

Comprehensive District Education Plan



School District: Tonawanda City School District

BEDS Code: 142500010000

Address: 100 Hinds Street, Tonawanda, New York 14150

Contact Person: Mary Beth Scullion, Assistant Superintendent for Curriculum and Instruction

Telephone: 716-694-7688

Fax Number: 716-694-6153

E-Mail Address: msscullion@tona.wnyric.org

* Plan Start Date: September 1, 2010

Plan End Date: August 31, 2014

Reviewed: January 8, 2013, December 13, 2013

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK
ALBANY, NY 12234



PLANS INCLUDED IN THIS CDEP

District Name: Tonawanda City School District
BEDS Code: 142500010000

List of Plans Included in This Comprehensive District Education Plan	
These plans may be included in CDEP:	
<input type="checkbox"/>	Technology
<input type="checkbox"/>	Professional Development
<input type="checkbox"/>	Guidance
<input type="checkbox"/>	Local Assistance Plan (LAP)
<input type="checkbox"/>	Shared Decision Making (100.11)
<input type="checkbox"/>	Gifted and Talented
<input type="checkbox"/>	Operating Standards Aid
<input type="checkbox"/>	Academic Intervention Services
<input type="checkbox"/>	Annual Professional Performance Review (APPR)

The district used a facilitator: Yes_ X No ____ If yes:

Name: Steven Graser

Title: Curriculum Coordinator, Erie 1 BOCES

SECTION I: BACKGROUND / DEMOGRAPHICS

*District Name: Tonawanda City School District
BEDS Code: 142500010000*

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Directions: The Committee should be representative of all constituencies in the school community.

Name	Title	Constituencies Represented (If More Than One Applies, Please Indicate)
James Newton	Superintendent	District
Mary Beth Scullion	Asst. Supt. for Curriculum & Instruction	District
Amy Edgerton	Director for Pupil Services	District
Brad Halgash	Principal, Mullen Elementary	Principal
Claudia Panaro	Principal, Riverview Elementary	Principal
Jessica Lyons	Principal, Secondary Complex (6-12)	Principal
John McKenna	Principal, Fletcher Elementary	Principal
MaryBeth Morgan	Teacher, Middle School	Math
Denise Danvir	Teacher, Riverview Elementary	Second Grade
Debbie Shaffer	Teacher, Senior High	Math
Amy Squires	Teacher, Senior High	Special Education
Marie Burger	Social Worker, Fletcher, Mullen, Riverview	Social Worker
Kim Cswaykus	Teacher, Fletcher Elementary	AIS - Reading
Melissa Piazza	Teacher, High School	English
Nicole Caputi	Teacher, Mullen Elementary	First Grade
Michelle Coppins	Teacher, High School	Social Studies
Jeanne Kasprowicz	Teacher, High School	Science
Joseph Burruano	Teacher, Middle School	Social Studies
Angela Klentos	Teacher, Middle School	Special Education
Adriana Lepkyj	Teacher, Middle School	English
Julie Russo	Teacher, Fletcher Elementary	AIS - Math
James Schraufstetter	Teacher, Middle School	Science
Kimberly Fox	Teacher, Mullen Elementary	Third Grade
Maggie Heeter	Counselor, High School	Guidance
Patty Mulcahy	Teacher, Middle School	Special Education
Fred Busch	Board Member	Board of Education
Danielle Opalinski	Board Member	Board of Education

Communications Process for the CDEP Committee:

Members will use e-mail or telephone to communicate with other members of the committee between meetings if necessary. A notification with highlights will be sent to staff with link to district web page. Hard copies will be sent to each building and will be posted on a bulletin board.

www.tonawandacsd.org

Communication Process To Inform All Constituencies in the Community:

CDEP Committee members recognize the importance of keeping their constituents informed of the nature and the progress of this process. They also know that their role as a stakeholder group representative is to gather information and input from their peers and bring it back to the table as part of the discussion. In order to do this, the following processes have been put in place:

- The Superintendent, or designee, will report on progress to the board annually.
- The teacher and administrator representative from each building will determine how to present the information to the rest of the staff in the building. Representatives will report back to their School Planning Teams. Information will be provided either at faculty meetings or via e-mail. Information may be shared through newsletters, which are available to parents and community members. In this way, each group will be communicating with others in their stakeholder group in order to deliver information and receive input to improve the planning process.
- Plan will also be posted on our District web site, www.tonawandacsd.org.

