



# The University of the State of New York The State Education Department

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## DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



<b>BEDS Code</b>	591301040000
<b>District</b>	Roscoe Central School
<b>District Address</b>	P.O. Box 429, 6 Academy St., Roscoe, NY 12776
<b>Superintendent</b>	John P. Evans
<b>Date(s) of Review</b>	December 12, 2013
<b>Schools Discussed in this Report</b>	Roscoe Central School

**District Information Sheet**

District Grade Configuration	PK-12	Total Student Enrollment	268	Title 1 Population	15%	Attendance Rate	93.1% (2012-2013)				
Free Lunch	35%	Reduced Lunch	8%	Student Sustainability	%	Limited English Proficient	<1%	Students with Disabilities	15%		
<b>Racial/Ethnic Origin of District Student Population</b>											
American Indian or Alaska Native	1%	Black or African American	1%	Hispanic or Latino	12%	Asian or Native Hawaiian /Other Pacific Islander	<1%	White	85%	Multiracial	0%
<b>Personnel</b>											
Number Years Superintendent Assigned/Appointed to District	4	Number of Deputy Superintendents	0	Average Years Dep. Superintendents in Role in the District	0	# of Directors of Programs	0				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	3.0%*	% Teaching with Fewer Than 3 Yrs. of Exp. in District	23.3%	Average Teacher Absences in District	6.8				
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	1	Number of SIG Recipient Schools	1	Number of Schools in Status	1		
ELA Performance at levels 3 & 4	<b>29% (2012-13; gr 3-8 only)</b>	Mathematics Performance at levels 3 & 4	<b>23% (2012-13; gr 3-8 only)</b>	Science Performance at levels 3 & 4	<b>83%</b>	4 yr. Graduation Rate (for HS only)	<b>87.5% 2009 cohort</b>	6 yr. Graduation Rate (for HS only)	<b>92.9% 2007 cohort</b>		

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	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		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**Tenet 1 - District Leadership and Capacity:** The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.			X	
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.		X		
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			X	
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			X	

**Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
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.		X		

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
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.			X	

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
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.			X	

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
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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.			X	
<b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
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.	X			

**District Review Narrative:**

<b>Tenet 1.1:</b> The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.	<b>Tenet Rating</b>	<b>E</b>
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**Debriefing Statement:** The district has strategic structures and practices in place that enable school leaders to use established partnerships and relationships to recruit high quality personnel. Evaluations for all staff are frequent and includes pre- and post-conferences that target areas of concern.

**Strengths:**

- The district uses multiple ways to identify candidates for vacancies including advertising locally and around the state through the Online Application System (OLAS) from the Board of Cooperative Educational Services (BOCES), word of mouth, and directly contacting colleagues and former employees. The district leader states, “Candidates are hand-picked and must have multiple certifications,” which allows the district to offer a broad range of programs and courses taught by certified teachers. The evaluation system for observing teachers is frequent and well planned with a schedule in place for the year. The district uses the Kim Marshall method of evaluating teachers. Evidence from discussions with the district leader and teachers in the school, as well as a review of documents demonstrate that teachers have “mini-observations” throughout the year and non-tenured teachers receive one formal evaluation. Pre- and post-conferences with teachers offer the opportunity for school leaders to provide suggestions and individualized professional development (PD) around instructional strategies related to specific lessons. The district staff provides PD sessions for school leaders to increase their knowledge and understanding of the staff evaluation process. The district seeks to retain personnel through its PD and support structures for both new and tenured teachers. The district staff report that tenured staff serve as mentors for new teachers. The district leader and school leader physically share space and resources, which enables consistent communication and collaboration. The two leaders meet monthly with representatives of the school staff via the Building Inquiry Team (BIT) meeting to discuss and address concerns and issues raised by various groups. The district’s approach to recruiting, evaluating, and retaining highly qualified staff positions the district and school staff to meet the needs of the school community.

<b>Tenet 1.2.:</b> The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The district leadership understands the importance of connecting professional practices to student outcomes. However, the district has not ensured that all constituents implement practices that reflect high expectations for all students.

