

Financial Allocation Plan - Improvement

| Improvement Set-Aside Budget Summary | | |
|--|-----------------------|--|
| District | Accountability Status | Amount of Funds Allocated for District-Level Improvement |
| PD, Supplies, Materials, Training and Events for Parents/Grandparent Groups, survey, | Focus District | \$50,000 SIG A and \$50,000 Title IA |
| | | |
| 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 |
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| DISTRICT / BUILDING TOTALS | | \$200,000 |

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

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 District Comprehensive Improvement Plan (DCIP)

| | | | |
|----------------------------|--|-------|--|
| Contact Name | Mary Kay Roland | Title | Superintendent of Schools |
| Phone | 607-763-1230 | Email | mroland@jcschools.stier.org |
| Website for Published Plan | www.jcschools.stier.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 | | | |
| 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) 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 and revision of the DCIP.

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

| Meeting Date(s) | Locations(s) | Meeting Date(s) | Location(s) |
|-----------------|-------------------------|-----------------|-------------|
| July 27, 2017 | Board of Education Room | | |
| July 28, 2017 | Board of Education Room | | |
| July 31, 2017 | Board of Education Room | | |
| | | | |
| | | | |

| Name | Title / Organization | Signature |
|----------------|--|-----------|
| Sara Hall | Binghamton University Promise Zone Coordinator | |
| Margaret Kucko | JCCSD Principal on Special Assignement Family Engagement | |
| Cliff Butler | Parent | |
| Lori Toner | Parent | |
| Fred Deinhardt | Teacher | |
| Sherri Yagley | Instructional Coach JCCSD | |
| Denise Riley | Intermediate Principal JCCSD | |
| Jeannette Farr | School Board Member and Parent | |
| Elisa Eaton | Director of Special Services | |
| Mark Buza | Teacher/Department Coordinator/Union President | |
| Judy Mitrowitz | Johnson City Teacher Center Coordinator | |
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District Information Sheet

| District Information Sheet | | | | | | | |
|------------------------------|------|--------------------------|------|----------------------|----|-------------------|----|
| District Grade Configuration | K-12 | Total Student Enrollment | 2476 | % Title I Population | 69 | % Attendance Rate | 93 |

| 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 | % Multi-Racial | 7 |

| Overall State Accountability Status | | | | | | | | | | | |
|-------------------------------------|---|----------------------------|---|---|---|--|---|---|---|---|---|
| Number of Focus Schools | 2 | Number of Priority Schools | 0 | Number of Local Assistance Plan Schools | 0 | 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 |
| x | 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 |
| x | 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 | |
|---|----------------------------|
| | 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.)
- 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").

| | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | 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").

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|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The most significant positive impact that occurred because of last year's Focus Plan was a unified district-wide focus on improvement. Extra time was spent in meeting and planning with school leaders to meet their written plans and execute the action plans in the district plan as well as their school plan. These meetings helped to allocate extra financial resources to fund additional training for administrators in giving more actionable feedback to teachers and to teachers in strategies to improve instruction. While our results showed minor improvement in both, additional PD was needed over the summer of 2017. Another impactful experience the district had was the DTAR in April which provided the district leadership with recommendations for improvement as we move into the next year's plan.

- 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.

All school principals were new to their buildings during the past school year and thus inherited someone else's plan. From the beginning, plans needed to be revised in order to allow the school leader to implement them. Then district plan remained intact with monthly reviews by the district leadership. The walkthrough form presented the greatest challenge to the district and school leaders which caused the need to revise the form in December and consult with Jason Harmon in January. When the DTAR option was offered as an opportunity, Johnson City gladly participated in the process in an ongoing effort to improve our process to support teachers.

In developing the CURRENT YEAR'S plan:

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

Targeted PD for administrators and teachers, programming to improve social-emotional development, increased programming for parent engagement

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

PD for administrators and teachers based on walkthrough and data analysis, increasing rigor in instruction that engages all learners, engaging parents/families to share the value of their children's education.

- 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 student 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 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. The relationship between our mission and belief statement is simple. Our community does not grow and prosper if the children do not receive a needs-fulfilling education that allows them to grow and prosper.

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

Using the student results from 2016-2017, the target for our subgroups will be to increase by 50% their reading levels to near or at grade level by the end of the year in each elementary grade level. All students in subgroups that begin the school year in September are expected to demonstrate growth on the 2018 NYSED ELA and Math 3-8 assessments.

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

Weekly meetings between district leadership and school leaders to analyze data and progress monitor focus plans as well as determine professional development needs.