Vision Statement:

District

All Children One Voice

Our vision for the students of the Tonawanda City School District is to excel in academic achievement and social development. Therefore, our foremost criterion for decision-making is the needs of the children. With current data and a focus on student achievement, the shared decision-making process will be used. Through the academic and social opportunities we offer, and in partnership with the community, we will assist all students in becoming respectful and responsible citizens.

Approved by CDEP Committee 1/29/07

Reviewed and updated 5/13/09

Reviewed and updated 4/8/11

Mission Statement:

The mission of the Tonawanda City School District is to continually improve student achievement by developing critical thinkers and life long learners.

Approved by CDEP Committee 1/29/07

Reviewed and updated 4/25/08

Reviewed and updated 5/13/09

Reviewed and updated 3/24/10

Reviewed and updated 4/8/11

Belief Statements:

The following belief statements will guide the work of the Tonawanda City School District CDEP Committee:

- Student learning is the chief priority for the school district.
- Meaningful data will drive decisions regarding curriculum, instruction, and assessment.
- All students will succeed.
- Students learn best when they are actively engaged in a relevant and meaningful learning process.
- Students will be prepared for meeting the global demands of the future.
- A safe, orderly, and purposeful environment is essential for student achievement.

Approved by the CDEP Committee on 1/29/07

Reviewed and updated 4/25/08

Reviewed and updated 5/13/09

Three year reviewed and updated 3/24/10

Three year reviewed and updated 4/8/11

Three year review and updated 5/17/12

Updates 1/8/13

District Statement/Influencing Factors:

Please use this space to supply additional information that would be helpful for anyone reading or reviewing the plans. For example, a brief description of the locality, its demographics, number of students and school buildings, economic conditions, etc., that might further clarify the context of the plan.

The Tonawanda City School District is a small city school district located in the northwest portion of Erie County. It is located midway between the City of Buffalo and the City of Niagara Falls. The Youngmann Highway, Twin City Memorial Highway, Niagara River, New York Erie Barge Canal and Two Mile Creek Road define the borders of this 3.8 square mile city.

With a PreK-12 enrollment of about 1,899 students, the Tonawanda City School District operates two Pre-K-3 Elementary Schools, one 4-5 Elementary School, one 6-12 Secondary Complex. With about 320 employees, the school district is the largest employer in the city. The most recent census indicates that the population of the city is 98% Caucasian.

There are eleven churches within the city borders and a number of non-public schools. These non-public schools include Saint Francis of Assisi Catholic School, New Life Christian Academy and The Baptist School.

This district is classified as an average needs school district. The percentage of free and reduced lunch recipients ranges from 15.1% to about 39.8% in the buildings. There is a high population of both senior citizens who have been life-long residents of the city and young families who have moved to the city to take advantage of the affordable housing. The average median income of families in the district is approximately \$37,523, and the average housing cost is approximately \$73,400.

