LEA Name:	Elmira City School District
BEDS Code:	070600010000

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 District Comprehensive Improvement Plan (DCIP)

Contact Name	Marnie Malone	Title	Supervisor for School Improvement & Accountability
Phone	(607)735-3575	Email	mmalone@elmiracityschools.com
Website for Published Plan	www.elmiracityschools.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:

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

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

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

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

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

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

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
September 26, 2017	EDA Community Room	8-May-17	Administration Building
November 21, 2016	Administration Building	22-May-17	Administration Building
December 12, 2016	Administration Building	25-May-17	Booth Building
January 23, 2017	Administration Building	5-Jun-17	Booth Building
February 27, 2017	Administration Building	7-Jun-17	Administration Building
March 27, 2017	Administration Building	12-Jun-17	Administration Building
April 24, 2017	Administration Building		

Name	Title / Organization	Signature
Hillary Austin	Superintendent	
Derek Almy	Director of Student Services	
Jake Sheehan	Director of Adminstration	
Jay Hillman	Director of Education Services	
Joyce Carr	Supervisor for Special Education	
Marnie Malone	Supervisor for School Improvement/Parent	
Dr. Sandra Mattison	Supervisor for School Improvement	
Keary Miller	Data Curriculum Coordinator / Parent	
Christine Thomas	Data Curriculum Coordinator	
Kevin Connolly	Data Curriculum Coordinator	
Mike Collins	Elmira City Manager/Parent	

District Information Sheet

District Information Sheet							
District Grade Configuration	PK - 12	Total Student Enrollment	5972	% Title I Population	100%	% Attendance Rate	92%

Racial/Ethnic Origin of District Student Population									
% American Indian or Alaska Native	.2%	% Black or African American	13.8%	% Hispanic or Latino	2.29%	% Asian, Native Hawaiian/Other Pacific Islander	.52%	% White	73.46%	% Multi-Racial	9.7%

Overall State Accountability Status										
Number of Focus Schools	11	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	11	Number of Title I SIG 1003(a) Recipient Schools	11	Number of Title I SIG 1003(g) Recipient Schools	0

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

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White	X	Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	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.)
X	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.)
X	Major Degree (At least 90% of activities were carried out.)

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

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

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

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

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

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
	Moderate Degree (At least 50% of planned activities were funded.)
X	Major Degree (At least 90% of planned activities were funded.)

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

	Tenet 1: District Leadership and Capacity
X	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

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

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
X	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S** PLAN:

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

The two Supervisors for School Improvement were reassigned by grade level thereby providing more targeted support to schools and principals. Assigning the supervisors to specific schools allowed schools and leadership teams to receive technical assistance with reviews, self-reviews, quarterly reports and SCEPs.
Pilot implementation of Read 180 in 5th and 8th grades. The program was used to support struggling readings. Spring 2017 NWEA results showed a …… % growth in student reading scores.
Implementation of K-6 literacy programming: the standardized approach to K-6 literacy helped to ensure consistent programing for transient students as well as providing a K-6 aligned literacy program. Results from the fall to spring NWEA testing showed a 2.7% growth in reading scores for K-2 students. Results for students in grades 3-6 showed a …. % growth in NWEA scores.
Work continued in the implementation of Common Core curriculum. Data curriculum coordinators continued to support teachers during secondary professional learning community meetings, monthly professional development and grade level meetings. The work of the DCCs ensured teachers had access to CCLS aligned curriculum and resources.
District attendance rates increased from 91.9% to 92.5%.
Administrative walk-throughs are routinely taking place in K-7 buildings.

• **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.**

Reviewing district data revealed some district practices were not aligned with parent needs; parents were still experiencing difficulties with registration and accessing student support services. Additionally the district was struggling to determine what DCIP and Community School programs were meeting with success and which ones are not working. It was decided to bring in a Community Schools Coordinator to assist with programming and data collection.
Mid-year data demonstrated strong growth for 5th students using the Read 180 program. Based on the data the district decied to expand the program to 8th grade for the second half of 2016-2017.

