District Information Sheet

District Inform	ation She	eet									
District Grade		Total Student		% Title I		% Attendance					
Configuration	K-12	Enrollment	601	Population	46%	Rate	96%				
Racial/Ethnic (Origin of	District Student	Populati	on							
% American		% Black or		% Hispanic or		% Asian, Native		% White		% Multi-Racial	
Indian or	1%	African	1%	Latino	10%	Hawaiian/Othe	1%		85%		3%
Alaska Native		American				r Pacific					
Overall State A	Accountal	bility Status									
Number of		Number of		Number of		Number of		Number of		Number of	
Focus Schools		Priority		Local		Schools in		Title I SIG		Title I SIG	
	0	Schools	0	Assistance	1	Accountability	0	1003(a)	1	1003(g)	0
				Plan Schools		Status		Recipient		Recipient	
								Schools		Schools	
			[Did Not Meet A	dequate `	early Progress (AYP) in E	LA			
	American Indian or Alaska Native			Black or African American							
		Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander				
		White			Multi-Racial		Multi-Racial				
X		Students with Disabilities					Limited English	Proficient			
X		Economically Di	nically Disadvantaged								
				_				•			
			Did N	ot Meet Adequ	ate Yearl	y Progress (AYP)	in Math				
		American India	n or Alaska	a Native				Black or African	American		
		Hispanic or Lati	no				Asian or Native Hawaiian/Other Pacific Islander			nder	
		White					Multi-Racial				
X		Students with Disabilities					Limited English Proficient				
X		Economically Di	isadvanta	ged							
		•				•		•			
			Die	d Not Meet Ade	quate Ye	arly Progress (A)	YP) in Sci	ence			
		American India	n or Alaska	a Native				Black or African	American		
		Hispanic or Lati	no					Asian or Native	Hawaiian/	Other Pacific Isla	nder
		White						Multi-Racial			
		Students with D	isabilities					Limited English	Proficient		
		Economically D	isadvanta	ged				_			
		•				•		-			
		Did Not M	leet Adeo	quate Yearly Pro	gress (A	(P) for Effective	Annual N	leasurable Obje	ective		
		Limited English	Proficient								

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to						
monitor progress toward the goal. For each leading indicator, enter a "Y"	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
into the cell for each applicable SOP for which that indicator will be used.						
Student Growth Percentile for Low-Income Students	Υ		Υ	Υ		
Student Average Daily Attendance					Υ	Υ
Student Drop-Out Rate					Υ	
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)					Υ	
Student Discipline Referrals					Υ	
Student Truancy Rate					Υ	
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate		Υ				
Teachers Rated as "Effective" and "Highly Effective"	Υ	Υ	Υ	Υ		
Teacher Attendance at Professional Development	Υ	Υ	Υ	Υ		
Parent Attendance at Workshops	Υ					Υ
Parent Participation in District/School Surveys	Υ					Υ

		Tenet 1: District Leadership and Capacity	REVIEWER FEEDBACK
Tenet 1: District Le	eadership and	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent D	TSDE Review Date:		
B2. DTSDE Review	Туре:		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Needs Stateme	ent: Create a clear	The district needs to provide district goals, mission statements, and benchmarks in clear, transparent, direct language, that	
and concise statem	nent that addresses	promotes high-quality teaching and data-driven, differentiated instruction, with the involvement of the shared decision-	
the primary need(s	s) to be addressed.	making committee, in order to provide the most effective and highest quality education for a diverse population of students	
Be sure to incorpor	rate feedback from	with varying needs and skill levels.	
the most recent D1			
other applicable da	ata.		
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: (•	A shared decision-making committee will prioritize and create a list of district needs, working through them with representative from	
directly addresses		all district stakeholder groups as schedules permit and allowing for participation from all interested parties. The district will analyze	
Statement. The goal should be written		beginning and end of year benchmark data and compare within the same cohort of special education students looking for growth in	
as Specific, Measu		our special education population to further assess the impact of recent changes to special education programming.	
Results-oriented, a	and Timely.		
D2. Leading Indicat	tor(s): Identify the	Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at Professional Development, Parent Attendance at	
specific indicators	that will be used to	Workshops, Parent Participation in District/School Surveys; Student Growth Percentile (Students with Disabilities)	
monitor progress t	oward the goal.		
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
Identify the	Identify the	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often	REVIEWER FEEDBACK ON ACTIVITIES
projected start		each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each	
date for each	for each activity.	activity should be written in its own cell.	
10/1/16	11/30/16	The 2016-2017 shared decision-making committee will create and modify an agenda to align with district goals and priorities.	
12/1/16	6/22/17	The 2016-2017 shared decision-making committee will meet two to four times throughout the school year and modify the	
4/2/47	C /22 /47	implementation and maintenance of initiatives based on priority rankings from the agenda.	
4/3/17	6/22/17	The 2016-17 shared decision-making committee will collect and analyze benchmark assessment data for the population of special	
		education students at their final meeting of the school year.	

