

LEA Name:	Beacon City School District
BEDS Code:	130200010000

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2015-2016 Revised District Comprehensive Improvement Plan (DCIP)

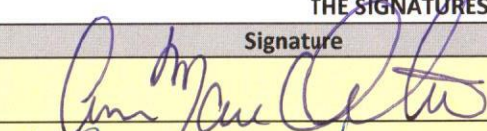
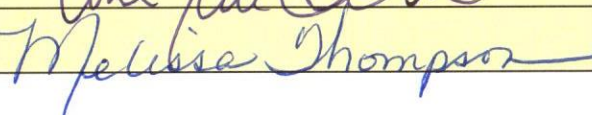
Contact Name	Karen Kellogg	Title	Executive Director-Curr. & Instruction
Phone	845-838-6900 ext 2018	Email	<a href="mailto:kellogg.k@beaconk12.org">kellogg.k@beaconk12.org</a>
Website for Published Plan	<a href="http://www.beaconcityk12.org">www.beaconcityk12.org</a>		

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

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

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

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Interim Superintendent		Mrs. Ann Marie Quartironi	9-Feb-16
President, B.O.E. / Chancellor or Chancellor's Designee		Mrs. Melissa Thompson	9-Feb-16

## Statement of Assurances

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

X

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f*, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."

X

3. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

X

4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.

X

5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

X

6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X

7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

8. *If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f*, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.



### District Leadership Team

**DISTRICT LEADERSHIP TEAM:** The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

**Instructions:** List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
July 13, 2015	Beacon City School District Office		
December 14, 2015	Beacon City School District Office		
January 7, 2016	BHS LGI		
January 27, 2016	BCSD District Office		

Name	Title / Organization	Signature
Karen Kellogg	Executive Director of Curriculum & Instruction	Sign-in sheets is available in the district office
Cecelia Dansereau-Rumley	Director of PPS	
Ron Hammond	HS Teacher	
Roberta Tighe	Elementary Teacher	
Kim Atwell	Parent	
Gloria Rosati	Elementary Teacher	
Jennifer Gall	Elementary Teacher	
Lisa Ebeling	Elementary Teacher	
Jacklyn Ziegelman	Elementary Teacher	
Dr. Sonya Abbeye-Taylor	Assistant Professor at Mount Saint Mary College	
Carolyn Brauer	Director of Student Teaching at Mount Saint Mary College	
Brian Archer	Principal of Sargent Elementary School	
Tom O'Neil	Assistant Principal of Beacon High School	
Ashley Jackson	Assistant Principal of Beacon High School	
Clarice Allee	Parent	
Jennifer DeGregorio	Parent	
Joanna Driscoll	HS Teacher	
Jennifer Fisher	Elementary Teacher	
Wendy Mann	PTO President - RMS	
Theresa Robinson	Teaching Assistant - Sargent	
Dr. Joannes Sieverding	Principal of BHS	



### District Information Sheet

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	3,184	% Title I Population	46.5%	% Attendance Rate	92%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0.1%	% Black or African American	18.5%	% Hispanic or Latino	27.0%	% Asian, Native Hawaiian/Other Pacific Islander	2.6%	% White	46.9%	% Multi-Racial	4.9%

Overall State Accountability Status											
Number of Focus Schools	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools	2	Number of Schools in Status	3	Number of SIG 1003(a) Recipient Schools	2	Number of SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-Racial				
X	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged										

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
X	White						Multi-Racial				
X	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged										

Did Not Meet Adequate Yearly Progress (AYP) in Science											
	American Indian or Alaska Native						Black or African American				
X	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-Racial				
	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged										

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



## DCIP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

- |                                     |                                                            |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input type="checkbox"/>            | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | Tenet 6: Family and Community Engagement                   |

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

- |                                     |                                                            |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input type="checkbox"/>            | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | Tenet 6: Family and Community Engagement                   |

