

LEA Name:	Hudson City School District
BEDS Code:	101300010000

ENTER DATA INTO ALL YELLOW CELLS.

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

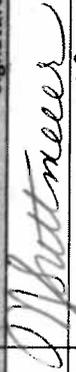
Contact Name	April Prestipino	Title	Coordinator of School Improvement
Phone	518-828-4360 ext. 2134	Email	prestipino@hudsoncityschooldistrict.com
Website for Published Plan	<a href="http://www.hudsoncityschooldistrict.com/curriculum/">http://www.hudsoncityschooldistrict.com/curriculum/</a>		

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		Maria Suttmeier	July 28, 2015
President, B.O.E. / Chancellor or Chancellor's Designee		Maria McLaughlin	July 28, 2015

## 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.

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

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Superintendent		Maria Suttmeier	
President, B.O.E. / Chancellor or Chancellor's Designee		Maria McLaughlin	

## District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
July 8, 2015	Hudson Junior HS Library		
July 15, 2015	Hudson Junior HS Library		
July 22, 2015	Hudson Junior HS Library		

Name	Title / Organization	Signature
April Prestipino	Coordinator of School Improvement/Hudson City School District	See attached sign-in sheets
Marlena Peduzzi	Kindergarten Teacher and Data TLC/Hudson City School District	See attached sign-in sheets
Julia Coryell	Secondary ENL Teacher and ENL TLC/Hudson City School District	See attached sign-in sheets
Elizabeth Dolan	K-12 Literacy Coach/Hudson City School District	See attached sign-in sheets
Kathy Clark	Director of 21st Century After School Program and Grant Manager of Community Schools Grant/Hudson City School District	See attached sign-in sheets
Kim Lybolt	Director of Student Services/Hudson City School District	See attached sign-in sheets
Karen Krager	Parent Member of DLT/Hudson City School District	See attached sign-in sheets
Jeanine Millar	Physical Education Department Head and Secondary PE Teacher/Hudson City School District	See attached sign-in sheets
Lucy Rees	7-12 Math Department Head, Grade 8 Math Teacher, and Technology TLC/Hudson City School District	See attached sign-in sheets
Sumayyah Shabazz	Parent Member of DLT/Hudson City School District	See attached sign-in sheets
Florence Berth	Junior High School Library Aide and Parent Member of DLT/Hudson City School District	See attached sign-in sheets
Mary Jane Ames	Administrative Assistant to Office of School Improvement/Hudson City School District	See attached sign-in sheets
Melanie Miller	Director of Hudson Community Schools/Hudson City School District	See attached sign-in sheets
Elizabeth Albino	7-12 Art Department Head/Secondary Art Teacher/Hudson City School District	See attached sign-in sheets

## District Information Sheet

District Information Sheet							
District Grade Configuration	PK-12	Total Student Enrollment	1817	% Title I Population	100%	% Attendance Rate	93%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	24%	% Hispanic or Latino	13%	% Asian, Native Hawaiian/Other Pacific Islander	10%	% White	48%	% Multi-Racial	5%

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

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

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

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

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

The most significant positive impact that resulted from the previous year's plan was the increase in teachers offering to facilitate professional development to the rest of the faculty. This specific change in adult behavior is an indication that teachers are more comfortable sharing their expertise in a group environment, are more confident in their teaching practices, and are secure in their knowledge of what they have to offer their peers. This significant increase in embedded capacity is instrumental to shifting expectations and practices required for improvement. There has also been an increase in teachers attending voluntary PD. For example, 50% of the teachers in the district recently attended the Summer Institute. This is the highest percentage of attendance in three years.

- 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.

In reviewing the 2014-15 DCIP, the District Leadership Team determined that mid-course corrections were not generally needed because the district was on target to meet the majority of most of the goals in the DCIP. The one tenet that lacked progress completely was tenet 6 so the 2015-16 DCIP has a more targeted approach to improve parent engagement. The current impact from the 2014-15 DCIP is that formal and informal observations of teachers are showing that the number of teachers creating student-centered classrooms has increased dramatically from the previous school year. The other evidence of impact is that the use of technology in the classroom has also seen a significant increase across the district. Expectations for sustainability moving forward as they relate to instructional practices are outlined very clearly in the 2015-16 DCIP.

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

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

One of the highlights is focusing on improving the use of student data to monitor student growth and drive teacher instructional practices. A second highlight is to provide professional development and support to teachers on how to truly differentiate their instruction. A third highlight is to become better at monitoring instructional practices through the use of observations. A fourth highlight is to implement a more systemic structure for actively engaging parents and the community.

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

The main identified need in the district is to get better at monitoring. Monitoring student achievement, monitoring implementation of new instructional techniques, and monitoring students' social emotional developmental health. Academically, the content area that stands out as having the biggest gap in achievement right now is mathematics. While all teachers will participate in PD provided for learning how to interpret student achievement data and identify next steps, as well as how to differentiate instruction, math teachers across the district will have additional, specific, support as it relates to planning lessons, modeling instructional techniques, and practicing instructional techniques with a math specialist.

- 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.

The Mission Statement is, "The Hudson City School District advances the intellectual, social, and emotional development of all students to prepare them for college, career, and citizenship." The Vision Statement is, "In collaboration with students, their families and the community, Hudson schools will develop and implement a rigorous, coherent, inquiry-based curriculum delivered in a safe, caring and accepting environment. Students will become creative, intellectually curious life-long learners." In August 2013 the Superintendent and the Board of Education created three 3-year goals. The main structure of the goals is to "Raise the Bar, Close the Gap, and Align Curriculum and Instruction." These goals are currently being reviewed for revision, but these over-arching categories will not change. Additionally, a 4th goal will be added to promote student social emotional development. The adopted district slogan is, "Destination Graduation - Get on Board." Each building has a responsibility towards meeting the graduation goals and each building needs to understand what their role is in preparing students for college and/or careers. It is with Destination Graduation in mind that we have identified the needs of the district.