		Tenet 2: School Leader Practices and Decisions	REVIEWER FEEDBACK
A. Statement of Pra	actice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create,	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and
		develop and nurture a school environment that is responsive to the needs of the entire school community.	nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent D7	TSDE Review Date:		·
B2. DTSDE Review	Туре:		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Needs Stateme	nt: Create a clear	The district needs to improve communication through the utilization of resources such as websites, faculty meetings, professional	
and concise statem	nent that addresses	development, the implementation of data teams, and the dissemination of information in order to model best practices, clarify district	
the primary need(s) to be addressed.	mission statements, goals, and benchmarks, and create and cultivate a unified campus environment that nurtures the needs of the	
Be sure to incorpor	rate feedback from	diverse groups and individuals within the schools that make up the campus.	
the most recent DT	SDE review and		
other applicable da	ata.		
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: C	-	The school will increase communication amongst district staff and administration through the collection of agendas, minutes, and	
directly addresses t	the Needs	schedules from faculty meetings, professional development meetings, and data team meetings, as well as screenshots of the website	
Statement. The goa	al should be written	taken to showcase the dissemination of school information before and after changes.	
as Specific, Measur	rable, Ambitious,		
Results-oriented, a			
D2. Leading Indicat		Teacher Average Daily Attendance Rate, Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at Professional	
	that will be used to	Development	
monitor progress to	oward the goal.		
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
Identify the	Identify the	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each	REVIEWER FEEDBACK ON ACTIVITIES
projected start		activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity	
date for each	for each activity.	should be written in its own cell.	
9/1/16	6/22/17	Administration will create and collect agendas, minutes, and schedules from faculty meetings, professional development meetings,	
		and data team meetings to track the communication amongst district staff and school leaders.	
10/1/16	C/22/17		
10/1/16	6/22/17	The school website will be updated to clearly reflect district mission statements, goals, and benchmarks, and will be revisited annually to reassess alignment with district goals.	
		to reassess ariginment with district goals.	

		Tenet 3: Curriculum Development and Support	REVIEWER FEEDBACK
A. Statement of Pra	actice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career
		Career Readiness skills in all content areas and provides fiscal and human resources for implementation.	Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent D1			
B2. DTSDE Review	Type:		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Needs Statemen	nt: Create a clear	The district needs to provide more framework and support for school teachers to implement curriculum across grade levels using	
and concise statem	ent that addresses	differentiated instruction and skill-specific small group methods, incorporate increased technology and enrichment opportunities,	
the primary need(s) to be addressed.	and quantify the use of aforementioned strategies to account for the time constraints and needs of a diverse group of students.	
Be sure to incorpor	rate feedback from		
the most recent DT	SDE review and		
other applicable da	ita.		
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: C		Teachers will be provided with the time, resources, and training to implement curriculum, technology, and enrichment	
directly addresses t		opportunities, through the use of targeted professional development days and structured faculty meetings, and the implementation	
		of additional and alternate programming for student work, assessment, and benchmarks, to diagnose and monitor at-risk students,	
as Specific, Measur		so that teachers can efficiently differentiate instruction, install guided reading practices, and cultivate growth in student	
Results-oriented, a		achievement which will be measured from beginning to end of year.	
D2. Leading Indicator(s): Identify the		Student Growth Percentile for Low-Income Students, Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at	
-		Professional Development	
monitor progress to	oward the goal.		
E1. Start Date:	Isa sulput		
		E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
Identify the projected start		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	REVIEWER FEEDBACK ON ACTIVITIES
date for each		activity should be written in its own cell.	
9/27/16		The creation and modification of pacing calendars and unit plans and the sharing of these documents with colleagues and support	
3/2//10	3/31/17	staff as necessary.	
9/27/16	5/31/17	Professional development teams will meet throughout the school year with a focus on guided reading, running records and the	
3/2//10		development and implementation of curriculum that addresses the diverse needs of students with a heavy focus on ELA and Math.	
		actions and a measure of the state of the st	
3/17/17	3/17/17	Professional development with a specialist targeted toward the diagnosis of, progress monitoring for, and the social emotional and	
-, ,		developmental health of impoverished and at-risk students.	
9/1/16		Professional development centered around best practices in guided reading, differentiated instruction, and the tracking of gaining	
		and progress data with a focus on the RTI process.	

