

WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

THE PLAN FOR GROWTH AND IMPROVEMENT

(Updated 8.2.16)

Introduction

In 2012-2013, Wheatland-Chili began the process of preparing for Middle States Accreditation. This involved our Board of Education's alignment of their priorities for the District with the Middle States Standards. Although the purpose of the Middle States self-study and accreditation process is to establish whether the school system meets the Standards for Accreditation, we selected the *Excellence by Design* self-study protocol to determine whether we have in place the building blocks for a quality school system.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school system to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school system have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school system has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school system by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school system's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school system expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
 - One or more assessments for each objective
 - Baseline data for at least one assessment for each objective
 - Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

Evidence of these required components are included on the following pages.

Mission

The Wheatland-Chili Central School community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.

Values

Learning

We believe in providing a **world class education** for each student.

Character

We expect all to model behaviors of **respect, responsibility, trust-worthiness, fairness, caring, and citizenship**.

Leadership

We believe in **developing and retaining strong leaders**.

Environment

We believe it is necessary to have a **clean, safe, and healthy environment**.

Communication

We believe in maintaining **open communications with all stakeholders**.

Community/Parental involvement

We value the importance of **collaborative relationships** between the school district and the community

Commitments

We are committed to:

- Sustaining a rigorous and engaging continuum of learning through meaningful experiences that support the highest level of achievement. (Learning)
- Treating all members in the Wheatland-Chili community with honesty, respect, and compassion. (Character)
- Modeling a positive attitude, fostering an enthusiasm for learning, and exemplifying a growth mindset with students, colleagues and the community. (Character)
- Working as dedicated individuals who, as part of a collaborative team, continually strive toward excellence. (Leadership)
- Creating a safe and supportive environment that centers on wellness. (Environment)
- Enhancing open, consistent communication. (Communication)
- Advocating for and responding to the needs of the Wheatland-Chili Community. (Community/Parental Involvement)

Values	Profile of our Graduates
<i>Learning</i> We believe in providing a world class education for each student.	Wheatland-Chili graduates will effectively use a wide array of strategies to solve problems and think critically. They will be able to compete with other high-achieving graduates in the global society.
<i>Character</i> We expect all to model behaviors of respect, responsibility, trustworthiness, fairness, caring, and citizenship	Wheatland-Chili graduates will advocate for themselves and others, and accept responsibility for their own actions. They will demonstrate respect for the opinions and beliefs of all regardless of cultural, political, religious, and gender differences while making a difference for the greater good.
<i>Leadership</i> We believe in developing and retaining strong leaders.	Wheatland-Chili graduates will take the leadership skills they have learned to demonstrate civic responsibility by working collaboratively to enhance their community.
<i>Environment</i> We believe it is necessary to have a clean, safe, and healthy environment.	Wheatland-Chili graduates are mindful of and responsive to the environmental and technological needs of their local and global community. They will strive to enhance the world around them.
<i>Communication</i> We believe in maintaining open communications with all stakeholders.	Wheatland-Chili graduates will communicate and collaborate effectively as well as consider other views while contributing to the global society.
<i>Community/ Parental involvement</i> We value the importance of collaborative relationships between the school district and the community.	Wheatland-Chili graduates will become responsible, compassionate members of society. They will participate in community service, develop skills of collaboration, and will appreciate diversity.



WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION PRIORITIES 2016-2017

Plan/Do/Study/Act (6.21.16)

1. Support the design and delivery of high quality **curriculum** that produces clear evidence of learning and the development of 21st Century learning skills (life and career, learning and innovation, and information, media, and technology skills).
 - Develop a school environment that uses data to inform discussions and decisions related to classroom instruction and uses progress monitoring tools to refine output to provide meaningful individual student data.
 - Create a rigorous curricular program that develops 21st Century Learning Skills.
 - Develop consistent K-12 progress monitoring processes aligned with the curriculum to monitor and communicate student progress, and support through financial resources.
 - Continue to develop Project Lead The Way experiences.
2. Support high quality **leadership** throughout Wheatland-Chili Central Schools focused on instructional excellence.
 - Pursue additional leadership opportunities for teachers and students within the organization through school improvement plan processes.
 - Ensure that all stakeholders are engaged in the District's mission, vision, and values.
 - Utilize S.M.A.R.T. (Specific, Measurable, Ambitious, Results-oriented, Timely) goal setting process to closely monitor District action plans.
 - Promote differentiation of instruction to meet the diverse needs of every student, utilizing learning targets and specially designed instruction.
 - Ensure ongoing staff updates on District initiatives to promote staff buy-in and monitor staff buy-in of initiatives.
3. Support **shared accountability** for student academic and social success, and operational efficiencies, through high expectations for all staff – “Improve parent communication and customer service.”
 - Create a school culture that demonstrates a shared commitment from all staff in the belief that every student can learn; that students are encouraged to start, continue, and finish programs, and that indicators of our success are highly visible.
 - Create a school culture where all staff members are focused on customer service.
 - Create a school culture where communication and engagement with families and the general community is regular, productive, and meaningful.
 - Support a shared commitment to high standards of learning through appropriate professional development for all staff.
 - Ensure that individual student needs inform all aspects of schooling and that students have an opportunity for input.
 - Create a school culture that proactively advocates for children, families, and caregivers, and engages the support of parents.
4. Support the development of **college and career readiness skills** – “Encourage all students to meet college and career readiness expectations.”
 - Support experiences for K-12 students to learn about the world of work, explore career options (volunteer, shadowing, internship experiences, etc.), and relate personal skills, aptitudes, and abilities to future career decisions.
 - Ensure effective communication and engagement of every student, staff, and parents in college and career opportunities.
 - Ensure that students seeking career and technical options outside of the District maintain a strong connection to their Wheatland-Chili experience.
 - Ensure policy alignment to support instructional needs related to instructional technology.
 - Ensure information and instructional technology supports the development of college and career readiness skills.
 - Increase percentage of students who earn the Advanced Designation Regents diploma.

