

LEA Name:	Auburn Enlarged City School District
BEDS Code:	050100010000

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 District Comprehensive Improvement Plan (DCIP)

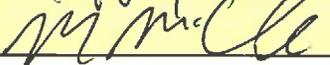
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Website for Published	district.auburn.cnyric.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mr. Jeffrey Pirozzolo	7/25/17
President, B.O.E. / Chancellor or Chancellor's		Mr. Michael McCole	7/25/17

Statement of Assurances

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

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

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

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

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

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

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

District Leadership Team

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

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)
April 27, 2017	Harriet Tubman Administration Building		
May 18, 2017	Harriet Tubman Administration Building		
June 6, 2017	Harriet Tubman Administration Building		
June 20, 2017	Harriet Tubman Administration Building		

Name	Title / Organization	Signature
Leela George	Assistant Superintendent for Curriculum & Instruction	
Dennis Taylor	Director of Instruction	
Krista Martin	Director of Secondary Special Education	
Jennifer Whipple	Director of Elementary Special Education	
Kelly Garback	Director of Early Learning	
Paul Hennegan	Art Teacher leader	
Stefan Kowalski	Math Coach	
Amy Bryan	UPK Instructional Coach	
Kim Dunster	1st grade teacher	
Cinda Gilmore	4th grade teacher	
Cherly Miskell	6th grade teacher- Teacher's Union President	
Judy Coye	Science Department Facilitator	

District Information Sheet

District Information Sheet

District Grade Configuration	K-12	Total Student Enrollment	4438	% Title I Population	100	% Attendance Rate	93
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Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	0	% Black or African American	6	% Hispanic or Latino	4	% Asian, Native Hawaiian/Other Pacific	1	% White	80	% Multi-Racial	9
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Overall State Accountability Status

Number of Focus Schools	6	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	6	Number of Title I SIG 1003(a) Recipient Schools	7	Number of Title I SIG 1003(g) Recipient Schools	7
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Did Not Meet Adequate Yearly Progress (AYP) in ELA

No	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
No	White	No	Multi-Racial
No	Students with Disabilities		Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

No	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
No	White	No	Multi-Racial
No	Students with Disabilities		Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

	American Indian or Alaska Native		Black or African American
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		Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	No	White	No	Multi-Racial
	No	Students with Disabilities		Limited English Proficient
	No	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective				
		Limited English Proficient		

DCIP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)

- Moderate Degree (At least 50% of planned activities were funded.)
- 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).

Significant positive impact was made in the area of increasing the utility of universal screening data to provide customized instruction and interventions. Additionally, reduction in discipline referrals due to the implementation of systems of tiered supports K-8

- 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.

Mid course corrections included increasing district level support for PBIS implementation by conducting building walkthroughs to look for positive behavioral supports in terms of teacher language and signage.

In developing the CURRENT YEAR'S plan:

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

Focus on developing a vision and capacity for digital teaching and learning

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

Need to increase student achievement and especially that of subgroups of ED and SWD

- 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 mission of the AECSD is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners. Our goal is to develop pathways that allow for student strengths to be enhanced and for choice to allow different academic pathways to be selected. One of the avenues for doing this will be to enhance our efforts to provide

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

Increase in participation on state assessments and increase in proficiency by 3-5%

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

Organizational structure that will drive the support of this work includes a district administrative team that uses faculty meetings as an opportunity for focused on ongoing PD, a district curriculum council that includes teacher leaders from each grade level and secondary department as well as administrative representatives. These members work specifically with district wide grade level teams and secondary departments to promote, enhance

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

Reduction in curriculum, instruction and assessment support staff

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

Googleclassroom, Instructional strategies that increase engagement and differentiate instruction

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

K-12 grade level and department meetings, BOE meetings, Faculty meetings, District parent council meetings