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

• **List the highlights of the improvement initiatives described in the current DCIP.**

6

This plan represents a realignment of programming and allocation of resources for the district. In February 2016 the district and nine of the eleven schools were identified for the low academic performance of economically disadvantaged students. District data indicates that the percentage of economically disadvantaged students increased from 15 16 to 16-17. While working with and engaging students and families of poverty continues to be a focus of the district it became evident during this past school year that the work of the district appeared to be lacking coherence and needed to be realigned. With the implementation of DCIP and Community School activities it was evident there was overlap in the goals of the two programs, activities, and data collection.   Thus the 17-18 DCIP aligns the work of the district's school improvement efforts with that of the two year old district Community School initiative. The 17-18 District Comprehensive Improvement Plan is based on the work and research of the Children's Aid Society and outlines how creating integrated programming that strengthens the core instructional program (Tenets 3 & 4), provides expanded learning opportunities (Tenet ???) and offers comprehensive student support services (Tenets 5 & 6) will result in better outcomes for all students. Utilizing both district and outside resources the ECSD is committed to developing and sustaining integrated programming for the coming years.

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

In February 2016 the district and nine of the eleven schools were identified for the low academic performance of economically disadvantaged students. District data indicates that the percentage of economically disadvantaged students increased from 15-16 to 16-17. Additionally, sub-group accountability data from state assessment 3-8 ELA & Math shows that economically disadvantaged students are not making the same degree of progress as their peers. This plan addresses both the performance of students in this sub-group along with student supports for students and strategies for enhanced communication with families.

Student achievement data points to the need of providing students with rigorous learning experiences. Achievement rates highlight the need for continuing to implement common core instruction at all levels. Educational experiences need to be rooted in a rigorous curriculum that includes effective educational practices and data driven protocols. District curriculum needs to be updated and aligned with the revised NYS Next Generation Learning Standards.

Low student attendance rates are a strong indicator of student disengagement, and are another predictor of failure to progress academically. This DCIP includes goals and activities that will address this on-going need.

Continue to strengthen relationships between parents/community and the district/schools. Parent surveys indicate parents are requesting more communication about their child's progress and available student support services.

As the level of poverty in the district has increased it has become apparent there is a greater need for student support services. This plan outlines how district and community services will be leveraged to create better outcomes for students.

• 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 Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all."

"Community schools are the partnerships between the school and other community resources. Recognizing that no entity acting alone can improve educational outcomes for all students and that the integration is crucial to the success of the strategy, the partners develop a set of shared goals and a system to accomplish those goals. They also share the leadership and accountability for results." Building Community Schools: A Guide for Action

The relationship between the mission and the identified needs of the district primarily focus on communication between the district and parents, families, community partners and other stakeholders. An important initiative for the 2017-2018 school year is to strengthen the relationships between the district and its community partners to improve support for our families and students. The district is dedicated to increasing the communities' awareness of the mission and to fortify partnerships with stakeholders.

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

3% increase in the number students in grades 3-8 scoring at Levels 2,3 & 4; 5% increase in HS credit accrual

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

The district has hired a Community Schools Coordinator to ensure full implementation of the Community Schools program. The coordinator will focus on activities related to Tenets 1,5 and 6.

The district will partner with Binghamton University for the implementation of the Community Schools program. The district will utlize university resources (i.e. faculty and students from nursing, social work and education) to support schools, students and families.

The Data Curriculum Coordinators are assigned to buildings and grade levels to provide targeted support to teachers.

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

Communicating district goals, resources and services to families and the community is a challenge.

Engagement of students and parents continues to be a challenge for the district. Families move frequently impacting schools' abilities to develop meaningful relationships with parents and often results in low attendance rates for students. Moving several times during the year and low attendance rates disrupts learning and creates learning gaps for students. Initiatives begun last year will continue during the 17-18 school year including activities to align curriculum and provide support to students; Extended Day programming for students in grades 2-9, Strategic Counseling programming and the alignment of K-12 curriculum. The Community Schools initiative will be expanded and aligned with activities in the 17-18 DCIP.