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

When looking at the 2013-14 District Report Card, there are seven out of nine subgroups not meeting adequate yearly progress. This is two more subgroups than in the previous school year in the math content area, therefore instructional approaches in math will receive additional targeted support in addition to the other initiatives taking place this school year. The student academic achievement targets set at the district level are for all students, including subgroups of students, but not necessarily the subgroups identified on the report card (i.e. freshman and sophomores earning a certain number of credits). The 2014-15 student academic achievement targets were as follows: *Raise the Bar* - 74% or higher district graduation rate, 80% of Freshman and Sophomores will attain no less than 6 credits, Increase Regents proficiency results by 5%, Increase college ready performance for ELA and Algebra Regents by 5%. *Close the Gap* - Graduation rate of targeted subgroups at 70% or above, Increase levels 3 & 4 by 2.5% in ELA/Math for grades 3-8, Decrease level 1 by 5% and increase level 4 by 1.5% in ELA/Math for grades 3-8, Increase 8th grade science proficiency by 5%, decrease SWD level 1 by 5% and increase levels 3 & 4 by 1%, 55-60% of Kindergarten class will meet or exceed reading proficiency, 65-70% of First Grade class will meet or exceed reading proficiency, and 75-80% of Second Grade class will meet or exceed reading proficiency. *Align Curriculum and Instruction* - Ready K-12 curriculum maps for public view, all teachers receive PD and infuse CCLS into all content area instruction, all teachers receive PD and incorporate differentiation into all lessons, and monitor instructional practices using Marzano Rubric. The annual administrative retreat for the 2015-16 school year occurred in early July, but most achievement data was not, and is still not available, so we are unable to say at this time if any of these targets have been met. These annual targets will need to be discussed once all data becomes available.

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

Every Monday the District Cabinet meets to discuss issues being dealt with in each area of Central Office, but also to discuss how we are supporting the work at the building level. Based on the activities in this DCIP, Cabinet meetings will take on a new and more specific purpose to support the activities of the DCIP and the SCEP work being done at the building level. Each Tuesday the Administrative Team meets to engage in similar conversation, from district level to building level perspective for supporting implementation with the teachers in the classroom. These meetings will also take on a new and more specific purpose to support the activities of the DCIP and SCEPs. It is expected that building administrators will continue to disseminate district level messages/expectations at their monthly building level grade level chairs/department meetings, and again at monthly faculty meetings. The grade level chairs/department heads are also expected to disseminate important information/expectations at their monthly grade level/department meetings. This structure, coupled with constant accountability, will drive strategic implementation of the mission/guiding principles.

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

The first anticipated barrier is time management at all levels with the regular competing priorities that happen in a school district. The DCIP and SCEPs are roadmaps to help prioritize and implement the activities in these documents with limited distractions. This barrier will be addressed by making sure all administrative meetings have a clear focus and the agenda clearly supports the DCIP activities. The next anticipated barrier is teacher and administrator buy-in. The district has made great progress over the last three years with teachers trying new instructional techniques and the administrators are beginning to understand the importance of thinking as a K-12 system. This barrier will continue to be addressed by being more open with our data, teaching the teachers how to use it, expecting them to analyze it, and expecting the same of the administrators. Accountability at administrative team meetings will be evident and more purposeful with all buildings. A third barrier is the drastic increase in the number of test refusals. The lack of a complete data set for ELA and math analysis prevents teachers from accurately knowing how well students are doing as they move from grade to grade. Teachers have other local data to use for RtI purposes, but as long as our accountability is tied directly to state assessments, this will always be a barrier. The district is going to attempt to address this by having parent engagement nights that will give parents the opportunity to explore the Common Core curriculum as well as see what kind of questions students are asked on the state assessments. The test refusal movement is a statewide problem so it is imperative that NYSED takes action to address this as well.

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

One professional development opportunity is the districtwide professional development days built into the school calendar. The rationale for these sessions is to provide important information to the district, as a whole. These sessions tend to be slightly larger in group size and are facilitated by both internal and external specialists. The agenda for these sessions may include topics that address instructional practices, meeting the needs of English language learners, differentiated instruction, curriculum development in Rubicon Atlas, and/or incorporating technology into the classroom. Building-directed PD that occurs on these days tends to be focused on RtI and reviewing student achievement data from local benchmarks and state assessments. A second professional development opportunity is embedded PD that occurs every day, or systematically, throughout the district. These sessions tend to be small-group, composed of either same grade levels/departments, or teachers from across the district who share the same need for a certain type of PD. These sessions are often facilitated by external specialists and substitute teachers are provided for teacher release from the classroom. Topics for these sessions tend to focus on increasing student engagement, reviewing student data, improving curriculum/continuing to learn about the ELA/math modules, and examining ways to best interact with different types of students. A third professional development option is a series of PD sessions that occur after school. These sessions are facilitated by internal specialists and generally tend to run between 30 minutes and one hour. These topics usually focus on needs of teachers that do not require a large scale PD structure, such as learning how to use the technology in the classroom, specific grade level investigation of modules, and/or investigating RtI interventions for certain students. A fourth professional development opportunity is off-site PD that occurs out of district. These sessions generally are selected by teachers based on their interest. The district supports teachers attend PD out of the district as long as it is tied directly to their content area or an achievement goal set by the district. Additionally, teachers engage in a structured, self-directed, professional development environment for an hour once a month. The agendas are created by teachers, facilitated by teachers, and are targeted to provide support in interest areas where regular PD may not be offered.

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

To strengthen relationships with the school staff the district will continue doing what it has done over the last few years, with some new additions. This includes visiting the school buildings often and spending time in teachers' classrooms. This in-person dialogue goes a long way to strengthen relationships with the school staff. We will continue to utilize the communication opportunities presented through email, the district website, social media, the local newspaper, and the district e-newsletter. The Director of Student Services and the Coordinator of School Improvement will continue to meet with small groups of teachers/departments that are assigned to our offices for oversight. The district and the Board of Education is set to initiate a Community Cafe forum this summer where parents will be able to attend and listen to the vision of the district, but also offer suggestions and insights into some of the different ways we may accomplish our goals to raise the bar, close the gap, align curriculum and instruction, and work toward promoting student social emotional development. The Superintendent will continue to attend a variety of community events to allow for person-to-person opportunities for dialogue.

