

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:

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

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

District administrators will collect data on classroom walk throughs conducted by building administrators and will lead discussions and provide targeted professional development with the purpose of improving feedback given to teachers. District leadership will meet weekly with school leaders to evaluate progress on building focus plans, discuss progress (by looking at data) and identify resources and professional development needed. Professional development opportunities will be provided to district staff with a focus on social and emotional developmental health. District leadership will oversee building plans to increase parent involvement and input.

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

Systems need to be put into place that ensure best classroom practices with timely feedback to instructional staff by administration. District leadership needs to meet regularly with building leaders to monitor progress on plans and provide resources and training. District leadership needs to provide professional development to staff on the diverse needs of our student population. District leadership needs to provide an administrative resource to oversee plans to build community and parent relationships.

- 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.

In partnership with our community, we inspire and promote high educational standards, optimizing every student's potential to be a successful, socially responsible citizen. We embrace a culture of continuous improvement that:

- Believes our students can fulfill their greatest potential for success by being engaged, inspired, and challenged.
- Believes in a rigorous, relevant, and dynamic curriculum supported by best practices, to prepare our students for their futures.
- Values the whole student by providing opportunities for personal growth outside the classroom while encouraging responsibility, citizenship, and overall academic success.
- Believes in a diverse and connected school which honors the individuality and unique qualities of our students, staff, and community.
- Believes in a school environment where all students, parents, and staff are treated with dignity and respect.
- Believes in fostering trust through honesty, respect, consideration, and commitment to our entire community.
- Believes our students' success is our community's future success.

Our mission and values demonstrate a belief that we work in partnership with our families and community to educate our students. This partnership must be developed and nurtured and be reciprocal. Our mission and values also believes in developing students who have been challenged academically and provided with a connected education that is rigorous and engaging. Our needs listed above have identified the areas in which our district needs to develop intentional systems and plans to monitor the education our students are receiving and to build relationships with parents and the community.

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

The target for our district is to have identified subgroups reading at grade level by the end of the school year at the elementary level. Students in subgroups are also expected to demonstrate growth on the 2016-2017 NYS ELA and Math exams.

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

District leaders will work with school leaders weekly to provide guidance and direction on school plans. District leaders will provide professional development to teachers and school leaders and ensure that professional discussions and trainings lead to outcomes.

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

Time is a barrier as it is challenging to provide professional development during the school day. Our district has been experiencing a shortage of substitutes and teachers do not prefer to be out of the classroom. We will offer professional development after school, on Saturdays, and during newly created 1/2 release days.

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

Professional development will be provided on best practices in education, intentional feedback to teachers and sessions on social, emotional and developmental health.

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

District leadership will meet weekly with building principals and will meet monthly with all building leadership to focus on the plans developed at each building and the progress being made. District leaders will develop relationships with community leaders to explore partnerships.

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

This plan will be posted on our district website and copies will be made available in main offices of every school as well as the district office. School leaders will refer parents to the document location.

LEA Name:	Johnson City Central School District
BEDS Code:	031502060000

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 District Comprehensive Improvement Plan (DCIP)

Contact Name	Michelle Feyerabend	Title	Director of Academic Coaching
Phone	(607)763-1200 ext. 2252	Email	mfeyerabend@jcschools.stier.org
Website for Published Plan	www.jcschools.com		

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

Statement of Assurances

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 27, 2016	Johnson City Board Room		
July 7, 2016	Johnson City Board Room		
July 14, 2016	Johnson City Board Room		

Name	Title / Organization	Signature
Mary Kary Roland	Superintendent of Schools	
Michelle Feyerabend	Director of Academic Coaching	
Kimberly Beukema	High School Principal	
Dan Erickson	Primary Principal	
Judy Mitrowicz	Johnson City Teacher Center Director	
Sherri Yagley	District Data Coach	
Patricia Carpenter	Middle School and High School Teacher and Parent	
Jeannette Farr	Board Member and Parent	
Stephen Moore	High School Teacher and Parent	
Andrea Hankey	Social Worker and Parent	
Val Murtha	Elementary teacher and Administrative Intern	

District Information Sheet

District Information Sheet											
District Grade Configuration	K-12	Total Student Enrollment	2476	% Title I Population	65%	% Attendance Rate	92.7				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.4%	% Black or African American	13.3%	% Hispanic or Latino	9.3%	% Asian, Native Hawaiian/Other Pacific Islander	6%	% White	64.1%	% Multi-Racial	6.9%

Overall State Accountability Status											
Number of Focus Schools	2	Number of Priority Schools	0	Number of Local Assistance Plan Schools	1	Number of Schools in Accountability Status	2	Number of Title I SIG 1003(a) Recipient Schools	2	Number of Title I SIG 1003(g) Recipient Schools	0

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

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
N/A	Limited English Proficient

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:	6/27/2016
B2. DTSDE Review Type:	Self Review - FOCUS - Initial Identification