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

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

The district strategically allocates and manages resources and provides supports for schools that are leading to improved student achievement and school performance. As a result of the array of targeted district supports, school leaders are better able to provide instructional leadership that addresses teachers' needs, particularly in the area of instructional practices for struggling students. By tapping into existing expertise and building on familiar practices, the district is setting a foundation to sustain programs to support the academic and social/emotional needs of the students.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The focus of the November Superintendent Conference Day shifted to developing a culture of care and respect with opportunities for school staff to participate in professional development to promote a positive school climate. As a result school-based committees have been formed - Positive Behavior Intervention Support (PBIS) and Bullying Prevention Coordinating Committee (BPCC) - with training begun in the spring of 2015 and continuing over the summer of 2015. Turnkey training of all staff will be implemented in 2015-16 with regular committee meetings throughout the year that will include continuous turnkey training of all staff at faculty and team meetings and during early release days.

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

- List the highlights of the initiatives described in the current DCIP.

1) Improving student achievement, particularly in the area of literacy and student engagement for all students including English Language Learners and Students with Disabilities as well as our economically disadvantaged population; 2) Developing a culture of care and respect through various Action Teams that are focused on improving the graduation rate. These teams include: Culture of Care and Respect, Parent Education, Attendance, and Connecting Students with the Community; 3) Revitalizing our Positive Behavior Intervention Systems (PBIS) across the district based on survey data with staff training to improve pro-social skills for all students; 4) Implementing Bullying Prevention Coordinating Committees at all schools which will utilize the Olweus Anti-Bullying Program; 5) Improving the work of Response to Intervention (RTI) teams at both the secondary and elementary levels; 6) As Professional Development (PD) activities are conducted to support the above initiatives, the direct connection between the activity and the district's theory of action will be articulated across the district to ensure clarity of purpose.



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

While it was challenging to increase parent participation in some parent education nights, there was an increase in parent engagement on family and community committees, such as, the High-School Drop-Out Task Force Action Teams, the Wellness Committee, and various community forums. This has been an important first step toward involving the school community. The district will examine student and family survey data to identify social and emotional challenges across the student population. Staff survey data will be analyzed and focus groups of teachers will be formed to identify training needs. Strategies, using standardized measures, will be developed collaboratively with school leaders and teachers to document the impact of PD on teaching practices and student learning. A calibration process will be created for teachers to assess the alignment of their lesson plans with the Common Core Learning Standards (CCLS). A measurement tool or rubric will be developed for teachers to discuss at grade-level and department meetings to assess instructional practices in a spirit of collaboration through a "critical friends" format; A calendar of workshops for parents, teachers and students will be developed to build skill and understanding in addressing student social and emotional needs. An Action Plan, including measurable outcomes monitored regularly, will be created to develop meaningful partnerships for teachers and parents. Input from parents will inform the action plan and training on developing meaningful partnerships for teachers and parents will be provided. District materials will be translated into the home languages of families.

• **State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.**

**DRAFT – Beacon City School District Vision**

**We envision the Beacon City School District as an exceptional, inclusive community partner that understands and responds to the needs of our students. We promote shared values and a safe environment that motivates students to engage in their academic success. Through their educational experience students will acquire the skills and knowledge to become productive members of society.**

We recognize the need for all students to learn at high levels while improving student achievement and for each school to provide a safe and caring learning environment that addresses the needs of the whole child. As a district we are striving to partner with the community and celebrate our rich diversity through shared values. The entire District Comprehensive Improvement Plan (DCIP) addresses the unique challenges inherent in making the Beacon school community the best it can be.

Math and ELA scores and Regents scores for English Language Learners (ELLs), Students with Disabilities (SWDs) and economically disadvantaged students will increase by 5-10% in 2015-16; 5-10% in 2016-17 and 5-10% in 2017-18.

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

The organizational structure at the district office has been changed to denote clearer delineations - Education Department and Business Department. Resources will be more focused to support the teaching and learning needs of the district as well as the day-to-day management of the district: finance, facilities, technology, human resources, registration, etc.

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

As with all improvement plans dedicating the time for teams to meet is always a challenge. To support school leadership efforts in providing collaborative time for staff, five early release days have been added into the 2015-16 school calendar. Additionally, school leaders are encouraged to use team meetings (grade level, department meetings, etc.) and faculty meeting time to collaborate on the progress of key initiatives.