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

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>	<b>SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</b>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 2015

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</b>	The district has increased its efforts to recruit high quality staff that meet the needs of the school community. However, inconsistencies in its approach to evaluating and supporting staff and monitoring PD minimize the district's ability to improve teacher practices and student achievement in schools across the district. If the district realigns the negotiated APPR per the new regulations, with a deliberate focus on instructional practices that help students generate and test hypotheses (55% of teachers not rated on these elements) and communicate high expectations for all students (33% of teachers not rated on these elements), and provides high-quality, sustained, targeted professional development to address the needs of all students, that is systematically and regularly monitored, then all schools will have personnel that is able to effectively address the student's needs. Work in this area will help support the BOE goal of raising the bar.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By October 2015, a comprehensive PD plan will be developed to provide staff with PD on how to deliver curriculum aligned with CCLS that is both rigorous and modified to meet the unique needs of subgroups, as evidenced by the PD plan, staff attending PD, and formal/informal observations conducted by district and building leaders. Formal/informal observations will show a 25% increase from last year of teachers successfully implementing instructional techniques that help students generate and test hypotheses and a 10% increase from last year of teachers successfully implementing instructional techniques that communicate high expectations of all students.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Performance of targeted subgroups on local benchmark assessments Student performance on 3-8 ELA and math state assessments Marzano data reports from iObservation
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<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.
Aug-15	Aug-15	Coordinator of School Improvement (CSI) and Lead Evaluator will evaluate 2014-15 teachers observations and generate reports indicating teacher weaknesses identified in classroom observations.
Sep-15	Sep-15	CSI and Lead Evaluator will review these reports with the building administrators and district administrators to identify majority of weaknesses to be addressed through professional development.
Sep-15	Sep-15	Targeted professional development for teachers, or groups of teachers, will be identified within and across each building.
Oct-15	Oct-15	A calendar for providing identified professional development will be created by the building administrator and CSI. PD will be provided in the form of workshops after school, release time during school, and/or district conference days. Professional development will be delivered by the district Literacy Coach, the Teaching and Learning Coaches (TLC's), the Lead Evaluator, the ELA and/or math BOCES specialists, a differentiated instruction specialist, and/or an RBERN support person. Substitute teachers will be provided for teacher release time as needed, to be arranged by the CSI.
Oct-15	Dec-15	Teachers will be expected to implement instructional techniques within their classrooms before their next, or first, observation.

Oct-15	Dec-15	Administrative team will participate in targeted professional development that will recalibrate each administrator's ability to accurately rate teachers on all elements, with the elements in Design Questions #4 and #9 of the Marzano rubric a specific focus.
Oct-15	Dec-15	Administrative team, both building and district level, will conduct observations to monitor fidelity of implementation of techniques.
Dec-15	Jan-16	After the first quarter, or trimester, has ended, the administrative team will analyze the existing 2015-16 teacher observation data and identify key next steps.
Jan-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.

## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	<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>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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>	Although high expectations for all students are communicated via district goals, the limited explicit connection between the goals, the use of data, and the improvement of teacher practices limits school progress and high levels of student achievement across the district. A review of student achievement on state assessments indicates that the Black/African American and Students with Disabilities subgroups have an average 50 point achievement gap below the All Students group. If the district adds a "Destination Graduation" goal regarding students' social emotional developmental health and tracks and puts in place strategies to close the gaps in achievement of subgroups of students, specifically those two, communicating that there are high expectations for addressing the needs of all constituents, then all students will have the opportunity to achieve at high levels of success. Work in this area will help support the BOE goal of closing the gap.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By May 2016, the Hudson City School District will close the achievement gap of targeted subgroups by 20 points, through the use of data driven instructional protocols during teacher common planning time to develop lesson plans to best meet the needs of all students, specifically Black/African American and Students with Disabilities, as measured by a year to year comparison of state ELA and math assessment data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Performance of targeted subgroups on local benchmark assessments Student performance on 3-8 ELA and math state assessments Common Planning Time meeting minutes Teacher submitted lesson plans

<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.
13-Jun-15	13-Jun-15	Superintendent and Board of Education (BOE) meets for annual retreat to evaluate existing goals and identify new goals.
8-Jul-15	8-Jul-15	Superintendent crafted new SEDH goal and meets with district administrative team at their retreat to discuss how best to measure SEDH goal.
Jul-15	Aug-15	Superintendent continues to work with BOE to word-smith SEDH goal and identify measureable targets with building administrators.
Sep-15	Sep-15	Superintendent presents proposed SEDH goal to BOE for adoption.
Oct-15	Oct-15	BOE adopts SEDH goal with measureable targets.
Aug-15	Sep-15	In administrative team meetings, the Superintendent will discuss with building administrators the current expectations of common planning time and determine how/if these set times need to be restructured.

Sep-15	Oct-15	DDI PD will be provided to grade levels and departments on how to effectively analyze student data, identify weaknesses, and identify strategies to close the gaps in achievement of different subgroups of students. This PD will be provided by the Lead Evaluator, the district Literacy Coach, the BOCES math specialist, and/or the RtI specialist at the Primary Building. This PD may be provided at a grade level/department meeting, or during planned released time. Substitutes will be arranged for by the district as needed, to be arranged by the CSI.
Oct-15	May-16	Building administrators will monitor the effectiveness of common planning time by attending at least two sessions for each grade level/content area, reviewing submitted meeting minutes generated from common planning time sessions, reviewing lesson plans, conducting formal/informal observations, and reviewing student achievement data on local assessments.
Nov-15	Apr-15	Professional developers will check back with each group of teachers at least once during the year to address any questions they have about DDI.
Nov-15	Jun-15	Teachers will be expected to implement instructional techniques within their classrooms before their next, or first, observation.
Nov-15	Jun-15	Administrative team, both building and district level, will conduct observations to monitor fidelity of implementation of techniques.
Dec-15	Jan-16	After the first quarter, or trimester, has ended, grade levels/departments will analyze the latest student benchmark data and identify key next steps.
Jan-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.

## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	<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>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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>	With the support of grant funds, the district spent an average of \$303,000 on professional development and support for instructional programs in the 2013-14 and 2014-15 school years. With the reductions in grant allocations, the district has approximately \$166,000 available in the 2015-16 school year to spend on professional development and support for instructional programs for teachers. Although the district is allocating some resources to address the needs of the school community, the lack of procedures to monitor and evaluate the impact of decisions limits district-wide school improvement efforts and student achievement. If the district develops a structured system to evaluate the impact of various expenditures on school improvement and student achievement, then the district will be able to successfully identify how best to fund the district's goals through the general budget and various grants, resulting in school improvement and success.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By November 2015 the Hudson City School District will develop a procedure and evaluation rubric for measuring the effectiveness/impact of PD on instructional practices, as evidenced by the monthly coaching logs maintained by the Lead Evaluator, TLCs, and ELA/math specialists, formal and informal observations, the minutes obtained from grade level/department co-planning sessions, student performance on local benchmark assessments, student participation in Expanded Learning Time, and the attendance and feedback of teachers at district provided workshops. Results from programmatic evaluations will be used to identify how funds will be allocated through the remainder of the 2015-16 school year to maximize school improvement efforts and student success.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>Student Participation in ELT Opportunities</li> <li>Minutes of Expanded Learning Time (ELT) Offered</li> <li>Performance of targeted subgroups on local benchmark assessments</li> <li>Student performance on 3-8 ELA and math state assessments</li> <li>Common Planning Time meeting minutes</li> <li>Teacher submitted lesson plans</li> </ul>
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<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.
Aug-15	Nov-15	The district Cabinet (Superintendent, CSI, Director of Student Services, and Business Administrator) will discuss, research, and develop the identified procedure and rubric.
Aug-15	Aug-15	The district Cabinet will review current grant allocations and intended uses for allocations.
Sep-15	Sep-15	The CSI will meet with each coach and specialist to establish a timeline for submission of coaching/PD logs.
Aug-15	Aug-15	The district administration will identify the student data to be reviewed at Administrative Team Meetings (ATMs), the ATM meetings at which these data will be discussed, and notify the building principals.
Sep-15	Sep-15	The administrative team will discuss this with their teachers at a faculty meeting so they are aware and understand the purpose for the data review.
Sep-15	Sep-15	The Office of School Improvement will revise workshop feedback form to include more targeted questions about teacher implementation of learned practice within the classroom.

First pre-identified data ATM. Possibly October 2015	Oct-15	Based on the review of the data, targeted professional development for teachers, or groups of teachers, will be identified within and across each building. The data will determine if the existing PD/instructional support structure is meeting the needs of teachers and impacting student achievement.
Oct-15	Nov-15	A calendar for providing identified professional development will be created by the building administrator and CSI. PD will be provided in the form of workshops after school, release time during school, and/or district conference days. Professional development will be delivered by the district Literacy Coach, the TLC's, the Lead Evaluator, the ELA and/or math BOCES specialists, a differentiated instruction specialist, and/or RBERN support person. Substitute teachers will be provided for teacher release time as needed, to be arranged by the CSI.
Oct-15	Dec-15	Teachers will be expected to implement instructional techniques within their classrooms in preparation for the next building-level benchmark assessment cycle.
Oct-15	Dec-15	Administrative team will conduct observations to monitor fidelity of implementation of techniques.
February 2016 and June 2016	February 2016 and June 2016	At the next pre-scheduled data review ATM, the administrative team will analyze the most recent benchmark assessment data, determine if the PD has been effective, and identify key next steps.
Fall 2015	Spring 2016	Benchmarks will be given by all teachers in late September/early October, in late January/early February, and at the end of the year in May and June.
Feb-16	Feb-16	The district Cabinet will meet after the winter data review to review existing financial expenditures related to staffing and professional development and strategize how to maintain, revise, or restructure PD support within the general budget and the various grants.
Jul-16	Jul-16	The district Cabinet will meet again in the summer, when grant allocations have been released, to review planned financial expenditures related to staffing and professional development and strategize how to maintain, revise, or restructure PD support within the grants.

## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	<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>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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>	With the support of grant funds, the district spent an average of \$303,000 on professional development and support for instructional programs in the 2013-14 and 2014-15 school years. With the reductions in grant allocations, the district has approximately \$166,000 available in the 2015-16 school year to spend on professional development and support for instructional programs for teachers. The lack of systems to monitor the quality of PD and its impact limits the district's ability to identify strategies that are successful and those that are not. If the district puts in place a system to measure and monitor the impact of targeted professional development activities on teacher effectiveness and student achievement, then the right, targeted, professional development will lead to improved professional practices and increased student achievement.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By November 2015 the Hudson City School District will develop a procedure and evaluation rubric for measuring the effectiveness/impact of PD on instructional practices, as evidenced by the monthly coaching logs maintained by the Lead Evaluator, TLCs, and ELA/math specialists, formal and informal observations, the minutes obtained from grade level/department co-planning sessions, student performance on local benchmark assessments, and the attendance and feedback of teachers at district provided workshops. Results from programmatic evaluations will be used to disseminate best practices and address weaknesses so that teacher practices improve.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>Performance of targeted subgroups on local benchmark assessments</li> <li>Student performance on 3-8 ELA and math state assessments</li> <li>Common Planning Time meeting minutes</li> <li>Teacher submitted lesson plans</li> <li>Coaching logs</li> <li>Teacher feedback on PD workshops</li> <li>Budget analysis documents</li> </ul>

<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.
Aug-15	Nov-15	The district Cabinet (Superintendent, CSI, Director of Student Services, and Business Administrator) will discuss, research, and develop the identified procedure and rubric.
Sep-15	Sep-15	The CSI will meet with each coach and specialist to establish a timeline for submission of coaching/PD logs.
Sep-15	Sep-15	CSI, Lead Evaluator, and building administrators will evaluate 2014-15 teacher observations and student achievement data and prepare reports indicating teacher weaknesses identified in classroom observations.
Sep-15	Sep-15	CSI, Lead Evaluator, and building administrators will identify both teacher instructional and student academic weaknesses to be addressed through professional development.
Sep-15	Sep-15	Targeted professional development for teachers, or groups of teachers, will be identified within each building.
Oct-15	Oct-15	The CSI will develop a tool and calendar to provide an overview of the PD going forward. This tool will be shared in Google with all building administrators and the Lead Evaluator.