		Tenet 4: Teacher Practices and Decisions	REVIEWER FEEDBACK
A. Statement of Pr	ractice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and
		strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
	TSDE Review Date:		
B2. DTSDE Review	Туре:		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Needs Stateme		The school needs to revisit processes for evaluating students achieving below grade level in order to further develop best practices	
	ment that addresses	and professional development for vertical planning in departments and grade levels, interdisciplinary cooperation and coordination,	
	s) to be addressed.	and PBIS meetings in order to meet the needs necessary and foster student achievement and growth. Additionally, the school needs	
-	rate feedback from	to expand and build upon pre-existing initiatives and programs in order to provide more opportunities for collaboration and build	
the most recent D1		processes that foster achievement and growth, through student engagement in self-feedback and the planning and executing of	
other applicable da	ata.	school initiatives.	
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: (The school will track student enrollment and movement through school initiatives and support activities, such as RTI, in order to	
directly addresses		document the growth and correlating success of aforementioned initiatives, as well as diagnose and track the progress of at-risk	
_		students; in addition, teachers will be scheduled dedicated time to meet and support interdisciplinary and vertical cooperation,	
as Specific, Measurable, Ambitious,		through the implementation of additional and alternate programming, RTI procedures and needs, and supplemental programs such	
Results-oriented, a		as a universal Pre-K through 12 assessment screenings (MAP) for properly placing students into support systems, and identifying the	
D2. Leading Indicator(s): Identify the		Student Growth Percentile for Low-Income Students, Teachers Rated as "Effective" and "Highly Effective", Teacher Attendance at	
-	that will be used to	Professional Development	
monitor progress t	toward the goal.		
F1 Start Date:	F2 End Date:	E3. Action Plan: Datail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
Identify the	Identify the	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often	REVIEWER FEEDBACK ON ACTIVITIES
Identify the projected start	Identify the projected end date	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	REVIEWER FEEDBACK ON ACTIVITIES
Identify the projected start date for each	Identify the projected end date for each activity.	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.	REVIEWER FEEDBACK ON ACTIVITIES
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Identify the projected start date for each	Identify the projected end date for each activity.	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.	REVIEWER FEEDBACK ON ACTIVITIES
Identify the projected start date for each 9/27/16	Identify the projected end date for each activity. 5/31/17	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. Professional development teams will meet throughout the school year with a focus on best practices on a departmental basis, with plans for interdisciplinary professional development in conjunction with departmental and vertical planning.	REVIEWER FEEDBACK ON ACTIVITIES
Identify the projected start date for each 9/27/16	Identify the projected end date for each activity. 5/31/17 6/21/17	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. Professional development teams will meet throughout the school year with a focus on best practices on a departmental basis, with plans for interdisciplinary professional development in conjunction with departmental and vertical planning. Address and re-evaluate the current RTI plan through the meeting of a shared decision making team.	REVIEWER FEEDBACK ON ACTIVITIES
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Identify the projected start date for each 9/27/16 9/1/16 9/27/16 3/17/2017 9/1/16	Identify the projected end date for each activity. 5/31/17 6/21/17 10/27/16 3/17/17 11/18/16	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. Professional development teams will meet throughout the school year with a focus on best practices on a departmental basis, with plans for interdisciplinary professional development in conjunction with departmental and vertical planning. Address and re-evaluate the current RTI plan through the meeting of a shared decision making team. Professional development focused on the administration of new benchmark assessment software, as well as the reading of relevant data. Professional development with a specialist targeted toward the diagnosis of, progress monitoring for, and the social emotional and developmental health of impoverished and at-risk students. Professional development in the form of PBIS training, in order to ensure a more comprehensive group of staff has the necessary skills and training to establish and adjust PBIS initiatives for a global district plan. Professional development centered around best practices in guided reading, differentiated instruction, and the tracking of gaining	REVIEWER FEEDBACK ON ACTIVITIES