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

Significant percentage of new teachers in two of four buildings (lack of depth of expertise), engaging significant #s of black and Hispanic parents/guardians, lack of available substitute teachers to release teachers during the school day for PD forcing the district to offer PD beyond the school day-difficult for young parents with child care costs.

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

Administrators will have PD provided by two outside experts, district and building leaders as well as instructional coaches will provide in-house PD, conferences outside the district, BOCES training

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

Professional Development days' kick-offs and trainings, emails, faculty and team meeting participation, attendance at extended day activities, and parent engagement activities.

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

Posted on district website, presented to the Board of Education at public meetings, at one Friendly Family meeting

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).

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.

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.

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.

Tenet 1: District Leadership and Capacity

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| 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: | April 10-11, 2017 |
| B2. DTSDE Review Type: | DTAR |

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| 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 District Technical Assistance Review report and evidence from our 2016-2017 walkthrough analysis, we need to improve our monthly walkthrough process by giving more effective actionable feedback to teachers aimed at improving instruction K-12 in identified areas of instruction as well as provide intentional professional development identified from the walkthrough analysis. To successfully implement this, we first need to provide high-quality professional development on feedback to all administrators. |
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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. | After receiving professional development during the summer 2017, the building leaders with their focus teams will create a walkthrough tool by September 2017 that is crafted for their buildings to meet the needs identified in the DTAR review (providing actionable feedback to assess rigor and higher order questioning that increases student achievement). By June 2017 instruction will be improved by 50% as evidenced by the increased quality of questioning to probe students' depth of understanding thus increasing student engagement. Another supporting piece of evidence will be a 15% decrease in student discipline referrals. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Student Growth Percentile for Low-Income Students Minutes of Expanded Learning Time (ELT) Offered Monthly Walkthrough Feedback Classroom Observations |

| 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. |
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| Jun-17 | Aug-17 | Building leaders meet with focus team over summer (3-4 meetings) to create walkthrough tool crafted to collect data on rigor and PD needs for each building based on DTAR report and 2016 walkthrough analysis |
| 11-Jul-17 | 14-Jul-17 | Building leaders during Administrative Retreat with district leadership will receive professional development from two outside expert sources on giving effective actionable feedback to teachers that improves instruction. This will happen over a two day span and is arranged by the Superintendent. |
| Sep-17 | Jun-18 | Monthly walkthroughs will occur in each building with leaders giving actionable feedback to teachers and collecting and sharing data to determine needed professional development to improve higher order questioning and student engagement. |
| Sep-17 | Jun-18 | In monthly administrative meetings with district leaders, building leaders will share data points and findings through their walkthroughs to collaboratively problem-solve and promote self-reflection on their PD from the summer and adjust their actionable feedback as needed to implement the next month as a means to improve instruction and student engagement. |
| Sep-17 | Jun-18 | In weekly meetings with district leaders, the building principals will collaborate with the district leaders to focus and progress monitor their individual building goals and plans in regard to the goal above. |
| Sep-17 | Jun-18 | Quarterly, the walkthrough tools for each building will be assessed by the building and district leadership as to each form's effectiveness in delivering actionable feedback to teachers that improves instructional practices. |
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Tenet 3: Curriculum Development and Support

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| 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: | April 10-11, 2017 |
| B2. DTSDE Review Type: | DTAR |

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| 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. | Teachers reported during the DTAR that the received inconsistent feedback from their administrators to improve their classroom practices was vague and lacked corresponding PD to help them improve. |
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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. | During the 2017 summer on scheduled PD days (at least 4) throughout the school year, and with a 6 week instructional coaching cycle, teachers will be provided targeted PD aimed at improving student engagement through higher-order questioning and learning activities tied to the standards and will be given the opportunity to revise and align their curriculum to reflect this new learning as measured by a 50% increase as evidenced by monthly walkthroughs, observations, and 6 week coaching cycles (K-5). |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Monthly Walkthrough Feedback |

| 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. |
|--|---|--|
| Jun-17 | Aug-17 | Multiple summer PD opportunities will be given in each of the buildings by district and building leaders as well as instructional coaches to all available K-12 teachers to receive direct instruction on higher-level questioning and activities to probe deep student learning with time to revise curriculum, unit and lesson plans to reflect this new learning and implement in classes during the 2017-2018 school year. |
| Sep-17 | Jun-18 | On October 5, February 2, March 16, and April 27, school and district leaders in collaboration with the instructional coaches and teachers will provide PD opportunities to teachers in each building based on identified needs from monthly walkthroughs, classroom observations, coaching cycles, and post-conferencing that will be monitored in follow-up observations and walkthroughs. The focus of the PD will continue what was started during the summer of 2017. |
| Sep-17 | Jun-18 | At monthly building faculty meetings and at weekly team/department meetings, school leaders will provide PD on identified topics from monthly walkthroughs and classroom observations, data meetings to show teachers progress made in implementing this PD into their curriculum, and highlight exemplary examples through teacher volunteers. |
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Tenet 4: Teacher Practices and Decisions