Reviewed and updated 5/13/09

Three year review and updated: 3/24/10

Three year review and updated: 4/8/11

* Census data from 2000 (2010 data not available as of 4/5/11)

Tonawanda City School District
Year: 2013-2014
ELA

Root Cause:

- **Uncontrolled Variable:** Cut score of the NYS ELA assessments; change of NYS assessments (length, types of questions); secure testing materials are now in place
- **Controlled Variable:** Poor comprehension skills/reading strategies; integration of CCLS; lack of data informed decision making; lack of instruction based on the ELA shifts

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: Elementary</p> <p>Current Reality: Grades 3, 4, and 5 have a 5.5% negative gap as compared to Erie 1 BOCES</p> <p>Smart Goal: Increase student performance by 2%</p> <p>Student Growth: All students will show growth on pre and post district assessments</p> <p>Students who score below proficiency level on district assessments (i-Ready/SRI) will show growth towards meeting the proficiency level</p>	<p>Curricular: K-12 Vertical Articulation for data analysis (Explore adding additional conference day to meet)</p> <p>Focus professional development on the ELA shifts</p> <p>Use Harcourt (elementary K-3) and continue to update and align—horizontally and vertically—curriculum maps; lesson plans embedded with Common Core State Standards</p> <p>Data driven instruction using i-Ready assessments and SRI as well as progress monitoring activities for individual students based on their areas of need using i-Ready, SRI</p>	<p>Assistant Supt. for Curriculum and Instruction</p> <p>Building Principal</p> <p>Classroom Teachers</p> <p>Rtl teachers</p> <p>SPED teachers</p>	<p>June 2014</p>	<p>Building budget</p> <p>Grants</p> <p>BOCES</p> <p>Office of Curriculum and Instruction</p>	<p>Curriculum Maps</p> <p>Lesson Plans</p> <p>Observations</p> <p>Walk-throughs</p> <p>Student work</p> <p>Literacy files</p> <p>i-Ready; SRI data</p> <p>AimsWeb</p> <p>Lexia</p> <p>SLO's</p>

<p>Students will meet or exceed student targets on SLO's</p>	<p>Instructional: Integration of K-12 best practice reading comprehension strategies; K-12 vertical articulation; integration of ELA modules into daily lessons; implement instructional ELA shifts in lessons</p> <p>Assessment: Increase rigor and realign formative assessments to Common Core State Standards</p> <p>Explore creating assessments in eDoctrina</p> <p>Align the Harcourt to CCLS Emphasize informational text</p>				
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Tonawanda City School District
Year: 2013-2014
ELA

Root Cause:

- The Common Core and NYS State Assessment has increased its rigor, change in NYS “cut scores” (uncontrollable); students lacking in reading comprehension skills; the ELA exam has unknown variables in its assessment; staff turnover

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: Middle School</p> <p>Current Reality: The current gap to Erie 1 BOCES for students scoring at a level 3 is .82% below the regional average. The current gap to Erie 1 BOCES for students scoring at a level 4 is 5.63%</p> <p>Smart Goal: Students that will earn a level 3 on the state exam will be on par to Erie 1 BOCES</p> <p>Students that will earn a level 4 on the state exam will decrease the negative gap to Erie 1 BOCES by 2%</p> <p>Smart Goal: Students who score below proficiency level on district assessments (iReady/SRI) will</p>	<p>Curricular: K-12 Vertical Articulation for data analysis</p> <p>Curricular: Use Code X to continue to update and align - horizontally and vertically - curriculum maps; lesson plans embedded with Common Core State Standards</p> <p>Instructional: Integration of K-12 best practice reading comprehension strategies; K-12 vertical articulation</p> <p>Specified instruction in reading for SWDs is being implemented</p> <p>Data driven instruction using i-Ready assessments, as well as progress monitoring activities for individual students based on their areas of need using i-Ready and differentiated instruction</p> <p>Implemented <i>Advancement VIA Individual Determination (AVID)</i>;</p>	<p>Assistant Supt. for Curriculum and Instruction</p> <p>Building Principal</p> <p>Instructional Staff</p>	<p>June 2014</p>	<p>Building budget</p> <p>BOCES</p> <p>Office of Curriculum and Instruction</p>	<p>Curriculum Maps</p> <p>Lesson Plans</p> <p>Observations</p> <p>Walkthroughs</p> <p>Student work</p> <p>Literacy files</p> <p>Pre and post-assessment</p>

