

**AGENDA, BOARD OF EDUCATION MEETING
FRIDAY, JULY 1, 2016, 8:00 A.M.
BOARD OF EDUCATION CONFERENCE ROOM**

I. Administration of Oath of Office for newly elected Board Members Kristin Greenwood and Debra Stockdale by Clerk of the Board Amy Towers

II. Election of 2016-2017 Officers of the Board of Education. The Clerk Calls for nomination of officers:

Nominations for President

- Request for additional nominations for President
- Motion and second to close the nominations for President of the Board of Education
- Call for vote (roll call vote required if more than one nominee)
- Nominee: _____

Nominations for Vice-President

- Request for additional nominations for Vice-President
- Motion and Second to close the nominations for Vice-President of the Board of Education
- Call for vote (roll call vote required if more than one nominee)
- Nominee: _____

Oath of Office: Newly appointed Board President (administered by Clerk of the Board)
Newly appointed Vice-President (administered by Clerk of the Board)

*Treasurer Oath of Office to be administered by the Clerk of the Board in Business Office.

* Internal Auditor's Oath of Office to be administered by the Clerk of the Board at a later time.

III. The President will take the chair and proceed with business

1. Motion and second, that Amy Towers be appointed Clerk of the Board of Education

Oath of Office: Clerk of the Board administered by Board of Education President

2. Organizational Meeting Consent Agenda (motion and second to approve)
Motion to appoint Janice Casey as School District Treasurer

Motion to appoint the Superintendent of Schools as Deputy Treasurer

Motion to appoint Donna Bates as High School Treasurer

Motion to appoint Mary Williams as Middle School Treasurer

Motion that Glens Falls National Bank be designated as school monies depository, and that the Superintendent and Treasurer be authorized and directed to deposit proceeds of all loans, and all monies of the District shall be paid to the Treasurer and no monies shall be withdrawn except on the written order of the Board of Education;

BE IT FURTHER, that the clerk be directed to file copies of the signatures of the

Board of Education officers with bank official with the following directive: Janice Casey and the Superintendent are given authority to sign all accounts and Donna Bates and Mary Williams have authority to sign Activity Fund checks only.

Motion that Committee meetings be announced

Motion that the Superintendent of Schools is the Official Spokesperson for the District and that all media contact must go through the Superintendent of Schools or his designee

Motion that the Clerk of the Board be appointed Records Access Officer

Motion that the Assistant Superintendent for Business be appointed Records Management Officer

Motion that the Assistant Superintendent for Business serve as the Acting District Clerk in the absence of the District Clerk

Motion that Gene Figler be appointed Asbestos Local Educational Agency (LEA) Designee

Motion that the Assistant Superintendent for Business be appointed Purchasing Agent for the School District

Motion that the Firm Bartlett, Pontiff, Stewart and Rhodes, P.C. be retained as counsel to provide legal and labor related services to Glens Falls City School District

Motion that the Assistant Superintendent for Business is authorized to present itemized bills for reimbursement at each regular meeting in accordance with the regulations of the Commissioner of Education of the State of New York.

Motion that the School Superintendent or designee approve and authorize necessary expenditures and travel expenses to Professional Conferences for School District officers and employees, pursuant to existing school policies and budget allowance, and it be further moved that the mileage rate be the Internal Revenue Service Mileage reimbursement rate

Motion that the Superintendent be authorized as Chief Administrator for all Federal Funds for the 2016-2017 School year

Motion to appoint the Assistant Superintendent for Business as Sexual Harassment Officer and Title IX Officer.

Motion to appoint the Assistant Superintendent for Business as Civil Rights Officer

Motion to appoint the Assistant Superintendent for Business as Medicaid Compliance Officer

Motion allowing the Superintendent of Schools to offer authorized positions to new personnel, such offers to be confirmed by the Board of Education at its next meeting

Motion that all policies, rules and regulations of the Board of Education, presently in effect, will be continued for the 2015-2016 school year or until appropriate Board action changes such

Motion that the accounting firm of Raymond G. Preusser, CPA PC be appointed District Auditors

Motion to authorize the Assistant Superintendent for Business to certify all payrolls for the 2016-2017 year

Motion to appoint Irongate Family Practice as the School District Physicians

Motion to appoint the 504 Officers for the 2016-2017 School Year:

504 Compliance Officer	Paul Jenkins
504 Big Cross Coordinator	Debbie Hall
504 Jackson Heights Coordinator	Carrie Mauro
504 Kensington Coordinator	Jennifer Hayes
504 Middle School Coordinator	Christopher Reed
504 High School Coordinator	TBD

