

LEA Name:	Gowanda Central School District
BEDS Code:	042801060000

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2018-2019 District Comprehensive Improvement Plan (DCIP)



Contact Name	Robert B. Anderson, Ed.D.	Superintendent	Robert B. Anderson, Ed.D.
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Website for Published Plan	<a href="http://www.gowcsd.org">www.gowcsd.org</a>		

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

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

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the 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.**



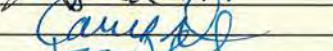
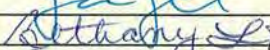

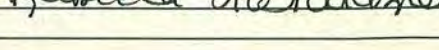
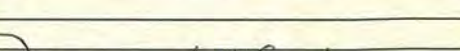

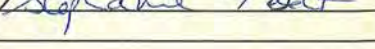
Position	Signature	Print Name	Date
Superintendent		Robert B. Anderson, Ed.D.	8/15/2018
President, B.O.E. / Chancellor or Chancellor's Designee		Cindy Sutherland	8/15/2018

## 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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
July 24, 2018	Gowanda High School Confernece Room		
August 9, 2018 @ 9am	Gowanda Middle School Library		
August 9, 2018 @ 6pm	Gowanda Middle School Library		

Name	Title / Organization	Signature
Robert Anderson	Superintendent/Gowanda Central Schools	
Joseph Bruening	Interim High School Principal/Gowanda Central Schools	
Todd Miklas	Middle School Principal/ Gowanda Central Schools	
Carrie Dzierba	Elementary School Principal/Gowanda Central Schools	
Janine Jalal	Director of Spcial Education/Gowanda Central Schools	
Bethany Hobbs	Elementary School/Teacher	
REBECCA L. GUDZIC	PARENTS	
Janet Vogtle Stephanie Tack	Community parent	 

## Statement of Assurances

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

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

## DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").**

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

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

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

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

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

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

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

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

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

## DCIP Plan Overview

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S PLAN**:

• Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable

**Biggest impact was the use of Learning Targets through professional development, school leader walk-throughs; and feedback.**

• 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

**As a result of extensive district leadership turnover that occurred midyear, several goals were not achieved or evaluated.**

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

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

**Creation of Public Relations department to increase parent and community communication; Creation of a Student Advisory Committee; Creation of a Family Partnering and Planning Committee; Creation of a District-wide PBIS plan.**

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

**District needs to: Increase student engagement and achievement; increase parent engagement; improve school-community communication; improve explicit instruction of daily learning target**

## DCIP Plan Overview

- 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 Gowanda Central School District's mission is "To engage students in learning through the development and use of communication, collaboration, critical thinking, and creativity" and the vision of the district is "To create a student centered, collaborative environment that prepares all students for the 21st century through and engaging and goal oriented learning environment." District and stakeholder leadership recognizes the significant correlation between student engagement and student achievement in highly effective learning environments. Therefore, the district has moved to prioritizing instructional approaches and best practices which work to further foster explicit student engagement consistently from classroom to classroom. Much of this work has been and will continue to be grounded in detailed Year at a Glance NYS Standard mapping, Lesson planning-following the Year at a Glance, and the development of authentic assessments which better represent this engaging approach to curriculum.

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

Gowanda Cental Schools will utilize a multi-pronged approach to setting and assessing student academic achievement targets for students identified as either Special Education or of Native American heritage. Specifically, at the elementary and middle grade levels, the parameters established by iReady for appropriate grade level growth in English Language Arts and Mathematics will be targeted. Similar, 3% cohort growth in ELA and Mathematics NYS Assessments for specific subgroups at their respective grade levels will be targeted. For high schools students in these subgroups, a 3% increase in all areas of regents pass rates, where appropriate, will be targeted.

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

To assure strategic implementation of the organizational structures to move the districts mission and vision will reside in continuous and constant evaluative progress monitoring and adjusting planning meetings at the district, school, and stakeholder levels. The purpose of these weekly and monthly planning sessions is to identify through the use of data, whether grade levels, schools, and the district as whole is making adequate progress. Furthermore, these sessions will allow for corrective action step planning to course correct and determine the most productive means to reaching goals. Specifically, Principals will meet with grade level teams weekly, the Superintendent will meet with Principals weekly, and District Leaders will meet with District Stakeholders monthly.

