

LEA Name:	GREENBURGH ELEVEN UFSD
BEDS Code:	660411020000

**ENTER DATA INTO ALL YELLOW CELLS.**

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

Contact Name	ANTHONY GYETUA-DANQUAH	Title	SUPERINTENDENT
Phone	9146938500	Email	<a href="mailto:adanquah@greenburgheleven.org">adanquah@greenburgheleven.org</a>
Website for Published Plan	<a href="http://www.greenburgheleven.org">www.greenburgheleven.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
Superintendent		ANTHONY GYETUA-DANQUAH	
President, B.O.E. / Chancellor or Chancellor's Designee		DAVID D. HOWE	

## Statement of Assurances

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. *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."
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.
4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
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.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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.

## 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)
4/23/2015	Bethune Library	5/11/2015	Superintendent’s Office
6/9/2015	Multi-Purpose room	5/4/2015	Multi-Purpose Room
6/19/2015	Superintendent’s Office	6/9/2015	Multi-Purpose Room
6/22/2015	Superintendent’s Office	3/9/2015	Superintendent’s Office
7/7/2015	Room 222		
7/9/2015	Superintendent’s Office		
7/14/2015	Room 222		
7/29/2015	Adam Clayton Powel State Building		

Name	Title / Organization	Signature
Anthony Gyetua-Danquah	Superintendent of Schools	
Marsha Maddox	Deputy Superintendent	
Dorothy Riolo	Supervisor of Pupil Personnel Services	
Elton Thompson	Building Principal	
Alicia Madera	District Treasurer	
David Longo	GFT President/High School Teacher	
Monica Carman	Lead Teacher	
Regina Ferraro	Reading Specialist	
Angelo Pozzuto	School Psychologist	
Cathy Scaperotta	School Psychologist	
Sharon Heitner	School Psychologist	
Maire Keenan	School Psychologist	
Tara Ritchie	School Guidance Counselor	
Nina Geller	High School Teacher	
Marcy Merriweather	High School Teacher	
Madeline McCormack	High School Teacher	
Michael McManus	High School Teacher	
Doris Delgado	Middle School Teacher	
Elizabeth DeCoteau	Middle School Teacher	
Cecilia DeRosa	Teaching Assistant	
Denise Miata	Teaching Assistant	
Regina Giordano	Teacher Associate	

**District Leadership Team**

Erica Mason	Teacher Associate	
Melanie Crawford	Teacher Associate	
Rosa Wearing	School Monitor	
Dr. Sabrina Hope King	OEE/Consultant	
Michael Garcia	VP for Residential Services, Children's Village	
Daniel Melnick	Director, Residential Support Services, Children's Village	
John McCabe	District specialist, RSE-TASC	
Ann Narcisse	Non-District Specialist, RSE-TASC	
Agustina Escobale	Parent	
Denise Dunn	Parent	
Virgin Martinez	Parent	

## District Information Sheet

District Information Sheet											
District Grade Configuration	K-12	Total Student Enrollment	156	% Title I Population	100	% Attendance Rate	98				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	1	% Black or African American	62	% Hispanic or Latino	26	% Asian, Native Hawaiian/Other Pacific Islander	1	% White	10	% Multi-Racial	0

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

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
√	Students with Disabilities			Limited English Proficient
√	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
√	White			Multi-Racial
√	Students with Disabilities			Limited English Proficient
√	Economically Disadvantaged			

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input type="checkbox"/>            | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | 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").**

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

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

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

**In reflecting on the PREVIOUS YEAR'S PLAN:2014-2015**

- 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).

Increased professional development for teachers in the Common Core Learning Standards improved staff use of instructional strategies and learning protocols resulting in 70 percent of High School course passing rate, increased passing of Regents and RCT. Increased use of multi-disciplinary approach resulted in improved writing fluency across the curriculum.

- 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.

Identified need for targeted and differentiated professional development by the integrated Intervention Team resulted in changing the professional development model from whole group professional development to coaching and classroom visitation model. The district developed a theory of action to focus on academic rigor and relevance resulting in the use of higher order thinking questions.

**In developing the CURRENT YEAR'S plan: 2015-2016**

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

Implement consistency in theory of action, rigor and relevance and collaborative accountable dialogue . The District operates under the belief that certain conditions must be in place for students to achieve at their highest potential. The District believes that if students and staff are provided with a safe environment where all adults establish high expectation for students and a rigorous curriculum aligned with the New York State Common Core Standards is in place, student achievement will improve. Consequently, if the District aligns all its functions, practices and decision making with the New York State Diagnostic Tool for Schools and District Effectiveness and performs at the effective level using the DTSDE rubrics, student achievement will improve.