Motion to accept the following resolution: RESOLVED, that the Board of Education hereby appoints its Superintendent of Schools as a Trustee of said Washington-Saratoga-Warren-Hamilton-Essex BOCES Health Insurance Consortium Trust, which Superintendent shall also have the authority to review and approve the Trust Agreement and related Trust documents on behalf of the School District

Motion that The Post Star be recognized as the official newspaper of the Glens Falls City School District

Motion to appoint Nancy Campagnone as the Internal Claims Auditor

Motion to participate in the Pupil Benefits Plan, Inc. student accident program for the 2016-2017 school year

Motion to authorize, in accordance with Board Policy #5331 Use of the District Credit Card, the issuance of a District Credit Card to the Superintendent of Schools

Motion to approve and reappoint Fiscal Advisors & Marketing, Inc. as the School District's financial advisor

Motion to appoint Susan Kasitch as the District Comptroller and Tax Collector

Motion to authorize the Superintendent to approve budgetary transfers up to \$20,000.00

Motion to authorize the Superintendent of Schools to apply for Grants in Aid (State and Federal) as appropriate

Motion to appoint the Assistant Superintendent for Business as the districts investment officer

Motion to approve the regular monthly meetings of the Board of Education the 2nd Monday of the month at 7:00 p.m. unless school is not in session, then the date will move to the following Monday

Motion to approve the Treasurer, the Assistant Superintendent for Business and the Superintendent of Schools as the Official Bank Signatories

Motion to delegate authority to the Principal of the School the student attends, or to one of its own Principals of the District, the power to suspend a pupil for a period not to exceed five days.

Motion that the Board of Education accepts the Treasurer's Monthly Financial Reports by email

Motion to accept the blanket employee dishonesty limit of \$1,000,000 for all district employees with additional indemnifications as follows:

\$1,000,000	Treasurer
\$1,000,000	Tax Collector
\$1,000,000	Superintendent/Deputy Treasurer
\$1,000,000	Assistant Superintendent for Business
\$500,000	Payroll Clerk

End of Organizational Meeting Consent Agenda

1. ITEMS FOR ACTION:

1.1 Approve the DCIP Plan for submission to the New York State Education Department for the Glens Falls City School District Focus Designation (attached)

1.2 Approve the following Board Resolution:
RESOLVED that the Board of Education approve the appointment of Mark Doody as Interim High School Principal, Effective August 1, 2016 and shall continue until the Board deems otherwise unless further extended or sooner terminated, at the rate of \$450.00 per day. Further, the Board authorizes the Superintendent of Schools to submit a Section 211 waiver application subject to approval by the New York State Commissioner of Education.

1.3 Approve the following Resolution:
BE IT RESOLVED, that the Board of Education of the Glens Falls City School District, hereby authorizes the funding of the District approved reserves with the excess of 4% from unassigned fund balance at June 30, 2016. The allocation of such fund balance will be determined subsequent to June 30, 2016 and prior to setting the tax levy.

2. PERSONNEL:

2.1 Professional Appointment (Provisional):

Chester, Kenneth, Director of Facilities III, Salary; \$80,000.00, Effective August 1, 2016, Probationary Period: August 1, 2016 – the successful completion of the Civil Service Test

Figler, Gene, Interim Director of Buildings and Grounds and Transportation, Salary; \$400.00 per day, Effective July 1, 2016

Sery, Abigail, Music Teacher, Salary; Step 1 BA, \$42,338.00, Effective September 1, 2016, Probationary Period: 9/1/16 – 9/1/20

3. ADJOURNMENT

LEA Name:	Glens Falls City School District
BEDS Code:	630300010000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)

Contact Name	Trent Clay	Title	Assistant Superintendant for Curriculum and Instruction
Phone	518-792-0107 ext. 2003	Email	tclay@gfsd.org
Website for Published Plan	gfsd.org		

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		Paul Jenkins	
President, B.O.E. / Chancellor or Chancellor's Designee			

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. 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.

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

- 4. 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.