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

Organizational flux. Key positions have been held by interims, eg, Superintendent, High School Principal, School Business Administrator, and Director of Curriculum. Although these positions have been filled or are in the process of being filled, these absences have slowed progress with the implementation of the DCIP.

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

Leverage Leadership II Training for School Leaders on work for Tenet 2 and 3; Learning Target PD for teachers related to tenet 3 and 4; PBIS PD for team and teachers.

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

Superintendent State of the District address; District Newsletter; Social Media; Public Relations Department; Family Partnering and Planning Committee; Community Forums; BOE Meeting Summary to all staff; Quarterly community events

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

Website and various social media outlets

## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
<b>B1. Most Recent DTSDE Review Date:</b>	May 21-23, 2018
<b>B2. DTSDE Review Type:</b>	DTAR: District-led Visit

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	In order to examine school systems and make intentional decisions to identify and provide critical expectations, supports and structure in all areas of need so that schools are able to respond to their community and ensure that students are successful, the District must take a systematic approach to promoting its Mission and Vision. Based on our school survey information teacher, students, and parents do not believe the leadership promotes our mission and vision statement. In order to address these needs, the District must further its mission and vision by developing collaborative structures which allow all personal to be connected and engaged with the District Mission and Vision, thereby ensuring success for all.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, there will be a continued increase in school leaders talk and encouraged collaboration around the District's Mission and Vision. This will be measured based on Leadership Meeting Minutes, Quarterly report minutes, and social media updates of News and Notes which will connect District Vision & Mission Statements to NYSED updates and District Curriculum and Instruction. All initiatives enacted by District will be in alignment with Mission and Vision.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Administrative Agenda and Meeting Minutes District Social Media updates Superintendent's Quarterly Reports"

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the Identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	Leadership Meetings: Building Leaders will meet with the District Leaders weekly to focus on various areas of District operations, and leadership skills. Responsible: Superintendent Participants: Superintendent and School Leaders Intended Impact: Leaders will have access to professional development and targeted leadership training. Frequency: Weekly
Sep-18	Jun-19	The Superintendent will provide quarterly reports on DCIP progress to all stakeholder groups and the community. Responsible: Superintendent Participants: All stakeholder groups Intended impact: District demonstrates its commitment to setting high expectations and improving student outcomes. Frequency: Quarterly
Sep-18	Jun-19	Curriculum & Instruction Communication Responsible: Superintendent Participants: Superintendent, Public Relations, and School Leaders Intended Impact: Effectively communicate news and notes which inform instructional leadership, to include District and NYSED updates, and increase collaborative discussion of curriculum and instruction to include all administrators. Frequency: Monthly

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
<b>B1. Most Recent DTSDE Review Date:</b>	May 21-23, 2018
<b>B2. DTSDE Review Type:</b>	DTAR: District-led Visit

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	In order for the District to work collaboratively with the schools to create, develop, and nurture a school environment that leads to success, well-being and high academic outcomes for all students, the District needs to provide training and supports regarding the collection of data, provision of feedback, identification of meaningful and relevant professional development and monitoring systems for the purpose of continuous and sustainable school improvement. Based on the School Performance Scan teachers believe that school leaders serve as role models for moving the work of our school forward 55.6% of the time, and school leaders build collaborative environments 46.0%, and school leaders frequently visit classrooms, conducting informal walkthroughs providing instructional feedback and guidance 60.3%. However, teacher survey indicated that feedback from walkthroughs 45% received helpful instructional feedback and guidance.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, 100% of school leaders will continue to implement systems of continuous and sustainable school improvement as a result of reflective collaboration and progress monitoring with the Superintendent. This will be measured through the analysis of walkthrough data and the evaluation of each building leader based on their feedback to teachers and improvement on walkthrough data. District Leaders will also monitor grade level and department meeting minutes to assess conversations of district initiatives that will lead to school improvement.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-through and trend data Department & Grade Level Meeting Agenda & Minutes"