Special Education Program Review

A review of the District's special education programs and support services was undertaken during the 2015-2016 school year through the GeneSystems Group, Inc. This review was commissioned as a result of accountability concerns related specifically to the District's students with disabilities, which resulted in the designation as a Focus District. Although the study focused on special education programs and services, an intended outcome of the study was to review building practices, interventions, and supports for all struggling learners to identify opportunities for improvement for every student.

The nature of the work accomplished through the study (as reported in the Special Education Program Review) was as follows:

- Assess the continuum of special education services within the Wheatland-Chili Central School District to meet the needs of students with disabilities including:
 - Current special education programs and supports
 - Communication patterns of existing organizational structure
 - Strengths and challenges of the special education programs
- Use district and school data to assist in assessing each component of this review (instruction, CSE student ratios and classification rate, 504 students, academic intervention supports and modifications).
- Assess the staffing patterns, resources, and funding for services and programs.
- Identify the supports provided to administrators and staff to effectively manage and support students with academic, behavioral and/or mental health needs.
- Assess the effectiveness of the administrative and supervisory structure in terms of meeting the instructional service needs of students with disabilities in the district.
- Assess the quality of instruction and instructional climate provided in special education classes (literacy, math, writing, and review random sample of Individual Education Program (IEPs), Functional Behavioral Assessments (FBAs) and Behavior Improvement Plans (BIPs).

Diagnostic Tool for School and District Effectiveness

During the 2015-2016 school year, T. J. Connor Elementary and the Middle/High School engaged in a further self-study utilizing the Diagnostic Tool for School and District Effectiveness (DTSDE). This tool assisted staff in assessing strengths and needs in the areas of District Leadership and Capacity, School Leader Practices and Decisions, Curriculum Development and Support, Teacher Practices and Decisions, Student Social and Emotional Developmental Health, and Family and Community Engagement. Perceptions were collected

and data were reviewed to arrive at needs statements, goals, leading indicators, and action plans related to areas of need.

Data from the DTSDE self-study were utilized by staff to create a District Comprehensive Improvement Plan (DCIP) in the tenets noted above.

Strategic Planning

The following is a compilation of strategic planning efforts, organized by the 12 Middle States Accreditation Standards and the DTSDE Tenets:

Middle States Standard	DTSDE Tenet	Page
1. Philosophy/Mission	2. School Leader Practices and Decisions	7
2. Governance and Leadership Standard	1. District Leadership and Capacity	9
3. School System Improvement Planning		12
4. Finances		13
5. Facilities		14
6. School System Climate and Organization		15
7. Health and Safety		16
8. Educational program	3. Curriculum Development and Support	17
9. Assessment and Evidence of Student Learning	4. Teacher Practices and Decisions	20
10. Student Services	5. Student Social and Emotional Development Health	22
11. Student Life and Student Activities		26
12. Information Resources and Technology		27
Plan for Growth and Development Organizational Objective – Communications and Engagement Student Performance Objective – English Language Arts Student Performance Objective - Mathematics	6. Family and Community Engagement	28

In the following pages, included under each standards area are recommendations from the Middle States accreditation team, the Special Education Program Review, and feedback from District staff resulting from the DTSDE self-study and creation of the DCIP.

Action plans are under construction and will be updated and monitored in an ongoing fashion.

Standard #1 – PHILOSOPHY/MISSION (DTSDE Tenet #2):

Responsibility – Elementary and Secondary Principals

District Comprehensive Improvement Plan:

During the 2016-2017 school year, school leaders, in collaboration with District stakeholders, will strengthen the monitoring, accountability and communication of the school improvement (GAN) process to ensure that all grade-level teams and departments are creating SMART Goals and utilizing data to modify instruction to meet the needs of all learners to ensure progress toward increased student achievement.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
The leadership team will revise the GAN document by August 2016 to facilitate the development of SMART goals based on the analysis of current student achievement data and guided by the district's mission/vision so that all departments/grade levels will develop SMART goals during the goal setting process.	Superintendent	July - August			
The leadership team will create a weekly data collection tool by August 2016 so that Curriculum Leaders can provide ongoing updates to the Leadership team regarding the progress toward the SMART goals.	Executive Director of Curriculum	July - August			
During the goal development process at the beginning of the school year, the leadership team will provide training to teachers on how to write SMART goals so that	Executive Director of Curriculum	August - September			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
the teachers are able to write SMART goals for their department/grade level.					
During monthly Grade level or Department Meetings, teachers will have data driven discussions related to the achievement of SMART goals so that they can monitor/adjust goals, instructional practices and actions steps as needed.	Principals	October – June, 2017			
Quarterly, Curriculum Leaders will report on progress toward achievement of SMART goals by sharing minutes from grade level/department meeting and data walls at Curriculum Council meetings.	Executive Director of Curriculum	November – June, 2017			
The leadership team will develop a communication plan to share School improvement (GAN) process and data with all stakeholders (i.e. BOE, parents, staff) by August 2016.	Superintendent	July - August			
Throughout the 2016-2017 school year, the leadership team will conduct monthly walkthroughs focused on implementation of SMART goals and debrief regarding ideas for professional development based on observations.	Superintendent Executive Director of Curriculum Principals	September – June, 2017			