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

- 6. 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)
March 1st, 2016	District Office	June 10th, 2016	District Office
April 5th, 2016	District Office		
May 3rd, 2016	District Office		
June 7th, 2016	District Office		
June 9th, 2016	District Office		

Name	Title / Organization	Signature
Paul Jenkins	Superintendent of Schools	
Robert Yusko	Assistant Superintendent for Business	
Trent Clay	Assistant Superintendent for Curriculum and Instruction	
Mark Stratton	Glens Falls High School Principal	
Arthur Corlew	High School Assistant Principal/Athletic Director	
Elizabeth Collins	High School Assistant Principal	
Chris Reed	Glens Falls Middle School Principal	
Laurie Parker	Middle School Assistant Principal	
Debbie Hall	Big Cross Elementary School Principal	
Carrie Mauro	Jackson Heights Elementary School Principal	
Jennifer Hayes	Kensington Road Elementary School Principal	
Barbara Sealy	Director of Special Education	
Rebecca Vanderklish	CSE Chairperson	
Paul Streicher	Director of Technology	
Skye Heritage	Director of Communications	
Cathy Sweet	PTSA Representative	
Lynessa Abare	PTSA Representative	
Terri Surprenant	PTSA Representative	
Carrie Menard	PTSA Representative	
Kristin Greenwood	PTSA Representative	
Missey Montgomery	PTSA Representative	

District Information Sheet

District Grade Configuration	UPK - 12	Total Student Enrollment	2029	% Title I Population	46%	% Attendance Rate	94%
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% American Indian or Alaska Native	0%	% Black or African American	3%	% Hispanic or Latino	4%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	88%	% Multi-Racial	3%
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Number of Focus Schools	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	1	Number of Title I SIG 1003(a) Recipient Schools	3	Number of Title I SIG 1003(g) Recipient Schools	0
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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
NO	White		Multi-Racial
NO	Students with Disabilities		Limited English Proficient
NO	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
NO	White		Multi-Racial
NO	Students with Disabilities		Limited English Proficient
NO	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
NO	Students with Disabilities		Limited English Proficient
NO	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:

Glens Falls City School District did not have a DCIP in the previous school year.

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").

- na Limited Degree (Fewer than 20% of goals were achieved.)
- na Partial Degree (Fewer than 50% of goals were achieved.)
- na Moderate Degree (At least 50% of goals were achieved.)
- na 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").

- na Limited Degree (Fewer than 20% of activities were carried out.)
- na Partial Degree (Fewer than 50% of activities were carried out.)
- na Moderate Degree (At least 50% of activities were carried out.)
- na 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").

- na Limited Degree (No identified subgroups improved achievement.)
- na Partial Degree (Some of the identified subgroups improved achievement.)
- na Moderate Degree (A majority of identified subgroups improved achievement.)
- na 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").

- na Limited Degree (There was no increase in the level of Parent Engagement.)
- na Partial Degree (There was a minor increase in the level of Parent Engagement.)
- na Moderate Degree (There was modest increase in the level of Parent Engagement.)
- na 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").

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

SG1 - 100% of school leaders will review their school's data dashboards with the district leadership. SG2 - 100% of school leaders will monitor initiatives related to curriculum, instruction, and social emotional health of students in their schools through the use of a data dashboard. SG3 - 90% of all unit and lesson plans developed by teachers will be reviewed by school leaders. SG4 - District leaders will ensure that 100% of school leaders and their faculty receive professional development and the resources to implement a Response to Intervention system that allows for increasing levels of intervention based on data to address students greatest area of need. SG5 - Each school leader will identify 20% of its' school's learners with social and emotional barriers to academic success and provide targeted supports and interventions to each child. SG6 - Each school leader will ensure that a minimum of 80% of their families attend their child's respective beginning of the year Open House(s) or receive the information presented at Open House through an alternative method.

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

Our Glens Falls City School District Board of Education crafted district goals with input from community, parents, students, faculty, administrators. Building Principals developed initiatives and goals based on the BOE goals for their respective schools. The DCIP was developed with input from representatives of these same constituent groups. Our DCIP SMART Goals are connected to our District Mission Statement and BOE goals.

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

Past expectations regarding the development of lesson plans. Principals will review expectations with their respective faculty.

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

District leaders will work with a consultant to develop a comprehensive system for review of data and implementation of a "data dashboard" that will be used by school and district leaders to make program decisions. District and school leaders will review expectations with teachers for lesson plans, the use of essential questions and differentiated questions. PD will be provided for district and school leaders on the use of the Danielson Teacher Observation Rubric with fidelity. PD will be provided for all employees relating to poverty so that our district is more responsive to the needs of families in poverty.

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

District Cabinet meetings, Elementary Cabinet meetings, Secondary Cabinet meetings, Professional Development Committee, PTSA meetings, Open House(s), Parent teacher conferences, HOPE Committee Boutique.