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| 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: | April 10-11, 2017 |
| B2. DTSDE Review Type: | DTAR |

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| 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 DTAR report and data from the 2016-2017 monthly walkthroughs and classroom observations revealed a need for teachers to implement lessons which increased student engagement through higher-order thinking, connecting relevance to the learner, and differentiating instruction to meet the needs of all learners. The gap that emerged was the disconnect between the inconsistent feedback teachers were receiving from administrators, a lack of aligned PD, and implementation back to the classroom. |
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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 2018, teachers will have been provided with targeted PD determined from walkthrough and observation analysis which improves by 50% instructional lessons to increase student engagement through higher-order thinking, connected relevance to the learner, and differentiating instruction. This targeted PD will take place four times a year in addition to 6 week coaching cycles (K-5) planned collaboratively with district leadership, school leadership, and instructional coaches. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Student Growth Percentile for Low-Income Students Student Drop-Out Rate Student Completion of Advanced Coursework Student Performance on January Regents Exams |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
|--|---|--|
| Jun-17 | Aug-17 | Throughout the summer, extensive planned PD by district leaders, school leaders, and instructional coaches will be planned and implemented to focus on areas of need defined by gap areas found through walkthrough analysis, observations, common assessment data, state testing data. Lesson and unit design aimed at increasing student engagement through higher-order thinking, connected relevance to the learner, and differentiation will be the expectation to be used in instruction throughout the 2017-2018 school year as monitored through monthly walkthroughs, observations, and quarterly student data. |
| Sep-17 | Jun-18 | District leaders will collaborate with school leaders to design common data presentations on a quarterly basis based on the data gathered by school leaders showing the impact targeted PD is having on student achievement data. These presentations will be given to teachers and the Board of Education a minimum of four times during the school year by school leaders. |
| Sep-17 | Jun-18 | The district leadership alongside the school leaders and K-5 instructional coaches will provide targeted PD to teachers to increase student engagement through higher-order thinking, connected relevance to the the learner, and differentiation to meet the needs of all learners along with the time for teachers to write and revise lessons to reflect their new learning. These dates will be October 5, February 2, March 16, April 27 as a minimum. |
| Sep-17 | Jun-18 | School leaders and district leaders will conduct monthly walkthroughs and observations to monitor the application of PD in the classroom to show evidence of increased student engagement through higher-order thinking, connected relevance to the learner, and differentiation to meet the needs of all learners. |
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Tenet 5: Student Social and Emotional Developmental Health

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| 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: | April 10-11, 2017 |
| B2. DTSDE Review Type: | DTAR |

| | |
|---|---|
| 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. | According to the DTAR and our self-review based on classroom observations, student achievement data, attendance data, discipline and drop-out data, there is a need to improve each building's learning environment to build on student success while providing our students with social-emotional support in grades K-12. With a significant percentage of our district population living in poverty, our diverse population has exhibited a high incidence of trauma and toxic stress. The identified gap occurs when classroom instruction does not meet student needs and student discipline issues increase up to and including high school drop outs. |
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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 2018 through scheduled quarterly meetings, the district leaders will assess the effectiveness of the implementation of all PD that is focused on supporting student social-emotional well-being as well as the support structures that are in place in each building. These meetings will include school leaders, student support personnel, and trained teachers to examine key data (aggregate data from classroom observations, student achievement, attendance data, discipline and drop-out data, extended learning opportunities) to monitor and adjust implementation plans to achieve a 15% decrease in student discipline incidents or to plan additional PD to teachers needing additional training. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students) |

