

LEA Name:	Binghamton City School District	ENTER DATA INTO ALL YELLOW CELLS.
BEDS Code:	030200010000	

2018-2019 District Comprehensive Improvement Plan (DCIP)

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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	signed on separate sheet	Tonia Thompson, Ed.D.	
President, B.O.E. / Chancellor or Chancellor's	signed on separate sheet	Brian Whalen	

Statement of Assurances

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

x	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.
x	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.
x	3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
x	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.
x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
x	6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
	Community Workshops - District Office		
June 21, 2018	Administrative Council - District Office		
July 26, 2016	Title I Planning Meeting - District Office		
July 11, 12 and 18th	Building level Shared Leadership Team Meetings		
	Behavior Task Force - District Office		
Name	Title / Organization	Signature	
District Title I Review Committee	See attached sheet for list of members	see attached	
Literacy Task Force	See attached sheet for list of members	see attached	
Community Workshop Participants	See attached sheet for list of members	see attached	
Behavior Task Force	See attached sheet for list of members	see attached	
Administrative Council	See attached sheet for list of members	see attached	

District Information Sheet

District Information Sheet

District Grade Configuration	PK - 12	Total Student Enrollment	5301	% Title I Population	78.65	% Attendance Rate	90.85				
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Racial/Ethnic Origin of District Student Population

% American Indian or Alaska Native	0%	% Black or African American	27	% Hispanic or Latino	15	% Asian, Native Hawaiian/Other Pacific Islander	3%	% White	44	% Multi-Racial	11
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Overall State Accountability Status

Number of Focus Schools	8	Number of Priority Schools	2	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	10	Number of Title I SIG 1003(a) Recipient	9	Number of Title I SIG 1003(g) Recipient	1
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Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native		x	Black or African American
x	Hispanic or Latino		x	Asian or Native Hawaiian/Other
x	White		x	Multi-Racial
x	Students with Disabilities		x	Limited English Proficient
x	Economically Disadvantaged			

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	American Indian or Alaska Native		x	Black or African American
x	Hispanic or Latino		x	Asian or Native Hawaiian/Other
x	White		x	Multi-Racial
x	Students with Disabilities		x	Limited English Proficient
x	Economically Disadvantaged			

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
X	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.)
X	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.)
X	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.)
x	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.)
x	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 Capacit ^y
x	Tenet 2: School Leader Practices and Decision ^s
	Tenet 3: Curriculum Development and Suppor ^t
	Tenet 4: Teacher Practices and Decision ^s
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagemen ^t

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

	Tenet 1: District Leadership and Capacit ^y
	Tenet 2: School Leader Practices and Decision ^s
	Tenet 3: Curriculum Development and Suppor ^t
x	Tenet 4: Teacher Practices and Decision ^s
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagemen ^t

In reflecting on the PREVIOUS YEAR'S PLAN:
<ul style="list-style-type: none"> • 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).
Last year was the third year of implementation of Reader's Workshop model K-5. We saw an average gain of 5% for students reading on grade level in these grades. We added math interventionists at the elementary level and saw an average gain of 5% for students performing on grade level in these grades. Elementary principals focused their observations and walkthrough feedback on student engagement and differentiated instruction.
<ul style="list-style-type: none"> • 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.
Buildings made adjustments to coaching cycles based on mid year assessments in F&P data and with math intervention groups based on mid year assessments using Iready.
In developing the CURRENT YEAR'S plan:
<ul style="list-style-type: none"> • List the highlights of the improvement initiatives described in the current DCIP.
<ul style="list-style-type: none"> • List the identified needs in the district that will be targeted for improvement in this plan.
ELA and Math proficiency; Student behavior: Increasing attendance and decrease removal from classrooms due to misbehaviors.
<ul style="list-style-type: none"> • 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 newly revised mission of the district is to educate, empower and challenge students to be global learners through innovative teaching. The most significant guiding principal in the plan is to develop an effective technology-based data system to inform curriculum and instruction and to evaluate instructional programs.
<ul style="list-style-type: none"> • List the student academic achievement targets for the identified subgroups in the current plan.
A long-term goal of increase proficiency rates to 75% has been established in the academic areas for all sub-groups. Each building has set an attainable target so that student performance is moving toward the district goal.

