

LEA Name:	LaFayette Central School District	ENTER DATA INTO ALL YELLOW CELLS.
BEDS Code:	4208070000	

2017-2018 District Comprehensive Improvement Plan (DCIP)

Contact Name	Jeremy Belfield	Title	Superintendent of Schools
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Website for Published Plan	www.lafayetteschools.org		

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

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

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

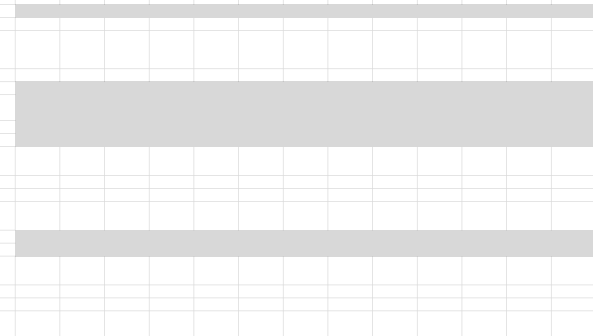
THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Jeremy Belfield	8/24/2017
President, B.O.E. / Chancellor or Chancellor's Designee		Stephanie Dow	8/24/2017

Statement of Assurances

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

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



District Information Sheet

District Information Sheet

District Grade Configuration	PreK-12	Total Student Enrollment	908	% Title I Population	TBD	% Attendance Rate	93
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Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	32	% Black or African American	1	% Hispanic or Latino	1	% Asian, Native Hawaiian/Other Pacific Islander	1	% White	64	% Multi-Racial	2
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Overall State Accountability Status

Number of Focus Schools	0	Number of Priority Schools	0	Number of Local Assistance Plan Schools	1	Number of Schools in Accountability Status	1	Number of Title I SIG 1003(a) Recipient Schools	1	Number of Title I SIG 1003(g) Recipient Schools	1
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Did Not Meet Adequate Yearly Progress (AYP) in ELA

X	American Indian or Alaska Native	Black or African American
	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
X	White	Multi-Racial
X	Students with Disabilities	Limited English Proficient
X	Economically Disadvantaged	

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

X	American Indian or Alaska Native	Black or African American
	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
X	White	Multi-Racial
X	Students with Disabilities	Limited English Proficient
X	Economically Disadvantaged	

Did Not Meet Adequate Yearly Progress (AYP) in Science

X	American Indian or Alaska Native	Black or African American
	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
	White	Multi-Racial
	Students with Disabilities	Limited English Proficient
X	Economically Disadvantaged	

	Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective
	Limited English Proficient

DCIP Plan Overview

REVIEWER FEEDBACK

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.) 62.5% of the six goals were met.**
- 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.) 59.68% = 18.5 of the 31 activities were completed.**
- 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

LaFayette CSD did not have any identified schools last year.

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).

For Goals 3 and 4, 98.88 % of teachers rated effective or highly effective on Standard 2: Knowledge of Content and Instructional Planning (Element 2.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement).

• 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.

Because LaFayette's DCIP was not implemented until November of 2016, mid-course corrections were not made. However, as a result of the end-of-the-year analysis, goals for the coming year were adjusted and/or revamped.

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

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

Updating district policies
 Updating district mission statement and developing a vision statement
 Progress monitoring student performance
 Progress monitoring student behavior
 Increasing communication with all stakeholders

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

Updating district policies
 Updating district mission statement and developing a vision statement
 Progress monitoring student performance
 Progress monitoring student behavior
 Increasing communication with all stakeholders