Parent participation is challenging but the district continues to develop strategies to encourage parent engagement. Each school has a Family and Community Outreach Coordinator who disseminates information and provides activities for parents. Training and registration for the Parent Portal will continue in 17-18; the Parent Portal serves as a two-way communication between home and family.

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

The district leadership team will receive professional development from the Children's Aid Society. This training will then be turn-keyed to school administrators and staff.

After-school professional development - A part of the Elmira City School District Teacher's contract are two afternoon professional development sessions (1.5 hours each) per month. This was negotiated into teachers' contract because the district is committed to supporting and enhancing the professional practice of teachers. During professional development schools will utilize the time to provide teachers with the knowledge and skills they need to implement common core instruction and DCIP/SCEP school improvement initiatives.

Professional learning communities (secondary buildings) and grade level meetings (elementary buildings) - Professional learning communities and grade level meetings provide teachers with the time to collaborate and learn from each other. Groups of teachers engage in examining student work, writing unit/lesson plans, creating common assessments and analyzing data.

District-wide data curriculum coordinators who are assigned by content or grade level are assigned to each of the eleven buildings. The creation of the position of Data Curriculum Coordinator was a recommendation from the 2014 IIT/NYSED Review. Data Curriculum Coordinators provide in-class coaching, professional development and led PLC and grade level meetings.

New teachers will be assigned a mentor and receive training during summer 2017 and throughout the 17-18 school year. Professional development will focus on instructional practices, classroom management, curriculum, lesson planning, assessment and using student data.

Read 180 and System 44 training will be provided to 3rd, 5th, 6th, 8th and 10th grade classroom teachers, special education and reading teachers.

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

Social media (Twitter, Facebook); Quarterly District Newsletter; District Communication Committee; Parent Academies, Board of Education meetings

The district publishes a Parent Resource Guide each year. For the 17-18 school year the Guide will include information about the goals and services of the DCIP and Community School Initaitive.

Each school has a Family and Community Outreach Coordinator; FCOCs communicate with parents and the community about events occuring in each building.

The Community Schools coordinator will be conducting a Parent Needs Survey Summer/Fall 2017; the coordinator will be visiting homes and community locations to connect with parents and community members.

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

The plan will be posted on the district website; the plan will be shared in the Quarterly District Newsletter.

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.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students						
Student Average Daily Attendance	Y					Y
Student Drop-Out Rate					Y	
Student Credit Accruals (HS Students)					Y	
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)					Y	
Student Discipline Referrals					Y	
Student Truancy Rate						
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate						
Teachers Rated as "Effective" and "Highly Effective"						
Teacher Attendance at Professional Development						
Parent Attendance at Workshops						
Parent Participation in District/School Surveys						
Staff Surveys						Y
Student Surveys					Y	Y
Student scores on NWEA	Y					
Progress monitoring of SCEPs		Y				
Administrator walk-throughs			Y	Y		
Teacher observations			Y	Y		

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:	February 2014/April 2017
B2. DTSDE Review Type:	IIT/NYSED Review and District Technical Assistance Review (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.	With all 11 buildings and the district identified for Focus status the district recognizes the need to continue to develop and communicate a systematic approach for teaching all students, provide needed student support services and engage all members of our community. With a district average poverty rate of 70% working with and engaging students of poverty and their parents continues to challenge the district. In addition to high poverty rates, ECSD families move frequently (mobility rate is nearly 30%) making it difficult to forge relationships and to communicate with them. Communication is difficult to establish with many families because of address changes, work schedules or changes in phone numbers. Accessing services providing social, emotional and health services challenges families who often turn to schools for assistance. Parents often attribute student failure to the lack of access to student support services. While many services are available parents are often not aware of what is available or how to access. Thus effective communication of school programming and services with parents continues to be a challenge. Leveraging the work of the Community Schools Initiative the district is hoping to foster internal and external programs to create support for our at-risk students and strengthen community based programs. Additionally, the district continues to revise district policies so that the policies are "family friendly" such as parents being able to complete school registration from their Smart Phone.