**Areas for Improvement:**

- The district leadership has a vision for high expectation for students and the school community that focuses on the need for data-driven instruction, teaching to the Common Core Learning Standards (CLLS), increasing family and community involvement, and preparing students for a wide variety of options for success in their future. While school staff is aware of the district’s priorities, the district

has not ensured that staff consistently implements practices that hold students to high expectations. In the DTSDE survey taken last year, 67 percent of students in grades three to six and 36 percent of students in grades seven to twelve say they are not challenged by the work assigned to them. Seventy-five percent of the teachers in this survey say they worry about job security because of their students' performance on state and local tests. Teachers' conversation in focus groups backed up that assertion. During the Integrated Intervention Team's (IITs) visits to classrooms reviewers found that few teachers engaged students in assignments that promote higher-order thinking or required students to perform tasks of a complex nature. In addition, reviewers found limited evidence that staff used data to modify or adjust instruction to meet the needs of students. While the district has a communicated vision for student success, the lack of consistent instructional activities that promotes high expectations for students hinders students from achieving at high levels.

**Tenet 1.3:** The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

**Tenet Rating**

**E**

**Debriefing Statement:** The district staff has established structures for allocating resources to address the school community's needs.

**Strengths:**

- The district and school leaders work collaboratively to organize and allocate resources to support the needs of the school community. The district leader reports that he consults with school leaders to determine the needs of the different constituent groups. Interviews with district staff and a review of documents confirm that available resources are distributed equitably to ensure that resources meet the needs of the schools, students, and staff. The business supervisor, in her position for 15 years, has taken the district through many financial challenges. Structures are in place, such as maximizing categorical aid, engaging in a cooperative bidding process with other small schools in the area, and setting up a systematic, rotational system for replenishing classroom furniture, for example, to minimize costs as much as possible. The district staff works together to solve resource allocation problems creatively. For example, the district leader told reviewers that he made the decision to buy iPads for all the teachers to access the instructional modules from the EngageNY website instead of ordering the modules or printing them out for each teacher. According to the district leader, this decision not only saved the district money but also provided teachers access to the modules, as well as the ability to use the iPads for other learning opportunities for themselves and their students. During the fiscal management focus group interview, staff told reviewers that when district and/or school staff has an idea to provide opportunities for the students, but there are insufficient funds in the budget, members of the community provide financial contributions to support needed programs. The district leader stated, and school leaders and teachers confirmed that each year teachers receive a set amount of money they can spend. The school leaders review the spending requests to ensure that the teachers based their spending request on data and that the intended purchases align to the school/district goals and support student achievement. The district has well developed structures to administer and monitor resources to support school improvement efforts.

<b>Tenet 1.4:</b> The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.	<b>Tenet Rating</b>	<b>D</b>
<p><b><u>Debriefing Statement:</u></b> The district staff provides opportunities for professional development (PD) for staff throughout the district. However, the district staff does not ensure that all school staff can access formal PD sessions based on a planned calendar. In addition, the district inconsistently monitors the PD offered.</p> <p><b><u>Areas for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>The district provides PD based on the requests and interests of individual teachers as well as the needs of the district. The district staff communicates the available PD opportunities to school leaders and teachers. However, the opportunities for PD occur primarily through informal information sharing rather than a planned schedule of turnkey training. District staff interviewed by the IIT informed reviewers that several teachers are involved with a pilot program through BOCES for developing formative assessments and monitoring how well they work in the classroom. Teachers involved in this project are expected to turnkey this information to their colleagues. However, the trained teachers can only provide the PD during the times they are free from teaching duties, which limits opportunities for teachers who do not have the same schedules to access PD. Discussions with school and district leaders and teachers as well as a review of feedback from lesson observations demonstrated that school leaders provide informal PD in the form of suggested articles and/or video clips on a particular topic through weekly updates sent via email. In addition, the mini observations done throughout the year as part of the staff evaluation process provide more opportunities to individualize recommendations on how to improve instructional practice. The district staff shared that subsequent mini observations or classroom drop-ins are used to monitor if teachers are implementing the recommendations with success. However, district staff shared that apart from one Superintendent’s Conference day and time set aside at staff meetings, staff has not ensured a designated time to deliver large scale, PD that addresses the district/school needs or goals, such as increasing the use and understanding around data-driven instruction. In addition, discussions with school leaders and teachers indicate that the quality of PD is not rigorously monitored nor is its impact on improving instruction and student achievement. The lack of a formal schedule to ensure a consistent approach to PD offering limits opportunities for teachers to access PD evenly, which negatively affects teacher effectiveness across the district.</li> </ul>		
<b>Tenet 1.5:</b> The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.	<b>Tenet Rating</b>	<b>D</b>
<p><b><u>Debriefing Statement:</u></b> The district has a goal to support data-driven instructional practices throughout the district. The district and school staff makes data available to staff from multiple sources but not all staff are using these data consistently to drive their instruction.</p> <p><b><u>Areas for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>Review team members confirmed through a review of documents that the district has communicated through its vision for 2013-14 that use of data is a priority. However, the district has not ensured that</li> </ul>		