<p>show growth towards meeting the proficiency level</p>	<p>Most middle school students will continue completion of i-Ready lessons</p> <p>Assessment: Increase rigor and realign formative assessments to Common Core State Standards. District is using (iReady/SRI) aligned pre and post assessments. Also, use independent student Harcourt Assessments, along with continuing progress monitoring using iReady and SRI.</p> <p>Explore creating assessments in eDoctrina</p>				
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Tonawanda City School District
Year: 2013-2014
ELA

Root Cause:

- **Students lacking in reading comprehension skills (controllable); The ELA exam has unknown variables in its assessment; staff turnover; the district did not follow through last year’s CDEP plan**

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: High School (All Students)</p> <p>Current Reality: 81.29% of students did meet proficiency level on the 2013 Regents Comprehensive Exam</p> <p>The trend is that SWD continue to decrease proficiency levels as they move through grades</p> <p>Smart Goal: 84% of all students will be proficient on the Regents Comprehensive Examination in 2013</p> <p>55% of students will score a 75 or better (aspirational goal)</p>	<p>Curricular: K-12 Vertical Articulation for data analysis</p> <p>Based on student need, state lessons/modules will be implemented</p> <p>Curricular: Continue to update and align-horizontally and vertically - curriculum maps; continue to align to Common Core State Standards</p> <p>Instructional: Integration of K-12 best practice reading comprehension strategies with a further focus on informational texts/nonfiction texts; K-12 vertical articulation</p> <p>Specified instruction in reading for SWDs is being implemented based on student needs - Read 180, SRI, and explore the use of i-Ready</p>	<p>Assistant Supt. for Curriculum and Instruction</p> <p>Building Principal</p> <p>Instructional Staff</p>	<p>June 2014</p>	<p>Building budget</p> <p>BOCES</p> <p>Office of Curriculum and Instruction</p>	<p>Curriculum Maps</p> <p>Observations</p> <p>Walkthroughs</p> <p>Student work</p> <p>Pre and Post assessment scores</p> <p>ELA 11 Exam scores</p>

<p>Smart Goal: 85% of students will show growth from pre-assessment to post-assessment</p> <p>Common Core English 11 score on par with Erie 1 BOCES</p>	<p>Assessment: Continue to develop rigorous, short, formative reading comprehension assessments aligned to the Common Core State Standards and use data to drive instruction</p> <p>Create/obtain/administer/analyze results of pre- and post-assessments aligned to CCLS</p> <p>Explore creating assessments in eDoctrina</p>				
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- **Committee Members: Claudia Panaro, Denise Danvir, Adriana Lepkyj, Angela Klentos, Melissa Piazza**

**Tonawanda City School District
Year: 2013-2014
Elementary Math**

Root Cause:

- Mathematics standards have changed from those written in 2005 to the Common Core Learning Standards