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

Embedded professional development by consultants in Comprehension Strategy Instruction to improve literacy across the content areas; Bullying Prevention Coordinating Committee Training in the Olweus Anti-Bullying Program and turnkey training of all staff in each of the buildings to build a community of respect and rapport across all school buildings; Positive Behavior Intervention Support (PBIS) Committee Training to promote pro-social behaviors of students in all schools and turnkey training of all staff in each of the buildings; Academic Intervention Support/Response to Intervention training in the development of entry and exit criteria to identify and support children at-risk of failing that will include data-driven decision making to inform instruction; Credit Recovery training for high school teachers to support students at risk of failing; continued use of menu options for targeted professional development opportunities on Superintendent Conference days; full implementation of My Learning Plan (MLP) to track PD hours and evaluate training effectiveness; and collaborative opportunities for BPCC, PBIS, teacher teams and teacher coordinators to meet during early release days.

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

Parent Portal, Open House, PTO Meetings, Pre-K, K, 6th and 8th grade orientation, staff meetings, hosting BOE meetings, school newsletters, teacher emails to parents, participation in Spirit of Beacon Day, concerts, plays, etc., Parent Universities, Drop-Out Task Force to plan parent communication, web page, ROBO calls home and other out-reach to families; and district communications translated in home languages.

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

District website; newsletters; updates at BOE meetings, faculty & staff meetings, department & grade level meetings, PTO meetings, Parent Communication Coordinator, Meetings/Community Forums/Parent Universities and Student Assemblies.



## Common Leading Indicators Worksheet

[illegible]



## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	<b>SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</b>
<b>B1. HEDI Rating:</b>	3
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The District has a plan in place to recruit, evaluate and sustain high quality staff with the skills and experience needed for each school community. Recruitment takes place at both the district and building levels via interview committees. This approach has contributed to improved achievement and graduation rates for many, although not all, accountability groups. Although we are at a Stage 3 for this category, we must continue to strive to attract and retain high quality professionals experienced in teaching SWDs, ELLs and economically disadvantaged students.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	District and building leadership will continue to select and sustain high quality staff with the skills and experience needed for each school community especially for our SWD, ELL and economically disadvantaged student populations. Depending on the number of vacancies we have, we will attempt to attract dual certified candidates and increase our pool of candidates by 5-10% by June, 2016.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students / Student Average Daily Attendance / Student Discipline Referrals / Teachers Rated as "Effective" and "Highly Effective" / Teacher Attendance at Professional Development

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
May, 2015	September, 2015 and as needed throughout the school year	District and building leadership will attract and recruit highly qualified teachers through the OLAS system, local colleges, student teacher pools and substitutes with an emphasis on increasing the number of dual certified teachers as noted above.
October, 2015	Quarterly through June, 2016	District leadership will continuously attract and recruit highly qualified teachers as noted above as substitutes throughout the school year with an emphasis on increasing the number of dual certified teachers.
September, 2015	January, 2016	School leaders will conduct formal observations with targeted feedback at pre and post conferences provided to teachers to support their growth and development.
February, 2016	June, 2016	School leaders will conduct informal observations with targeted feedback provided to teachers to support their growth and development.
September, 2015	Monthly through June, 2016	School leaders will conduct monthly walkthroughs with a thematic approach. Data is collected by administrators and feedback is provided to all teachers.



## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.
<b>B1. HEDI Rating:</b>	2
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	While district and building staff strive to address the learning needs of all students, there is a compelling need to increase achievement for particular subgroups as noted in the District Report Card. These subgroups include: SWDs, ELLs and economically disadvantaged students. All staff must work in concert to bring all students to higher levels of achievement.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Professional development initiatives will be communicated to constituencies through faculty meetings, PTOs, and BOE presentations by the Executive Director of Curriculum & Instruction in an effort to increase student achievement and engagement. Effectiveness will be measured through teacher and student surveys, student work samples, rate of absenteeism, and formative and summative assessments by June 2016.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Completion of Advanced Coursework