all staff uses the available data regularly to adjust instructional practices. The district provides staff with multiple sources of data. During discussions with the IIT, the district leader shared that the Regional Information Center (RIC), through BOCES, delivers student testing data that is ready to use. Additionally, elementary teachers in the district use DIBELS to determine how well students are reading. Staff purchased books for class libraries that reflect student lexile scores. Data teams are set up and meet quarterly. Staff is aware of the importance of data to monitor how students are performing. However, the review team did not find evidence to reflect that staff across the school consistently uses available data to inform instructional practices. During the school review, teachers shared with the IIT that they do not feel confident yet in how to analyze the data that they receive. Evidence from a review of documents and classroom visits show that while some teachers are making instructional decisions based on individual student information, this practice is inconsistent across classrooms, which limits stakeholders' use of data to promote increased student achievement.

This section provides a narrative that communicates how school communities perceive the support provided by the district.

<b>Tenet 2.1 - School Leader Practices and Decisions:</b> 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>Tenet Rating</b>	<b>E</b>
<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>The district works collaboratively with the school to provide opportunities and supports for the school leader to respond to the needs of the school community. During discussion with the district staff reviewers learned that the district consists of one superintendent, one school leader, one assistant principal (AP) and one teacher at each elementary grade level. The superintendent and school leader share a secretary and they also have adjoining offices. Thus, the district and the school operate as one. According to the district leader, he interacts with the school leader throughout the day and many of their conversations center on finances, staff, and special education. The district leadership works together with the school leader to achieve the goals outlined in the District Comprehensive Improvement Plan (DCIP), to increase math and literacy skills including a five percent increase in the number of students in grades three to eight reaching proficiency in ELA and math as well as a five percent increase in the number of students scoring eighty-five percent or better on the Regents exams. Although fiscal resources are limited, the district staff works closely with the school leader to address school priorities. The superintendent, school leader, and assistant principal have been connected with the community for an extended period. Leaders told reviewers that their longevity in the community strengthens their ability to leverage their relationships to make things happen for their students. Both the superintendent and the school leader have an “open door” policy. During discussions with the IIT, the district leader said that both he and the school leader meet monthly with the BIT, which has representation from the school. During the BIT, meeting the team works collaboratively to addresses any issues or concerns raised by various constituents. The superintendent works hard to build and keep the trust of all stakeholders which results in a shared vision for increasing student achievement throughout the district.</li> </ul>		

<b>Tenet 3.1 - Curriculum Development and Support:</b> 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>Tenet Rating</b>	<b>D</b>
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**Areas for Improvement:**

- Through discussions with school and district leaders, as well as with teachers reviewers learned that the district has adopted the English/Language Arts (ELA) and math modules available on the EngageNY website to ensure alignment with the CCLS. While the curricula align to CCLS, reviewers found limited evidence to support that teachers modify the lessons to plan to address students' varying needs. The size of the school/district results in the one teacher at each grade from K-6 being responsible for the curriculum at that grade level. Reviewers noticed that the curricula were primarily listing of topics and months in which they were to be covered. Math and ELA for grades K-8 was a listing of status, for example, "teachers are implementing a variety of resource from EngageNY, textbooks, and online programs to meet the Common Core standards and expectations," rather than a scope and sequence of topics to be covered each year. The district leader stated that teachers are at capacity with new tasks and requirements, including implementing the CCLS modules and standards, creating Student Learning Outcomes (SLOs), attempting to align their instruction with data, preparing students for state testing, and the Annual Professional Performance Review (APPR). School leaders and teachers confirm that training and support to implement CCLS is limited. Although the district staff provides training opportunities, the district does not systematically plan and implement the PD to ensure all teachers' needs are met. Without attention to ensuring instruction and assessments are aligned to the CCLS and that the instructional shifts are implemented in all content areas, teachers are not adequately preparing students to become college and career ready.