Standard #2 – GOVERNANCE AND LEADERSHIP (DTSDE Tenet #1):**Responsibility – Superintendent****District Comprehensive Improvement Plan:**

During the 2016-2017 school year, district Leaders will consistently communicate high expectations for improvement and provide professional development for school leaders and teachers on best instructional practices, utilization of data to differentiate instruction, and social-emotional development of students to ensure that all students achieve at high levels of success.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
District Leadership will deliver a consistent message of high expectations for every student through print, electronic, and oral communications, including following: <ul style="list-style-type: none">• Opening day remarks of Superintendent• Superintendent's website and calendar letter• Inclusion in goals of leadership team members to cascade message through faculty meetings, department meetings, curriculum council meetings, committee meetings	Superintendent	September August August	PowerPoint Slides Website, calendar Formal goals/evaluation documents for leadership team members	Delivery of remarks Inclusion on website and calendar Midyear and year-end evaluation reflections	
District leaders will hold weekly and monthly team meetings to monitor the progress of each district initiative and make targeted adjustments	Executive Director of Curriculum, Principals, Superintendent				

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
<p>Professional development will be provided to teachers on best instructional practices and the use of data to inform differentiation, as noted below:</p> <ul style="list-style-type: none"> Professional development plan will be updated to include development on the topics of best instructional practices, the use of data to inform differentiation, and social-emotional development of students Cohesive timeline for professional development will be designed Vendors will be identified for professional development My Learning Plan will consistently be used to communicate professional development offerings to teachers School and teacher leaders will actively encourage teacher participation in professional development 	Executive Director of Curriculum, Principals, Superintendent	<p>August</p> <p>August</p> <p>August</p> <p>September – June</p> <p>September – June</p>	<p>Current professional development for update; print/electronic resources on instructional best practices</p> <p>2016-2017 District Calendar</p> <p>Teacher Center Director</p> <p>My Learning Plan</p> <p>Individual and group discussions/interactions with teachers</p>	<p>Professional Development Plan is updated</p> <p>Timeline is created and communicated</p> <p>Vendors are identified and contracts are completed</p> <p>Reports from My Learning Plan on PD offerings and teacher participation</p> <p>Reports from My Learning Plan on PD offerings and teacher participation</p>	

Standard #3 – SCHOOL SYSTEM IMPROVEMENT PLANNING:

Responsibility – Superintendent

The Middle States Accreditation Visiting Team recommends that:					
• The Board of Education expand the identification of priorities to include the adoption of a District-wide Strategic Plan that includes subsequent individual school improvement planning by division (elementary/middle/high school)					
• The Administration, Faculty and Community Representatives collaborate in the development of individual school improvement plans that establish measurable goals, specific action steps and a timeline for implementation					

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

Standard #4 – FINANCES STANDARD:

Responsibility – Business Manager

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

Standard #5 – FACILITIES STANDARD:

Responsibility – Director of Facilities/Transportation

The Middle States Accreditation Visiting Team recommends that:					
• The advisory board explore the possibility of creating additional storage space					
• Strategic plans include the examination of the facilities for continued upkeep and repair due to the nature of aging buildings					
• The administration create ways to illustrate the concept of uniting the middle school and high school sections of the building to reflect a community of learners. In order to be viewed as one community, consideration may be given to find ways to share common areas which now separate the middle and high school.					

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

Standard #6 – SCHOOL SYSTEM CLIMATE AND ORGANIZATION:

Responsibility – Superintendent

The Middle States Accreditation Visiting Team recommends that:
<ul style="list-style-type: none">• Administration be sensitive to the time commitments by teachers who assume many responsibilities
<ul style="list-style-type: none">• The district create an updated Professional Development Plan

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

Standard #7 – HEALTH AND SAFETY STANDARD:

Responsibility – Directors of Facilities/Transportation and Food Service

The Middle States Accreditation Visiting Team recommends that:
<ul style="list-style-type: none">• Access already available resources to test the chemical content of the water flowing through the pipes of each District building.
<ul style="list-style-type: none">• Assure that proper chemical warning signage is obvious to all.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

Standard #8 – EDUCATIONAL PROGRAM STANDARD (DTSDE Tenet #3 – Curriculum Development and Support):

Responsibility – Elementary and Secondary Principals; Executive Director of Curriculum

The Middle States Accreditation Visiting Team recommends that:					
• The leadership continue to provide opportunities for professional development based on the teachers expressed needs and to address the identified GAN (Greatest Areas of Need)					
• As annotated in the self-study document, the District explore different avenues of bolstering student opportunities for advanced classes.					
• Wheatland-Chili School District continue to celebrate and publicize the successes of its unique educational opportunities.					
• Teachers devote time to updating their classroom websites to ensure that all students and parents be aware of homework assignments and due dates.					
• The building leadership draw on the shared K-12 assistance principal’s expertise, as modeled at the elementary level, to create a cohesive “RtI” plan that aligns with the elementary model.					