		Tenet 5: Student Social and Emotional Developmental Health	REVIEWER FEEDBACK
A. Statement of Pra	actice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support
		positively support students' social and emotional developmental health.	students' social and emotional developmental health.
	TSDE Review Date:		
B2. DTSDE Review	Туре:		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Needs Stateme		The school district needs to establish and build upon pre-existing procedures and guidelines in order to provide further support for	
	nent that addresses	students to receive the services and attention that they need to foster social and emotional developmental health, in addition to	
the primary need(s		physical health with nurse's office visits, and the continued use and adjustment of initiatives and activities that cultivate a sense of	
-	rate feedback from	community between district staff, students, families, and community partners.	
the most recent DT			
other applicable da	ata.		DELICITIES SEEDINGS ON CAMPA COMPANION OF THE SEEDING WINDOWS OF THE
D1. SMART Goal: (Croata a goal that	The school district, school faculty and staff will implement a system for tracking students' hall activity during designated class time	REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
directly addresses		throughout the day in support staff rooms and middle/high school classrooms, to be documented and shared with administration	
		and support staff. The goal at the elementary school level is to track frequency of support staff (counselors, office, nurse) visits and	
as Specific, Measur		patterns of behavior; at the middle and high school level, to track frequency of departures and visits from and to the classroom, as	
Results-oriented. a		well as frequency of support staff visits and patterns of behavior; at the district level, to develop a written record of activity to be	
D2. Leading Indicat		Student Average Daily Attendance, Student Discipline Referrals, Student Truancy Rate, Student Drop-Out Rate, Student Suspension	
	that will be used to		
monitor progress t		nate	
monitor progress t	owaru tile goal.		
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
Identify the	Identify the	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often	DEVICENCE SEPRENCE OF A STATE OF THE SERVICE OF THE
projected start	projected end date	each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each	REVIEWER FEEDBACK ON ACTIVITIES
date for each	for each activity.	activity should be written in its own cell.	
9/1/16	5/31/17	Each room and/or designated person will be responsible for maintaining, storing, and submitting data from student sign-ins and sign-	
		outs to be used in PBIS meetings, disciplinary hearings, and meetings between staff members, in order to determine further courses	
		of action and additional avenues to reaching the SMART Goal.	
9/1/16	5/31/17	Data and progress will be checked by the PBIS team 1-2 times per semester in order to assess patterns and programmatic changes to	
		address said patterns, and data and progress will be additionally checked and assessed as needs arise.	
3/17/2017	3/17/17	Professional development with a specialist targeted toward the diagnosis of, progress monitoring for, and the social emotional and	
	.	developmental health of impoverished and at-risk students.	
9/1/16	11/18/16	Professional development in the form of PBIS training, in order to ensure a more comprehensive group of staff has the necessary	
		skills and training to establish and adjust PBIS initiatives for a global district plan.	