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: Elementary (K-5)</p> <p>Current Reality: In grades 3-5, we have a 2% positive gap to Erie 1 BOCES</p> <p>As per RTTT and district initiative, data related to individual student growth will be collected and analyzed for the 2013-2014 school year</p> <p>Smart Goal: Maintain a positive gap to Erie 1 BOCES on student performance on the new state assessment based on the Common Core Learning Standards</p> <p><i>*This is a CDEP goal only. This will not take into account the APPR teacher evaluation</i></p>	<p>Curriculum/Instruction RtI grouping will be made available to students in need</p> <p>Differentiated instruction will be determined and implemented as per I-Ready data both within the system and classroom/RtI instruction</p> <p>Teach to the Common Core Learning Standards utilizing the new textbook series as a resource. Evaluate the series and make adjustments to the lessons as needed to ensure thorough correlation to the standards</p> <p>Give students independent practice using individualized and differentiated I-Ready lessons</p> <p>Daily implementation of Fluency from the NYS Math Modules (gr. 5 – pilot full implementation)</p> <p>Initial exposure, discussion, and implementation of instruction aligned to the 6 shifts in math</p> <p>Assessment Create and implement Common Formative Assessments (K-12)</p>	<p>RtI Math Specialists</p> <p>Classroom teachers/RtI Math Specialists</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	<p>2013-2014, ongoing</p> <p>2013-2014, ongoing</p> <p>2013-2014, ongoing</p> <p>2013-2014, ongoing</p> <p>2013-2014, ongoing</p>	<p>Building budgets</p> <p>Office of Curriculum and Instruction</p> <p>Grants</p> <p>BOCES</p>	<p>Minutes from Board meeting</p> <p>Data deconstruction meetings</p> <p>Classroom teacher and RtI Math Specialist lesson plans</p> <p>Created and implemented Common Formative Assessments aligned to the Common Core Learning Standards</p> <p>I-Ready data</p> <p>NYS math assessment scores</p>

	Students will take i-Ready benchmark assessments three times per year as a means of collecting data and gauging growth District implementation on DDI				
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Tonawanda City School District
Year: 2013-2014
Middle School Math (6-8)

Root Cause:

- Mathematics standards have changed from those written in 2005 to the Common Core Learning Standards

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: 6-8 Current Reality: In grades 6-8, we have a 1.7% positive gap to Erie 1 BOCES</p> <p>As per RTTT and district initiative, data related to individual student will be collected and analyzed for the 2013 – 2014 school year</p> <p>Smart Goal: Maintain a positive gap to Erie 1 BOCES on student performance on the new state assessment based on the Common Core Learning Standards</p> <p><i>*This is a CDEP goal only. This will not take into account the APPR teacher evaluation.</i></p>	<p>Curriculum/Instruction Continue to vertically align the math curriculum with the new CCLS</p> <p>Rtl small group instruction (in addition to class room instruction) will be made available to students struggling</p> <p>Castle Learning and iReady available for struggling students</p> <p>Vertical Curriculum Alignment (Jan Christiansen’s recommended daily spiral review)</p> <p>Assessment Create and implement Common formative Assessments K-12. Students will take iReady benchmark assessments three times per year as a means of collecting data and gauging growth.</p>	<p>Math Teachers</p> <p>Rtl Math Specialist</p> <p>Math Teachers</p> <p>Math Teachers</p> <p>Math Teachers</p>	<p>2013-2014, Ongoing</p>	<p>Building Budget</p> <p>Office of Curriculum and Instruction</p> <p>Grants</p> <p>BOCES (limited)</p>	<p>Minutes from Board meeting</p> <p>Data deconstruction meetings</p> <p>iReady data</p> <p>NYS math assessment scores</p> <p>Created and implemented Common Formative Assessments aligned to the Common Core Learning Standards</p>

Tonawanda City School District
Year: 2013-2014
High School Math- Integrated Algebra

Root Cause:

- Mathematics standards have changed from those written in 2005 to the Common Core Learning Standards

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: High School Current Reality: Integrated Algebra has a - 9% gap to Erie 1 BOCES</p> <p>Current Reality: Students will be taking the first administration of the Common Core Algebra 1 assessment (first year with this curriculum)</p> <p>Current Reality: 40% of the 2012 cohort meet NYS aspirational goal of earning 80% or higher on Integrated Algebra or Geometry</p> <p>Smart Goal: Close the gap to Erie 1 BOCES from -9% to -7% on Integrated Algebra Regents 2014 exam</p> <p>Smart Goal: Common Core Algebra 1 score on par with Erie 1 BOCES</p> <p>Smart Goal: 42% of the 2012</p>	<p>Curriculum Continue to vertically align the math curriculum with CCLS</p> <p>Instruction needs to follow a common consensus map</p> <p>Instruction Castle Learning online program available for struggling students</p> <p>Jan Christiansen’s recommended daily spiral review</p> <p>Assessment Create and implement Common Formative Assessments (K-12)</p>	<p>Assistant Supt. for Curriculum and Instruction</p> <p>Building Level Admin.</p> <p>Math Teachers</p>	<p>2013-2014, Ongoing</p> <p>Implemented by September 2013</p>	<p>Building Budget</p> <p>Office of Curriculum and Instruction</p> <p>BOCES (limited)</p>	<p>Minutes from Board meeting</p> <p>Data deconstructing meeting</p> <p>Pre and post assessment implementation</p> <p>Created and implemented Common Formative Assessments aligned to the Common Core Learning Standards</p>

