

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

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Mary Kay Roland	Title	Superintendent
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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 ESSA and Commissioner's Regulations 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)
April 13, 2018	JCHS BOE Room	7/31/2018	JCHS BOE Room
May 3, 2018	JCHS BOE Room		
May 24, 2018	JCHS BOE Room		
June 11, 2018	JCHS BOE Room		
July 30, 2018	JCHS BOE Room		

Name	Title / Organization	Signature
Mary Kay Roland	Superintendent	
Joseph Guccia	Assistant Superintendent for Teaching, Learning, and	
Mark Wilson	Teacher	
Mark Buza	Teacher/JCTA President	
Kelly Sax-Francis	Assistant Director of Student Services	
Connie Turner	Instructional Coach	
Heather Hauer-Ross	Parent	
Lori Toner	Parent	
Matthew Jablonowski	Parent/Johnson City Board of Education Member	

## DCIP Plan Overview

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

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

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

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of goals were achieved.)     |

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

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of activities were carried out.)     |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input type="checkbox"/>            | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | Major Degree (All identified subgroups improved achievement.)              |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of planned activities were funded.)     |

**6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").**

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input checked="" 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 type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input 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").**

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input checked="" 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 type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input 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 occurred from the professional development and mentoring provided to building administrators in the 17-18 school year. Starting with in-house professional development on actionable feedback from an ASCD author and followed through with one-on-one mentoring from a consultant from Creative Leadership Solutions, the administrative team gained a depth of understanding about the importance of actionable feedback. The first signs of positive progress toward implementing these new practices were recognized in the 17-18 school year.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Mid-year corrections were made based on feedback provided by the district's consultant from Creative Leadership Solutions and the DTAR review which occurred in March, 2018. The consultant will continue her work with the district throughout the first quarter of the 18-19 school year and the district immediately began implementing recommendations from the DTAR review after the visitation in March. The recommendations from the DTAR served as the foundation for this year's DCIP.

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

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

Improvement initiatives include: development, communication, and monitoring of implementation of key expectations; creation and use of common walkthrough form for all schools; data monitoring system used in all buildings to determine staff PD needs; review and revision of K-12 curriculum.

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

The identified needs were primarily a detailed listing of key expectations that all teachers understand, a walkthrough tool that is aligned to the key expectations and used with consistency in all of the district's schools, monitoring of the data received from walkthroughs, and feedback given to teachers, during walkthroughs and observations, that is actionable and focused on student learning. The revision of the K-12 curriculum to align with new standards and will be reflected through instruction.

- 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 guiding principles of the district are: All students can learn well given enough time and appropriate learning conditions, the most significant factor promoting learning is an environment that develops and supports strong collaborative relationships among all, and all instructional staff works collaboratively to create effective and engaging lessons by maximizing learning, using best practices and current research. The relationship between these guiding principles and the needs of the district lies in the communication of how teachers' practices align to these principles (key expectations). Additionally, the district's leaders need to provide consistent feedback that allows for these principles to be fulfilled.

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

Minimum of 1 grade level equivalency increase in the percentage of students reading on or above grade level and in math as measured by STAR assessments; minimum 20% increase in writing proficiency on grades 3-8 NYS exams; minimum 10% decrease in quarterly failure rates for students in grades 6-12; minimum 10% increase in students reaching proficiency on grades 4 & 8 NYS science exam; minimum 10% decrease in the percentage of students in identified subgroups reaching levels of chronic absenteeism.

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

The superintendent, assistant superintendents, director of elementary education, and director of student services (special education), and the director of health, PE, and athletics will support teachers and building leaders as they strive to implement the key expectations of the district. By conducting walkthroughs and analyzing walkthrough feedback, the district leadership team will identify areas of need for professional development and will provide the necessary resources for continuous improvement.

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

A barrier exists in providing the necessary release time for professional development due to a shortage of substitutes. The district is looking into providing additional time outside of the school day in order to meet the professional development needs of its staff.

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

Each professional development opportunity will be provided by in-district administrators or the most qualified staff member. If necessary, the district will bring in outside consultants to deliver professional development. The district will monitor the professional development needs of the district based on student data and an analysis of walkthrough and observation feedback.

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

The district uses its web page, Facebook page, Twitter accounts, and Remind to communicate with staff and the community using technology. The district hosts numerous events (athletic, cultural, academic-themed) to strengthen relationships with families and community members. Building and district leaders also conduct home visits whenever necessary to engage families who are unable to attend on-campus events.

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

The DCIP and SCEP will be posted on the web page and presented in a public board of education meeting.

## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>	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.
<b>B1. Most Recent DTSDE Review Date:</b>	March 6-8, 2018
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Based on the District Technical Assistance Review report and the district analysis of current practices, the district needs to establish key expectations for teaching and learning that should be implemented in all K-12 classrooms. The PLC survey given in the fall of 2017 also substantiated the need to establish clear expectations for classroom teaching and learning through both teacher and student comments. Staff feedback from professional development delivered in June of 2018, which specified these key expectations, indicated staff will need ongoing, targeted professional development on key areas of these expectations. Through an analysis of walkthrough and observation feedback given by K-12 administrators in the 17-18 school year, it was concluded that actionable feedback was inconsistent or non-existent thereby creating a need for intentionally planned professional development for the administrative staff. The DTAR recommended the district develop an aligned walkthrough tool that transitions administrative feedback from a focus on teacher action to a focus on student learning in order to achieve high quality teaching and learning throughout the district with supporting professional
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Beginning September 2018, staff and administrators will implement planned and targeted professional development (staff/key expectations; administrators/actionable feedback) that is evidenced by consistent implementation through the monthly analysis of walk throughs and observation data, and measured by 50% implementation by December 1st, 75% by March 1st, and 100% by May 1st with the overall result being improved performance for all students with a focus on identified subgroups.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Monthly Walkthrough (Sept - March) Feedback - Classroom observation feedback (announced & unannounced) K-5 Reading Levels, STAR Math and ELA Data, science data, and summative assessment data 6-12 Failure Rates & Quarterly cumulative exam scores 3-8 NYS Assessment Scores in ELA, Math, and Science Regents results & AP results

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
4/1/2018	6/1/2018	Through four meetings, district leaders along with representatives from throughout the district established agreed-upon, key expectations for a positive learning environment, instructional planning, teaching, and learning that would be delivered through professional development to every instructional staff member at the end June 2018.
6/19/2018	6/21/2018	A team of district leaders provided and communicated professional development in the key expectations along with a comprehensive document, which was presented at staff development days for all K-12 staff (June 18th, 19th, and 20th) to ensure clarity for teacher practice, as determined by walk throughs and observations in the 2018-2019 school year.
7/9/2018	7/13/2018	During administrative retreat district and building level administrators developed a common walkthrough and data collection form to be used in all buildings for consistency of practice, feedback, and monitoring of data.
7/9/2018	8/28/2018	District and building leaders will agree upon a common picture for each of the district's key expectations (positive learning environment, planning, teaching, and learning) in order to provide feedback that is aligned to student learning and is aimed at improving instruction through consistency across the administrative team.

9/1/2018	6/1/2019	Administrators will participate in reflective inter-rater reliability activities as part of each monthly administrative council meeting and one of the weekly meetings between building principals and the superintendent to measure consistency of feedback and impact on student learning (with a focus on identified subgroups).
9/1/2018	6/1/2019	In monthly administrative data meetings, feedback analysis of walkthrough and observations will be completed by district and building level administrators to plan and implement professional development to improve teaching and learning in each building. These meetings will also include a quarterly analysis of student academic data to monitor progress (with an emphasis on identified subgroups).



## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6-8, 2018
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on DTAR and teacher feedback, school leaders need to provide consistent, actionable feedback, and professional development to teachers that will strengthen the quality of teaching and learning throughout the district, as evidenced by walk throughs, announced and unannounced observations, and improved student results.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the 2018-2019 school year, administrators will conduct walk throughs (monthly September-March) and APPR announced and unannounced observations to observe and provide actionable feedback and professional development on the key expectations of the district: positive learning environment, planning, teaching, learning to improve quality of instruction and increase student achievement. These expectations should be visible in 50% of classrooms by December 1st, 75% by March 1st, and 100% by May 1st as a result of the data collected and analyzed by administrators through the new walk through data collection tool.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Analysis of data collection tool, student quarterly and monitoring data with a focus on identified subgroups

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Jul	19-Jun	Realignment of the elementary structure from separate K-2 and 3-5 teams to one consolidated K-5 program which will result in an aligned elementary program, allowing for a consistent picture of effective instruction and the monitoring of student growth due to leadership's one vision of elementary education.
18-Jul	19-Jun	Creation of director of elementary education to support K-5 administrators in their efforts to align practices, analyze student achievement data, monitor subgroup progress, provide professional development for staff, and implement and monitor curriculum and instruction.
18-Aug	18-Oct	Building leaders will receive PD through mentoring provided by Creative Leadership Solutions for the purpose of improving leadership skills and monitoring the implementation of the focus plan.
18-Aug	19-Jun	Inter-rater reliability will be measured monthly for team of lead evaluators conducting walkthroughs and observations for the purpose of providing consistent, actionable feedback that improves instruction that meets the needs of all students (with an emphasis on identified subgroups).
18-Sep	19-Jun	Building principals will plan and implement PD opportunities within their building that is reflective of walkthrough data and responsive to staff PD needs. These PD sessions will be delivered by the next data cycle to allow for walkthrough and/or observation feedback.


### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	<b>SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6-8, 2018
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Due to the adoption of the following by NYS: Next Generation Standards in ELA and math (along with advanced literacies), Next Generation Science Standards, SS Frameworks and Inquiries, K-12 Mental Health Curriculum, and the K-12 Standards for the Arts, there needs to be a year-long review and revision of all curriculum areas as well as alignment of the implementation of Units of Study in reading in grades K-6 and in writing in grades K-8. This is based on the DTAR feedback that teachers in the district felt that there was a lack of curriculum alignment which has led to confusion regarding what to teach and when to teach it.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	With a focus on identified subgroups: A minimum 20% increase of students in K-6 reading at or above grade level and in writing proficiency for students in grades 4-8 as measured by writing scores on the New York State assessments as compared to 17-18 data. All students in grades K-8 will increase at least 1 GLE (grade level equivalency) as measured by STAR math assessment data. Based on 2017-2018 Regents results, the following passing percentage increases will be realized: ELA--5%, Algebra I--9%, Global--11%, US History--3%, Living Environment--10%.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student data in the following areas and a focus on identified subgroups: Quarterly assessments in grades 6-12, summative assessments in K-5, STAR data in K-8, F & P data in K-5, 3-8 NYS assessment data, NYS Regents Exam data.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Jul	19-Jun	Alignment of K-6 reading curriculum through LC Units of Study which will allow for a consistent implementation of practices for reading instruction.
18-Jul	18-Oct	Development of aligned K-6 literacy plan to ensure all components of a balanced literacy program are included in curriculum to be delivered through instruction in all classrooms.
18-Jul	19-Jun	Teachers in grades 6-8 will be trained and will implement LC Writing Pathways to allow for a consistent implementation of practices for writing instruction and to align with writing instruction being delivered in the elementary program.
18-Aug	19-Jun	Assistant Superintendent and Director of Elementary Education will review current curriculum compared to the new standards and advanced literacies as mentioned in the gap statement to determine the need for revisions and updates to be made by appropriate staff to ensure alignment.


## Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	<b>SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6-8, 2018
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on feedback from the DTAR, teacher feedback to the state committee, and walkthroughs and observations during the 17-18 school year, expectations for instructional practices were not clear to teachers as evidenced by a predominance of teacher talk, a lack of student engagement and learning, and instruction not aligned to the lesson's objective. The district needs to revise its model of providing feedback to teachers to include actionable feedback focused on student learning and engagement at higher levels of Bloom's Taxonomy that will be monitored for implementation and that will improve instructional practice, leading to increased student achievement.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the 18-19 school year, 100% of feedback provided to teachers will be actionable and focused on student learning with suggested strategies for improvement that are consistently aligned to the key expectations developed by the district.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly executive summary of walkthrough feedback--monthly review of observation feedback--student achievement data (quarterly and monitoring data)--professional development feedback from staff

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Jul	19-Jun	Multiple in-house summer PD sessions are offered in the areas of Writer's Workshop, Reader's Workshop. Walkthrough and observation feedback will be analyzed for identification of implementation of PD and its continued improvement.
18-Jul	19-Jun	The Director of Student Services with supporting administrative staff will deliver PD to all designated classroom, special education, ESL, and reading teachers to strengthen collaborative practices to meet the needs of all students (with an emphasis on identified subgroups). Walkthrough and observation feedback will be analyzed for identification of implementation of PD and its continued improvement.
18-Aug	18-Oct	Administrative team will annotate the district's key expectations to provide consistency of feedback to align with best practices.
18-Sep	19-Jun	Monthly review of feedback from walkthroughs and observations by administrative staff in monthly meetings to identify differentiated PD opportunities for administrators and teachers for the purpose of improving feedback (administrators) and instruction (teachers).
18-Sep	19-Jun	Administrators will conduct at least 1 walkthrough per month with another administrator to ensure feedback is consistent and focused on providing strategies to improve teacher practice and student learning.
18-Sep	19-Jun	Creation of individual student data dashboards in grades K-5 to monitor progress in literacy and math for the purpose of allowing for real-time visual of progress in order to design appropriate interventions.


## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>	<b>SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6-8, 2018
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Using multiple measures, such as the the DTSDE survey, discipline data, and classroom observations it was indicated that the needs of all students (with a focus on identified subgroups) were not being met. The analysis of this information revealed that students do not find classes interesting, do not hold their attention, showed an increase in disruptive student behavior, and indicated concerns about a safe learning environment for students (i.e. students do not feel safe asking questions in class). Therefore, a need exists for teachers to implement lessons that are consistently engaging and to create a safe and welcoming environment, thus minimizing the chances for students to act out.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Through monthly analysis of walk through / observation data and quarterly review of discipline and academic data during the 2018-2019 school year, administrators will plan and implement professional development based on building needs, which will be evidenced by a high levels of student engagement in 50 % of classrooms by December 1st, 75% by March 1st, and 100 % by May 1st, as well as a minimum 10% decrease in behavioral referrals for disruptive behavior in each of the district's schools, a minimum 10% decrease in class cuts at JCHS, a minimum 10 % reduction in chronic absenteeism and a minimum 10% decrease in failing course grades (with special focus on identified subgroups).
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Behavioral referrals for disruptive classroom behavior--behavioral referrals for class cuts--quarterly course grades, mid-year and year-end course grades -- year end survey results--student survey regarding positive safe learning environment--attendance data

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Jul	18-Jul	District administrators will attend The Diversity Symposium of Thought Leaders: Cultivating Excellence and Equity to determine district needs and begin action planning for professional development in the area of cultural responsiveness and engagement of students as well as identified subgroups, which will be evidenced by the results of a district created survey and classroom observation (formal and informal).
18-Jul	18-Jul	District and building administrators defined our collective definition of what student engagement is and is not. This will be shared with staff in fall of 2018 and used to provide feedback to teachers in walk throughs and observations. The data collected will help determine the professional development needs of the staff moving forward.
7/30/2018	19-Jun	Three scheduled meetings during the school year (July, mid-year, and end-year) of entire k-12 student support team to develop and implement an aligned philosophy of positive learning environment (as established in the district key expectations) that will be evidenced through entire staff training at faculty meetings, ongoing student support groups, increased parent engagement, increased academic performance coupled with decreased behavioral issues.
18-Aug	19-Jun	District leaders will devote time in monthly administrative meetings to build capacity of leaders to coach teachers on best practices for student engagement, which will be evidenced by written actionable feedback in walk throughs and observations.

18-Aug	19-Jul	In an attempt to reduce in-school and out of school suspensions, the district administrators will design a professional development plan (with input from building administrators) to better address the social/emotional needs of our student body with a focus on our identified subgroups.
18-Aug	19-Jun	Assistant Superintendent, HS Principal, and HS Coordinators will assess the need for the creation of new electives to meet the diverse needs of the student population. The purpose of this action step is to increase student engagement in the high school thereby lowering chronic absenteeism rates and improving achievement data.
18-Sep	19-Jun	District administrators along with school leaders will analyze the DTSDE survey data and share the results with staff, determine the district's greatest needs in the area of student social and emotional developmental health, create and actualize corrective action steps, and administer an internal survey at the end of the school year to measure progress.



## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	<b>SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6-8, 2018
<b>B2. DTSDE Review Type:</b>	DTAR

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on a review of attendance data for the 2017-2018 school year and the accountability regulations under the NYS ESSA plan, a need exists for an increase in the collaboration between the district, its families, and community organizations to combat chronic absenteeism in order to increase student achievement.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Through the district's increase in collaboration with families and community organizations (The Bridge, Binghamton University, BAE, Rockwell Collins, NYS Mentors, Family & Children's Society, Promise Zone), there will be a minimum 10% decrease in rates of chronic absenteeism in each of the district's buildings.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Chronic absenteeism data and attendance data for all students (with an emphasis on identified subgroups)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Jul	18-Jul	A restructuring of staff has occurred to have in-house leadership of the district's Promise Zone collaboration with Binghamton University allowing this support to be more responsive to the needs of our students (with an emphasis on student attendance within identified subgroups).
18-Aug	19-Jun	Promise Zone resources will be deployed at each building to work with student support teams to identify students and families in need of supports to improve attendance.
18-Sep	19-Jun	Glen McIver mentoring of a small, select group of students at JCHS from identified subgroups to improvement attendance, academic achievement, and behavior.
18-Sep	19-Jun	Family Engagement coordinator will plan parent events and train parent mentors to act as liasons for families in the community. This will further strengthen the district's relationship with families resulting in improved student attendance and academic achievement.
18-Sep	19-Jun	Building leaders will begin using the Remind platform to communicate with families for the purpose of alerting them to building activities as well as communicating with individual families regarding student attendance concerns.


**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Johnson City Central School District	Focus District	\$50,000 SIG and \$50,000 Title IA
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
Johnson City Intermediate School	Focus	\$50,000
Johnson City Middle School	Focus	\$50,000
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$200,000</b>