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

Need for a system to enhance the professional capital for all staff. Need to communicate Theory of Action to the entire school community and ensure its use at all times. There are limited protocols for assessing, allocating and monitoring the district resources as their use relates to increased student outcomes and college and career readiness. Students need consistent and rigorous learning opportunities in every classroom. The district needs to create a data-driven decision making culture that supports student learning and school performance. The district need to create and sustain a comprehensive, multi-tiered system to address each student's unique academic and social emotional developmental health and well-being. There is a need to provide the school leader with a wide range of high quality support options that have been designed, aligned, and tailored to meet the various needs of the school community. Staff need to be immersed in differentiated professional development related to academic rigor and relevance in order to improve student outcomes and socio-emotional developmental health and well-being. The District needs to increase family and community engagement/participation activities

**• 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.**

**Vision Statement:**

Greenburgh Eleven will be an exemplary Special Act District serving the academic, social and emotional needs of all students. The District is committed to preparing students to be college and career ready by using the Common Core State Standards (CCSS) and a systemic approach to teaching behavioral expectations.

**Mission Statement:**

Greenburgh Eleven has a rigorous program that provides a clear progression in student's academic and behavioral development while transitioning students from a special needs environment to their community schools as productive, responsible students. Greenburgh Eleven is committed to preparing all students to reach their maximum potential by giving them the tools needed to be: engaged learners, productive, responsible, competitive and informed citizens, lifelong learners and critical thinkers, confident individuals who understand their self-worth and are socially and emotionally competent by providing a quality public education aligned with Common Core State Standards through the use of cutting edge technology and innovative teaching techniques through the collaborative efforts of students, educators, parents and the community.

**District Highlights:**

- ☑ Experienced, dedicated caring Staff
- ☑ Extensive student support services
- ☑ Low student to teacher ratio
- ☑ Technology (21st Century Tools) in all classrooms
- ☑ Therapeutic Learning Environment
- ☑ Beautiful, park-like campus
- ☑ Differentiated and Data-informed instruction

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

Increase the percent of students scoring levels 3 and 4 on NYSED grades 3-8 ELA and Math tests for all subgroups from 0 to 5 percent. (NYSED Report Card data). Increase the percent of students scoring levels 3 and 4 in grade 8 by 10 percent for all subgroups (NYSED Report Card data). Increase the percent of students in each high school cohort scoring levels 3 and 4 in Regents ELA and Math by 10 percent for all subgroups after four years of instruction (NYSED Report Card data). Increase the percent of students meeting district targets in STAR ELA and Math. Increase the percent of students meeting their learning targets in each classroom (District Targets). Increase course passing rates for high school students (Marking Period Grades).

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

The following district organizational structure will support the implementation of the district goals: The Board of Education, Superintendent of School, Deputy Superintendent/Business Administrator, Supervisor for Pupil Personnel Services, District Treasurer, Building Principal, School Psychologists, Guidance Counselors, Special Education Teachers, Teacher Associates (Aides), School Monitors, Clerical and Administrative Support., Children's Village Residential Support and Collaboration. District Leadership Team. Professional Learning Committees (PLC). District Committees. Parent Advisory Team. Board of Education meetings twice a month. Superintendent's staff meetings and open forum (twice a month). E-mail communication to all staff. Family/Community Engagement meetings (bi-monthly). District Calendar of Events (published on the website). Monthly staff and faculty meetings. School Professional Learning Community meetings (once a month). Family back to school night . Parent-teacher conferences. Meetings with Children's Village Administrators and Staff.



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

Financial limitations to support the full implementation of the DCIP. Availability of time to provide the necessary professional developments needed to support successful implementation of the plan. Teachers ability to balance providing rigorous and relevant instruction and maintaining the behaviors for a student population with serious emotional, psychological and sometimes explosive behaviors. Full and consistent implementation of the Positive Behavior Support strategies districtwide.

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

All instructional staff will participate in professional development focused on the implementation of the Common Core to be provided by Southern Westchester Boces and Putnam Westchester Boces consultants once a month that will result in teachers using selected modules in the classrooms as evidenced by classroom observation and unannounced walk-throughs. Provide ongoing leadership coaching to the school Principal once a month to be provided by Scholastic Achievement Partners that will result in building principal's skills in monitoring the fidelity implementation of the Scholastic programs (Read 180 and System 44). All instructional staff will receive professional development on rigor and relevance and explicit instruction.