		Tenet 6: Family and Community Engagement	REVIEWER FEEDBACK
A. Statement of Pra	actice Addressed:	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.	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.
B1. Most Recent D	TSDE Review Date:	, , , , , , , , , , , , , , , , , , ,	7 7
B2. DTSDE Review	Туре:		
			REVIEWER FEEDBACK ON NEEDS/DATA SOURCES
C1. Needs Stateme	nt: Create a clear	In order to achieve success in family and community engagement in a widely low-income population, the	
and concise statem	nent that addresses	school needs to develop strategies for accomplishing the greatest outreach: targeted professional	
the primary need(s	s) to be addressed.	development must be continued and enhanced; there needs to be a clearer set of guidelines for	
Be sure to incorpor	rate feedback from	teacher/family communication; the school must strengthen connections with community partners; and the	
the most recent DT	TSDE review and	school must take an active part in controlling or guiding the release of data in order to provide a more	
other applicable da	ata.	comprehensive image of school achievement and engagement.	
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: (_	Create templates for school leaders and staff to use in: first, the recording and logging of communication with	
directly addresses		families, community partners, and local sources of journalism, particularly in regard to the tracking of student	
_	al should be written	attendance, grade point averages, and behavioral records; and second, the recording and logging of	
as Specific, Measu		attendance for schoolwide initiatives, such as community nights, focusing on the enrichment of students and	
Results-oriented, a		families alike, on the same nights as board meetings to allow for maximized exposure; these can be checked	
D2. Leading Indicat		Student Average Daily Attendance, Parent Attendance at Workshops, Parent Participation in District/School	
	that will be used to	Surveys.	
monitor progress t	oward the goal.		
	I		
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal.	
Identify the	Identify the	Specifically describe what each planned activity is; who will be responsible for completing each activity;	REVIEWER FEEDBACK ON ACTIVITIES
projected start	projected end date	who will participate in each activity; how often each activity will take place; and the intended impact of	
date for each	for each activity.	each activity. Do not combine multiple activities into a single cell; each activity should be written in its own	
10/3/16	5/31/17	A parent communication log will be established, completed, and utilized by each staff member that calls,	
		emails, or meets with families regarding student performance, behavior, or attendance. Administration will	
		review data for measurable impact. This is intended to increase student performance, behavior, and	
0/20/46	2/24/47	attendance.	
9/20/16	3/31/17	Parent Information Nights (Literacy, Math, Special Ed, Open House, and Parent Conferences), at which	
		attendance will be taken by staff members facilitating events, will be tracked by attendance sheets by administration for measurable impact.	
		administration for measurable impact.	

Focus District Set-Asides

Parent Education Set-Aside Calculation Based on Federal Funding					
		Parent Engagement			
		Set-Aside Required			
Fund Source	Allocation	Percentage	Mandated Set-Aside		
Title I, Part A	\$286,496	1%	\$2,865		

Improvement Set-Aside Calculation Based on Federal Funding					
		Improvement Set-			
		Aside Required	Mandated Set-Aside		
Fund Source	Allocation	Percentage	(Equivalent Amount)		
Title I, Part A	\$286,496	#REF!	#REF!		
Title II, Part A	\$55,294	#REF!	#REF!		
Title III, Part A LEP (allocation listed only if required)	\$0	#REF!	#REF!		
Total Federal Allocation Subject to Set-Aside	\$341,790	#REF!	#REF!		

Funding Sources Used to Meet Required Set-Aside for Improvement			
Fund Source	Budgeted Amount		
Title I, Part A			
Title II, Part A			
Title III, Part A LEP			
Title VI REAP			
School Improvement Section 1003(a) - SIG A	\$67,000		
School Improvement Section 1003(g) - SIG G			
School Innovation Fund			
Local / General Funds			
Total Funding Reserved for Improvement	\$67,000		

#REF!

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (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	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES	\$400	NO	B20
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$100	NO	B20
Develop high-quality DCIP and SCEP plans	YES	\$4,500	YES	B20
Review the qualifications of Priority and Focus School Leaders	NO	\$0	NO	NA
Submit quarterly leading indicators report to NYSED	YES	\$0	NO	NA
Evaluate the fidelity of program implementation	YES	\$0	NO	NA
Provide Public School Choice to students in Priority and Focus Schools	NO	\$0	NO	NA
Offer 200 hours of Extended Learning Time to students in each Priority School	NO	\$0	NO	NA
TOTAL		\$5,000		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary			
		Amount of Funds Allocated for	
District	Accountability Status	District-Level Improvement	
Brocton Central School District	Focus District	\$67,000	

		Amount of Funds Allocated for
Name of Priority/Focus School	Accountability Status	School-Level Improvement
DISTRICT / BUILDING TOTALS		\$67,000

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$67,000

Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? YES

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary			
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education	
Brocton Central School District	FOCUS District	\$3,000	
DISTRICT / BUILDING TOTALS		\$3,000	

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$2,865

Has the district demonstrated how ALL funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell YES