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 100% of district leadership and building administrators will have attended a minimum of 8 hours of professional development training in Community Schools programming focusing on working with economically disadvantaged students and their families resulting in 2% improvement in attendance rate from 92.5% to 94.5% throughout the 17-18 school year and a 5% increase in NWEA ELA/Math scores for the sub-group of Economically Disadvantaged students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student scores on NWEA

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.
1-Sep-17	30-Jun-18	Activity: District leadership will review district policies and procedures to determine if they are "family friendly". Policies found to present barriers to families will be revised to become more family friendly. Persons Responsible: Superintendent, Director of Student Services, Director of Educational Services, Community Schools Coordinator Participants: Superintendent, Director of Student Services, Director of Educational Services, Community Schools Coordinator, Building staff Frequency of Activity: Monthly Impact: Parents registering students in a timely manner, improved student attendance and achievement and increased communication with parents.

1-Sep-17	30-Jun-18	Activity: Classroom/district student NWEA, course passing/failure rates and attendance data will be analyzed on a monthly basis (facilitated by Director of Educational Services, Building Administrators, Supervisors for School Improvement and Building Based Teams) to monitor progress of initiatives implementation and sub-group performance. Persons Responsible: Director of Educational Services, Supervisors for School Improvement, Building Administrators, Building-based teams Participants: Director of Educational Services, Supervisors for School Improvement, Building Administrators, Building-based teams Frequency of Activity: Monthly Impact: Improved student attendance and classroom instruction that includes instructional strategies that support improved achievement of economically disadvantaged students.
1-Sep-17	30-Jun-18	Activity: Data related to Community School programming (i.e. Parent Survey data, parent participation, use of support services) will be analyzed on a monthly basis (facilitated by Community Schools Coordinator, Superintendent, Director of Student Services, Building Administrators) to monitor progress of initiatives implementation. Persons Responsible: Superintendent, Community Schools Coordinator, Director of Student Services Participants: Community Schools Coordinator, Superintendent, Director of Student Services, Building Administrators Frequency of Activity: Monthly Impact: Increased parent participation and engagement.
1-Sep-17	30-Jun-18	Activity: Creation of a data dashboard to measure efficacy of Community Schools programming. Metrics to include but not limited to parent participation in district events, parent completion of Needs Surveys and more timely student registration. Persons Responsible: Superintendent, Community Schools Coordinator, Director of Student Services Participants: Community Schools Coordinator, Superintendent, Director of Student Services, Building Administrators Frequency of Activity: Monthly Impact: Increased parent participation and engagement.

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:	February 2014/April 2017
B2. DTSDE Review Type:	IIT/NYSED Review and District Technical Assistance Review (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.	The February 2014 IIT/NYSED review rated the district as "Effective". Tenet 2 activities over the past years have served to enhance communication to all stakeholders regarding the district's mission, vision and strategic plan. Comparing staff survey data from the past three years it is evident that progress has been made with regards communicating mission and vision to staff; When asked about the use of SMART goals to guide school work, making connections to work with the district mission/vision and the use of data-driven inquiry response percentages have held steady or improved over the time period. Focus School reviews conducted in the past 18 months have recommended the District and its schools need to persist in building and promoting a culture of well-being and high academic achievement via systems of continuous improvement. The activities recommended to meet that objective includes administrative walk-throughs focused on improving the quality of lesson plans, written and oral feedback to students, higher order questioning, increasing student engagement and formative assessment. It is essential for school improvement efforts moving forward that all stakeholders understand and assist in developing learning environments that support and nurture students. The Director of Education Services and the Supervisors for School Improvement will provide school leaders and SCEP Leadership Teams targeted support and technical assistance for SCEP implementation, professional development, classroom walk-throughs and progress monitoring via Quarterly Reports.