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

Telephone Calls, e-mails, District Calendar of Events, Professional Development Calendar, Community Meetings, Parent/Teacher Conferences, Committee of Special Education Meetings, Back to School Night, Book Fairs, Student Award Ceremonies.

**For Districts with Priority Schools: Whole School Reform Model**

**N/A**

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school 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.

**1. Provide an overview of the district’s overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school’s vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school.**

**2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.**

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

B. District Systems and Structural Needs. Describe the district’s approach to turning around the underperforming school, the theory of action guiding district efforts and the key district strategies. Describe the district’s core challenges and issues related to turning around the school, based on data and the district’s assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and gaps needs to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at the identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.

**3. A Lead Partner or Partner Consortium should have the expertise and capacity to provide comprehensive support in the areas where there has been an identified gap in district/school capacity.**

A. Partner Identification and Rationale: Complete the Identified Partner Organization chart. Describe in the narrative the rationale for the selection of partner organizations in relation to meeting key district and school-level needs/gaps in capacity. Describe the relationship between the school and the partner organization(s) and how that relationship will further the redesigned school's mission and program.

B. Partner Roles and Responsibilities: Describe the lead partner/partner consortium role and responsibilities in relation to district's larger strategy and the identified school's management and proposed governance structure. Types of services may include providing technical expertise in implementing a variety of components of the school intervention models, coordinating services, providing intensive job-embedded professional development for school administrators and teachers, and implementing an equitable teacher and principal evaluation system that relies on student achievement, providing fiscal support services, and creating safe school environments that meet students' social, emotional, and health needs. Explain how, over the course of project, all collaborative activities result in the transferring of knowledge, expertise, and practices from partner(s) to LEA personnel, as well as the development of policies, tools, and resources leading to a new and sustainable capacity for the LEA on its own. Describe the means by which the district will hold the partner accountable for its performance.

C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:

- A list of schools the partner has previously managed/supported.
- Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
- A summary of the partner's fiscal performance for the past three years.



## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</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>B1. HEDI Rating:</b>	Partially Developed
<b>B2. HEDI Rating Source:</b>	NYSED 2014-2015 DCIP Review Team
<b>B3. HEDI Rating Date:</b>	5/14/2015

<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.	Need for a system to enhance the professional capital for all staff. Need for structured orientation for all newly appointed staff with cultural relevance, define district vision for quality teaching and build capacity for existing teachers and staff. Need to establish performance goals for all staff and progress monitor to ensure completion of goals.
---	---

<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 June 30, 2016 a recruitment and professional development system will be implemented resulting in high quality hires and 100% of staff will participate in individual and group professional development activities to enhance professional capital in meeting the needs of the school community resulting in improved student outcomes.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Staff attendance to professional development; Development of a recruitment plan and a development of a professional development plan; # of partnerships with CBOs ; staff satisfaction survey, staff retention rate and progress monitoring data.

<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.
7/1/2015	9/30/2015	District leaders will create a recruitment plan and a professional development plan for 9/1/2015 implementation
7/1/2015	9/30/2015	Cultivate relationships with local cbo, Institutions of higher learning and workforce centers and certificate programs /District leaders
9/1/2015	6/30/2016	District leaders will plan and implement ongoing orientation programs for all new staff.
	11/30/2015	District leaders will continuously assess existing strengths of all staff to build professional capital.
9/1/2015	6/30/2016	District leaders will develop a system for continuous assessment and performance management (including motivation) for all employees; develop a rubric to support this work and provide ongoing professional feedback using a checklist.
9/1/2015	6/30/2016	District leaders and consultants will implement professional development and recruitment activities for all staff and new hires .
9/1/2015	6/30/2016	District leaders will continuously monitor the impact of professional development activities on shifts in staff behaviors.
9/1/2015	6/30/2016	District leaders will provide ongoing opportunities for all instructional staff to receive professional development in the Charlotte Danielson

### 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>	D
<b>B2. HEDI Rating Source:</b>	Integrated intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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.	Staff members do not know the theory of action and do not align their actions to it. All constituents need to be aware of and demonstrate behaviors consistent with the district theory of action. Need to communicate Theory of Action to the entire school community and ensure its use at all times. Need to infuse Theory of Action within all meetings and list on agendas.
---	--

<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 June 30, 2016, 100% of constituents will demonstrate behaviors consistent with the theory of action 80% of the time as measured by classroom observations, focus group feedback, individual professional feedback sessions, formal staff evaluations and walk-throughs.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Staff evaluations and walk-through data; increase of use of common core instructional shifts; students making honor role; increased course passing rates.