<b>Tenet 4.1 - Teacher Practices and Decisions:</b> 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>Tenet Rating</b>	<b>D</b>
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**Areas for Improvement:**

- The district has a Professional Development Plan (PDP) in place for years 2012-2015. The district leadership reports that a representative group of stakeholders, such as teachers, school leaders, parents, students, and district staff representatives developed the plan. However, reviewers found limited evidence that the district ensures staff implements the plan with fidelity. For example, discussion with staff as well as a review of documents reflects that the district has not established a specific calendar of PD offerings to support the plan. While results from a recent survey show that 76 percent of teachers "Strongly Agreed" or "Agreed" that PD sessions helped teachers meet the needs of their students, teachers shared that the absence of a formal schedule results in teachers unevenly accessing training opportunities. School leaders, based on classroom observations, may suggest that certain teachers attend specific sessions. The school leaders and teachers confirmed that staff members who attend various presentations are expected to return to school and share the knowledge they received from the trainings. Sometimes staff shares information from PD session during staff meetings. However, not all staff has a set time to access the "turn-key" training. While some staff has adjacent planning and lunch periods when this sharing may take place in a more, staff

indicates these conversations are informal and not part of a structured and strategic plan. One of the goals for the district is to achieve data-driven instruction. Teachers have shared that they need additional PD to build their skills in analyzing available data as well as in developing instructional strategies based on their analysis of data. While the district has a PD plan, the lack of a formal approach to implement the plan limits opportunities for all staff members to access PD that enhances their ability to consistently provide rigorous learning opportunities, for all students.

**Tenet 5.1 - Student Social and Emotional Developmental Health:** The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

**Tenet Rating**

**D**

**Areas for Improvement:**

- The district provides support to school staff to address students' social and emotional developmental health. However, the district does not ensure that staff implements a formal and consistent approach to provide PD to all school staff to build staff capacity to meet the social and emotional developmental health of all students. The elementary staff is involved in "Promoting Alternative Thinking Strategies" (PATHS) which is a character education program designed to ensure positive classroom behavior and higher student engagement. According to district staff, the members of the student support team (SST) attend PD in several areas, including meetings/trainings at BOCES. While there is an expectation that members of the SST turnkey the PD information to other staff, discussions with school staff indicates that, the information is shared through informal conversations rather than formal PD sessions. A review of documents by the IIT shows that district will provide training in the Olweus Bullying Prevention Program in spring 2014. Discussions with district and school leaders confirm that the SST meets regularly with district and school leaders to discuss specific students' academic and emotional concerns and needs. School staff brings individual student profiles to the meeting for the team to review and make recommendations for interventions. The school social worker and the guidance counselor work with grade level and/or high school teachers to put supports in place for individual students. While individual students' needs are addressed via the team meeting, results from a recent survey reflect that some students' needs go unmet. The student survey from May 2013 records that 91 percent of students in grades three to six and 95 percent of students in grades seven to twelve have brought something to school for protection. However, the survey indicates that 97percent of teachers disagree with the statement that "students bring weapons or other objects to school for protection". Survey results reviewed by the IIT, indicates that 36 out of 108 students surveyed agreed that there was no "teacher, counselor, or other staff member at school I can talk to about personal problems." The district staff provides support to school staff to address students' needs; however, the lack of a comprehensive approach to ensure all staff receives consistent and formal training relating to social and emotional developmental health results in inconsistent support to students across grade levels.