<ul style="list-style-type: none"> • Describe how organizational structures will drive strategic implementation of the mission/guiding principles.
<p>Directors of Curriculum, along with Principals, work with teacher leaders who deliver professional development and assist in the facilitation of data driven dialogue. As buildings work on implementing their building initiatives, each is measured to determine the impact that it has on students, teachers and families.</p>
<ul style="list-style-type: none"> • List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.
<p>Student attendance and mobility; Mindset of some students, staff and families.</p>
<ul style="list-style-type: none"> • Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
<p>Readers and Writers Workshop will provide K through 5 staff the skills needed to understand and respond to content being taught; Restorative Practices will provide language needed to repair harm that results from conflict; Responsive Classroom provides structures and a means for addressing student behavior at the elementary level, while Guided Discipline supports the same at the secondary level; Assessment in Daily Instruction will provide staff with a heightened understanding of how formative assessments are used to determine the impact of daily instruction; Restorative Practices will provide teachers and leaders with methods of student reflection and redemption so that loss of instructional time is minimized.</p>
<ul style="list-style-type: none"> • List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.
<p>Representative Community members will be engaged in a two-prong process. They will start with hearing the goals and anticipated actions of the teachers and district as part of the teacher's association Excellence in Academics Committee. They additionally hear the progress made mid-year at a follow-up meeting. These community members are also participants on the district strategic planning committee, as well. The district is also planning on re-cast each of its communication tools to better deliver timely information.</p>
<ul style="list-style-type: none"> • List all the ways in which the current plan will be made widely available to the public.
<p>The plan will be posted on the district's web site. Additionally, the plan will be shared with Community members who will attend Community PARTners quarterly meetings, which are open to the public. The plan will be shared with the PTA Council, business owners through Binghamton Rotary. Progress made toward meeting the goals of the plan will occur during Board of Education meetings monthly as building principals provide updates. The district will post monthly updates related to data as part of the district data dashboard.</p>

For Districts with Priority Schools: Whole School Reform Model

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

The district has taken strong action in supporting our Priority Schools in terms of support for Leadership (the addition of full-time Assistant Principals), involvement with the community (Youth Development Workers-Binghamton Housing Authority & Parent Mentors), and the programmatic support through Program and Policy changes (adopted by BOE in July 2017 - District Code of Conduct; Restorative Practice implementation and implementation of increased math support and professional development). Each initiative is aligned with district-level personnel who are charged with overseeing and support the decisions made by each building's Shared Leadership Team. Additionally, the middle school and high school will have dedicated Department Chairs in the areas of ELA, Math, Science and Social Studies, placing focused content support and feedback.

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

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

Central to the challenges facing the district are the changing demographics particularly for economically disadvantaged students (Benjamin Franklin - **2010** - 84% Economically disadvantaged; 43% White; 24% Black; 18 % ESL; **2017** - 90% Economically disadvantaged; 40 % White; 32 % Black; 20% Hispanic; 11 % ESL/ East Middle School **2010** - 79% Economically Disadvantaged; 57% White; 30% Black; 5% ESL; **2017** -87% Economically Disadvantaged; 34% White; 31% Black %; 20% Hispanic; 12% ESL). Each building continues to have increasingly more mobile students. The average percentage of the student population that has attended the previous 5 years in the same elementary and/or middle school is 20%. Additionally, student attendance has become a serious concern, with the percent of students demonstrating chronic attendance issues climbing from 25% (2013), 33% (2014) and 38% (2015). The school has established attendance boundaries, to which each school adheres, unless enrollment in any one grade warrants newly enrolled students to attend one of the other district's schools. Each of the school are in Focus School or Priority School status. Additionally, the district has a current practice of housing all students who are eligible for ESL/ENL services to attend East Middle School, one of the two Middle Schools in the district.