<p>cohort meet NYS aspirational goal of earning 80% or higher on Integrated Algebra or Geometry</p> <p><i>*This is a CDEP goal only. This will not take into account the APPR teacher evaluation.</i></p>					
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Committee Members: Mary Beth Morgan, Dr. James Newton, Debbie Shaffer, Julie Russo, Kimberlee Fox

Tonawanda City School District
Year: 2013-2014
Subject: Science

Root Cause:

- Student lack of background knowledge and attendance issues
- Insufficient science literacy skills at all levels
- Seat time has decreased

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: Elementary and Middle School</p> <p>Current Reality: 97% of all students were proficient on the grade 4 Science Assessment</p> <p>85% of all students were proficient on the grade 8 Science Assessment</p> <p>8th grade mastery rate has increased by 7% and an overall proficiency increase of 5%</p> <p>District is moving to a growth model as per the State Education Department</p> <p>Smart Goal: Maintain current proficiency levels for 4th Grade Science Exam</p>	<p>Curriculum Annual data deconstruction at</p> <ul style="list-style-type: none"> • elementary(4th grade) • middle (8th grade) • high (regents) <p>Annual test deconstruction to elementary/middle/high tests to address gaps in content knowledge</p> <p>Reconvene K-12 Science Committee two times between January and June to create common vocabulary skills and concepts and create a scope and sequence for science skills K-12</p> <p>Instruction Use past NYS assessment questions from data mentor as a means to practice and instruct</p> <p>Common planning time</p> <p>Integrate more science content at elementary level. This will include</p>	<p>Science and elementary teachers</p> <p>Assistant Supt. for Curriculum and Instruction</p> <p>Building Principal</p> <p>K-12 Science vertical team</p> <p>Building Principal in charge of K-12 committee</p>	<p>Fall 2013</p>	<p>Building Budgets</p> <p>Office of Curriculum and Instruction</p> <p>Grants</p> <p>BOCES</p>	<p>Curriculum documents</p> <p>Assessments implemented (pre/post- tests)</p> <p>4th grade Science Exam</p> <p>8th Grade Science Exam</p>

<p>Maintain current proficiency levels for 8th Grade Science Exam</p>	<p>more hands-on activities and labs as well as more nonfiction science literature during ELA time (CCLS).</p> <p>Maintain current seat time at the middle school by decreasing time after school</p> <p><u>Assessment</u> Continue common formative assessments at elementary level</p>				
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Tonawanda City School District
Year: 2013-2014
Science

Root Cause:

- Student lack of background knowledge and attendance issues
- Insufficient science literacy skills at all levels
- Loss of seat time due to changes in schedules