| 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. |
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| Jul-17 | Aug-17 | Team II including Assistant Superintendent, teachers, school leader, student support personnel will attend part II of Think Kids training in Boston turnkey Collaborative Problem Solving back in district during 2017-2018 school year in collaboration with Team I to teach staff ways to de-escalate students who are disregulated. |
| Jul-17 | Aug-17 | Summer PD for building staff in RtI, Responsive Classroom, Respected and Connected, Restorative Justice, and PBIS will be planned and implemented to meet the needs of each building to be employed by teachers during the 2017-2018 school year to better meet the social-emotional needs of students and reduce the incidence of discipline issues. |
| Aug-17 | Aug-17 | In collaboration with the Promise Zone and Binghamton University, a case manager will be hired through the My Brother's Keeper grant to work with high school students during the school year who exhibit social-emotional behaviors that are creating obstacles in their learning. |
| Sep-17 | Jun-18 | The district will support the creation of three Men of Strength clubs in the Intermediate Building, Middle School, and High School who will meet a minimum of once a month to increase the support of our minority male students academically and social-emotionally through organized programming planned by the three club advisors. |
| Jul-17 | Jun-18 | The Principal on Special Assignment will hold monthly meetings with youth group leaders in an interfaith meeting every month to six weeks to plan activities for students outside of the school day that provide positive and varied experiences that extend the learning and support students' social-emotional development. |
| Jul-17 | Aug-17 | Intermediate School behavior specialist will be hired by the district and trained by the Middle School behavior specialist in collaborative problem-solving strategies to de-escalate students and non-violent crisis intervention. |

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| Sep-17 | Jun-18 | The district will support the funding of quarterly meetings that include district and school leaders, Think Kids I and II teams, behavior specialists, and other student support personnel to review all data related to student social-emotional development including academic data to assess effectiveness of implementation of training and to monitor and adjust plans to decrease student discipline incidents. |
| Summer 2017 | Jun-18 | The POSA in collaboration with the Promise Zone and teachers will plan extensive extended day classes and activities for K-12 students who are not typically engaged in school sports or music programs and will collect and analyze data to assess success in improving students' social-emotional growth through this programming. |
| Aug-17 | Aug-17 | DASA training renewal through BOCES for each building coordinator will take place to be implemented during the school year aimed at reducing the incidence of bullying in each building. |
| Aug-17 | Jun-18 | The Director of Johnson City Teacher Center will provide sessions on classroom management PD to all new teachers to the district once in August, and one session each semester during the school year to provide strategies to teachers in creating positive classroom environments and de-escalating student behaviors. |
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Tenet 6: Family and Community Engagement

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| 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: | April 10-11, 2017 |
| B2. DTSDE Review Type: | DTAR |

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| 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. | From the data analysis of our regular parent events during the 2016-2017 school year, there is a need to increase engagement of our black and Hispanic parents in their children's academic life as well as the children's social-emotional growth through after-school and enrichment programs provided by the district in the schools and in the community so that they value the importance of their child's education within our district. An increased participation by these parents would have a positive impact on their children's success in school. There is a gap in the participation of our white and Asian families in comparison to our black and Hispanic families in all school events with the exception of student discipline of incidents. |
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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. | During the 2017-2018 school year, the district leaders in collaboration with the school leaders and Promise Zone will plan and implement monthly events that meet the needs of parents in our school district with extensive outreach to our black and Hispanic families. This will be measured by a 50% increase in participation in comparison to the 2016-2017 school year and a 25% increase in parent satisfaction in school programs through surveys. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Student Drop-Out Rate Student Credit Accruals (HS Students) Student 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. |
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| Jul-17 | Aug-18 | District leaders with school leaders and Promise Zone coordinator will meet four times to set the 2017-2018 school calendar of parent engagement events and begin publicity plan to invite and inform parents. Plans will address reducing obstacles that prevent minority parents from attending. |
| Aug-17 | Aug-17 | My Brother's Keep Family Engagement Coordinator hired and trained in best practices to engage all parents in the district to increase their involvement in the schools and their children's education. |
| Aug-17 | Jun-18 | Monthly meetings/events will be held and supported by the district leaders and led by building leaders in their schools and in the community through the Promise Zone to invite and engage parents in planned programs to increase parent and family involvement in academic and extended day programs throughout the school year. |
| Oct-17 | Dec-17 | The required survey will be administered to parents in October 2017 at all school events attended by parents and via on-line access to determine parent concerns and interest in participation. The analysis for the survey will be completed by December 2017. |
| Sep-17 | Jun-18 | Analysis of all collected data involving parent engagement will be analyzed quarterly during the school year by district leaders, school leaders, and the Promise Zone coordinator to assess effectiveness of opportunities provided. Monitoring and adjusting of planning of subsequent events will also take place at this time. |
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Financial Allocation Plan - Parent Education

| Parent Education Set-Aside Budget Summary | | |
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| Name of Priority/Focus School | Accountability Status | Amount of Funds Allocated for Parent Education |
| Johnson City Intermediate School | Focus | \$25,000 |
| Johnson City Middle School | Focus | \$25,000 |
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| DISTRICT / BUILDING TOTALS | | \$50,000 |