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	The Superintendent will meet quarterly with the building leaders as a group to assess each school leader's ability to implement systems of continuous and sustainable school improvement and quality of provided feedback. Responsible: Superintendent Participants: Superintendent and Building Leaders Intended Impact: To create a cycle of actionable feedback to the Building Leaders so active instructional leadership is communicated and reinforced. Frequency: Quarterly
Sep-18	Jun-19	The Superintendent will schedule on-site building leader support and coaching. Responsible: Superintendent Participants: Building Leaders and consultants Intended Impact: Build leader capacity to monitor instruction and provide actionable feedback to teachers. Frequency: Monthly



### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
<b>B1. Most Recent DTSDE Review Date:</b>	May 21-23, 2018
<b>B2. DTSDE Review Type:</b>	DTAR: District-led Visit

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>to the CCLS, that provides 21st Century and College and Career Readiness skills in all content areas. 66.7% of teachers believe that they understand and utilize CCLS, but during DTAR walkthroughs it was not evident that the percentage was accurate. The 2017-2018 DTSDE review indicated that school leader and teachers in the building should work collectively to understand key lesson plan components, such as:</p> <ul style="list-style-type: none"> <li>● clearly communicated standards-based learning targets;</li> <li>● purposeful planning for a variety of differentiated learning opportunities aligned to the learning target;</li> <li>● intentional strategies to assure that all students are involved in actively demonstrating their learning/thinking; and,</li> <li>● open-ended questions and experiences to guide students as they discover information for themselves, analyze data, make inferences, and identify relationships.</li> </ul>
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The District Team will provide guidance, resources, and professional development which will enable 100% of core subject teachers to demonstrate knowledge of CCLS, lesson planning, and components. This will be demonstrated through the walkthrough data and lesson plan template examination.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-through and trend data Teacher Attendance at Professional Development Lesson Plan Template"

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	Superintendent and Building Leaders examine parameters for use of available resources to ensure time is dedicated to teacher training on the CCLS, as well as department/grade level collaboration and cooperative planning. Responsible: District and Building Leaders Participants: District and Building Leaders Intended Impact: School leaders will have the knowledge and capacity to leverage district-provided resources to provide teacher collaboration time. Frequency: Once
Sep-18	Jun-19	District Leaders, with input from School Leaders, will establish common expectations and practices for lesson planning and lesson components. Responsible: District Leaders & Building Leaders Participants: District Leaders & Building Leaders Intended Impact: Ensure a common understanding and set of expectations among schools. Frequency: Monthly
Sep-18	Jun-19	District and Building Leaders will meet to examine school walkthrough data and reports, and lesson plans. Responsible: District and Building Leaders Participants: District and Building Leaders Intended Impact: Improve student achievement outcomes Frequency: Bi-weekly

## Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
<b>B1. Most Recent DTSDE Review Date:</b>	May 21-23, 2018
<b>B2. DTSDE Review Type:</b>	DTAR: District-led Visit

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the results of the Student Voice DTSDE in which 39.4% of students agreed that "classes are interesting and keep my attention" and 63% agreed that "my teachers present information in a way I understand;" the district needs to work collaboratively with the schools to provide opportunities and supports for teachers to develop strategies and practices that address effective planning and account for student data, needs, goals and levels of engagement, the District must provide training and other professional development supports which ensure that all teachers use student data and instructional resources in ways that maintain rigor and student engagement, while strategically addressing student learning gaps.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, the District will increase the implementation of key instructional practices from the agreed upon instructional "look-fors" which are proven to increase student engagement and learning outcomes, by 20% as evidenced by walkthrough data. Individual schools will set benchmark goals for identified "look-fors" which meet or exceed 20%, as evidenced by Building Leader walkthrough data.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-through and trend data Data Instructional Plans Teacher Lesson Plans

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Sep	19-Jun	District Leaders review multiple District sources, including DTAR results, SCEPs, District APPR Results, to identify high-impact instructional goals and actionable steps. Responsible: Superintendent Participants: District & Building Leaders Intended Impact: Identify short list of instructional strategies for professional development. Frequency: Three meetings
18-Sep	19-Jun	District Leaders assist Building Leaders in coordination and scheduling of differentiated professional development, to include department meetings, after school hours, student groups, stipend-enhanced workshops, to provide all teachers and Building Leaders the opportunity to participate in professional development on learning targets, lesson plan development and differentiated explicit instruction. Responsible: District Leaders, Building Leaders, BOCES staff Participants: District Leaders, Building Leaders and Instructional Staff Intended Impact: An increase in student engagement and academic achievement Frequency: Monthly opportunities for learning
18-Sep	19-Jun	District and Building Leaders compile and examine cumulative walkthrough data on identified high-impact instructional strategies from all schools Responsible: Superintendent and Building Leaders Participants: District and School Leaders Intended Impact: Measure outcomes and identify modifications, if any, needed to District-wide PD plan Frequency: Quarterly