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.	Based on the recommendations from the District Focus Review Team and the School Focus Review Teams, district leaders will put into place systems to ensure that best classroom practices are clearly communicated through effective and timely feedback to teachers via classroom observations and classroom walk-throughs.
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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.	District leadership will collect data on classroom walk-throughs (district-established common templates will be used) and will lead the process at monthly administrative council meetings with school leaders with the purpose of improving systems and identifying trends. At these meetings building leaders will have prepared and analyzed data that identifies specific areas for growth in buildings, with a focus on subgroups. Additionally, building leaders will communicate areas of strength for replication in other buildings. Monthly action plans aimed at progress and growth will be shared at the monthly administrative council meeting.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> *District-established walk-through template data *Agendas and minutes from monthly Administrative Council meetings action plans (developed by school leaders) minutes from weekly school leaders communication to district leaders and constituents <div style="text-align: right; margin-top: 10px;"> <ul style="list-style-type: none"> *Monthly Agendas and *Evidence of </div>
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/17/2016	8/17/2016	District-level sub-committee will develop a district-wide walk-through template
9/1/2016	6/27/2017	Monthly administrative council meetings will focus on walk-through data analysis and action plans

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:	6/27/2016
B2. DTSDE Review Type:	Self Review - FOCUS - Initial Identification

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	School leaders are responsible for monitoring school-wide practices, initiatives, and progress, and communicating such to district leaders and all constituents.
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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.	District leadership will meet weekly (1 hour scheduled meetings) with school leaders individually to evaluate progress on identified building practices and initiatives. Data will be shared with district leaders and specific and actionable feedback will be provided to each school leader by district leaders. STUDENT POPULATIONS AND PARENT CONNECTION
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	*District-established walk-through template data and minutes from monthly Administrative Council meetings plans (developed by school leaders) weekly school leaders leaders and constituents	*Agendas *Monthly action *Agendas and minutes from *Evidence of communication to district
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/15/2016	9/8/2016	Meeting calendar will be established.
9/1/2016	6/27/2017	Weekly meetings with district and school leaders will focus on building initiatives and practices, with district leaders providing actionable feedback. Impact will include improved instructional practices, student results, and appropriate student social and emotional health.

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:	6/27/2016
B2. DTSDE Review Type:	Self Review - FOCUS - Initial Identification

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	District leaders will provide professional development on skills and knowledge specific to working effectively with a diverse student population and their social and emotional development in grades K-12.
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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.	District leaders will create a short-term and long-range plan with calendar of professional development opportunities that specifically focus on social and emotional developmental health for a diverse, high needs population.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	*Short-term plan term plan *Professional development evaluations	*Long- *Calendar
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2016	11/1/2016	A district level committee will create a short and long-term plan with measurable objectives and an action plan.
9/1/2016	8/1/2017	Professional development opportunities will be provided to staff with follow-up plans.
9/1/2016	7/1/2017	District level committee quarterly meetings will be held to monitor progress on short and long-term plans.

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:	6/27/2016
B2. DTSDE Review Type:	Self Review - FOCUS - Initial Identification

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	District leaders will provide an administrative resource and a plan to develop relationships with parents and community members.
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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.	An administrator will be assigned to developing and overseeing a K-12 plan that includes parent engagement activities, a comprehensive communication plan between parents and school staff at every building (translated where necessary) focused on initiatives and ways to support students, subgroup parent focus groups to develop strong partnerships, and action plans to increase family and community engagement. Parent surveys will be conducted at the beginning and end of the year to gauge success.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> *Parent surveys (beginning and end of year) *School plans for parent engagement *School parent engagement event sign-in sheets plans for communication with parents group agendas and minutes <div style="text-align: right;"> <ul style="list-style-type: none"> *School *Parent Focus </div>
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2016	10/1/2016	School plan developed for family engagement activities
8/1/2016	10/1/2016	School plan developed for communication with parents
9/1/2016	11/1/2016	Parent survey distributed and collected (beginning of year)
5/1/2017	7/1/2017	Parent survey distributed and collected (end of year)
8/1/2016	7/1/2017	Parent focus group meetings held with agendas and minutes

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	\$978,624	1%	\$9,786

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	\$978,624	10%	\$97,862
Title II, Part A	\$144,758	10%	\$14,476
Title III, Part A LEP (allocation listed only if required)		10%	\$0
Total Federal Allocation Subject to Set-Aside	\$1,123,382	10%	\$112,338

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$107,648
Title II, Part A	\$14,476
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$150,000
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
Total Funding Reserved for Improvement	\$272,124

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	YES		Yes	
Conduct DTSDE reviews, including administration of required annual surveys	YES		Yes	
Develop high-quality DCIP and SCEP plans	YES		Yes	
Review the qualifications of Priority and Focus School Leaders	YES		Yes	
Submit quarterly leading indicators report to NYSED	YES		Yes	
Evaluate the fidelity of program implementation	YES		Yes	
Provide Public School Choice to students in Priority and Focus Schools	NO			
Offer 200 hours of Extended Learning Time to students in each Priority School	NO			
TOTAL		\$0		

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
Johnson City Central School District	Focus District	\$172,124
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Johnson City Intermediate School	Focus	\$50,000
Johnson City Middle School	Focus	\$50,000
DISTRICT / BUILDING TOTALS		\$272,124

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." \$272,124
 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
Johnson City Intermediate School	Focus	\$4,893
Johnson City Middle School	Focus	\$4,893
DISTRICT / BUILDING TOTALS		\$9,786

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$9,786
 Has the district demonstrated how **ALL** funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)? NO