I-Ready Benchmark assesments (K-8), Regents exam pass rates (HS - January) and a decrease in chronic absenteeism by 2%.

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
1/2/20	6/25/20	For teachers new to the district - PD - Mentoring program to build new teachers' best practices and increase awareness of expectations for instructional delivery
1/2/20	6/25/20	Monthly administrative Council meetings to include analysis of teacher observation data and student learning/attendance data, monitoring of SCEP and DCIP action plans
1/2/20	6/25/20	District leaders will meet at least quarterly with district attendance staff to monitor attendance in all buildings, analyze data and discuss creative solutions to support students and families.
1/2/20	6/25/20	School leaders will hold monthly attendance meetings with attendance staff, home school coordinators, guidance, teachers of the identified students and parents to determine intervention required to improve attendance.
1/2/20	8/31/20	District attendance staff will make home visits to families of chronically absent students year round, including summer.
2/1/20	4/30/20	High School leaders will hold interim assessment conferences with teachers at least once per semester. These interim assessments will be aligned to the action plans that were created after analysis of NYS Cognos Reports.

Tenet 2: School Leadership

A1. DTSDE Pillar	2D School leaders provide High-Quality Instructional leadership
A2. DTSDE Sub-Pillar (if applicable)	Monitoring and analysis - School leaders analyze alignment between teacher practice and student learning data to inform teacher evaluations and subsequent supports; School leaders supervise instruction by reviewing plans and making frequent and regular visits to classrooms. Monitoring by school leaders ensures that teachers are meeting school-wide instructional expectations and lesson goals and objectives are aligned with performance standards

B1. Baseline Data: Provide the most recently available information.

IREADY GRADE LEVEL PROFICIENCY					
SR Elementary	**Spring 2019**		**SR Mohawk**	**Spring 2019**	
Reading			**Reading**		
Tier 1	56		Tier 1	23	
Tier 2	38		Tier 2	64	
Tier 3	7		Tier 3	14	
Math			**Math**		
Tier 1	24		Tier 1	26	
Tier 2	70		Tier 2	64	
Tier 3	6		Tier 3	10	
Middle School	**Spring 2019**		**Spring 2019**		**Spring 2019**
Reading 6		**Reading 7**		**Reading 8**	
Tier 1	22	Tier 1	17	Tier 1	19
Tier 2	39	Tier 2	36	Tier 2	40
Tier 3	40	Tier 3	47	Tier 3	40
Math 6		**Math 7**		**Math 8**	
Tier 1	21	Tier 1	11	Tier 1	21
Tier 2	59	Tier 2	60	Tier 2	48
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CC Geometry	85
Chemistry	64
CC Algebra 2	92
US History & Gov't	73
Living Environment	68
Earth Science	63
Global History Tran	58

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2	By June, 2020, as evidenced by school leader lesson plan and walkthrough data collection and a review of student data, the district will see a 5% increase in all students' academic achievment as reflected in curriculum-based interim assessments (HS), I-Ready Benchmark assesments (K-8), and Regents exam pass rates (HS - January and June).

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this	Needs include -consistent collection and analysis of student data and teacher lesson plans and observation/trend data to analyze alignment, and to inform necessary teacher supports and development -consistent APPR rater reliability

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	**E3. End Date: Identify the projected end date for each activity.**	**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**
9/1/19	12/22/19	School leaders average 5 walkthrough observations per day and collect trend data related to best practices
9/1/19	9/30/19	School leaders will share walkthrough template and expecations with staff
9/1/19	9/30/19	School leaders will work together to create a lesson plan checklist with required criteria.
10/15/19	12/22/19	School leaders will schedule purposeful pre-observations and post observations during the APPR observation cycle to inform, assess and support teachers in implementing effective instructional strategies and to adjust professional learning goals and plans.
11/1/19	11/30/19	School leaders will have collected, anlayzed and shared observation trend data at least once with staff in a meeting and or grade level meeting and will ask staff to reflect on their practices and what the staff as a whole can do to improve this data
9/1/19	12/22/19	Administrators will discuss APPR observation rubric language and share evidence to support rubric scores on the APPR rubric to improve inter-rater reliability during monthly admin meetings

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By the end of January, 2020, as evidenced by school leader lesson plan and walkthrough data collection and a review of student data, the district will see a 2% increase in all students' academic achievement as reflected in curriculum-based interim assessments (HS), I-Ready Benchmark assesments (K-8), and Regents exam pass rates (HS - January).