B. District Systems and Structural Needs. Describe the district’s approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district’s core challenges and issues related to turning around the school(s), based on data and the district’s assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

The BCSD subscribes to a Theory of Action that assumes the most effective teaching and the most meaningful student learning happen when teachers design effective learning targets for a day's lesson, using it with students to aim for and assess understanding. Likewise, the district believes that when all stakeholders understand expected outcomes, teachers and students will achieve. Central to the challenges facing the district are the changing demographics for our economically disadvantaged students which is over 85% at both Benjamin Franklin and East Middle. Each building has become increasingly more mobile. The average percentage of the student population that has attended the previous 5 years in the same elementary and/or middle school is 20%. Additionally, student attendance has become a serious concern, with the percent of students demonstrating chronic attendance issues climbing from 25% (2013) to 38% (2016). To support the re-design elements both Benjamin Franklin and East Middle School intent to implement, the district will be implementing a school-based health clinic at East Middle School and a Family Liaison (DSS Caseworker) was hired in October for Benjamin Franklin Elementary. An additional math and ELA interventionist have been added to Benjamin Franklin to support struggling students underperforming. Additionally, both schools implemented a Behavior Intervention Center as an alternative to in school suspension. The foundation for the work done with students in the behavior intervention room is restorative practices. Both school's leadership teams have established a strong relationship with their local public housing authorities, securing on-site support for programming during and after school. They each will be leveraging this relationship to increase support for families that access the resources of the housing authority. To support the development and continuity of positive relationships between faculty, students and parents. Both buildings will have Parent Mentors deployed to directly support parent-school relationships.

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

Each priority school has an established Shared Leadership Team, who is responsible for the full implementation of their school plan. They are also responsible for taking minutes during meetings and recording the data that determines which processes have been employed and the success of the programs. Additionally, the teams will report out to the BOE and Central Office three times per year. At the beginning of the year, they will share their plan with the other building under the direction of the district's Excellence in Academics Committee. Mid-year, they will share out to the Board of Education at a meeting the progress being made and barriers to success. They will finally share their end of year results, learnings and areas of growth with the EIA committee. Each time, the schools will receive feedback on what they implemented and how they implemented.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	SOP 1.4	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students				y			y
Student Average Daily Attendance						Y	y
Student Drop-Out Rate							
Student Credit Accruals (HS Students)	Y			y			
Student Completion of Advanced Coursework				y			
Student Suspension Rate (Short-Term / Long-Term)	Y					y	
Student Discipline Referrals						y	
Student Truancy Rate	Y						
Student Performance on January Regents Exams							
Student Participation in ELT Opportunities	y						
Minutes of Expanded Learning Time (ELT) Offered	y						
Teacher Average Daily Attendance Rate	y						
Teachers Rated as "Effective" and "Highly Effective"	y				y		
Teacher Attendance at Professional Development	y			Y	y	y	
Parent Attendance at Workshops							
Parent Participation in District/School Surveys							y
Minutes of Administrative Council and Faculty Meetings	y						
Building-level PBIS Data						y	
Minutes from Behavior Task Force						y	
Minutes from Attendance Task Force				y	y		
Minutes from Math Mentor Meetings				y	y		
Minutes and attendance at Excellence in Academic Meeting			Y				
Minutes from Shared Leadership Teams			Y				Y
Minutes from Instructional Council							
Minutes from Professional Development meetings							

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
B1. Most Recent DTSDE Review Date:	June 2018
B2. DTSDE Review Type:	Self-Reflection
<u>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.</u>	Although the District promotes Theory of Action, there has been a turn-over in administration and faculty which have resulted in lack of follow through on implementing expectations into practice. While there is a system to communicate district goals to all stakeholders, there has been inconsistency in the review/revision of goals based on progress-monitoring data at the building level. The District needs to improve its communication with building and district leaders to monitor progress on building SMART Goals.
<u>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.</u>	The District Excellence in Academics Committee will review and provide actionable feedback 3x a year to the building leader(s) on their SLT Quarterly Leading Indicator Report.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	SCEP Quarterly Leading Indicator Report; PD attendance data, progress monitoring data (academic, behavioral, attendance); APPR; SLT meeting minutes; faculty meeting minutes; administrative council meeting minutes; mentor logs

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.
Sept. 2018	June 1, 2019	Each new teacher will be matched with a Mentor, who will meet monthly to orient and support the teacher with implementation of instructional practices to improve student achievement.
Sept. 2018	June 1, 2019	Principals will include feedback on annual evaluations that includes numbers of hours of professional development participated in and evidence of usage observed in the classroom.
August 1, 2018	June 1, 2019	Shared Leadership Teams will write SMART goals that include sub-groups and communicate to students, parents and staff at least quarterly.
July 1, 2018	September 1, 2018	The District's PD Committee will review and revise its PD plan to align with district goals and needs.
September 1, 2018	June 30, 2019	A leadership coach will provide ongoing support and feedback to non-tenured building administrators on implementation and monitoring of SCEP plan.
August 1, 2018	June 30, 2019	Administrators will be coached quarterly around conducting walkthroughs on instruction and providing actionable feedback to teachers based on the Pearson Observation Rubric.
Sept. 2018	June 1, 2019	The impact of PD will be tracked at the building level in three specific areas: Restorative Practices, Reading/Writing Workshop, and Assessment in Daily Instruction. Tracking will include PD hours, evidence through Walkthroughs, coaching hours, and improved in student performance.