District Comprehensive Improvement Plan:

On a weekly basis, 100% of teachers will demonstrate evidence of planning for all learning experiences provided to their students, that are explicitly aligned to the grade level CCLS, instructional shifts, and specific needs of the students in each of their classes. This planning will be evident in class visits, written unit and lesson plans, formal observations, and formative assessments for learning.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
The district improvement team, comprised of school and teacher leaders, will collaborate in a workshop to identify 3-5 required characteristics of standards based (differentiated) plans for the 2016-17 school year.		August - September			
School and teacher leaders will communicate the required 3-5		September			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
characteristics to all staff and provide exemplar samples.					
The district improvement team, in collaboration with the school leadership teams, will devise a calendar of targeted PD modules (30-60 mins each) to refresh teachers knowledge, understanding, and skills in the CCLS for ELA and math, CCLS instructional shifts, using formative assessment to adapt curricula, differentiation, explicit direct instruction, and Rubicon Atlas (district tool for housing curricula).		August - October			
The district curriculum committee, in collaboration with the school leadership teams, will implement the PD calendar during all available PD opportunities including faculty meetings, district-wide conference days, and grade level planning meetings, and collect evaluations for each session to monitor teachers perceptions and growth.		September – June 2017			
Daily, district, school, and teacher leaders will visit classes to review the implementation of the 3-5 required characteristics of planning, and provide feedback to teachers, so that all teachers		October – June 2017			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
receive feedback at least bi-weekly.					
District, school, and teacher leaders will meet monthly to report and analyze findings and evidence from the class visits. These findings will be used to adjust the targeted PD calendar, on a monthly basis, by adding additional sessions, topics, or interventions for individual and/or groups of teachers.		October – June, 2017			

Standard #9 – ASSESSMENT AND EVIDENCE OF STUDENT LEARNING (DTSDE Tenet #4 – Teacher Practices and Decisions):

Responsibility – Executive Director of Curriculum

The Middle States Accreditation Visiting Team recommends that:	
•	The Wheatland–Chili School System develop a plan to create an online warehouse of all standardized test scores that would be stored and which would facilitate access of said information to all teachers. This would also assist the development of Instructional Support plans for individual students.
•	The Curriculum Council continue to analyze standardized test results, determine the areas of greatest need, and use the information to design lessons and strategies.

District Comprehensive Improvement Plan:

Throughout the 2016-2017 school year, 100% of teachers will use the instructional shifts of the CCLS to provide engaging and challenging learning experiences, that are tailored to meet the needs of all of their students. This instruction will be evident during class visits, through discussion with students, formal observations, and increased mastery of the grade level standards, for all students.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
The district improvement team, comprised of school and teacher leaders, will collaborate in a workshop to identify implementation "look-fors" for each of the 3-5 required characteristics of standards based (differentiated) plans for the 2016-17 school year. These will include "look-fors" of cognitive engagement of all students, as well as daily checks for understanding and mastery of the learning targets.		August – September			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
School and teacher leaders will share the "look-fors" with all staff during faculty meetings, print materials, and grade-level planning team meetings.		September			
Daily, district, school, and teacher leaders will visit classes to review the presence of the "look-fors" and provide feedback to teachers, so that all teachers receive feedback at least bi-weekly.		October – June 2017			
District, school, and teacher leaders will meet monthly to report and analyze findings and evidence from the class visits. These findings will be used to adjust the targeted PD calendar, on a monthly basis, by adding additional sessions, topics, or interventions for individual and/or groups of teachers.		October – June 2017			

Standard #10 – STUDENT SERVICES (DTSDE Tenet #5):

Responsibility – Supervisor of Pupil Personnel Services and Director of Food Services

The Middle States Accreditation Visiting Team recommends that:
<ul style="list-style-type: none">• Students be full participants in the creation of the Wellness Program.
<ul style="list-style-type: none">• Students and parents be involved in creating more variety within the lunch menu while still adhering to the USDA guidelines.

Special Education Audit Recommendations:

Develop a District-wide Special Education Committee to:

- Review the Continuum of Services and develop Learner Characteristics to assist in the CSE decision making process for student' programs and services. Using student data, align teaching staff and related services to more closely align to the academic and behavioral needs of students.
- Update program descriptions that will be shared with faculty, parents, CSE members, and placed on the District's web site.
- Design a special education handbook to ensure consistent communication, expectations, and procedures and practices. Provide building principals with information that can be included in a faculty handbook.
- Design a three -year special education program and services plan. Include the development of SMART goals, to address the instructional strategies targeted to increase the academic and behavioral proficiency of students with disabilities.

District Comprehensive Improvement Plan:

During the 2016-2017 School Year, all teachers and leaders will implement a district-wide curricula for proactively teaching appropriate grade level social emotional skills to all students, and providing appropriate interventions to any students in need of additional instruction.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
District and school leaders, in collaboration with student support		September			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
services staff, will research, study, and adopt a research based assessment tool for measuring the Social emotional skills of all students served by the district, and curricula/programs for proactively teaching these skills to all students served by the district.					
Student support services staff in collaboration with all teachers will assess (as a baseline) the social emotional skills of all students served by the district, using the adopted assessment tool.		September			
District and school leaders, in collaboration with student support services staff, will analyze the assessment data to identify greatest areas of need (GAN), and other trends from the data.		September – October 15			
District and school leaders, in collaboration with student support services staff and teachers, will use the trend data to inform the selection of a curricula/program(s) to proactively teach the SEDH skills for all students across the district.		September – October 15			
All staff will participate in monthly PD, provided by student support services staff and vendor of the curricula/program, to implement and adjust the district-		September - June			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
wide curricula/program for teaching the social emotional skills to all students across the district.					
All teachers will implement the district-wide curricula/program for teaching social emotional skills to all students across the district		October 15 – June, 2017			
Student support services staff in collaboration with all teachers will re-assess (as a middle of year-formative) the social emotional skills of all students served by the district, using the adopted assessment tool.		February 1 – 15, 2017			
District and school leaders, in collaboration with student support services staff and teachers, will analyze the assessment data to identify greatest areas of need (GAN), and other trends from the data, as well as make adjustments to the curricula/program for teaching the SEDH skills and revise the PD offerings for teachers and staff.		February 16 – March 15, 2017			
Student support services staff in collaboration with all teachers will re-assess (as a end of year-summative) the social emotional skills of all students served by the district, using the adopted assessment tool.		June 1 – June 15, 2017			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
District and school leaders, in collaboration with student support services staff and teachers, will analyze the assessment data to identify greatest areas of need (GAN), and other trends from the data, as well as make adjustments to the curricula/program for teaching the SEDH skills and revise the PD offerings for teachers and staff for the 2017-18 school year.		June 15 – June 30, 2017			