Oct-15	May-16	PD will be provided in the form of workshops after school, release time during school, and/or district conference days. Professional development will be delivered by the district Literacy Coach, the TLC's, the Lead Evaluator, the ELA and/or math BOCES specialists, a differentiated instruction specialist, and/or an RBERN support person. Substitute teachers will be provided for teacher release time as needed, to be arranged by the CSI.
Oct-15	Dec-15	Teachers will be expected to implement instructional techniques within their classrooms before their next observation.
Oct-15	Dec-15	Teachers will be monitored for the impact of PD on teacher effectiveness by both building and district level administrators through formal and informal observations.
Dec-15	Jan-16	After the first quarter, or trimester, has ended, the administrative team will analyze the existing 2015-16 teacher observations and student achievement data to identify key next steps.
Jan-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.
Feb-16	Feb-16	The district Cabinet will meet after the winter data review to review the monitoring system related to staffing and professional development and strategize how to maintain, revise, or restructure PD support for the remainder of the school year.
Jul-16	Jul-16	The district Cabinet will meet again in the summer to review planned financial expenditures related to staffing and professional development and strategize how to maintain, revise, or restructure PD support within the grants based on the monitoring tool developed at the beginning of the school year.

## Tenet 1: District Leadership and Capacity

<b>A. Statement of Practice Addressed:</b>	<b>SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.</b>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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>	Limited use of protocols and procedures to ensure effective use of data at district, school, and classroom levels, minimizes the ability of district leaders to assess the impact of its efforts focused on improving student achievement, which inhibits growth for all students. If the district collaborates with school leaders and provides high quality support, training, and protocols and procedures to continually address instructional deficiencies revealed by data analysis to improve teaching and learning in individual classrooms, then student achievement will increase and students will successfully meet school goals. Work in this area will help support the BOE goal of closing the gap.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By May 2016, the Hudson City School District will close the achievement gap of targeted subgroups by 20 points through the regular use of data driven instructional protocols, allowing teachers to identify ways to scaffold the curriculum to best meet the needs of all students, specifically Black/African American and Students with Disabilities, as measured by a year to year comparison of state ELA and math assessment data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Performance of targeted subgroups on local benchmark assessments Student performance on 3-8 ELA and math state assessments Common Planning Time meeting minutes Teacher submitted lesson plans

<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.
Sep-15	Sep-15	At an administrative team meeting the team will review several DDI protocols and identify a primary one to be used across the district.
Sep-15	Sep-15	Administrators will notify teachers of common planning time sessions in which teachers will be required to review student data using selected DDI protocol.
Oct-15	Oct-15	The CSI will coordinate with the Lead Evaluator and other external DDI experts to determine how best to initiate the use of the DDI protocol across the district.
Oct-15	Oct-15	With guidance from the building administrators, the CSI will schedule DDI protocol training for teachers.
Nov-15	Jan-16	The DDI experts will facilitate DDI sessions, train the teachers, and monitor for understanding of how to use the protocols before releasing them to facilitate DDI sessions independently.
Nov-15	Dec-15	Building administrators will be trained on using DDI protocols at Principals' meetings by any of the available DDI experts training the teachers.
Nov-15	Jun-16	Grade level/Departments will be expected to submit to building principal meeting minutes, identifying what each teacher is going to do differently as a result of reviewing student achievement data.
Nov-15	Jan-16	Teachers will be expected to implement shifts in instructional practices before their next observation.
Nov-15	Jan-16	The administrative team will conduct observations to monitor fidelity of implementation of instructional practices.

Dec-15	Jan-16	After the first quarter, or trimester, the administrative team will analyze the existing 2015-16 teacher observation data, the meeting minutes submitted from each grade level/department, student achievement data, and identify key next steps.
Fall 2015	Spring 2016	Benchmarks will be given by all teachers in late September/early October, in late January/early February, and at the end of the year in May and June.
Jan-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.
December 2015, February 2016, May 2016	Jun-16	The building administrators and CSI will meet with the DDI experts at least three times a year to identify any concerns regarding the use of the DDI protocol with fidelity.

## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<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>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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>	Student performance on state assessments in grades 3-8 has marginally improved from the 2013-14 school year to the 2014-15 school year. Likewise the district's graduation rate has improved from 59% to over 70%. However, performance of subgroups on 3-8 ELA and math state assessments and student performance on Regents exams is still lacking. Although the schools and district share a vision of improvement, district strategies to provide consistently good practices in key areas such as PD, use of data, and social and emotional developmental health, are not yet securely in place to ensure academic and social success for all students. If the district provides targeted PD on using data to plan and deliver instruction, and makes sure that all supports, strategies, and services are evaluated for the impact that they have on raising achievement for all subgroups of students, then this will lead to a school community that has a clear vision supported by district staff members that positively affects student achievement. Work in this area will help support the BOE goal of raising the bar.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By May 2016, the Hudson City School District will close the achievement gap of targeted subgroups by 20 points through the regular use of data driven instructional protocols, allowing teachers to identify ways to scaffold the curriculum to best meet the needs of all students, specifically Black/African American and Students with Disabilities, as measured by a year to year comparison of state ELA and math assessment data. Likewise, by November 2015 the district will develop a procedure and evaluation rubric for measuring the effectiveness/impact of PD on instructional practices, as evidenced by the monthly coaching logs maintained by the Lead Evaluator, TLCs, and ELA/math specialists, formal and informal observations, the minutes obtained from grade level/department co-planning sessions, student performance on local benchmark assessments, and the attendance and feedback of teachers at district provided workshops. Results from programmatic evaluations will be used to disseminate best practices and address weaknesses so that teacher practices improve.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Performance of targeted subgroups on local benchmark assessments Student performance on 3-8 ELA and math state assessments Common Planning Time meeting minutes Teacher submitted lesson plans Coaching logs Teacher feedback on PD workshops Performance of targeted subgroups on Regents exams
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<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.
Aug-15	Nov-15	The district Cabinet (Superintendent, CSI, Director of Student Services, and Business Administrator) will discuss, research, and develop the identified procedure and rubric.
Sep-15	Sep-15	The CSI will meet with each coach and specialist to establish a timeline for submission of coaching/PD logs.