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: High School</p> <p><u>Current Reality:</u> Mastery rates have increased in all four sciences over the past three years</p> <p>Earth Science proficiency score has decreased by 8% from the previous year</p> <p><u>Current Reality:</u> 89% L.E. Proficiency 80% E.S. Proficiency 92% Physics Proficiency 88% Chemistry Proficiency</p> <p><u>Smart Goal:</u> Maintain current proficiency levels in Living Environment</p> <p>Maintain current proficiency levels in Earth Science</p> <p>Maintain current proficiency levels in Physics</p>	<p><u>Curriculum</u> 6-12 Vertical alignment</p> <p>Annual test deconstruction to elementary/middle/high tests to address gaps in content knowledge</p> <p><u>Instruction</u> Incorporate one writing or reading assignment into each unit in all science disciplines</p> <p>SPT/DDI/RtI look into increasing seat time for students (decreasing lunch time)</p> <p><u>Assessment</u> Create pre/post-test using district approved models</p> <p>Incorporating more writing/constructed response questions into assessments, laboratory write-ups, and class assignments (CCLS)</p>	<p>Science teachers</p> <p>Assistant Supt. for Curriculum and Instruction</p> <p>Building Principal</p> <p>School Planning Team/DDI Team</p>	<p>June 2014</p>		<p>Curriculum Document</p> <p>Implementation of Activities</p> <p>Pre-test/post-test assessments</p> <p>Summative Regents Assessment</p>

Maintain current proficiency levels in Chemistry	Evaluate the effects of decreased lab time in the high school on proficiency and mastery levels on the Regents Exams				
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Committee Members: Renee Brady, Jeanne Kasproicz, Brad Halgash, Jim Schraufstetter

Tonawanda City School District
Year: 2013-2014
School Social Studies K-12

Root Cause:

- Poor attendance rates which contribute to lack of content knowledge for State exams
- Need for additional academic intervention services for State exams (Add a Global Lab period in addition to the current AIS offering)
- Do not use NOVA NET/APEX for credit recovery for students in grades 9 or 10
- Global Studies Regents Exam is the only 2 year content based cumulative exam
- Staff reduction/changes of 50% from 2009 levels

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>K-12</p> <p>Current Reality: In 2012-13 78% of students taking the Global Regents scored at or above 65%</p> <p>In 2012-13 87.5% of students taking the US History Regents scored at or above 65%</p> <p>Smart Goal:</p> <p>**By 2014 continue to maintain a positive gap to the WNYRIC schools for the 2013-2014 Global Studies Regents</p>	<p>Curriculum</p> <p>Update curriculum maps, including imbedding Common Core Learning Standards</p> <p>Prepare pre-tests, benchmarks and post-tests</p> <p>*Suggestions: High School will attempt to add in one additional course common assessment to further measure student growth/achievement. (As per the 2013-2014 Engage NY Metric)</p> <p>Develop SLOs Data deconstruction of June exam data</p>	<p>Assistant Supt. for Curriculum and Instruction</p> <p>Director of Special Education</p> <p>Building Admin.</p> <p>Core area teachers</p> <p>Individual school planning teams and District Planning team</p>	<p>September 2013 through June 2014</p>	<p>Building budgets</p> <p>Office of Curriculum & Instruction</p> <p>Grants</p> <p>BOCES</p>	<p>Curriculum maps are updated</p> <p>Grade level meetings</p> <p>Pre-Assessment, and Mid-Term Data</p> <p>Regents data June 2014</p>

<p>** By 2014 continue to maintain a positive gap to the WNYRIC schools for the 2013-2014 US History Regents</p>	<p><u>Instruction</u> Use of Global AIS and <u>discussions</u> for additional RTI to be provided through a Global Studies Lab period</p> <p>Identify and implement ELA/Literacy strategies to improve expository skills (As per the Common Core ELA shifts 1-6)</p> <p>Continued use of Marzano’s and Danielson’s classroom strategies</p> <p>Elementary buildings will use primary source documents to develop basic DBQ analysis skills</p> <p>Elementary buildings will assign written activities using primary source document content, to develop basic DBQ writing skills</p> <p>Middle School classes will require a minimum of two full DBQ essays per school year</p> <p>High school classes will incorporate use of primary source documents, DBQ and Thematic essay writing activities, as well as informational text based assignments consistently</p> <p><u>Assessment</u> Common formative assessments to</p>				
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	include diverse testing strategies, including written responses				
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Committee Members: Dr. McKenna, Michelle Coppins, Joe Burruano, Nicole Caputi