Standard #11 – STUDENT LIFE AND STUDENT ACTIVITIES STANDARD:

Responsibility – Elementary and Secondary Principals

The Middle States Accreditation Visiting Team recommends that:					
• The Wheatland-Chili School District reiterate, to both students and staff, the procedural details for the formation of new clubs.					
• Based upon student requests, the administration and faculty review and modify the method in which students are selected for Student Council, including the implementation of student elections. This would allow students to assume greater ownership within the Student Council.					

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

Standard #12 – INFORMATION RESOURCES AND TECHNOLOGY STANDARD:

Responsibility – Superintendent and Senior Network Technician

The Middle States Accreditation Visiting Team recommends that:					
• The District solicit wider staff input in the development/update of the Technology Plan and that it facilitate direct and timely communications regarding the implementation of action steps, changes to the Plan, and any anticipated impacts on instruction.					
• School staff ensure that device resources be allocated in a manner that permits equitable access by all teachers/students.					

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed

PLAN FOR GROWTH AND IMPROVEMENT:

Organizational Objective #1 – Communications and Engagement (DTSDE Tenet #6)

District Comprehensive Improvement Plan:

Between September 2016 and June 2017, 80% of the district staff will use 80% of the procedures and strategies identified in the district plan to communicate and partner with parents and families of their students, as evidenced by communication logs, data walls, and district surveys.

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
District and school leaders will distribute the communication and partnership plan, to all staff, at district conference days as well as PD modules to describe the expectations for tracking activities, and monitoring outcomes.		September 6 – 7, 2016			
All staff will implement the communication and partnership plan with the parents and families of their students on a weekly and monthly basis (as defined in the plan), and track the activities and outcomes, using the district-established tool.		September 7 – June, 2017			
Monthly, district and school leaders will collect tracking documents, to monitor and analyze the communication activities conducted by the staff; make necessary adjustments to the plan and strategies, to better meet the		September 30 – June, 2017			

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
needs of families, as identified in the data.					

Organizational Objective #1 – Communications and Engagement

The Middle States Accreditation Visiting Team recommends that:

- The leadership team continue to focus its efforts in the area of communication through electronic media, as well as, hard copies of informational documents. Based on the feedback and survey results of the focus groups, communication was identified as a concern. Although the self-study did not target communication, necessarily, as a weak area, the leadership has recognized the importance of current and accurate information in a digital world and has outlined specific actions plans to this end.

Objective: By 2021-2022, Wheatland-Chili Central School District will improve the amount of its communication and engagement with stakeholders as measured by:

- District Parent Customer Service and Communications Survey (from 3.87/5.00 scale in 2014-2015 to 4.5/5.00 scale in 2021-2022 at Elementary; and from 3.34/5.00 scale in 2014-2015 to 4.5/5.00 scale in 2021-2022 at Middle/High School),

Assessment	2014-2015	Targets (4.5/5.0 scale in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Customer Service and Communications Survey	Elementary = 3.87/5.00 scale	3.96	4.05	4.14	4.23	4.32	4.41	4.5
	Middle/High = 3.34/5.00 scale	3.51	3.68	3.85	4.02	4.19	4.36	4.5

- Community Communications and Engagement Survey, (from 3.41/5.00 scale in 2015-2016 to 4.5/5.00 sale in 2021-2022) and

Assessment	Targets (4.5/5.0 scale in 2021-2022)						
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Community Communications and Engagement Survey	3.41	3.59	3.77	3.95	4.13	4.31	4.5

- Grade Level (K, 1, 2, 3, 4, and 5) and Content Area (Business/Family and Consumer Science/Health/Physical Education/Technology, English/French/Spanish, Fine Arts/Music, Math, Science, Social Studies) data walls on communication/customer service goal attainment based on school improvement plans (updated yearly).

Baseline Data: 2015-2016 (points of contact identified as print, electronic, or telephone communications, as well as parent meetings)

Elementary: XX% of parents contacted twice a month

MS/HS: XX% of parents contacted twice per month

By 2021-2022

Elementary: 100% of parents contacted twice a month

MS/HS: 100% of parents contacted twice a month

ACTION PLAN

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
Assign a staff member (position) to implement engagement plan	Superintendent	May 2016	<ul style="list-style-type: none"> • Adjustment of job description to include engagement responsibilities 	Staff member has been identified to assume this role	
Improve District access to community resources <ul style="list-style-type: none"> • Examples include but are not limited to community volunteers, Town/Village resources, service groups, colleges/universities, etc. 	Staff member responsible for engagement plan	September – June	<ul style="list-style-type: none"> • Community resources, volunteers 	Community resources are identified and logs support access to resources	
Provide for parent and student involvement and information on budget process and materials <ul style="list-style-type: none"> • Community members are invited to participate 	Superintendent Budget Manager	November – May	<ul style="list-style-type: none"> • Budget documentation • Schedule of meetings • Communications with parents 	Parents are engaged in budget process as evidenced by input <ul style="list-style-type: none"> • 67.71% of survey respondents indicated an 	