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

Public discussion and approval of DCIP at BOE meeting, progress updates at Curriculum Committee meetings, communication with faculty on Professional Development Days, Communication with parents at school building Open House events, posting on district website.

For Districts with Priority Schools: Whole School Reform Model

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(s).

N/A - Glens Falls City School District has no Priority Schools at this time

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(s) 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.

N/A - Glens Falls City School District has no Priority Schools at this time

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), 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(s), 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 weaknesses related 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.

N/A - Glens Falls City School District has no Priority Schools at this time

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 each 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.

N/A - Glens Falls City School District has no Priority Schools at this time

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	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 DTSDE Review Date:	June 9th and 10th, 2016
B2. DTSDE Review Type:	District Led - District Needs Assessment using the DTSDE Rubric

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.	The district leadership team needs develop a system with school leaders and provide training on the effective use of data so that we can monitor the impact of district and school initiatives, teacher practice, student engagement, and student achievement. The recent District Led DTSDE Assessment Report determined that the School District needs to make better use of data to determine if it is providing the appropriate levels of support to its' schools. Though the School District does collect data related to its school's practices, the district could make more effective use of data throughout the year to determine if the schools are on track to meet their goals or if the initiatives in each school are having the positive impact on their school communities, as intended, when they began these new practices. As a result, the District Leadership believes that the following SMART Goal will regularly inform the School District of both District and School progress.
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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.	By September, 2016, the district leadership will develop a system, where every other month, 100% of all School Leaders will review their school's data dashboards with the District Leadership, in order to monitor the progress of each of the school's SMART Goals related to three key District and School initiatives, involving teacher practice, student engagement and student achievement.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School Data Related to Teacher Instructional Practice, as gathered by School Leaders; School Data Related to Student Achievement on the NYS Assesments and Other Assessment Data; School Data Related to Student Work and Evidence related to Student Engagement through Blooms Taxonomy. Also, data related to graduation rates, low income students and attendance.
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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.
7/1/2016	8/31/2016	District leaders will work with our Director of Technology and NERIC to develop a data dashboard that will allow us to monitor the impact of district and school initiatives, teacher practice, student engagement, and student achievement.
7/28/2016	7/29/2016	District leaders will contract with a consultant to provide professional development with our administrative team regarding the development of SMART goals and the use of data to monitor the impact of district and school initiatives.
7/28/2016	30-Jun-17	District Meetings where Data Dashboards are reviewed and discussions occur between the District and School Leaders on progress towards SMART Goal attainment and related District support.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	June 9th and 10th, 2016
B2. DTSDE Review Type:	District Led - District Needs Assessment using the DTSDE Rubric

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.	School leaders (Principals) need to develop a data dashboard for their schools so they may utilize data to monitor initiatives related to curriculum, instruction, and social and emotional health of students in their schools. School leaders need to be given the opportunity to share and discuss their school data with district leaders on a regular basis. The recent District Led District DTSDE Assessment indicates that the School Leaders need to regularly collect and analyze data related to their school's current practices so they can determine if their practices are having a positive impact on lesson planning, pedagogy, social and emotional supports and family engagement. School Leaders need to provide regular updates to their faculty and district leaders regarding progress on school initiatives.
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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.	By September, 2016, each school leader will monitor the impact of three of their main initiatives in areas related to curriculum, instruction, social and emotional health of students and family engagement, through the development of a data dashboard for each of their school's respective initiatives. The school leaders will present their respective dashboards every two months at the monthly district cabinet meetings, and use this data to determine if their schools are achieving the intended impact in each of their particular initiatives.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School Data Related to Teacher Instructional Practice, as gathered by School Leaders; School Data Related to Student Achievement on the NYS Assessments and Other Assessment Data; School Data Related to Student Work and Evidence related to Student Engagement through Blooms Taxonomy. Also, data related to graduation rates, low income students and attendance.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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.
8/1/2016	9/30/2016	Each school leader will develop a data dashboard used to monitor the impact of school initiatives and SMART goals.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	June 9th and 10th, 2016
B2. DTSDE Review Type:	District Led - District Needs Assessment using the DTSDE Rubric