<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.
9/1/2015	6/30/2016	District Leaders will share Theory of Action with all staff during Superintendent's Conference Day and all other professional development days throughout the year.
9/1/2015	6/30/2016	During Monthly faculty meetings, District leaders will continue to discuss the implementation of the theory of action with staff.
9/1/2015	6/30/2016	District leaders and partners will schedule walk-throughs once a month focused on instructional rigor and relevance
9/1/2015	6/30/2016	Theory of Action will be referenced by District Leaders in conversations and convening with all stakeholders.
9/1/2015	6/30/2016	Theory of Action will be used to frame all recruitment, professional learning and assessment activities by District leaders
9/1/2015	9/18/2016	Content area teachers and Building Teams will develop a grading policy that speaks to high expectations and rigor.

### 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>	D
<b>B2. HEDI Rating Source:</b>	Integrated intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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.	Currently there are limited aligned protocols for assessing, allocating and monitoring the district resources as their use relates to increased student outcomes and college and career readiness.
---	--

<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.	Beginning September 2015, the District will allocate 100% of district resources to support goals and activities outlined in the DCIP and current and future instructional needs as determined by teacher feedback, students performance outcomes, classroom observations and walkthroughs.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student progress , resource allocation usage, stakeholder feedback, observations and walkthroughs

<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.
9/1/2015	6/30/206	All staff will participate in professional development needs self-assessment 3 times a year .
7/1/2015	9/30/2015	District leaders will Identify the key resources for the 2015-2016 year to achieve district goals.
7/1/2015	6/30/2016	District leaders and consultants will develop and implement ongoing Twenty Day Action Plan process.
8/1/2015	6/30/2016	District leaders will develop and implement a Staff self assessment tool for all employees.

### 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>	I
<b>B2. HEDI Rating Source:</b>	Integrated Intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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.	Staff need to be immersed in differentiated professional development related to academic rigor and relevance in order to improve student outcomes and socio-emotional developmental health and well-being.
---	--

<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 June 30, 2016, 100% of staff will receive targeted and comprehensive professional development that will result in shifts in instructional practices and increased student outcomes as measured by classroom observations, course completion rates and building wak-through data and SWIS data.
--	---

<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom observations, course completion, building wak-through data and SWIS data, staff PD attendance records.
--	--

<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.
9/1/2015	6/30/2016	Distct leaders will plan and implement targeted professional development activites for all staff based on staff self-assesment an other needs assessment data.
9/1/2015	6/30/2015	District leaders will create and post and revise calendar of PD activites throughout the year.
9/1/2015	6/30/2015	District leaders will develop and share professional development plan with all stakeholders.
9/1/2015	6/30/2015	All staff will develop individualized professional development plan that will be reviewed and revised accordingly throughout the year.
7/1/2015	6/30/2016	District Leaders and the Quality Improvement Process (QUIP) Team will meet mothly to review progress on professional development identified by QUIP plan.
9/1/2015	6/30/2016	District leaders will provide common planning times for all content area teachers and communicate an expectation for rigorous co-planning and collective problem solving to improve student outcomes.



## 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>	D	
<b>B2. HEDI Rating Source:</b>	Integrated Intervention Team	
<b>B3. HEDI Rating Date:</b>	February 10-11, 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 needs to create a data-driven decision making culture that supports student learning and school performance in all communications with principals and staff. The district needs to communicate expectations for the use use of data to support meeting district mission and SMART goals.	
<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>	Beginning September 2015, 100% of district decisions impacting student outcomes will be based on existing data and progress monitored monthly as measured by SWIS data, walkthrough data, classroom observations, Student Reading Inventory (SRI), Regents exams, STAR and Marking period grades.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	SWIS data, Classroom observations, walk-through data,SRI and STAR data, marking Period grades .	
<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.
9/1/2015	6/30/2016	District Leaders will review district data monthly to determine growths or lack thereof and communicate with staff.
9/1/2015	6/30/2016	District Leaders will develop a data driven framework for the collection, review and monitoring of all data to support improving student outcomes.
9/1/2015	6/30/2016	District leaders will develop and implement the case management approach for improving student achievement.
9/1/2015	6/30/2016	Building principal will provide time for teachers to conduct test/taks analysis meetings once a month that follow a task/test analysis protocol.
9/1/2015	6/30/2016	Building principal will ensure that instructional teams administer at a minimum two content specific writing prompts a month and use the school-wide rubrics to assess each student written task.