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
<ul style="list-style-type: none"> Budget documents are shared electronically on website Budget meetings are shared on District calendar (print and electronic) 			<ul style="list-style-type: none"> Principal's Cabinet Superintendent's Advisory Council 	<p>interest in the budget process</p> <ul style="list-style-type: none"> Baseline Data: 2015-2016 Stakeholder responses (Community Communications and Engagement Survey) – 3.41/5.00 scale <p>By 2021-2022: Stakeholder responses – 4.5/5.00 scale</p>	
Provide for parent and student involvement and information on school improvement planning	Superintendent Principals	September – June	<ul style="list-style-type: none"> School improvement materials Schedule of meetings Communications with parents/students to seek involvement Principal's Cabinet Superintendent's Advisory Council 	<p>Parents and students engage in school improvement planning process</p> <ul style="list-style-type: none"> 37.5% of survey respondents indicated an interest in strategic planning Baseline Data: 2015-2016 Stakeholder responses (Community Communications 	

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
				and Engagement Survey) – 3.41/5.00 scale By 2021-2022: Stakeholder responses – 4.5/5.00 scale	
Provide for parent and student involvement and information on curriculum, assessment, and instruction decisions <ul style="list-style-type: none"> Examples of involvement include but are not limited to Project Lead The Way Partnership Team, Curriculum Council, Parent University Planning Group, Shared Decision Making Team, etc.) 	Executive Director, Curriculum and Instruction	September 2016	<ul style="list-style-type: none"> Communications with parents/students to seek interested parties Principal's Cabinet Superintendent's Advisory Council 	Student and parent participate in involvement opportunities <ul style="list-style-type: none"> 34.38% of survey respondents indicated an interest in discussing instructional programs Baseline Data: 2015-2016 Stakeholder responses (Community Communications and Engagement Survey) – 3.41/5.00 scale By 2021-2022:	

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
				Stakeholder responses – 4.5/5.00 scale	
Provide professional development for staff on internal customer service, based on identified Commitments	Superintendent Principals	September – June	<ul style="list-style-type: none"> • Training materials • District Commitments • Facilitators for discussion • Time during conference days, content area, and grade level meetings 	100% of staff engage in professional development	
Provide professional development for staff on community engagement	Superintendent Principals Staff member responsible for engagement plan	September - June	<ul style="list-style-type: none"> • Training materials • Current research on community engagement • Facilitators for discussion • Time during conference days, content area, and grade level meetings 	100% of staff engage in professional development	
Expand Parent/Community/Student Involvement on Communication/Engagement Committee, and continue efforts <ul style="list-style-type: none"> • Committee meets on a bi-monthly basis to identify ongoing action steps and provide accountability for process 	Superintendent	September - June	<ul style="list-style-type: none"> • Data from District Parent Customer Service and Communications Survey • Data from Community Communications Survey 	Meetings occur on a bi-monthly basis and minutes are available	

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
Increase teacher contacts with parents	Principals Teachers	September - June	<p>Examples of resources include but are not limited to:</p> <ul style="list-style-type: none"> • District website • Microsoft Outlook and Office 365 • Rapid calling system • Electronic solutions (such as ClassDojo, Remind, etc.) • Learning management systems (such as Canvas, etc.) • Logs to track contacts • Teacher-initiated surveys to parents to determine communication preference 	By 2021-2022, 100% of parents will be contacted twice per month	
Increase teacher engagement with parents	Principals Teachers Staff member responsible for engagement plan	September – June	<ul style="list-style-type: none"> • Research on best practices on parent engagement • Parent Engagement Framework • Electronic tools, such as ClassDojo, Naviance • Teacher-initiated surveys to parents to 	<ul style="list-style-type: none"> • Baseline Data: 2015-2016 Stakeholder responses (Community Communications and Engagement Survey) – 3.41/5.00 scale 	

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
			determine engagement preference	By 2021-2022: Stakeholder responses – 4.5/5.00 scale	
Continue to communicate relevance of mission, values, commitments, and profile of graduates through ongoing reference in print and electronic publications, District and school level meetings, during stakeholder meetings, and in classroom discussions with students	Board of Education Superintendent Principals Teachers	July – June	<ul style="list-style-type: none"> • District website • Print and electronic publications • Meeting agendas 	<ul style="list-style-type: none"> • Log of communication efforts • Baseline Data: 2015-2016 Stakeholder responses (Community Communications and Engagement Survey) – 3.41/5.00 scale <p>By 2021-2022: Stakeholder responses – 4.5/5.00 scale</p>	
Continue to involve students in school governance	Superintendent Principals	September – June	<ul style="list-style-type: none"> • Principal’s Cabinet • Superintendent’s Advisory Council • District website • Print and electronic publications 	<ul style="list-style-type: none"> • Log of involvement efforts • Baseline Data: 2015-2016 Stakeholder responses (Community Communications and Engagement 	

Activity/Action Steps	Responsibility	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
				Survey) – 3.41/5.00 scale By 2021-2022: Stakeholder responses – 4.5/5.00 scale	

Student Performance Objective #1 – English Language Arts

The Middle States Accreditation Visiting Team recommends that:
<ul style="list-style-type: none"> Fewer measures specifically aligned to the stated objectives (i.e. supporting claims) be identified as evidence of student progress; multiple measures, although providing a more complete picture of students overall proficiency, do not specifically support/measure the stated objectives. The district leadership clarify the definition of its target: Is it the “Aspirational Performance Measure” as defined by the New York State Education Department, or is it the intent to increase the percentage of students who earn a “Regents Diploma with Advanced Designation”? Performance targets be identified by cohort and communicated to all stakeholders in support of yearly planning and preparation. Clear measurable indicators of success be identified for each action step that delineates/quantifies the effectiveness of each specifically stated action. Timelines be revisited to reflect greater specificity in articulating when each action step should occur during the school year. Timelines be revisited to reflect the appropriate sequencing of possibly dependent action steps, ensuring that activities are distributed throughout the length of implementation.