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

<b>A. Statement of Practice Addressed:</b>	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
<b>B1. Most Recent DTSDE Review Date:</b>	May 21-23, 2018
<b>B2. DTSDE Review Type:</b>	DTAR: District-led Visit

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the results of the Student Voice survey in which 42.5% of students indicated that "behavior does not interfere with instruction" and 40.4% of students indicated that "most students follow school rules" the district needs to work collaboratively with schools to create programming to develop and target resources to specific student populations and school needs.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, The District will develop programming for implementation in the 2018-19 school year to increase positive student behaviors as evidenced by a 10% increase in positive responses on the 2018-2019 student voice surveys for the items pertaining to, "students follow rules", and "student behavior does not interfere with instruction".
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	DTSDE Survey Meeting agendas and minutes from Student Advisory Committee and District Behavior Committee

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	District Behavior Committee meets monthly to investigate and create a district-wide PBIS plan to implement in the 2018-19 school year. Responsible: Committee members Participants: Building Leaders, instructional staff, parents, students Intended impact: plan a district-wide initiative for PBIS Frequency: Monthly
Sep-18	Jun-19	District Staff will form a Student Advisory Committee for the purpose of gathering student perspective of school culture Responsible: Superintendent Participates: District Leaders and students Intended Impact: Improve school culture and programming by seeking direct input from students. Frequency: Once
Sep-18	Jun-19	The Student Advisory Committee will facilitate monthly meetings to gather student input on a variety of topics, to improve school culture, communication, student support services and academic opportunities Responsible: District Leaders Participants: District leaders and students Intended Impact: Initiate and maintain student feedback cycle which will result in a measureable improvement in school culture Frequency: Monthly

## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
<b>B1. Most Recent DTSDE Review Date:</b>	May 21-23, 2018
<b>B2. DTSDE Review Type:</b>	DTAR: District-led Visit

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Beginning September 1, 2018, district staff should continue to increase opportunities for parental awareness and understanding of the district's mission, vision and goals and high academic expectations through various communication venues, including verbal, written and electronic means. Included in these opportunities should be regular sharing of positive communication regarding district progress and accomplishments.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019 the district will increase it's network of partner agencies and families through the implementation of themed information nights and increased outreach through social media as measured by increased attendance at Parent Meetings from an average atendance rate of 5 to an average attendance rate of 20, increasing participation in district strategic plan creation from 1 parent to 5 parents, and increasing parent participation in the annual family survey from 26 parents to 100 parents. The impact is to increase parent and community engagement in school based acedmic activites in order to strengthen parent's knowledge of their child's academics, to increase parent and community participation in strategic plan creation, and to
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops District Parent Committee Sign In Parent Communication through Schoology

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Oct-18	District Leaders will create a Family Partnering and Planning Committee to coordinate and host community building events. Responsible: District Leaders Participants: District and Building Leaders, facilitators Intended Impact: To build positive school-community relationships in order to increase parent engagement in the school environment. Frequency: Once
Sep-18	Jun-19	District Leaders will work with committee members to organize and implement two parental engagement opportunities and community event(s). Responsible: Facilitators and District Leadership Participants: District Leadership, Facilitators, parents and community members Intended Impact: Increase parent engagement with school environment Frequency: Quarterly
Sep-18	Jun-19	District Leadership will continue to expand the District's social media presence and communications through the establishment of a district public relations department Responsible: District Leadership Participants: District and Building Leadership, Instructional Staff, Students and Parents Intended Impact: Improve communication around District and School Initiatives and increase parent awareness and involvement. Frequency: Monthly updates on Facebook and Twitter; District Newsletter 4X per year; Regular district news in the local Press

**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Level Improvement</b>
Gowanda Central School District	Focus District	\$32,951

<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Level Improvement</b>
Gowanda Middle School	Focus School	\$10,984
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$43,935</b>