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

Website, opening day presentation, letter to parents- Maroon Monthly,

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:	May-15
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district needs to create a vision for digital teaching and learning to work in tandem with increased hardware purchases and infrastructure upgrades that are part of the SMART SCHOOL BOND ACT. This centralized vision will guide specific work at the buildings and in classrooms and will enhance teaching and learning systems throughout the district.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, the district will create a District Digital Readiness team in order to provide expectations and guidance for schools and educators relative to the conversion to digital teaching and learning as evidenced by team agendas and minutes, district wide expectations, district wide system of supports for digital teaching and learning, educator and student surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student achievement- DIBELS, STAR and Regents Student Daily Attendance Student surveys Educator surveys

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Monthly		Activity: Convene a team of educators to define digital teaching and learning and develop a district vision Person(s) Responsible: Assistant Supt for C&I Who will participate: K-12 educators How often? Monthly Impact: Communicate district priorities and plan and provide PD

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	May-15
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district needs to develop a systemic approach to supporting leaders in developing and modeling a digital teaching and learning environment for educators in order to enhance engagement
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, the district will provide professional development to school and district leaders in order to model and support digital teaching and learning in all schools as evidenced by administrative leadership team agendas, principal meeting agendas, curriculum council agendas, faculty meeting agendas, grade level/department meeting agendas and google classroom metrics.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Meeting agendas, number of googleclassroom sites and log ons, educator surveys

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/13/2017	9/1/2017	Activity: Summer workshop for administrators to continue learning googleclassroom Person(s) Responsible: Principal Who will participate: Administrators How often? 3 hours Impact: Support school leaders in using googleclassroom for faculty meetings
Monthly		Activity: Ongoing monthly support and sharing for administrators to continue learning googleclassroom Person(s) Responsible: Director of Instruction & Director of Technology Who will participate: Administrators How often? Monthly Impact: Support school leaders in modeling googleclassroom for faculty meetings

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:			SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review			15-May
B2. DTSDE Review Type:			IIT
C1. Needs Statement: Create a clear			The district needs a guaranteed and viable curriculum in K-12 in all subject areas.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious Results-oriented and			By June 30, 2018 the district will complete a curriculum revision process in K-12 science in order to identify essential learning progressions as evidenced by completed curriculum documents accessible in a centralized digital location.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal			
E1. Start Date: Identify the projected start date for each activity.			E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
E2. End Date: Identify the projected end date for each activity.			
9/1/2017	9/30/2017	Activity: Convene a team of teachers to review science curriculum and align with new standards Person(s) Responsible: Assistant Supt for C&I , Director of Instruction Who will participate: K-12 teachers How often? 3 days throughout the school year Impact: Align curriculum to the standards and identify vertical progressions.	
Monthly 10/1/2017	6/30/2018	Activity: Grade level representatives will share out progress Person(s) Responsible: K-6 Teacher Facilitators; Science Teacher Facilitator Who will participate: K-6 teacher representatives; 7-12 Science Department meeting How often? Bi-monthly Impact: Keep teachers informed about the progression of curriculum revision	
TBD	TBD	Activity: Professional Development to utilize Science Kits Person(s) Responsible: Director of Instruction; Science Coordinator Who will participate: K-6 Teachers How often? As needed; 2-3 times during the 2017-18 school year Impact: All grade levels (K-6) will teach the same Science topics and the same time throughout the school year 2017-18	

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:			SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and
B1. Most Recent DTSDE Review			15-May
B2. DTSDE Review Type:			IIT
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			The district needs to support all educators in developing a digital teaching and learnign presence to support engagment and further student achievement.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious Results-oriented and			By June 30, 2018, the district will develop a plan to support all educators in beginning the conversion to digital teaching and learning to increase student achievement as evidenced by teachers creating Google Classrooms, teachers and students logging into and accessing Google Classroom, increased STAR Math and STAR Reading data, increased Regents Exam data, and student and teacher surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal			Number of googleclassrooms and log ins, STAR data, Regents Data, Educator surveys
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
9/1/2017	6/30/2017	Activity: District-wide grade level/department meeting information digitally Person(s) Responsible: K-12 Teacher Facilitators Who will participate: All teachers How often? Monthly Impact: All teachers will access information and initiate conversations through technology	
11/1/2017	11/15/2017	Activity: All Grade level/departments will hold one meeting virtually Person(s) Responsible: K-12 Teacher Facilitators Who will participate: All teachers How often? Once Impact: All teachers will access information and participate in one virtual meeting	