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2015	Monthly through June, 2016	Professional development (PD) initiatives will be shared through a variety of mediums as noted above. The Executive Director of Curriculum & Instruction will ensure that PD updates are provided in My Learning Plan (MLP), presented at Administrative Council meetings, shared during Superintendent Conference Days and monthly team meetings with various learning groups, i.e. Content Coordinators, Elementary Coordinators, Reading teachers, ENL Teachers, etc.
September, 2015 December, 2015 March, 2016	November, 2016 February, 2016 June, 2016	Principals will share PD updates with building staff quarterly at faculty and team meetings and with parents at monthly PTO meetings. Principals will also share updates through regular communications, i.e. newsletters, emails, and the school website to improve communication and build shared understandings of PD effectiveness as it relates to increased student achievement, particularly for identified subgroups.
September, 2015 December, 2015 March, 2016	November, 2016 February, 2016 June, 2016	These updates presented by the Executive Director of Curriculum & Instruction and building principals will include the type of PD, the student needs being addressed through the training, and the expected outcomes of increased student achievement and engagement.

September, 2015 December, 2015 March, 2016	November, 2016 February, 2016 June, 2016	District and building leaders along with teachers will measure PD effectiveness through student and teacher surveys, MLP evaluations, formative and summative assessments, absentee rates, and student work samples with a focus on increasing student achievement and engagement.



## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.	
<b>B1. HEDI Rating:</b>	3	
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results	
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district strategically allocates and manages resources and provides supports for schools that are leading to improved student achievement and school performance, such as an increase in graduation rates.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By engaging in frequent, regular communication with key personnel, district leaders are able to identify the needs of each school community and allocate staff and fund programs to address those needs. As a result, student achievement will continue to rise by 5-10% in math and ELA and graduation rates will rise by 1% by August, 2016.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results and School Report Card	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
June, 2015	August, 2015	Through additional state aid funding, summer programs for ELLs and students with disabilities is provided to decrease learning gaps for these subgroups by certified ENL and SWD teachers.
September, 2015	June, 2016	This funding allows for the deployment of instructional support teachers to provide training, coaching, mentoring and chairing CPSE meetings.
September, 2015 December, 2015 March, 2016	November, 2015 February, 2016 June, 2016	District leaders use frequent, regular meetings between the district staff and school leaders to monitor the use of funds and identify and address potential deficits or needs.
September, 2016	February, 2016	To strengthen teachers' use of the Sheltered Immersion Operations Protocol (SIOP), which is designed to increase the achievement of ELLs, professional development is provided by a contractor with expertise in ENL strategies.
January, 2016	May, 2016	District leaders forecast staffing needs using enrollment data from school leaders and district staff and projections of open positions due to retirements or family leave while conferring with school leaders to determine allowances for unanticipated expenses.



## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.	
<b>B1. HEDI Rating:</b>	2	
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results	
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Although the district offers a variety of PD options and student achievement is showing progress, the district has not established systems to consistently monitor whether specific PD leads to sustainable improvement in teaching practices.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The Executive Director of Curriculum and Instruction will form a Professional Development Committee to evaluate existing PD opportunities and determine additional PD needs of the district by June, 2016.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
February, 2016	June, 2016	The Executive Director of Curriculum & Instruction will form a Professional Development Committee to collaborate with school leaders and teachers to select or develop strategies using standardized measures to document the impact of PD on teaching practices and on student learning.
February, 2016	Monthly through June, 2016	Existing PD opportunities will be evaluated on a regular basis, i.e. through MLP evaluation summaries, by the PD Committee, district leaders and building leaders, content coordinators, building committees and instructional support teachers and modifications will be developed that are adaptive and tailored to the needs of individual schools.



September, 2015 February, 2016	November, 2015 May, 2016	Literacy consultants through Steph Harvey Consulting will provide comprehension strategies to teachers through embedded learning opportunities during the school day and at Superintendent Conference days, to build teacher capacity in delivering quality comprehension strategy instruction.
May, 2015	August, 2015	The Positive Behavior Intervention Support (PBIS) teams and Bullying Prevention Coordinating Committees (BPCC) will be trained by consultants from the RSE-TASC and Mediation Center over the summer to develop school-specific programming.
September, 2015	June, 2016 Monthly	Turnkey training will be provided by BPCC and PBIS teams during faculty meetings, early release days and Supt. Conf. days to build teacher capacity in promoting pro-social skills to enhance student social and emotional developmental health.

## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members an school communities are expected to be held accountable for implementing.	
<b>B1. HEDI Rating:</b>	2	
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results	
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Although the district collects data from multiple data systems, district staff, school leaders and teachers are not consistently using the data to monitor progress and adjust leadership and instructional practices to promote the achievement of all students as evidenced by observations from the IIT Review.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	District leaders will engage Dutchess BOCES data specialist, district data experts, school data trainers and school leaders to develop appropriate data analysis protocols and progress monitoring tools to be implemented by all faculty across the district by June, 2016.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Discipline Referrals Teachers Rated as "Effective" and "Highly Effective"	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2015	December, 2015	District leaders will engage Dutchess BOCES data specialist to work with school leaders to identify protocols from <i>Driven by Data</i> for use in analyzing school assessment data with school data teams.
December, 2015	monthly through June, 2016	School leaders will turnkey data protocols with school data teams focusing on four or five reports developed by BOCES data specialist to build teacher capacity in reviewing assessment results to inform instruction.
December, 2015	monthly through June, 2016	Review of data will be required on the monthly meeting agendas of school leadership teams and teacher teams. Instructional strategies will be adjusted to target student learning needs that will help to increase achievement levels of all students, especially ELLs, economically disadvantaged students and SWDs.
February, 2016	June, 2016	DDI procedures will be documented by district and school leadership and various school teams and communicated across the district community to build capacity of teachers and shared understandings.



December, 2015	Bi-monthly through June, 2016	Bi-monthly feedback from staff about the impact of the use of the selected protocols will be solicited by building leadership. The impact of data use on teaching practice and student achievement will be evaluated at the building level to target learning needs that will improve student outcomes.
September, 2015	November, 2015	The AIS/RTI Vision Team will use in-house expertise (instructional support) and outside consultant to provide training and support to RTI teams and AIS teachers in using protocols to determine skill deficits, identify instructional strategies, develop student learning plans and monitor progress to adjust plans as needed.

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	
<b>B1. HEDI Rating:</b>	3	
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results	
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015	
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	As noted in the IIT Review district leaders have strategically implemented various support systems and student programs to promote and sustain collaborative efforts with the school community while establishing nurturing environments within school communities that are responsive to all students.	
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June, 2016 school leaders will provide instructional leadership that addresses teachers' needs and student learning deficits, particularly for ELLs, students with disabilities and economically disadvantaged students, to increase student achievement by 5-10% in ELA and math for identified subgroups in all schools.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low Income Students, SWDs, and ELLs / Average daily attendance / performance on unit and state assessments / teacher, student, and parent participation in district/school surveys.	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2015	weekly through June, 2016	Instructional support will be provided to teachers via demo lessons, turnkey-trainings, curriculum-based assessment data to establish root causes that can lead to short-term student learning goals to increase student achievement.
September, 2015	monthly; bi-monthly and at early release days through June, 2016	District leaders will provide professional development opportunities for school leaders at monthly principal meetings; through literacy initiative with Steph Harvey consultants, data trainings with Dutchess BOCES, and PBIS/BPCC trainings to guide their work with teachers and staff.
September, 2015	quarterly through May, 2016	Teachers collaborate and analyze reasons why students fail 4, 3, 2 or 1 core subjects and develop strategies to address skill deficits, particularly for ELLs, students with disabilities and economically disadvantaged students.



### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
<b>B1. HEDI Rating:</b>	2
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	While the district offers multiple activities and provides some resources to help teachers adapt the EngageNY modules, it does not have a structured system to evaluate whether lesson plans supporting the CCLS provide the appropriate supports and challenges for all students as evidenced by feedback from the IIT Review.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Teachers will provide administrators with CCLS aligned lesson plans that meet the needs of all students particularly the identified subgroups by June, 2016.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students) Student Performance on January Regents Exams Teacher Attendance at Professional Development

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2015	November 2015 and weekly through June, 2016	Teachers will write and implement lesson plans that incorporate essential elements that ensure rigor and increased student engagement with an emphasis on meeting the needs of English Learners, students with disabilities and economically disadvantaged students.
September, 2015	May, 2016 and monthly	Building leaders will provide professional development support and feedback on increasing student engagement for all teachers with instructional support as needed.
September, 2015	June, 2016	Teachers will implement CCLS-aligned lesson plans with measurable objectives .
September, 2015	November, 2015 March 2016 April, 2016	Steph Harvey Literacy Consultant will provide comprehension strategies to teachers through embedded learning opportunities using the Comprehension Toolkit. Consultants will pre-brief, conduct a demonstration lesson and debrief with teachers during their units.
September, 2015	June, 2016 Monthly	BPCC & PBIS committees will turnkey training to staff at faculty meetings and early release days to promote pro-social student behaviors.



### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
<b>B1. HEDI Rating:</b>	2
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results
<b>B3. HEDI Rating Date:</b>	May 27-29, 2015

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	As noted in the IIT Report the district should include common lesson plan elements across all grade levels.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January, 2016 all teachers will include lesson plan elements in their daily lesson planning, as per an agreement between BTA and district administration.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Discipline Referrals

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
October, 2015	Daily through June, 2016	Teachers will be responsible for developing/designing daily lesson plans that address both NYS standards as well as goals from data meetings and walkthroughs. Teachers will differentiate instruction/tasks where possible to address all students, with special attention to students in targeted subgroups.
January, 2016	June, 2016	District Office administrators with collaboration and feedback from administrative and teacher stakeholder groups will review progress monitoring tools to determine a process that best matches the needs of the district. Instructional support will be available as needed.
January, 2016	Monthly through May, 2016	Executive Director of Curriculum and Instruction will work with Dutchess BOCES and district staff to provide PD on the collection and analysis of student performance data. Data analysis protocols will be used in monthly PLC meetings to build capacity and consistency in the use of Data Driven Instruction.



## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>		SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
<b>B1. HEDI Rating:</b>		2
<b>B2. HEDI Rating Source:</b>		District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results
<b>B3. HEDI Rating Date:</b>		May 27-28, 2015
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.		While a revitalization of the PBIS framework is underway as observed by the IIT Review Team, a comprehensive plan to build capacity of teachers and parents to support the social and emotional development health of all students is needed. Anecdotal data suggests incidents of bullying were under reported. Therefore, the district adopted the Olweus Bullying Prevention Program to further support the PBIS programs.
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By October, 2015, each building PBIS Team & BPCC will examine staff surveys to determine the needs of the building, identify the top two or three social emotional challenges and develop a mission statement/guiding principles to promote pro-social behaviors and a positive school climate throughout their school communities.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.		Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate Teachers Rated as "Effective" and "Highly Effective"
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
May, 2015	August, 2015	PBIS Teams will work with the behavioral specialist from the RSE-TASC to create a building framework for PBIS, analyze survey data, and develop a mission statement and/or guiding principles to promote pro-social behaviors and a positive school climate. Instructional strategies will be created along with a plan to roll-out the PBIS program to the entire school community.
September, 2015	October, 2015	The PBIS teams from each building will turnkey the building PBIS framework and roll-out plan to all staff in the beginning of the school year. Components of the framework may include assemblies, videos, case studies, etc. to build understanding of pro-social behaviors.
November, 2015	Monthly through June, 2016	The PBIS teams will meet regularly to examine the number of referrals, survey data and student reflections, and qualitative data from service providers and will meet with focus groups of teachers to identify and inform PD needs to build capacity of teachers and parents in promoting pro-social developmental health.
October, 2015	January, 2016	The PBIS teams will develop a calendar of presentations for parents, teachers and students to build skill and understanding in addressing student social and emotional developmental needs.
July, 2016	February, 2016	The Bullying Prevention Coordinating Committees (BPCC) in each school will be trained in the Olweus Bullying Prevention Program (promoting anti-bullying behavior) and will roll out a plan for each building for kick off by February, 2016.
February, 2016	Monthly through June, 2016	The BPCC teams will guide teachers in facilitating community conversations with students to minimize and ultimately decrease anti-bullying behaviors in support of the goals of the PBIS frameworks.



### Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	
<b>B1. HEDI Rating:</b>	2	
<b>B2. HEDI Rating Source:</b>	District Final Report, IIT Beacon High School Review, and Grade 3-12 Insight Survey Results	
<b>B3. HEDI Rating Date:</b>	May 27-28, 2015	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	As noted in the IIT Recommendations, due to the lack of translated materials, district and school communities are not able to engage all parents in the education of their children. Consequently, students do not benefit from the unified efforts of all the adults in their lives to support success.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 30, 2015 parent participation should increase from 10 - 30% at the district level, which would include the school communities, such as, Lifted, PTO Collaborative and spectrum groups. The graduation rate will increase 1% by August, 2016 and steadily rise to an increase of 84% by August, 2019.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Parent Attendance at Workshops Parent Participation in District/School Surveys	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
15-Sep-15	Ongoing as needed through June, 2016	At the beginning of the school year, district leaders will translate materials that go home to families in their dominant languages through a variety of sources/resources.
February, 2016	Bimonthly through June, 2016	District leaders will convene the Drop-Out Task Force to debrief the work of the Action Teams in 2014-15 and consider recommendations from these teams to inform the 2015-16 action plan for the Task Force. Members will be encouraged to continue to serve on their Action Teams and new members will be solicited to include representatives of ELLs and students with disabilities.
February, 2016	March, 2016	District leaders will assess the array of efforts underway and gather input from parents through a research based survey to determine which family needs and communication vehicles to focus on to improve community engagement.



March, 2016	15-Jun-16	District leaders, in collaboration with the Drop-Out Task Force, school leadership and parent stakeholder groups, will identify ways to develop meaningful partnerships for teachers and parents and incorporate these in the action plan so that all students will experience success as a result of the unified efforts of all the adults in their lives.
January, 2016	15-Jun-16	District leaders will provide periodic updates of the on-going efforts of the Drop-Out Task Force to all families via district website, community forums, through ROBO calls, Remind 101 (app), Google Docs, Google Calendar, etc. Updates will be translated in the home languages of our families.
January, 2016	June, 2016	District leaders will explore alternative bussing options to get students to school on time, such as, the feasibility of having a shuttle bus that would go directly from two key locations to school.
September, 2016	December, 2016	District leaders will assess the attendance rate given the possibility of alternative bussing options.

### Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$614,346	1%	\$6,143

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$614,346	5%	\$30,717
Title II, Part A	\$137,118	5%	\$6,856
Title III, Part A LEP (allocation listed only if required)	\$13,931	5%	\$697
<b>Total Federal Allocation Subject to Set-Aside</b>	<b>\$765,395</b>	<b>5%</b>	<b>\$38,270</b>

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$30,717
Title II, Part A	\$6,856
Title III, Part A LEP	\$697
Title VI REAP	
School Improvement Section 1003(a) - SIG A	
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
<b>Total Funding Reserved for Improvement</b>	<b>\$38,270</b>

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES	\$2,000	NO	Title II
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$43,000	YES	
Develop high-quality DCIP and SCEP plans	YES	\$1,500	NO	Title II
Review the qualifications of Priority and Focus School Leaders	YES	\$2,000	NO	Title II
Submit quarterly leading indicators report to NYSED	YES	\$2,000	NO	Title II
Evaluate the fidelity of program implementation	YES	\$27,000	YES	Title II
Provide Public School Choice to students in Priority and Focus Schools	NA			
Offer 200 hours of Extended Learning Time to students in each Priority School	NA			
<b>TOTAL</b>		<b>\$77,500</b>		



## Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Beacon City School District	Focus District	\$31,892

[illegible]

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."  
Has the district demonstrated how **ALL** funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?

\$38,270  
YES

## **Financial Allocation Plan - Parent Engagement**

[illegible]

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides."  
Has the district demonstrated how **ALL** funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)?

\$6,143  
YES