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, all building leaders, Supervisors for School Improvement and SCEP leadership teams will have implemented a cohesive system of quarterly progress-monitoring of school improvement plans that results in 75-100% of SCEP activities rated "Green" indicating expected results for each Tenet of the project are generally met, work is on budget, and the school is fully implementing its intervention plan.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progress monitoring of SCEPs

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.**
1-Sep-17	30-Jun-18	**Activity:** Supervisors for School improvement will work with SCEP Leadership teams to develop and implement a cohesive system of monthly progress-monitoring via Quarterly Reports. Effective progress monitoring will enable teams to answer the essential question that drives the School Improvement process: "Is what we're doing working, and how do we know?" **Persons Responsible:** Supervisors for School Improvement **Participants:** Supervisors for School Improvement, Building Administrators and Leadership Teams **Frequency of Activity:** Monthly SCEP meetings **Impact:** Teams will use a systematic approach for on-going monitoring of their improvement plans and determine any adjustments needed. Teams can review their work and ask the questions, "How did our plan work and what was its impact on students?"

1-Sep-17	30-Jun-18	**Activity:** When progress monitoring data indicates adequate progress toward meeting goals is not being met the Supervisors for School Improvement will provide support to building administrators and leadership teams in the form of professional development, resources and information to help schools reset and make corrective actions to ensure future data goals are met. **Persons Responsible:** Supervisors for School Improvement **Participants:** Supervisors for School Improvement, building administrators and leadership teams **Frequency of Activity:** As needed **Impact:** Conversations will serve to monitor the progress being made with the school improvement plans and determine any adjustments needed.
1-Sep-17	30-Jun-18	**Activity:** Director of Educational Services, Supervisors for School Improvement and building principals will meet 1x month to examine data related to school improvement plans. Data sets will include formative assessment data, course pass/fail rates, student achievement data including subgroup data, data gathered from professional development sessions, and discipline and attendance rate data. **Persons Responsible:** Director of Educational Services, Supervisors for School Improvement **Participants:** Director of Educational Services, Supervisors for School Improvement and building principals **Frequency of Activity:** Monthly Principal Meetings **Impact:** Conversations will serve to monitor the progress being made with the school improvement plans and determine any adjustments needed.
1-Sep-17	30-Jun-18	**Activity:** The district will partner with Binghamton University for the implementation of the Community Schools program. The district will utlize university resources (i.e. faculty and students from nursing, social work and education) to support schools, students and families. Persons Responsible: Superintendent, Director of Student Services, Community Schools Coordinator Participants: Building principals, Binghamton University faculty and students Frequency of Activity: The need for support services will be determined through the ananlysis of data. Impact: Schools, students and families will be provided with identified supports.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. Most Recent DTSDE Review Date:	February 2014/April 2017
B2. DTSDE Review Type:	IIT/NYSED Review and District Technical Assistance Review (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.	The IIT/NYSED review in February 2014 rated the district as "Effective". The district's work in Tenet 3 focuses on developing and implementing curriculums that are rigorous and prepare students to be college and career ready. It was noted in both the IIT Review of the district in 2014, the Focus Schools' Reviews in Spring 2016 and 2017-2018 reviews that there is a need to continue to define and implement a district-wide plan that results in CC aligned curriculum Pre-K thru 12. Reviews noted that while common core curriculum was being implemented in some content areas, it was not systematically being implemented in all classrooms. The impact of inconsistent programming has been large percentages of students reading below grade level as evidenced by NYS student achievement and NWEA scores. While we are beginning to see improvements in NWEA scores work still needs to be done until all students are reading on grade level. See data charts in Tenet 1. In order to improve outcomes for all students it is imperative that instruction is rigorous, incorporates Next Gen Standards and is vertically aligned K-12. The work plan for 17-18 will reflect the work needed to be done to develop K-12 curriculum that incorporates NYS Next Gen standards, includes elements of effective instruction and DDI protocols. Progress monitoring will occur through administrative walk-throughs and observations.