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
1/2/20	6/1/20	School leaders average 5 walkthrough observations per day and collect trend data related to best practices
1/2/20	6/1/20	School leaders will share updates to walkthrough template and expectations with staff as they occur
1/2/20	3/1/20	School leaders will share trend data with staff at least once in staff meeting and or grade level meeting and will ask staff staff to reflect on their practices and what the staff as a whole can do to improve this data.
4/1/20	6/15/20	School leaders will share for the second time trend data with staff at least once in staff meeting and or grade level meeting and will ask staff staff to reflect on their practices and what the staff as a whole can do to improve this data.
1/2/20	6/1/20	School leaders will schedule purposeful pre-observations and post observations during the APPR observation cycle to inform, assess and support teachers in implementing effective instructional strategies and to adjust professional learning goals and plans.
1/2/20	6/1/20	Administrators will discuss APPR observation rubric language and share evidence to support rubric scores on the APPR rubric to improve inter-rater reliability during monthly admin meetings

Tenet 3: Curriculum

A1. DTSDE Pillar	3D Lesson Focus and Organization (Training to implement Social & Emotional curriculum) -
A2. DTSDE Sub-Pillar (if applicable)	Vertical Meetings to align curriculum and share grade level expectations.
B1. Baseline Data: Provide the most recently available information.	BIMAS data - Under the social scale, 25% of k-12 students are at the concern/red level.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3	By June, 2020, Second Step curriculum will be fully implemented as intended, and the percentage of students at the BIMAS red/concern level will decrease by at least 2%, thereby increasing the "typical/strength" category by at least 2%.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	There is a need for professional development for teachers to implement the Social and Emotional curriculum that was purchased for tier 1 (Second Step). New Writing programming begun last year needs to be further implemented at all building levels. Teachers also expressed the need to meet with vertical teams to align curricua and share grade level expectations.

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	**E3. End Date: Identify the projected end date for each activity.**	**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**
9/1/19	10/1/19	School leaders will provide training to teachers to implement the Second Step social and emotional curriculum.
9/15/19	10/20/19	School leaders and teachers will create a pacing calendar for Second Step/civics lessons.
9/1/19	12/22/19	School leaders will hold discussions during grade level meetings to support teachers with Second Step implementation.
9/1/19	12/22/19	School leaders will work with one another and teachers to schedule vertical curriculum meetings to share grade level expectations and align curriculum.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By January 2020, all staff will have received professional development training to fully implement the Second Step curriculum and will have completed the expected number of lessons as outlined in the pacing calendar.

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
1/2/20	6/1/20	School leaders will hold discussions during grade level meetings to support teachers with Second Step implementation.
1/2/20	1/30/20	School leaders will monitor progress of Second Step lessons by checking pacing calendars with teachers during grade level meetings and adjusting the pacing calendar with grade levels as appropriate following discussions.
1/2/20	6/1/20	School leaders will work with one another and teachers to schedule vertical curriculum meetings to share grade level expectations and align curriculum.

Tenet 4: Instruction	
A1. DTSDE Pillar	4E Instructional Techniques that Deepen Engagement
A2. DTSDE Sub-Pillar (if applicable)	Questioning, HIgher level thinking, Student Discussion, Differentiation, Writer's Workshop strategies/Actionable Feedback
B1. Baseline Data: Provide the most recently available information.	**Student Survey data-** **L1 - "My Principal/Assistant Principal walks around school and visits classrooms."** SR Elementary -91.8 % strongly agree/agree St. Regis Mohawk - 76.9% strongly agree/agree MIddle School - 61.8% strongly agree/agree High School - 21.5% strongly agree/agree **T11/T18 - "In class we often work with partners or in groups."** SR Elementary - 75.8% strongly agree/agree St. Regis Mohawk - 69.2% strongly agree/agree MIddle School - 39.8% strongly agree/agree High School - 22.1% strongly agree/agree **T12/T19 - "My teachers asks questions that make me think."** SR Elementary - 91.7% strongly agree/agree St. Regis Mohawk - 91.3% strongly agree/agree MIddle School - 65.4% strongly agree/agree High School - 39.4% strongly agree/agree **T21 - "Classes are interesting and keep my attention."** MIddle School - 28% strongly agree/agree High School - 14.3% strongly agree/agree
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4	By June, 2020 school leaders will collect, analyze and share trend data at least three times with staff that is directly related to **student engagement and actionable feedback** gathered during classroom observations/walkthroughs, with a goal of at least 50% by June in both areas.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Student engagement practices, consistent implementation of writing programs with actionable feedback, consistent implementation of the formal teacher observation process and informal walkthrough observations.