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.	District and school leaders need to review the expectations for effective and highly effective instruction with teachers and review lesson plans on a regular basis to ensure that the curriculum is being followed and that students are receiving appropriate instruction for their skill levels based on data. In a recent District Led District DTSDE Assessment, it was found that the School and District Leaders need to monitor the lesson plans of teachers in a more systematic manner to determine if what teachers are planning is in alignment with the District Curriculum. As a result, the Schools and District have had difficulty determining if students and subgroups of students are taught the viable curriculum the District has developed or if the curriculum is modified appropriately to meet the needs of all students. As a result, the School District Leadership believes that the following SMART Goal is critical.
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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.	By January, 2017, school leadership will ensure that a minimum of 90% of all unit and lesson plans developed by teachers and reviewed by school leaders, correspond with the district's curriculum and meet the needs of the teacher's learners. The school leadership will set up progress monitoring systems to determine the fidelity- quality and the frequency of usage- of implementation of their current curriculum in an academic area which the school most needs to improve upon. This monitoring process will identify whether teachers are properly adapting the school's curriculum in their daily and unit lesson plans to ensure that the quality of the curriculum corresponds to their own planning, and to provide school leaders with information necessary to provide targeted support to school staff to improve the quality of instruction received by each child.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" STAR Reading and Math data Lesson Plan Review
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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.
7/5/2016	8/30/2016	District leaders will review expectations with school leaders for effective and highly effective teachers using the Danielson Teacher Observation Rubric.
7/5/2016	8/30/2016	District leaders will review how the Rigor/Relevance Framework is to be used for in observations and post-conferences with teachers to identify rigorous and relevant instruction for students.
8/31/2016	11/15/2016	School leaders will review expectations with faculty as to what effective and highly effective instruction looks like according to the Danielson Teacher Observation Rubric.
8/31/2016	11/15/2016	School leaders will review how the Rigor/Relevance Framework will be used with teachers to identify rigorous and relevant teaching practices.
9/7/2016	1/31/2017	School leaders will request lesson plans at random from teachers for review to determine if lesson plans reflect the NYS standards, curriculum, use of essential questions, and differentiated questions.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	June 9th and 10th, 2016
B2. DTSDE Review Type:	District Led - District Needs Assessment using the DTSDE Rubric

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.	District leaders need to ensure that each school leader and their faculty receive professional development and the resources to implement a Response to Intervention system that allows for increasing levels of intervention based on data to address students greatest area of need. In a recent District Led DTSDE Assessment, it was determined that all schools need to have a consistent Response to Intervention process in which data is analyzed in a systematic manner to ensure that all students are having their academic needs met through tier one, two, or three supports. As a result, the District Leadership believe that the following SMART Goal will have a profound impact on the students in the District.
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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.	By May, 2017, the school leader in each school will identify the lowest 20% of learners in their school to ensure that these students receive targeted response to intervention in the academic areas most needed by each of these students- particularly in ELA and math. The school will use a standardized assessment process to identify these students and determine if the interventions they receive are having the intended impact on their academic progress.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Drop-Out Rate Student Performance on January Regents Exams

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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.
7/5/2016	9/30/2016	District leaders will review expectations for the Glens Falls City School District RTI Plan with school leaders.
7/5/2016	8/31/2016	School leaders will review all ELA and Math assessment data to determine the percentage of students needing to be services at each TIER level.
7/5/2016	8/31/2016	School leaders will provide district leadership with calendar of dates for all RTI meetings taking place in each school.
8/31/2016	9/30/2016	School leaders will review expectations for the Glens Falls City School District RTI Plan with their faculty
9/7/2016	12/22/2016	School leaders will visit at least one other school to observe how RTI meetings are facilitated in other buildings to establish greater fidelity with our RTI system.
9/7/2016	5/31/2017	District leaders will observe RTI meetings in each school to ensure there is fidelity with our RTI system.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	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.
B1. Most Recent DTSDE Review Date:	June 9th and 10th, 2016
B2. DTSDE Review Type:	District Led - District Needs Assessment using the DTSDE Rubric

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.	District leaders need to ensure that each school leader and their faculty receive professional development and the resources to provide supports to meet the social and emotional needs of the students in their school. In a recent District Led District DTSDE Assessment, it was determined that all schools need to have a consistent Response to Intervention process in which data is analyzed in a systematic manner to ensure that all students are having their social or emotional needs met through tier one, two, or three supports. As a result, the District Leadership believe that the following SMART Goal will have a profound impact on the students in the District.
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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.	By September, 2017 each school leader will identify 20% of its' school's learners with social and emotional barriers to academic success and provide targeted supports and interventions to each child. Each school leader will communicate to teachers and parents how behavioral data is used to identify targeted supports for students and their role in supporting this process.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Participation in District/School Surveys STAR Reading and Math data
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: identify the projected end date for each activity.	E3. Action Plan: 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.
8/31/2016	11/30/2016	District leaders will secure professional development from the Council For Prevention for all high school and middle school faculty, staff, and administrators on the Bridges Out of Poverty program.
11/30/2016	9/30/2017	District leaders will secure professional development from the Council For Prevention for all elementary school faculty, staff, and administrators on the Bridges Out of Poverty program.
8/31/2016	11/30/2016	District leaders will secure a presentation from the local United Way and/or Family Service Association of Glens Falls to inform all faculty, staff, and administrators of the services available to families and how to access them so that all school employees may better understand how to connect families with services.
7/5/2016	8/31/2016	District leaders will provide training on de-escalation techniques for students that exhibit challenging behaviors.