Tonawanda City School District
Year: 2013-2014
Graduation Rate

Root Cause of Poor Graduation rate:

- Attendance rate
- Grades
- Non-involvement in extra-curricular activities
- In-school suspension rate is very high

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
<p>Grade: All</p> <p><u>Current Reality:</u></p> <p>Economically Disadvantaged (2009 cohort) is 73.5%. After five years, the graduation rate for the 2008 cohort 83.7%.</p> <p>District Attendance Rate (for School year 2011 – 2012) 95% based on the school report card</p> <p><u>Smart Goal:</u></p> <p>Decrease the gap between current reality (73.5%) and State Standard (80%) for graduation rate for Economically Disadvantaged</p>	<p>Creating a K-5, 6 – 12 Success Sub-Committee to include but not limited to K-12 Social workers, school counselors, regular ed teacher for each building, special ed teacher for each building, Central Office Administrator. Each Sub-Committee shall meet 3 times yearly; the entire K – 12 Success Committee shall meet yearly, in June.</p> <p>Review the data of the attendance protocol that has been implemented in the 2013 – 2014 year to determine success of protocol</p> <p>Investigate programs implemented in other schools to increase graduation rate (Site visit)</p> <p>Continue the implementation of In-</p>	<p>Central Office Administrator(s)</p> <p>District Administrators and staff Building Administrators Counselors SRO Social Worker</p>	<p>June 2014</p> <p>June 2014</p>	<p>NA</p> <p>NA</p>	<p>Minutes from the meeting</p> <p>Minutes from the meeting</p> <p>Attendance Data</p>

<p>students</p> <p>Decrease the gap between current reality (47.8%) and State Standard (80%) for graduation rate for Students with Disabilities</p>	<p>school suspension room criteria that was established in September 2013</p>	<p>PPS Director</p>			
	<p>Investigate outside organizations to assist with increasing student involvement in their education</p>	<p>District Administrators and Counselor</p>	<p>February 2014</p>	<p>NA</p>	<p>Document of the criteria</p>
	<p>Continue RTI/SST meetings to address students that are not being academically successful</p>				
	<p>Develop a K-12 Committee for Special Educators to investigate programs, expectations, co-teaching practices</p>	<p>Building Administrators</p>	<p>Ongoing throughout school year</p>	<p>NA</p>	<p>Informal observations</p>
	<p>Continue Leader In Me, continue Warrior Way initiative, teacher/student mentor programs</p>				
	<p>Continue on-line learning for credit recovery during the school year and summer months</p>	<p>PPS Director</p>	<p>Ongoing</p>	<p>NA</p>	<p>Report at Success Committee meeting</p>
		<p>School Counselors, Teachers, Bldg. Administrators</p>	<p>Ongoing</p>	<p>Building and PTSA or outside organizations</p>	<p>Minutes of meetings</p>
		<p>PPS Director, Administrator, Special Education</p>	<p>Ongoing</p>	<p>PPS Budget</p>	<p>Minutes of meetings</p>

		Teachers			
		Building Administrators, teachers	Ongoing	Building Budget, Instruction Office	Observations that programs are running consistently
		Instruction office, Administrator, teacher, counselor	Ongoing	Instruction Office	Report Cards, transcripts

Committee Members: Marie Burger, Jessica Lyons, Amy Edgerton, Maggie Heeter, Mary Beth Scullion, Amy Squires, Patty Mulcahy, Fred Busch, Danielle Opalinski

SECTION VII: ASSURANCES AND CERTIFICATIONS

School District: _____
BEDS Code: _____

Comprehensive District Education Plan Assurances

The Superintendent certifies that:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- The Plan meets the requirements of state and federal laws and/or regulations that apply to the programs covered by this Plan
- A Board resolution is on file.

Signature (Superintendent of Schools)

Date