E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	**E3. End Date: Identify the projected end date for each activity.**	**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**
9/1/19	9/2/19	School leaders will share DCIP goals and actions with staff at opening day meetings to inform and clarify expectations.
9/1/19	9/30/19	School leaders will share data collection templates with staff at opening day meetings to inform and clarify expectations.
11/1/19	11/30/19	School leaders will have collected, anlayzed and shared trend data at least once with staff in a meeting and or grade level meeting and will ask staff to share ways that they engage students and provide actionable feedback.
9/1/19	12/22/19	School leaders will provide common planning time for staff to collaborate or peer observation time, or a coaching model to share engagement strategies and actionable feedback.
10/15/19	12/22/19	School leaders will schedule purposeful preobservations and post observations during the APPR observation cycle to inform, assess and support teachers in implementing engaging to adjust professional learning goals and plans.
9/1/19	12/22/19	The district will provide NERIC services of a technology integrator approximately 1X/week to support student engagement.
9/1/19	12/22/19	The district will provide on-going coaching PD for engaging writing strategies through the Teacher's College (TCRWP)
10/1/19	12/22/20	School leaders will provide PD for actionable feedback to teachers to improve student writing conferences
12/1/19	12/22/19	Survey students for targeted survey questions.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	By January, 2020 school leaders will collect, analyze and share trend data at least 1 time with staff that is directly related to **student engagement and actionable feedback** gathered during classroom observations/walkthroughs, with a goal of at least 25% by January in both areas.

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
1/2/20	3/1/20	School leaders will collect, anlayze and share trend data at least once with staff in a meeting and or grade level meeting and will ask staff to share ways that they engage students and provide actionable feedback.
4/1/20	6/15/20	For the second time, school leaders will collect, anlayze and share trend data at least once with staff in a meeting and or grade level meeting and will ask staff to share ways that they engage students and provide actionable feedback.
1/2/20	4/30/20	School leaders will provide common planning time for staff to collaborate or peer observation time, or a coaching model to share engagement strategies and actionable feedback.
1/2/20	12/22/19	The district will provide on-going coaching PD for engaging writing strategies through the Teacher's College (TCRWP)
1/3/20	5/30/20	School leaders will schedule purposeful preobservations and post observations during the APPR observation cycle to inform, assess and support teachers in implementing engaging to adjust professional learning goals and plans.
1/2/20	6/15/20	The district will provide NERIC services of a technology integrator approximately 1X/week to support student engagement.
1/2/20	5/1/20	The district will provide Professional Development to improve student engagement for teachers in all buildings with consultant John Antonetti - He will observe and coach to provide practical examples of how to transform learning activities into engaging opportunities with thinking and reasoning.
2/1/20	4/1/20	Students will take the PLC data sureveys that will include the targeted survey questions.

Tenet 5: Social-Emotional Learning

A1. DTSDE Pillar	5a Establishing schoolwide practices and policies that support SEL
A2. DTSDE Sub-Pillar (if applicable)	
B1. Baseline Data: Provide the most recently available information.	**BIMAS data** - Under the social scale, 25% of k-12 students are at the concern/red level. **Staff Survey data - S61 - "We have an effective system for developing and building student social-emotional health."** District - 62.7% strongly agree/agree MIddle School - 56.4% strongly agree/agree SR Elementary -88 % strongly agree/agree St. Regis Mohawk - 61% strongly agree/agree High School - 45.2% strongly agree/agree **Gr 6-12 Student Survey data - S40- "I have adults (counselor/guidance) to go to if I am having trouble."** District - 59.8% strongly agree/agree MIddle School -69.6 % strongly agree/agree High School - 51.4% strongly agree/agree **Gr 3-5 Student Survey data - S21 - "My teachers care about me."** SR Elementary -98.4% strongly agree/agree St. Regis Mohawk -96.1 % strongly agree/agree **Gr 6-12 Student Survey data - S36 - "My teachers care about me.** MIddle School - 59% strongly agree/agree High School - 31.2% strongly agree/agree
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5	By June of 2020, each building will develop a written Social/Emotional RTI framework to identify and support students in a MTSS using Second Step Curriculum (K-8) /Civics curriculum (HS) for Tier 1, counseling in groups and individuals for Tier 2 and 3, and use of BIMAS (Behavior Intervention Monitorng System) to assess progress.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	A system for behavioral supports was discussed and a curriculum and BIMAS assessment was purchased, but there is a need for professional development to fully implement the tier 1 curriculum (Second Step), and clear procedures must be created for tier 2 and 3 interventions and put into practice. Progress monitoring needs to be fully implemented with fidelity and these practices and procedures must be understood by all staff.