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.	To increase rigorous learning opportunities so that all district students are engaged in a challenging curriculum, teachers and the district will collaboratively develop and implement a curriculum plan aligned NYS Next Gen standards and that encompasses elements of effective instruction and DDI protocols by June 2018 and is delivered in 80% of K-12 classrooms with progress monitoring through administrative walk-throughs and observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administrator walk-throughs Teacher 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.
1-Sep-17	30-Jun-18	Activity: K-12 data curriculum coordinators will support curriculum development and implementation through professional development, resources and coaching. Persons Responsible: Director of Educational Services, Data Curriculum Coordinators, Supervisors for School Improvement Participants: Data Curriculum Coordinators, building administrators, teachers Frequency of Activity: Weekly Professional Learning Community meetings; Monthly Grade Level meetings, coaching on an as needed basis Impact: Common core instruction will be delivered in 80% of classrooms as measured by administrative walk-throughs.

1-Sep-17	30-Jun-18	Activity: The district and K-12 teachers will collaborate to develop a common standards-based lesson plan template that includes effective elements of instruction. The template will include a DDI protocol, CC standards, common core instructional shifts in ELA/Math, formative assessments, pre-planned higher order questions, and scaffolding strategies that provide access to curriculum for all students. Persons Responsible: Director of Educational Services, Supervisors for School Improvement Participants: Building administrators, teachers, data curriculum coordinators, Supervisors for School Improvement Frequency of Activity: Calendar of activities to be determined; PLC meetings, monthly grade level meetings Impact: Common core instruction will be delivered in 80% of elementary classrooms as measured by administrative walk-throughs.
1-Sep-17	30-Jun-18	Activity: To increase rigor K-6 teachers will continue the refinement of district curriculum, aligning Next Gen. Learning Standards. Data curriculum coordinators and teacher groups will monitor and adjust pacing calendars to ensure that all standards are being taught and assessed. Participants: Data curriculum coordinators, K-6 Principals, K-6 teachers Frequency of Activity: Monthly grade level meetings Impact: K-6 curriculum is aligned and incorporates all Next Gen standards

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	February 2014/April 2017
B2. DTSDE Review Type:	IIT/NYSED Review and District Technical Assistance Review (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.	The IIT/NYSED review in February 2014 rated the district as "Effective". Tenet 4 activities for the past two years have centered on scaffolding instruction, student engagement and differentiation. Spring 2016 Focus Reviews state some progress has been made in these areas but more work was needed. The Spring 2017 District Technical Assistance Review noted the need for teachers to utilize more instructional strategies in an effort to meet the varied needs of all learners. It was noted in the reviews that teachers need to engage in strategic planning and data driven decision-making in order to increase student engagement and address the gap between what students know and need to learn so that all students have access to rigorous learning opportunities. During the Spring 2016 Focus Reviews it was observed that most teachers are not differentiating instruction, asking students higher-order questions, or utilizing data; therefore their lesson plans and instruction are not targeted to meet the needs of individual students. The focus reviews also discovered a need for a consistent RTI model across schools. The addition of elementary schools to the list of Focus Schools in our district signals a significant need to attend to sub-group data; especially the sub-group of economically disadvantaged students for which schools and the district are identified for most often. The DTAR conducted in April 2017 noted a limited number of instructional strategies utlized in high school classrooms and recommended professional development for teachers focusing on differentiation, scaffolding,and co-teaching models.

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, 90% of teachers will have attended monthly district directed professional development centered on student engagement, scaffolds, differentiation and effective elements of instruction. 80% of teachers should implement at least two effective elements of instruction, which could include but are not limited to, student engagement protocols, scaffolds, formative assessment, differentiated learning activities and higher order questions. This will be measured by monthly informal walk-throughs, announced classroom observations and unannounced classroom observations. Tiered Interventions will also embedded in classroom practice.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administrator walk-throughs Teacher 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.
1-Sep-17	30-Jun-18	Activity: Elementary Data Curriculum Coordinators will provide professional development and ongoing support for classroom teachers to implement NYS Learning Standards in concert with effective elements of instruction. Persons Responsible: Director of Educational Services, District Administrators, Building Administrators, Data Curriculum Coordinators. Participants: Classroom teachers Frequency of Activity: Bi-weekly/ monthly schedule. Impact: To provide support and actionable feedback to teachers regarding the effective elements of instruction that meets the needs of all students resulting in improved student achievement.