Sep-15	Sep-15	CSI, Lead Evaluator, and building administrators will evaluate 2014-15 teacher observations and student achievement data and prepare reports indicating teacher weaknesses identified in classroom observations.
Sep-15	Sep-15	CSI, Lead Evaluator, and building administrators will identify both teacher instructional and student academic weaknesses to be addressed through professional development.
Sep-15	Sep-15	Targeted professional development for teachers, or groups of teachers, will be identified within each building.
Sep-15	Sep-15	At an administrative team meeting the team will review several DDI protocols and identify a primary one to be used across the district.
Sep-15	Sep-15	Administrators will notify teachers of common planning time sessions in which teachers will be required to review student data using selected DDI protocol.
Oct-15	Oct-15	The CSI will coordinate with the Lead Evaluator and other external DDI experts to determine how best to initiate the use of the DDI protocol across the district.
Oct-15	Oct-15	With guidance from the building administrators, the CSI will schedule DDI protocol training for teachers.
Oct-15	Oct-15	The CSI will develop a tool and calendar to provide an overview of the PD going forward. This tool will be shared in Google with all building administrators and the Lead Evaluator.
Nov-15	Jan-16	The DDI experts will facilitate DDI sessions, train the teachers, and monitor for understanding of how to use the protocols before releasing them to facilitate DDI sessions independently.
Oct-15	May-16	PD will be provided in the form of workshops after school, release time during school, and/or district conference days. Professional development will be delivered by the district Literacy Coach, the TLC's, the Lead Evaluator, the ELA and/or math BOCES specialists, a differentiated instruction specialist, and/or an RBERN support person. Substitute teachers will be provided for teacher release time as needed, to be arranged by the CSI.
Oct-15	Dec-15	Teachers will be monitored for the impact of PD on teacher effectiveness by both building and district level administrators through formal and informal observations.
Nov-15	Dec-15	Building administrators will be trained on using DDI protocols at Principals' meetings by any of the available DDI experts training the teachers.
Nov-15	Jun-16	Grade level/Departments will be expected to submit to building principal meeting minutes, identifying what each teacher is going to do differently as a result of reviewing student achievement data.
Nov-15	Jan-16	Teachers will be expected to implement shifts in instructional practices before their next observation.
Nov-15	Jan-16	The administrative team will conduct observations to monitor fidelity of implementation of instructional practices.
Dec-15	Jan-16	After the first quarter, or trimester, the administrative team will analyze the existing 2015-16 teacher observation data, the meeting minutes submitted from each grade level/department, student achievement data, and identify key next steps.
Jan-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.
Feb-16	Feb-16	The district Cabinet will meet after the winter data review to review the monitoring system related to staffing and professional development and strategize how to maintain, revise, or restructure PD support for the remainder of the school year.
December 2015, February 2016, May 2016	Jun-16	The building administrators and CSI will meet with the DDI experts at least three times a year to identify any concerns regarding the use of the DDI protocol with fidelity.

### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<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>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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 provides direct support to schools with literacy and math coaches who help teachers develop CCLS-aligned lessons, but teachers need further assistance in developing adaptations in unit and lesson plans for subgroups of students. The district's limited support to schools that is focused on curriculum adaptations for subgroups of students minimizes teachers' ability to plan CCLS-aligned instruction for all students and promote student learning and achievement. If the district provides PD to teachers at all grade levels in developing adaptations for subgroups of students in lesson and unit plans, then the curriculum created and used will provide teachers opportunities to deliver instruction that is CCLS aligned and challenges every student. Work in this area will help support the BOE goal of aligning curriculum and instruction.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By August 2016, the Hudson City School District teachers will modify 50% of all actively used units in Rubicon Atlas to include instructional adaptations for subgroups of students to identify how teachers will meet the unique learning needs of every student, as evidenced by the activity log/report available on the Rubicon dashboard.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Performance of targeted subgroups on local benchmark assessments Student performance on 3-8 ELA and math state assessments Common Planning Time meeting minutes Teacher submitted lesson plans Coaching logs Teacher feedback on PD workshops Unit plans in Rubicon Atlas

<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.
Aug-15	Aug-15	The administrative team will revise the district-suggested lesson plan template to include areas for instructional shifts and scaffolding of questions and make available for teachers on the district's internal x-drive.
Aug-15	Aug-15	The CSI will work with Rubicon Atlas to add additional fields to the unit plan template in the program to include areas for instructional shifts and scaffolding of questions.
Aug-15	Aug-15	Coordinator of School Improvement (CSI) and Lead Evaluator will evaluate 2014-15 teachers observations and generate reports indicating teacher weaknesses in the Marzano elements of scaffolding instruction as identified in classroom observations.
Sep-15	Sep-15	CSI and Lead Evaluator will review these reports with the building administrators and district administrators to identify targeted weaknesses to be addressed through professional development.
Sep-15	Sep-15	Targeted professional development for teachers, or groups of teachers, will be identified within and across each building.

Oct-15	Oct-15	A calendar for providing identified professional development will be created by the building administrator and CSI, and Lead Evaluator. PD will be provided in the form of workshops after school, release time during school, and/or district conference days. Professional development will be delivered by the district Literacy Coach, the TLC's, the Lead Evaluator, the ELA and/or math BOCES specialists, a differentiated instruction specialist, and/or an RBERN support person. Substitute teachers will be provided for teacher release time as needed, to be arranged by the CSI.
Oct-15	Dec-15	Teachers will be expected to implement instructional techniques within their classrooms before their next, or first, observation.
Oct-15	Dec-15	Administrative team, both building and district level, will conduct observations to monitor fidelity of implementation of scaffolding techniques.
Dec-15	Jan-16	After the first quarter, or trimester, has ended, the administrative team will analyze the existing 2015-16 teacher observation data and identify key next steps.
Jan-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.

### Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<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>
<b>B1. HEDI Rating:</b>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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 is not effectively monitoring PD and providing support to improve teacher practices to ensure rigorous learning opportunities for all groups of students. If the district implements a program of PD in differentiating instruction at all grade levels with follow up support and evaluation by administrators, then teachers and instructional staff will provide students with consistent rigorous learning opportunities. Work in this area will support the BOE goal of closing the gap.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	As part of the comprehensive PD plan, by June 2016, the Hudson City School District will provide 100% of staff with PD and ongoing support on differentiating instruction, which will result in a 20 point achievement gap reduction for targeted subgroups, as measured by a year to year comparison of state ELA and math assessment data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Performance of targeted subgroups on local benchmark assessments Student performance on 3-8 ELA and math state assessments Teacher submitted lesson plans Coaching logs Teacher feedback on PD workshops

<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.
Jul-15	Jul-15	The CSI will plan 10 days of PD sessions with DI specialist to be facilitated with teachers throughout the 2015-16 school year.
Aug-15	Sep-15	The CSI will coordinate the release time of teachers with the building administrators over the 10 identified days. The CSI will arrange for substitute teachers as needed.
Aug-15	Sep-15	Teacher groupings will be determined based on observation data, administrator recommendation, and grade level/content area taught.
Oct-15	May-16	PD will be provided in the form of half day sessions, most likely release time from the classroom, throughout the school year. Group sizes will be an average of 9 teachers per half day session. Substitute teachers will be provided for teacher release time as needed to be arranged by the CSI.
Nov-15	Jun-16	Teachers will be expected to implement instructional techniques within their classroom before their next observation.
Nov-15	Jun-16	The administrative team will conduct observations to monitor fidelity of implementation of DI strategies.
Dec-15	Jan-16	After the first quarter, or trimester, has ended, the administrative team will analyze the existing 2015-16 teacher observation data and student achievement data, disaggregated by subgroups.

Jan-16	Jan-16	The CSI will regroup with the DI specialist to identify key next steps. These next steps will be shared with the administrative team at a Principals' Meeting by the CSI or by the DI specialist if she is able to attend these meetings.
Feb-16	Jun-16	The administrative team will repeat this process at the conclusion of each quarter or trimester.

## 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>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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 has not made the social and emotional developmental health of students a significant priority, and any efforts to address students' needs are not adequately monitored and evaluated for district and schoolwide impact, which limits students' opportunities for social and academic success. If the district conducts monthly meetings with the student support staff to develop, monitor, and evaluate districtwide initiatives to promote students' social and emotional growth, and makes full use of its student support staff to provide intervention services that may limit the referral of students for special education services, then students will receive supports that appropriately address their needs. Work in this area will support the proposed BOE goal of promoting social emotional development.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By November 2015, the Hudson City School District will identify two districtwide initiatives that promote students' social and emotional growth. By February 2016, a comprehensive action plan will be developed that identifies how these initiatives will be developed, implemented, monitored, and evaluated for effectiveness. Efforts made to implement these initiatives districtwide will be evidenced by a 5% reduction of student referrals out of the classroom, a 5% reduction in dropout, and a 5% reduction of students referred to CSE for possible Emotional Disability classification, as measured by a year to year comparison of student referral data and CSE referral data.
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<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> <li>Student Average Daily Attendance</li> <li>Student Drop-Out Rate</li> <li>Student Suspension Rate (Short-Term / Long-Term)</li> <li>Student Discipline Referrals</li> <li>Student Truancy Rate</li> <li>Student referrals to CSE</li> </ul>
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<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.
Aug-15	Sep-15	The CSI, Director of Student Services (DSS), and Director of Hudson Community Schools (DHCS) will meet to develop a template of an action plan to be completed at the student support staff group meetings.
Sep-15	Sep-15	The student support staff group will be identified by the CSI, DSS, and DHCS, with input from the building principals.
Sep-15	Sep-15	The building principals will be notified about the need to create this group, and its purpose, by the CSI and DSS at an ATM in the fall.
Oct-15	Oct-15	This committee will convene in October and set dates for monthly meetings. The purpose of the committee will be reviewed with the intended outcomes as identified above. The action plan template will be shared with the committee so they can start to review what is currently being done and identify initial ways to change or restructure how SEDH services are provided to students across all buildings.
Oct-15	Jun-16	Meetings will occur as scheduled. Agendas and minutes will be created and taken by either the CSI, DSS, and/or the DHCS and will be housed in a shared Google folder so all participants have constant access to the documents.
Feb-16	Feb-16	By February 2016 the development phase of the action plan will be completed and the committee will move into the implementing and monitoring phase of the cycle.

Jun-16	Jun-16	By June 2016 the committee will evaluate the implementation of the action plan by reviewing student behavior referrals and referrals to the CSE to determine if the action plan needs to be modified or restructured.

## 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>	Stage 2
<b>B2. HEDI Rating Source:</b>	IIT Review - District Final Report
<b>B3. HEDI Rating Date:</b>	May 18-19, 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 lack of a cohesive district plan to engage parents and the community limits the ability of schools to develop a strong home-school partnership to improve student achievement. Reciprocal communication between the district and families is limited, and some parents feel disconnected from district decisions. If the district utilizes well-attended parent events to piggyback academic, parenting and child development workshops for parents, then this will lead to a family and school connection connected to effective supports to student achievement.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By November 2015, the Hudson City School District will develop a comprehensive plan that identifies how the district will actively restructure well-attended parent events to include academic and child development workshops for parents and improve communication methods with parents. The action plan will include how the workshops will be developed, implemented, monitored, and evaluated for effectiveness. Efforts made to implement this initiative districtwide will be evidenced by a 10% increase of parents attending school-sponsored events, as measured by a year to year comparison of event sign-in sheets.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-15	Oct-15	The CSI, building principals, and DHCS will meet to develop a calendar of historically well-attended parent events that occur across the district.
Sep-15	Oct-15	The CSI, building principals, and DHCS will identify academic, parenting, and/or child development workshops to be included at these events.
Sep-15	Oct-15	The CSI and building principals will identify teacher volunteers for each upcoming workshop.
Oct-15	May-16	Teacher volunteers will collaboratively plan and prepare parent toolkits to give to parents at school-sponsored events. The K-2, 3-6, and 7-12 Community Schools Parent Coordinators will plan the parenting/child development workshops to occur at each event.
Sep-15	Oct-15	The CSI will make widely available the calendar of events, with the proposed workshops featured at each event.
Oct-15	May-16	The Director of Hudson Community Schools will complete the appropriate district building use form for each event.
Oct-15	May-16	The Office of School Improvement will provide translators who will translate the event flyers into the district's most pertinent languages, as well as be available at the events to provide translation services for non-English speaking parents.
Oct-15	May-16	The Office of School Improvement will provide materials and supplies, transportation services, childcare, and refreshments through the use of Parent Engagement and Parent Involvement set-asides.
Jan-16	Jan-16	At the January meeting the committee will evaluate the success of the parent engagement at the school-sponsored events that have occurred so far and identify if adjustments need to be made for future events.