Objective: By 2021-2022, students in the Wheatland-Chili Central School District will demonstrate improvement in English Language Arts as evidenced by:

- T. J. Connor Elementary students’ improvement in supporting claims with more than one piece of evidence as measured by:
 - New York State ELA 5 assessment – Meeting or Exceeding Expectations (Scoring 3 or above)

Assessment	2014-2015	Targets (85% in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ELA 5	26%	34% 27%	42%	50%	58%	66%	74%	85%

- Next Steps in Guided Reading Levels (classroom-based assessment)

Assessment	2014-2015							
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Guided Reading Levels – Grade 5	61%	64%	67%	70%	74%	78%	82%	85%

“On Grade Level” or higher								
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○ STAR Reading Assessments

Assessment	2014-2015							
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
STAR Reading – At or above scaled score for meeting proficiency level in NYS ELA standards	48%	53%	58%	63%	68%	74%	79%	85%

○ End-of-module Assessments in Fifth-Grade ELA

Baseline Data: 2015-2016 (to be collected)

XX% of students meeting or exceeding expectations based on developed rubric

By 2021-2022

85% of students meeting or exceeding expectations based on developed rubric

- Wheatland-Chili Middle/High School students’ improvement in understanding of Tier 2 vocabulary, task deconstruction, and response to text dependent questions as measured by:

○ New York State ELA 8 assessment – Meeting or Exceeding Expectations (Scoring 3 or above)

Assessment	2014-2015	Targets (85% in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ELA 8	38%	44% 34%	51%	58%	65%	72%	79%	85%

○ New York State Regents ELA assessment - Mastery Level (Scoring 85% or above)

Assessment	2014-2015	Targets (75% in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Common Core English Language Arts	62%	64%	66%	68%	70%	72%	74%	75%

- New York State Aspirational Performance Measure – Graduation (% of students who graduated within four years with Advanced Designation diploma, scoring at 65% or above [Levels 3 or 4] on assessments)

Assessment	2014 Graduates	Targets (65% in 2020-2021)						
		2015	2016	2017	2018	2019	2020	2021
Aspirational Performance Measure – Graduation*	34%	38%	42%	46%	50%	55%	60%	65%

*Data on 2015 Graduates are not available from the State Education Department.

- End-of-module Assessments in Eighth-Grade ELA

Baseline Data: 2015-2016 (to be collected)

XX% of students meeting or exceeding expectations based on developed rubric

By 2021-2022

85% of students meeting or exceeding expectations based on developed rubric

- End-of-module Assessments in Eleventh-Grade ELA

Baseline Data: 2015-2016 (to be collected)

XX% of students scoring at or above 85% (mastery)

By 2021-2022

75% of students scoring at or above 85% (mastery)

Activity/Action Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Date Completed
K-8 curriculum revision, continuing to transition to a balanced literacy approach to include reading and writing units of study	Administration Teaching Staff	Yearly (1-7)	<i>Units of Study</i> , Lucy Calkins Mark Bower, Consultant	Updated curriculum in Atlas	
Implement Reading and Writing Lab for all students in grade 8	Administration Teaching Staff School Counselor	Yearly (1-7)	Scheduling Staff	Improvement in Grade 8 assessment scores, marking period grades, lower number of referrals	
Scope and Sequence K-12	Administration Teaching Staff	Yearly (1-7)	Curriculum Writing (release time)	K-12 Scope and Sequence document developed in Atlas	
Common end of module assessments K-12	Administration Teaching Staff	Yearly (1-7)	Curriculum writing (release time)	Assessments created and housed in Atlas	
Purchase leveled texts at middle school level	Administration Teaching Staff	Yearly (1-7)	Annual textbook funding	Book room / Shared Classroom Library	
Vertical curriculum conversations K-12	Teaching Staff Department Chair Director of Curriculum	Yearly (1-7)	Opportunities for common time	Calendar of scheduled meetings Agendas Protocol	
Data Driven meetings - STAR	Administration Teaching Staff Department Chairs Psychologist Social Worker	Yearly (1-7)	Opportunities for common time	Calendar of scheduled meetings Agendas Protocol	
Teacher Center courses aligned to ELA needs	Administration	Yearly (1-7)	Teacher Center Director	Course offering catalog	

	Teacher Center Director			Needs assessment	
Strategic planning to provide services to struggling learners	Administration School Counselor SPED teacher PPS Director	Yearly (1-7)	Scheduling Funding	Increased Student Performance	
Continue current AIS programs	Literacy Teachers School Counselor Administration	Yearly (1-7)	Scheduling	Increased Student Performance	
District provided Professional Development	Administration Curriculum Leaders Teacher Center Teaching Staff	Yearly (1-7)	Funding	Increased awareness of best practice / instructional strategies	
Common Planning w/in department and grade level, across department	Administration School Counselor	Yearly (1-7)	Scheduling	Collaborative lesson plans and activities (cross-curricular, departmental, grade level)	
Incorporate several co-teaching strategies in inclusion classrooms.	Teaching Staff Teacher Center Director PPS Director	Yearly (1-7)	Models PD funding	Increased Marking Period Grades Decreased discipline referrals	