## 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>	D
<b>B2. HEDI Rating Source:</b>	Integrated intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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 need to provide the school leader with a wide range of high quality support options that have been designed and aligned, tailored to meet the various needs of the school community.
---	--

<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.	Beginning July 2015 and ending in June 2016, District and building administrator will meet monthly to assess, monitor and evaluate positive school culture and student outcomes as measured by walk-throughs, school culture surveys, parent and student surveys and focus groups feedback and principal feedback.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student survey, parent/family survey, focus group feedback, walk through data and principal feedback.

<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.
9/1/2015	6/30/2015	District leaders and building principal will meet bi-weekly to review school climate data.
9/1/2015	6/30/2016	District staff will participate in focus group meetings 10 times
9/1/2015	6/30/2016	District staff, students, community and families will participate in two surveys to provide feedback to district.
9/1/2015	12/30/2015	Superintendent of Schools will hire PLC Associates to conduct the on-line data triangle.
9/1/2015	6/30/2016	Superintendent of Schools will meet monthly with building principal to discuss ongoing progress towards achieving these goals.

**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>	D
<b>B2. HEDI Rating Source:</b>	Integrated Intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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 needs to provide ongoing and sustained fiscal and human resources for curriculum development that include professional development, instructional coaches and content specialists.
---	---

<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 June 30, 2016, 100% of instructional staff will use and reference the Common Core Learning Standards modules with their content areas to collaborate, plan and discuss curriculum twice per month using the data-driven protocols, looking at student work, in order to identify curricular modifications needed with students with disabilities as evidence by monthly targeted modifications in lesson plans and observations based upon feedback from progress monitoring tools
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly monitoring tools data, lesson plan reviews, classroom observations, STAR and marking period grades report.

<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.
9/1/2015	6/30/2016	All teachers will submit lesson plans to the Building principal weekly for review and feedback.
9/1/2015	6/30/2016	District Leaders will plan common core learning standards professional development activities to be provided by BOCES and other content area specialists once a month.
9/1/2015	6/30/2016	Content area specialists and consultants will provide monthly professional development to teachers.
9/1/2015	9/3/2016	Building principal, teachers and content specialists will assess and evaluate current district curriculum for alignment with Common Core learning Standards.
9/1/2015	6/30/2016	District Leaders will provide opportunities for targeted after school professional development and content area curriculum development.

### 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>	I
<b>B2. HEDI Rating Source:</b>	Integrated Intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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.	Students need consistent and rigorous learning opportunities in every classroom.
---	--

<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 June 30, 2016, 100% of teachers and instructional staff will have received professional development in rigorous and relevant instructional practices resulting in instructional shifts and desired student outcomes as measured by student work, walk through and classroom observations.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Work folio review data, informal and formal assessments i.e. improvement on Writing prompts as measured by a consistent writing rubric; consistent QUIP team observations of student behaviors and time on academic learning task, STAR, SRI.

<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.
9/1/2015	6/30/2016	District leaders and Boces consultants will provide all instructional staff ongoing professional development focused on Rigor and Relevance.
7/1/2015	9/30/2015	District leaders will schedule 3 day institute of explicit instruction for select staff and provide them opportunities to attend at Lower Hudson RSE-TASC
9/30/2015	6/30/2016	District leaders and RSE-TASC Boces staff will use Quality Improvement Process (QIP) to monitor data for progress toward achieving this goal.
9/1/2015	6/30/2016	Building principal will schedule quarterly meetings with teachers to review student scholarship.
9/1/2015	6/30/2016	RSE-TASC Team and district leaders will develop and implement the QIP team to look at all data teams.
9/1/2015	6/30/2016	Building principal will work with the teacher-led team who participate in the 3 day RSE-TASC institute to lead the Building Professional Learning Community efforts.
9/1/2015	6/30/2016	Building principal will establish time for teachers to meet in PLC throughout the year.
9/1/2015	6/30/2016	District leaders will review DCIP progress monthly during the leadership team meetings.