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	**E3. End Date: Identify the projected end date for each activity.**	**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**
9/1/19	12/22/19	The district will support each school leader to implement the BIMAS for universal screening and progress monitoring.
9/1/19	11/15/19	The high school students will participate in BIMAS by completing their own fall screening questionnaire.
9/1/19	12/22/19	The district will provide professional development and ongoing support to fully implement the Second Step curriculum.
9/1/19	12/22/20	The district will provide professional development related to trauma-informed strategies to improve school climate.
9/1/19	12/22/20	School building leaders will work with the special education director to coordinate behavioral supports, support FBA/ BIP as appropriate, support a child-centered building level team for staff who work with the same student to share information so that the student can receive consistent, effective interventions that build upon past successful strategies.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	Principals will share/present a draft of their S& E RTI framework and report on the progress in their buildings toward achieving the goals at a January administrator's meeting. By January, 2020, the percentage of students in the red/concern level will all be supported by tier 2 or 3 behavioral interventions and their teachers and counselors will share data for progress monitoring.

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
1/2/20	6/30/20	The district will support each school leader to implement the BIMAS for progress monitoring.
1/2/20	6/30/20	The high school students will participate in BIMAS by completing their own spring screening questionnaire.
1/2/20	6/30/20	The district will provide professional development and ongoing support to fully implement the Second Step curriculum.
1/2/20	6/30/20	School building leaders will work with the special education director to coordinate behavioral supports, support FBA/ BIP as appropriate, support a child-centered building level team for staff who work with the same student to share information so that the student can receive consistent, effective interventions that build upon past successful strategies.
2/1/20	4/1/20	Staff and students will participate in the PLC school and climate surveys

Tenet 6: Parent and Community Engagement

A1. DTSDE Pillar	6B Systems for Family engagement and Empowerment
A2. DTSDE Sub-Pillar (if applicable)	
B1. Baseline Data: Provide the most recently available information.	Family Engagement Survey data - F50 - "As a parent I feel connected to our school." District - 65.7% strongly agree/agree MIddle School - 58.8% strongly agree/agree SR Elementary - 82.4% strongly agree/agree St. Regis Mohawk - 68.6% strongly agree/agree High School - 17.6% strongly agree/agree
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6	Each building area on next year's survey that is below 75% for strongly agree/agree, will increase by 10%.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.	Principals report that school-sponsored family and community events are not well attended. There is a need for a more positive perception of the school environment for parents and the commuity in order to enhance the school-family connection.

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	**E3. End Date: Identify the projected end date for each activity.**	**E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.**
8/15/19	10/1/19	Notices and trainings will be held for parents to access student info, assignments, grades, discipline and attendance in the parent portal.
9/1/19	9/2/19	Principals will outline parent communication expectations in Opening Day staff meetings and distribute "parent communication logs" that will be monitored quarterly for reciprocal communication.
9/1/19	9/10/19	Principals will work with home school coordinators to plan for improved participation in Open House and Community Conversations.
09/01/19	10/30/19	District leaders will hold stakeholder Community Conversations quarterly (October)in the evenings for parents and commuity members.
9/1/19	12/10/19	Principals will work with staff and students to design student centered events that will enagage parents.
9/1/19	12/20/19	Administrators will discuss and share parent engagement strategies during monthly admin meetings
9/1/19	12/20/19	District leaders will support school leaders to network with home-school coordinators and attendance officers to communicate and interact more frequently with parents, including visist to the home during the school year and summer.
9/1/19	12/20/19	Principals/Guidance/Nurses will provide information to parents in notices and newletters as well as on the school web page.

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.	Principals will monitor data for parent attendance at school sponsored events with a goal of 25% participation, All teachers will have corresponded with all parents to provide information related to their child's progress.

G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	**G3. End Date: Identify the projected end date for each activity.**	**G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.**
1/2/20	1/31/20	Principals will work with staff to make purposeful efforts to increase the number of familes who respond to the family engagement survey.
1/2/20	5/30/20	District leaders will hold stakeholder Community Conversations quarterly (Jan, March, May) in the evenings for parents and commuity members.
2/1/20	4/1/20	Parents will participate in the PLC Family Engagement survey
1/3/20	8/31/20	District leaders will support school leaders to network with home-school coordinators and attendance officers to interact more frequently with parents, including visist to the home during the school year and summer.
1/2/20	5/30/20	Principals/Guidance/Nurses will provide information to parents in notices and newletters as well as on the school web page.

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Salmon River Central School	CSI	$50,000

Name of CSI/TSI School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Salmon River Middle School	CSI	$50,000
DISTRICT / BUILDING TOTALS		$100,000