	9/1/2017- 10/1/2017	10/1/2017- 12/31/2017	Activity: All teachers will access their Google accounts, and create a Google Classroom Person(s) Responsible: Director of Instruction, Director of Technology, Assistant Supt for C & I Who will participate: All classroom teachers How often? Access accounts by October 1, Create a googleclassroom by December 31 Impact: All teachers will access Google and begin to use it with their classrooms
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Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:			SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review			15-May
B2. DTSDE Review Type:			IIT
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			The district needs a system that builds educator capacity to consistently implement positive behavioral interventions and support mental health needs within a tiered framework.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious Results-oriented and			By June 30, 2018, the AECSD will support schools in the implementation of programs/ processes that layer positive behavioral interventions and mental health supports within a tiered framework in order to build staff capacity within the classroom and increase student access to instruction as evidenced by reduced suspension rates, increased daily attendance, increased positive responses to climate survey data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal			
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
7/1/2017		Activity: Create and implement an Innovation Zone to develop PD priorities for SEDL Person(s) Responsible: Director of Secondary Special Education Who will participate: How often? Quarterly Impact: Educators will learn about positive mental health strategies and supports	
9/1/2017	6/30/2018	Activity: Build capacity of PBIS coaches, school leaders and data leaders to strengthen PBIS Tier 1 practices and begin to layer Tier 2 Person(s) Responsible: Director of Secondary Special Education Who will participate: District PBIS Team How often? Monthly Impact: PBIS leaders increased confidence and skill to support implementation	

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:			SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review			15-May
B2. DTSDE Review Type:			IIT
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			The district needs to provide PD, coaching and structured practice to educators relative to developing skills for productive conversations with parents and families.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented and			By June 30, 2018, the AECSD will develop and implement a district-wide plan for engaging in productive and collaborative conversations with parents and families that includes professional development, coaching and authentic, structured partnering with families in order to promote genuine and trusting school/community partnerships as evidenced by parent partner rosters, teacher and parent/family surveys, and faculty meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal			Surveys- Educators and Parents/Families
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
9/1/2017		Activity: Innovation Zone on Parent/Family Partnerships Person(s) Responsible: Assistant Superintendent for C&I, Director of Secondary Special Education Who will participate: Teachers from each school, administrators How often? Weekly in September 2018, Monthly throughout the rest of the school year Impact: District plan for promoting positive partnerships with parents/families, including a calendar, accountability measures and ongoing feedback loops.	

	10/1/2017	11/30/2017	<p>Activity: Deliver PD at Faculty Meetings Person(s) Responsible: Assistant Superintendent for C&I, Director of Special Education Who will participate: Innovation Zone Team Members How often? October/ November Faculty Meetings Impact: All educators will be challenged to improve their skills at productive conversations with parents/families</p>
	5/1/2018	5/30/2018	<p>Activity: Survey educators and parents/families Person(s) Responsible: Assistant Superintendent and Director of Secondary Special Education Who will participate: All educators and their parent partners How often? Once in May 2018 Impact: Educators will have access to data on educator and parent partner perceptions.</p>

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Auburn Enlarged City School District	Focus District	\$42,500

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Auburn Junior High School	Focus	\$3,042
Casey Park Elementary School	Focus	\$66,990
Genesee Elementary School	Focus	\$66,990
Herman Ave Elementary School	Focus	\$11,990
Owasco Elementary School	Focus	\$11,990
William H. Seward Elementary School	Focus	\$11,990
DISTRICT / BUILDING TOTALS		\$215,492

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
Auburn Junior High School	Focus	1080
Casey Park Elementary School	Focus	2750
Genesee Elementary School	Focus	2475
Herman Ave Elementary School	Focus	2560
Owasco Elementary School	Focus	2220
William H. Seward Elementary School	Focus	2830
DISTRICT / BUILDING TOTALS		\$13,915