Tenet 2: School Leader Practices and Decisions

<u>A. Statement of Practice Addressed:</u>		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.
<u>B1. Most Recent DTSDE Review Date:</u>	June 2018	
<u>B2. DTSDE Review Type:</u>	Self-Reflection	
<u>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.</u>		The district's theory of action and associated plans for improvement have not resulted in rapid and sustained gains in students' academic achievement. While the district is working collaboratively with school leaders, the district does not provide adequate direction concerning district goals and how they are to be achieved while meeting the unique visions and needs of each school.
<u>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.</u>		The district will provide PD to each SLT in July on the district's vision, mission and district goals and how to create and monitor their SMART goals. The SMART goals will be reviewed/revised at the building level in December, March and May by SLT with update on progress provided to all stakeholders.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>		Excellence in Academics meeting minutes; SLT meeting minutes; progress monitoring data (academic, behavioral, attendance)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 1, 2018	October 1, 2018	District will provide PD to all Building Shared Leadership Teams on the District's vision, mission and goals.
August 1, 2018	September 1, 2018	Each SLT will develop goals at the building level and grade/department level that align to the district goals. Through the communication chain developed during the SLT training, student and program goals will be shared with building staff in the month of September.
September 1, 2018	June 30, 2019	Each building will provide district administration quarterly updates on their SCEP goals progress, noting successes, challenges and adjustments. As artifacts of their practice, each administrator will collect evidence of the work they are doing in achieving their building's goals through the minutes taken of each months SLT, sharing of plans, success and challenges during three district Excellence in Academics meetings.
September 1, 2018	June 30, 2019	Each building's SLT Team will be visited once during the course of the year by district leadership to ensure needed resources are made available and activities are aligned with intended outcomes.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	June 2018
B2. DTSDE Review Type:	Self-Reflection
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.	Although the district collaborates with schools to assist them in delivering a curriculum that is aligned to the CCLS, it has not had an impact on improving students' achievement as measured by NYS assessments in ELA and Math. Teachers need to provide differentiated instruction to improve outcomes for students.
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.	<p>Reading – By June 2019, there will be a 5% increase in reading on grade level as measured by BOY and EOY Fontas and Pinnel Benchmark Assessment for students in grades K through Grade 5 and Scholastic Reading Inventory for grades 6-8 as a result of differentiated reading instruction that advances reading levels.</p> <p>Math – By June 2019, there will be a 5% increase students in grades K-8 will on grade level in math proficiency as measured by the iReady BOY and EOY assessment.</p>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	F&P benchmarking data; SRI data; Iready data

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.
September 1, 2018	October 5, 2018	All staff K-8 will analyze items from 2018 state assessments to reveal learning gaps for general student population, as well as, sub-groups of students. Teachers will learn how to craft effective questions as embedded prompts for learning activities that are aligned to learning targets/state standards, as well as, for their use in formative and summative assessments of learning.
July 1, 2018	June 30, 2019	Teachers will develop a list of questions for each of the five areas identified as key skills (how text features are used to communicate overall message; how text structure helps to organize important details of message; identifying main idea and important details; inferring themes; and using context clues to determine word meaning) to be used in all elements of balanced literacy.
Sept. 2018	May 1, 2019	Collaborative coaches will conduct rollthrough sessions during PLCs to analyze running record data (cueing system used) as a team and plan guided reading lessons to support emerging needs according to the data.
September 1, 2018	June 1, 2019	Elementary teachers will observe the application of strategy lessons and the use of Guided Reading and Interactive Writing to support the teaching of writing and use of Reader's/Writer's Workshop. These same strategies will be used by reading/math interventionists, Special Education and ESL/ENL teachers.
September 1, 2018	June 1, 2019	Technology Mentors will design and align their instruction technology offerings to assist staff in accessing additional curriculum resources and assist in demonstrating how teaching and learning can be advanced through the use of technology.
Sept. 2018	June 2019	Math Workshop will be implemented in K-2.
July 2018	March 2019	Scaffolded word problems PD will be provided K-8
		Student access to the Arts will increase through additional time spent with Fine Arts faculty K-12 through summer enrichment opportunities.
August 2018	September 2018	Credit Recovery Curricula will be reviewed and revised at the HS level to ensure students are meeting grade level expectations.
Sept. 2018	May 2019	Curriculum and course offerings at BHS will be diversified and defined so that students can explore and experience college and/or career related opportunities, 9th-12th grade