**Tenet 6.1 - Family and Community Engagement:** 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.

**Tenet Rating**

**H**

**Strengths:**

- The district has policies and procedures in place to ensure that families and the community are engaged in district and school initiatives such as the establishment of policies addressing involvement of Title 1 parents. In interviews with the IIT, district leaders said that because of the central role this small district/school plays in the town, “the school is the community.” The district is the biggest employer in the area and many staff has children attending the school. The district leader indicated to reviewers that the district and school staff communicates in many ways including the monthly district newsletter, the school website, the Facebook page, and an automated messaging system for robo-calls about events and school closings. A parent portal is in place for families to learn more about the school and to track their children’s academic progress. Sessions to explain how to navigate the Parent Portal continue to take place before sports events and other meetings at the school to ensure that all parents can access the system easily and confidently. District staff report that the need for translations is minimal as the small number of ESL students in the district read English and speak it in their homes. The district nurtures its relationships and partnerships with organizations and businesses in the community. There is a strong relationship with the Chamber of Commerce. Students volunteer at the neighborhood food bank. During discussions with the IIT, district staff members shared that they collaborate with the American Red Cross to open the school as a place of refuge for the community in cases of natural disasters, such as recent flooding in the community. The district fosters a reciprocal relationship with local businesses. According to district leader, the local businesses provide employment opportunities for students and whenever the budget allows, the district staff purchases supplies from local businesses to help bolster the economy. The district staff’s outreach to parents has resulted in greater parent participation. For example, parents helped build the district’s playground and other organizations supported the development of a community garden, which the students tend. The cafeteria then uses the produce grown in the garden to provide healthy and cost-effective meals to students. During the school review, staff informed the IIT that a goal for this year is that every teacher invites a parent or community member to visit his or her class to share expertise and/or experiences with the students. The result of the robust partnerships between the district and a variety of businesses, families, and community organizations is that students have a broad range of supports, which increases students’ opportunities for success.

## **DISTRICT LEVEL RECOMMENDATIONS:**

In order for the District's strategy and practices to align with the concepts in the Effective column of the Tenets the District should:

### **Tenet 1: District Leadership and Capacity**

- 1.2:
  - Work with school leaders to establish a plan to ensure that the district expectations are adopted fully in the school by revisiting them regularly at staff meetings, and monitoring that they are being adhered to during lesson observations and walk-throughs.
- 1.4:
  - Ensure the PD plan is inclusive of all teachers and targets those areas encompassed within the district's goals for student improvement; monitor the impact of PD on improving student achievement
  - Create a formal a schedule for PD. Ensure that all teachers receive the schedule.
  - Explore and implement other possibilities for providing PD for all teachers on-site such as after school sessions or common planning time.
- 1.5:
  - Establish and communicate to all staff the expectations for how data are to be used to impact and improve instruction so that student academic outcomes rise.
  - Provide sustained PD for all staff to equip them to analyze data on a continuous basis to support increased achievement for each of their students.
  - Identify and disseminate best practices with regard to the use of data so that all staff can begin to use them to meet the academic needs of students.

### **Tenet 3: Curriculum Development and Support**

- 3.1:
  - Establish short- and long-term plans for curriculum development across all content areas.
  - Provide fiscal and human resources collaborations with other district personnel and/or with BOCES offerings to support on-going curriculum development.
  - Monitor and evaluate curricula teachers use to ensure alignment horizontally and vertically across grades and content areas as well as fidelity of implementation in the classroom.
  - Expand data-driven instruction initiative to include use of data to ensure that curricula are rigorous and hold students and teachers to high expectations. Revise as necessary.

### **Tenet 4: Teacher Practices and Decisions**

- 4.1:
  - Establish a schedule for district-wide PD offerings. Ensure all staff can formally access PD.
  - Provide additional PD in the areas of data analysis, instructional decision-making aligned with data and strategies around providing rigorous learning opportunities for all students.
  - Establish opportunities, beyond staff meetings and informal conversations, for teachers to engage in identification and implementation of best practices.

## **Tenet 5: Student Social and Emotional Developmental Health**

- 5.1:
  - Develop a comprehensive policy to plan and work with community organizations to deliver district-level PD, articulated across the grades, to all school staff to build the school community's capacity to meet the social and emotional developmental health needs of students.
  - Develop and provide follow-up support to staff to ensure that strategies learned during PD opportunities are fully and successfully implemented across all classrooms