Student Performance Objective #2 – Math

The Middle States Accreditation Visiting Team recommends that:
<ul style="list-style-type: none"> The District and building leadership closely monitor the stated math objectives and consider adjusting them at mid-year, if the projected growth has not been realized.
<ul style="list-style-type: none"> The District leadership clarify the definition of its target: Is it the “Aspirational Performance Measure” as defined by the New York State Education Department, or is it the intent to increase the percentage of students who earn a “Regents Diploma with Advanced Designation”?
<ul style="list-style-type: none"> The district and building leadership use greater specificity in delineating deadlines for each action step during the school year.
<ul style="list-style-type: none"> The district and building leadership create specific and measureable targets that allow them to more realistically monitor progress toward successful completion of each benchmark of the action plan.

Objective: By 2021-2022, students in the Wheatland-Chili Central School District will demonstrate their improvement in mathematics as evidenced by:

- T. J. Connor Elementary students’ improvement in responding to mathematical problems requiring constructed responses as measured by:
 - New York State Math assessment – **Meeting or Exceeding Expectations (Scoring 3 or above)**

Assessment	2014-2015	Targets (85% in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Math 5	47%	52% 33%	57%	62%	67%	73%	79%	85%

- STAR Math Assessments

Assessment	2014-2015							
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
STAR Math - At or above scaled score for meeting proficiency level in	23%	32%	41%	50%	59%	68%	77%	85%

NYS Math standards								
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- End-of-module Assessments in Fifth-Grade Math

Baseline Data: 2015-2016 (to be collected)

XX% of students meeting or exceeding expectations based on developed rubric

By 2021-2022

85% of students meeting or exceeding expectations based on developed rubric

- Wheatland-Chili Middle/High School students' improvement in understanding of Tier 3 vocabulary in scientific context as measured by:

- New York State Math 8 assessment – **Meeting or Exceeding Expectations (Scoring 3 or above)**

Assessment	2014-2015	Targets (85% in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Math 8	0%	12% 0%	24%	36%	48%	60%	72%	85%

- New York State Regents Algebra I assessment - **Mastery Level (Scoring 85% or above)**

Assessment	2014-2015	Targets (75% in 2021-2022)						
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Common Core Algebra I	2%	12%	22%	32%	42%	52%	62%	75%

- New York State Aspirational Performance Measure – Graduation (% of students who graduated within four years with Advanced Designation diploma, scoring at 65% or above [Levels 3 or 4] on assessments)

Assessment	2014 Graduates*	Targets (65% in 2020-2021)						
		2015	2016	2017	2018	2019	2020	2021

Aspirational Performance Measure – Graduation*	34%	38%	42%	46%	50%	55%	60%	65%
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*Data on 2015 Graduates are not available from the State Education Department.

- End-of-module Assessments in Eighth-Grade Math

Baseline Data: 2015-2016 (to be collected)

XX% of students meeting or exceeding expectations based on developed rubric

By 2021-2022

85% of students meeting or exceeding expectations based on developed rubric

- End-of-module Assessments in Algebra I

Baseline Data: 2015-2016 (to be collected)

XX% of students scoring at or above 85% (mastery)

By 2021-2022

75% of students scoring at or above 85% (mastery)

ACTION PLAN

Activity Step	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/Indicators of Success	Status
Create common benchmark assessments: K-8, Algebra, Algebra 2, Geometry	Math Department Teachers	Prior to the start of each new module; Year 1	Assessment writing release time	Benchmark assessment	
Analyze benchmark assessments to identify strengths and weaknesses	Math Department Teachers	End of each Module; Years 1-7	Benchmark test results	Summary reports	
Continue to complete data analysis of NYS Math Assessments: 3-8, Algebra 1, Geometry, Algebra 2	Math Department Teachers	Beginning of each school year; Years 1-7	NYS Assessment results	Summary reports	
Revise pacing, scope, and sequence of curriculum	Math Department Teachers	As needed Years 1-7	Common grade level meetings and/or department meetings	Lessons plans and units of study	
Administer STAR Assessment to grades K-8	Math Department Teachers	3 times per year; Years 1-7	STAR	Completion	
Analyze STAR results using K-5 grade level meetings, and 6-12 department meetings	Math Department Teachers	Trimesters	STAR Data-Driven Instructional Conversations	Individual student instructional reports	
Utilize APEX, internet based program that monitors students performance indicators in all clusters, grades 9-12	High School Math Intervention Teachers	Weekly as class schedules permits	Funding for license, access to computers	Student summery reports	

Strategically schedule High School math labs to parallel math content specific courses	Counseling, Administration, Curriculum Leader	All year	Schooltool master schedule designer	Student schedules and end of course scores.	
Strategically schedule math intervention 3-5 to deliver heterogeneous instruction	Administration Math Specialist	All year	Schedule		
Utilization of RtIM Direct to progress monitor math intervention	Math Teachers, Principals, PPS Directors	As identified by building leaders based on RtI Tiers	RtIM Direct	RTI Service logs	
Fund and support teacher in- and out-of-district workshops to inform and reinforce math instructional strategies	Administration, Teachers, Teacher Center Director	Years 1-7	Funding, release time, In-service schedule	Turnkey presentations and Lesson Plans	
Utilization of BOCES Math Coaches to provide direct instructional support	Administration, Teachers, BOCES Math Coaches	Twice Monthly	Funding,	Instructional Best Practice, Assessment Scores	