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	June 2018
B2. DTSDE Review Type:	Self-Reflection

<u>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.</u>	The district provides multiple PD opportunities for teachers. However, it has not had impact on providing rigorous learning opportunities for students in the classrooms. Administration needs to focus on providing feedback on improving instructional practices in areas of effective questioning and higher order thinking skills.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2019, 95% of teachers will receive a 3 or 4 in domains 3 (demonstrates high expectations for student learning) and 6 (asks questions and lead discussions to promote learning) on their end of year evaluation.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	walkthrough and observation data; Pearson Evaluation - APPR; student formative and summative assessments

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.
October 1, 2018	May 1, 2018	Through the use of formative assessments, building principals will identify a cohort of teachers who will work with the Collaborative Coach in their building. Identified teachers will be coached at a minimum of four sessions, followed by a walkthrough conducted by the principal. The teacher will receive feedback from the principal and evidence of addressing the feedback will be followed up with an additional walkthrough. The Shared Leadership Team will compile the resulting data and share the impact of the full cycle of support with all stakeholders.
September 1, 2018	June 1, 2019	Administrators will provide feedback on Pearson's Domain 3 and 6 via walkthroughs to all teachers at least quarterly.
October 1, 2018	March 1, 2019	Provide Administrators with 2 hours of training to ensure inter-rater agreement on the use of the PEARSON rubric as outlined in the district's APPR plan.
August 1, 2018	May 1, 2019	Administrators and collaborative coaches will attend 4 day PD on Cognitive Coaching to improve their effectiveness in providing actionable feedback to teachers in areas of effective questioning and requiring students to use higher-order thinking skills
August 1, 2018	June 1, 2019	The impact of PD will be tracked at the building level in three specific areas: Restorative Practices, Reading/Writing Workshop, and Assessment in Daily Instruction. Tracking will include PD hours, evidence through Walkthroughs, coaching hours, and improved in student performance.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	June 2018
B2. DTSDE Review Type:	Self-Reflection

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 has many interventions and programs for supporting students' social and emotional developmental health needs. We have increased professional staff (psychologists, and social workers) by 41% in the last 3 years. However, procedures to assess their impact on student behavior and attendance have been inconsistent. A system to track social emotional learning supports needs to be developed to more effectively monitor interventions.
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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.	Students will be flagged in our database that receive a Tier II service and tracked quarterly to monitor progress in attendance, grades and discipline referrals to determine need to revise, add or end services for these students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance; grades; discipline referrals

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.
September 1, 2018	September 1, 2018	The Behavior Task Force will release to faculty, student, parents and community members a revised Code of Conduct, that outlines expectations for behavior, progressive discipline, consequences, interventions and restorative practices.
October 30, 2018	June 1, 2019	The RtI Coordinator will provide training to all social workers and psychologists on using RTI Edge to document Tier II supports for identified students.
September 1, 2018	June 1, 2019	Elementary Community Schools Coordinator will track attendance, discipline referrals and grades for students participating in Empire Grant and provide data to district admin quarterly.
August 1, 2018		Hire additional Restorative Practices coordinator to support district implementation, including data collection and analysis.
September 1, 2018	June 1, 2019	The Mentor NOW Coordinator will provide quarterly updates on attendance, behavioral referrals and grades for students who have a mentor.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	June 2018
B2. DTSDE Review Type:	Self-Reflection

<u>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.</u>	While each of the schools has increased the number of opportunities to create stronger home-school connections, it has not resulted in improved student achievement. The district needs to work with families to equip them with additional skills and resources to increase 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 Timely.	The district will partner with community agencies and organizations to create a Districtwide Parent University to offer free courses, family events and activities that will equip families with new or additional skills, knowledge and resources to improve student achievement.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	