## 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>	I
<b>B2. HEDI Rating Source:</b>	Integrated Intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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 needs to create and sustain a comprehensive, multi-tiered system to address each student's unique academic and social emotional developmental health and well-being.
---	---

<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.	Beginning September 2015 through June 30, 2016, the District will implement with fidelity a comprehensive, multi-tiered system to address each student's unique academic and social emotional developmental health and well-being as measured by the overall climate and culture of the school, SWIS data, classroom observations, walkthroughs, parent feedback, student surveys and focus group feedback.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	SWIS data, classroom observations, walkthroughs, parent feedback, student surveys and focus group feedback.

<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.
9/1/2015	6/30/2016	District leaders and PBS Team will meet to review existing policies, practices, procedures quarterly and align them to our comprehensive, multi-tiered PBS system.
9/1/2015	6/30/2016	Building principal will schedule monthly student scholarship meetings with staff to discuss progress towards achieving goal.
9/1/2015	6/30/2016	School staff and Building principal will plan and implement monthly tiered extra curricular extended learning and leisure activities.
9/1/2015	6/30/2016	School Building PBS Team will plan, schedule and implement monthly school based PBS team meetings, events, activities, systems/approaches and rewards.
9/1/2015	6/30/2016	District leaders and building PBS Team will create and implement a case management approach that is collaborative and data driven for improving student outcomes.

## 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>	D
<b>B2. HEDI Rating Source:</b>	Integrated Intervention Team
<b>B3. HEDI Rating Date:</b>	February 10-11, 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 needs to increase family and community engagement/participation activities.
---	--

<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.	Beginning September 2015, the district will develop a comprehensive strategic plan for family and community engagement that will involve cultivating a collaborative, supportive, welcoming learning environment in partnership with all stakeholders as measured by stakeholder outreach workshop/activities, stakeholder contact logs, focus group meetings, stakeholder survey results.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Stakeholder activities calendar, family/community meeting notes, family/community meetings attendance records, surveys and focus group feedback.

<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.
9/1/2015	6/30/2016	District leaders will schedule, plan and implement family and community outreach meeting/workshops bi-monthly.
9/1/2015	10/30/2015	District leaders will plan, schedule and implement family/ community "Fall 2015 Back to School Night" program.
9/1/2015	6/30/2016	District leaders and building principal will schedule, plan and implement Parent Teacher Conferences twice a year (Fall and Spring)
9/1/2016	6/1/2016	District leaders will plan, schedule and implement stakeholder Workshop Series four times a year (quarterly).
9/1/2015	6/1/2016	District leaders will plan schedule and implement two Stakeholder Surveys and Focus groups discussions.
9/1/2016	6/30/2015	District leaders and building principal will use the K-12 Alert Communications system monthly to communicate upcoming school events, and emergency closings/early dismissal as needed.

**Focus District Set-Asides**

<b>Parent Engagement Set-Aside Calculation Based on Federal Funding</b>			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$160,494	1%	\$1,605

<b>Improvement Set-Aside Calculation Based on Federal Funding</b>			
Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$160,494	6%	\$9,630
Title II, Part A	\$8,124	6%	\$487
Title III, Part A LEP (allocation listed only if required)	\$0	6%	\$0
<b>Total Federal Allocation Subject to Set-Aside</b>	<b>\$168,618</b>	<b>6%</b>	<b>\$10,117.08</b>

<b>Funding Sources Used to Meet Required Set-Aside for Improvement</b>	
Fund Source	Budgeted Amount
Title I, Part A	\$160,494
Title II, Part A	\$8,124
Title III, Part A LEP	\$0
Title VI REAP	\$0
School Improvement Section 1003(a) - SIG A	\$0
School Improvement Section 1003(g) - SIG G	\$249,997
School Innovation Fund	\$0
Local / General Funds	\$0
<b>Total Funding Reserved for Improvement</b>	<b>\$418,615</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	\$4,500	NO	Title 1
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$6,000	NO	SIG
Develop high-quality DCIP and SCEP plans	YES	\$7,500	NO	SIG
Review the qualifications of Priority and Focus School Leaders	YES	\$0	NO	
Submit quarterly leading indicators report to NYSED	YES	\$0	NO	
Evaluate the fidelity of program implementation	YES	\$4,500	NO	SIG
Provide Public School Choice to students in Priority and Focus Schools	NO	\$0	NO	
Offer 200 hours of Extended Learning Time to students in each Priority School	YES	\$15,000	NO	SIG/Title 1
<b>TOTAL</b>		<b>\$37,500</b>		