Jun-16	Jun-16	By June 2016 the committee will evaluate the implementation of the district's parent engagement plan by reviewing the attendance at each event and whether or not attendance improved over the course of the school year. Steps to modify or restructure will be identified for the following school year.

**Focus District Set-Asides**

<b>Parent Engagement Set-Aside Calculation Based on Federal Funding</b>			
<b>Fund Source</b>	<b>Allocation</b>	<b>Parent Engagement Set-Aside -- Required Percentage</b>	<b>Mandated Set-Aside</b>
Title I, Part A	\$638,790	1%	\$6,388

<b>Improvement Set-Aside Calculation Based on Federal Funding</b>			
<b>Fund Source</b>	<b>Allocation</b>	<b>Improvement Set-Aside - Required Percentage</b>	<b>Mandated Set-Aside (Equivalent Amount)</b>
Title I, Part A	\$638,790	6%	\$38,327
Title II, Part A	\$175,632	6%	\$10,538
Title III, Part A LEP (allocation listed only if required)	\$0	6%	\$0
<b>Total Federal Allocation Subject to Set-Aside</b>	<b>\$814,422</b>	<b>6%</b>	<b>\$48,865</b>

<b>Funding Sources Used to Meet Required Set-Aside for Improvement</b>	
<b>Fund Source</b>	<b>Budgeted Amount</b>
Title I, Part A	\$11,500
Title II, Part A	\$22,000
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$121,860
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	\$0
Local / General Funds	\$60,000
IDEA 611	\$22,000
<b>Total Funding Reserved for Improvement</b>	<b>\$237,360</b>

The Improvement Reserve Has Been Met.

<b>Required Activity</b>	<b>The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or "NO")</b>	<b>Anticipated Cost of Implementation (District + School Costs)</b>	<b>Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")</b>	<b>If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25</b>
Participate in DTSDE Trainings	YES	\$500	NO	General Funds
Conduct DTSDE reviews, including administration of required annual surveys	YES and NO	None	NO	N/A
Develop high-quality DCIP and SCEP plans	YES	\$7,560	Yes	
Review the qualifications of Priority and Focus School Leaders	YES	None	NO	N/A
Submit quarterly leading indicators report to NYSED	YES	None	NO	N/A
Evaluate the fidelity of program implementation	YES	None	NO	N/A
Provide Public School Choice to students in Priority and Focus Schools	YES	None	NO	N/A
Offer 200 hours of Extended Learning Time to students in each Priority School	N/A	N/A	N/A	N/A
<b>TOTAL</b>		<b>\$8,060</b>		





DISTRICT LEADERSHIP COMMITTEE

Sign In

7/8/15

Abitabile, Antonio	
Albino, Elizabeth	Excused
Barnes, Beth	Excused
Berth, Florence	Florence Berth
Brenneman, Mark	
Clark, Kathy	Kathy Clark
Coryell, Julia	Julia Coryell
Dolan, Lisa	Lisa Dolan
Hayles, Beverly	
Krager, Karen	Karen Krager
Lybolt, Kim	Kim Lybolt
Millar, Jeanine	
Novine, Elizabeth	
Peduzzi, Marlana	Excused
Prestipino, April	April Prestipino
Reardon, Derek	
Rees, Lucy	Lucy Rees
Shabazz, Sumayyah	S. Shabazz
Spicer, Steven	
Ames, M.J.	MJ Ames

DISTRICT LEADERSHIP COMMITTEE

Sign In

7/15/15

Abitabile, Antonio

Albino, Elizabeth

Barnes, Beth

Berth, Florence

Brenneman, Mark

Clark, Kathy

Coryell, Julia

Dolan, Lisa

Hayles, Beverly

Krager, Karen

Lybolt, Kim

Millar, Jeanine

Novine, Elizabeth

Peduzzi, Marlana

Prestipino, April

Reardon, Derek

Rees, Lucy

Shabazz, Sumayyah

Spicer, Steven

Ames, M.J.

MILLER, MELANIE

~~Elizabeth Albino~~

~~Beth Barnes~~

Florence Berth

Kathy Clark

Julia Coryell

Karen Krager

Kim Lybolt

Marlana Peduzzi

April Prestipino

Lucy Rees

MJ Ames

Melanie Miller

DISTRICT LEADERSHIP COMMITTEE

Sign In

7/22/15

Abitabile, Antonio

Albino, Elizabeth

Barnes, Beth

Berth, Florence

Brenneman, Mark

Clark, Kathy

Coryell, Julia

Dolan, Lisa

Hayles, Beverly

Krager, Karen

Lybolt, Kim

Millar, Jeanine

Novine, Elizabeth

Peduzzi, Marlana

Prestipino, April

Reardon, Derek

Rees, Lucy

Shabazz, Sumayyah

Spicer, Steven

Ames, M.J.

Miller Melanie

Elizabeth Albino

Florence Berth

Kathy Clark

Julia Coryell

Karen Krager

Kim Lybolt

Marlana Peduzzi

April Prestipino

Lucy Rees

Sumayyah Shabazz

M.J. Ames

Melanie Miller