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. <u>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.</u>
September 1, 2018	June 1, 2019	Leverage the support currently obtained from the regions Promise Zone, Members on the Community Partners Committee, the Department of Social Services, PTSAs, Booster Clubs, Binghamton University, the Council of Churches, City Youth Bureau to provide workshops and activities on improving student attendance, content specific learning, accessing community resources, and stable housing
September 1, 2018	June 1, 2019	Continue and expand the Parent Mentor programs, at Binghamton High School, East Middle School and Benjamin Franklin to increase parent engagement and voice.
September 1, 2018	June 1, 2019	district will monitor Parent Engagement activities at the building-level through use of Title I funds to include orientations, parent academies, family focused events, content specific learning, movies and celebrations at least quarterly.

Focus District Set-Asides				
Parent Education Set-Aside Calculation Based on Federal Funding				
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside	
Title I, Part A	\$3,370,282	1%	\$33,703	
Improvement Set-Aside Calculation Based on Federal Funding				
Fund Source	Allocation	Improvement Set-Aside -- Required Percentage	Mandated Set-Aside (Equivalent Amount)	
Title I, Part A	\$3,370,282	15%	\$505,542	
Title II, Part A	\$409,109	15%	\$61,366	
Title III, Part A LEP (allocation listed only if required) - NOT REQUIRED FOR BINGHAMTON		15%	\$0	
Total Federal Allocation Subject to Set-Aside	\$3,779,391	15%	\$566,909	
Funding Sources Used to Meet Required Set-Aside for Improvement				
Fund Source	Budgeted Amount			
Title I, Part A	\$0			
Title II, Part A	\$0			
Title III, Part A LEP	\$0			
Title VI REAP	\$0			
School Improvement Section 1003(a) - SIG A	\$525,000			
School Improvement Section 1003(g) - SIG G	\$500,000			
School Innovation Fund	\$0			
Local / General Funds	\$0			
Total Funding Reserved for Improvement	\$1,025,000	The Improvement Reserve Has Been Met.		
Required Activity	The District certifies that this activity will be completed with fidelity in 2017-18. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES	\$6,000	YES	
Conduct DTSDE reviews, including administration of required annual surveys	YES	\$36,000	YES	
Develop high-quality DCIP and SCEP plans	YES	\$120,000	YES	
Review the qualifications of Priority and Focus School Leaders	YES	\$0	NO	N/A
Submit quarterly leading indicators report to NYSED	YES	\$0	NO	N/A
Evaluate the fidelity of program implementation	YES	\$0	NO	N/A
Provide Public School Choice to students in Priority and Focus Schools	YES	\$0	NO	N/A
Offer 200 hours of Extended Learning Time to students in each Priority School	YES	\$64,000	YES	
TOTAL		\$226,000		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Binghamton City School District	Focus District	\$50,000

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Benjamin Franklin Elementary	Priority	\$75,000
East Middle School	Priority	\$500,000
MacArthur Elementary School	Focus	\$50,000
Thomas Jefferson Elementary School	Focus	\$50,000
Horace Mann Elementary School	Focus	\$50,000
Theodore Roosevelt Elementary School	Focus	\$50,000
Calvin Coolidge Elementary School	Focus	\$50,000
Woodrow Wilson Elementary School	Focus	\$50,000
West Middle School	Focus	\$50,000
Binghamton High School	Focus	\$50,000
DISTRICT / BUILDING TOTALS		\$1,025,000

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."	\$1,025,000
Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?	YES

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
Benjamin Franklin Elementary	Priority School	\$3,214
Thomas Jefferson Elementary	Focus School	\$1,875
Horace Mann Elementary	Focus School	\$1,801
Theodore Roosevelt Elementary	Focus School	\$2,486
Woodrow Wilson Elementary	Focus School	\$2,628
Calvin Coolidge Elementary	Focus School	\$2,054
MacArthur Elementary	Focus School	\$2,801
East Middle School	Priority School	\$3,313
West Middle School	Focus School	\$3,887
Binghamton High School	Focus School	\$9,643
DISTRICT / BUILDING TOTALS		\$33,702
Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-		\$33,702
Has the district demonstrated how ALL funds budgeted for Parent Education will be allocated across the district		YES