	<ul style="list-style-type: none"> 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 district will be updating the mission statement and creating a vision statement as part of the DCIP.	
	<ul style="list-style-type: none"> List the student academic achievement targets for the identified subgroups in the current plan. 	
	The goal is for at least 80% of all students to score at the 40th percentile or higher on AIMSweb Plus and STAR in ELA and Math.	
	<ul style="list-style-type: none"> Describe how organizational structures will drive strategic implementation of the mission/guiding principles. 	
	The district will be updating the mission statement and creating a vision statement as part of the DCIP.	
	<ul style="list-style-type: none"> List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed. 	
	Lack of Buy-in from Stakeholders	
	Time	
	<ul style="list-style-type: none"> Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. 	
	Administration and staff will receive professional development opportunities regarding policies, mission and vision statements, universal screeners, and mental health supports for students in order to address the SMART goals set for Tenets 1 - 5.	
	<ul style="list-style-type: none"> List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community. 	
	Board of Education Meetings and Minutes District Website Staff Meetings The Green Sheet - Monthly Newsletter Surveys APPR Rubric My Learning Plan District Social Media - Facebook, Twitter School Messenger	
	<ul style="list-style-type: none"> List all the ways in which the current plan will be made widely available to the public. 	
	Board of Education Meetings and Minutes District Website The Green Sheet - Monthly Newsletter District Social Media - Facebook, Twitter School Messenger	

For Districts with Priority Schools: Whole School Reform Model	REVIEWER FEEDBACK	
<p>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).</p>		
<p>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 leadership, 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.</p>		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students			Y	Y		
Student Average Daily Attendance						
Student Drop-Out Rate						
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)						
Student Discipline Referrals					Y	
Student Truancy Rate						
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"			Y	Y		
Teacher Attendance at Professional Development						
Parent Attendance at Workshops						
Parent Participation in District/School Surveys		Y				Y
District Policy Manual	Y					
Board of Education Minutes	Y	Y				
Administrative Team Minutes	Y					
Staff Meeting Minutes	Y					
District Mission and Vision Statement Committee Minutes		Y				
District Website		Y				Y
The Green Sheet		Y				Y
The District Strategic Plan		Y				
AIMSweb Plus			Y	Y		
STAR			Y	Y		
Mental Health Committee Minutes					Y	
District Guidance Plan					Y	
Professional Development Committee Minutes					Y	
Professional Development Plan					Y	
My Learning Plan					Y	
District Social Media						Y
Administrative Regulations	Y					Y

Tenet 6: Family and Community Engagement			REVIEWER FEEDBACK
A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	
B1. Most Recent DTSDE Review Date:	July and August 2017		
B2. DTSDE Review Type:	Self-Review		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
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.	Inconsistent communication exists between the district and community because the district does not have a formal comprehensive family and community engagement strategic plan.		
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 80% of the recommendations made in the Communications Audit Report (April 2017) conducted by Capital Region BOCES Communications Service will be implemented.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	District Website; District Social Media; The Green Sheet; Survey		
			REVIEWER FEEDBACK ON ACTIVITIES
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
August 2017	June 2018	Assess the district's Twitter account	
August 2017	June 2018	Update the district's calendar on the website weekly	
August 2017	June 2018	Review Federal Communications Commission regulations governing the use of automated telephone dialing systems and prerecorded voice messages as they apply to school districts	
August 2017	June 2018	Prioritize use of the district website to communicate district news and information	
August 2017	June 2018	Develop a clear, consistent look for print publications	
August 2017	June 2018	Establish and adhere to common writing styles throughout the district	
August 2017	June 2018	Improve the design, layout, and content of the district newsletter	
August 2017	June 2018	Provide more relevant and evergreen content	
August 2017	June 2018	Incorporate best practices in website design, usability, and accessibility	
August 2017	June 2018	Position the district's communications specialist to function as the webmaster	
August 2017	June 2018	Establish realistic expectations, guidelines, and training opportunities for teacher pages	
August 2017	June 2018	Consider a redesign to make the website mobile-friendly and accessible	
August 2017	June 2018	Expand the reach of social media accounts	
August 2017	June 2018	Family and Community Engagement Survey: September and June	

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
LaFayette CSD	Focus District	\$50,000 from Focus District Grant
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
DISTRICT / BUILDING TOTALS		#VALUE!

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
N/A		
DISTRICT / BUILDING TOTALS		\$0