Tenet 6: Family and Community Engagement

A. Statement of Practice 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.
B1. Most Recent DTSDE Review Date:	June 9th and 10th, 2016
B2. DTSDE Review Type:	District Led - District Needs Assessment using the DTSDE Rubric

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.	District leaders need to ensure that all parents are provided with information about how our Response to Intervention system operates and what supports are available to assist in meeting the social and emotional needs of our students. In a recent District Led DTSDE Assessment, it was determined that not all schools have a systematic means to share information with all families so that they understand how they may help their child at home, socially, emotionally or academically. Some families interviewed stated that at times, there is a need for more information related to academic expectations and assessment data which could be used to provide support to their child at home. Some families indicated that if they do not attend Open House they are not provided with the information from Open House, hindering their ability as parents to help meet their child's needs. As a result, the District Leadership believes that the following SMART Goal is vital to the School District, its families and children.
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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.	By May, 2017 each school leader will ensure that a minimum of 80% of their families attend their child's respective beginning of the year Open House(s) or receive the information presented at Open House through an alternative method. Each school will present information at Open House that explains the schools: Academic program expectations, social/emotional/behavioral expectations and supports, and ways in which families can help support their child's success at home.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: 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.
9/7/2016	9/30/2016	School leaders will present information to parents at Open House regarding how the RTI process operates in their respective buildings and what supports are available to assist in meeting the social and emotional needs of students.
9/7/2016	9/30/2016	School leaders will track the percentage of parents that attend Open House to determine the best way to get the information to parents that did not attend.
9/7/2016	12/22/2016	District leaders will arrange for information to be presented to parents at the fall AIS Parent Night regarding how the RTI system operates in Glens Falls City School District.
12/22/2016	5/31/2017	District Leaders will arrange for a presentation from the United Way or Family Service Association of Glens Falls regarding supports that are available in the community to assist in meeting the social and emotional needs of students and families in Glens Falls.

Focus District Set-Asides

Fund Source	Allocation	Parent Engagement Set-Aside – Required Percentage	Mandated Set-Aside
Title I, Part A	\$486,576	1%	\$4,866

Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$486,576	5%	\$24,329
Title II, Part A	\$119,895	5%	\$5,995
Title III, Part A LEP (allocation listed only if required)	\$0	5%	\$0
Total Federal Allocation Subject to Set-Aside	\$606,471	5%	\$30,324

Fund Source	Budgeted Amount
Title I, Part A	\$4,866
Title II, Part A	\$5,995
Title III, Part A LEP	\$0
Title VI REAP	\$0
School Improvement Section 1003(a) - SIG A	\$25,000
School Improvement Section 1003(g) - SIG G	\$0
School Innovation Fund	\$0
Local / General Funds	\$0
Total Funding Reserved for Improvement	\$35,861

The Improvement Reserve Has Been Met.

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 "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	\$1,000	YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$16,500	YES	
Develop high-quality DCIP and SCEP plans	YES	\$5,000	YES	
Review the qualifications of Priority and Focus School Leaders	YES	\$500	YES	
Submit quarterly leading indicators report to NYSED	YES	\$1,000	YES	
Evaluate the fidelity of program implementation	YES	\$1,000	YES	
Provide Public School Choice to students in Priority and Focus Schools	NO (N/A)	\$0	NO (N/A)	
Offer 200 hours of Extended Learning Time to students in each Priority School	NO (N/A)	\$0	NO (N/A)	
TOTAL		\$25,000		

Financial Allocation Plan - Improvement

District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Glens Falls City School District	Focus District	\$35,861

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Glens Falls Senior High School	Focus School	\$0
DISTRICT / BUILDING TOTALS		\$35,861

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$35,861
 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

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
Glens Falls City School District/Glens Falls Senior High School	Focus District/Focus School	\$4,866
DISTRICT / BUILDING TOTALS		\$4,866

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$4,866
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? YES