1-Sep-17	30-Jun-18	Activity: Secondary Data Curriculum Coordinators will meet with secondary PLCs weekly to support NYS Learning Standards aligned instruction including strategies on how to differentiate/scaffold instruction and the analysis of data to plan instruction. Persons Responsible: Director of Educational Services, Data Curriculum Coordinators, Building Principals Participants: Classroom teachers Frequency of Activity: Weekly morning PLC meetings 45 minutes each; content area teams 2x weekly Impact: To provide supports to teachers in planning for and using effective instructional strategies that meet the needs of all students resulting in improved student achievement.
1-Sep-17	30-Jun-18	Activity: The Professional Development Committee will form a sub-committee to include mentors who will develop and implement a mentoring plan that will support untenured teachers with district systems and initiatives. The plan will include but is not limited to, the Danielson Rubric, curriculum, instruction, assessment and previous years' professional development. Persons Responsible: Mentoring Committee and Mentors Participants: Untenured teachers. Frequency of Activity: Monthly schedule. Impact: To provide supports to untenured teachers to learn the culture of the Elmira City School District in order to increase teacher retention rates.
1-Sep-17	30-Jun-18	Activity: Beginning in the summer of 2017, the district will convene school RTI teams to develop a consistent RTI model RTI across the elementary schools. During the 2017 – 2018 school year RTI teams will implement and monitor the district RTI model. Persons Responsible: District and building administrators. Participants: School RTI teams and educators. Frequency of Activity: Monthly Impact: Improved student academic achievement and behaviors.
1-Sep-17	30-Jun-18	Activity: Read 180 and System 44 will expand into 3rd grade, 6th grade …. during the 2017-2018 school year. Read 180 and System 44 will be used as a Tier II intervention to support struggling readers. Teachers will utilize student data to identify students in need of the intervention. Persons Responsible: Director of Educational Services and Data and Curriculum Coordinators. Participants: All 3rd, 5th, 6th….. Frequency of Activity: Monthly Impact: Improved reading skills/scores for students receiving Tier II Interventions.
1-Sep-17	30-Jun-18	**Activity:** RTI teams will be established at each building. Teams will review students who have been identified as struggling socially and/or emotionally and create an intervention plan to be implemented. Data will be collected and reviewed periodically be the team to determine the effectiveness of the intervention. Information will be shared with parents who will be a part of the RTI process. **Persons Responsible:** Supervisor of School Improvement, Building Principals **Participants:** Building RTI Teams, Building Administrators, Data Curriculum Coordinators **Frequency of Activity:** Building RTI schedules TBD **Impact:** Students will receive needed supports that result in improved outcomes for students.
1-Sep-17	30-Jun-18	**Activity:** RTI manual will be developed defining the secondary RTI process that meets the social, academic, and emotional needs of students. RTI manual will clearly articulate to all staff processes for screening, progress monitoring, data-based decision making and the three tiered system for delivering services for students who need services to be successful in school as well as how staff/students can access those services. **Persons Responsible:** Supervisor for School Improvement **Participants:** Supervisor for School Improvement, secondary building administrators, special education supervisors, school psychologists, secondary teachers **Frequency of Activity:** Participants will meet during August and September to develop the manual. **Impact:** Secondary staff will have a resource that articulates the RTI process resulting in improved outcomes for students.
1-Sep-17	30-Jun-18	**Activity:** Building RTI Teams will receive training on the secondary RTI process. Teams will learn about screening, progress monitoring, data-based decision making and the three tiered system for delivering services. **Persons Responsible:** Supervisors for School Improvement, Secondary Data Curriculum Coordinators **Participants:** Building RTI Teams, Building Administrators **Frequency of Activity:** 3 hour training date TBD **Impact:** Students will receive needed supports that result in improved outcomes for students.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	
B1. Most Recent DTSDE Review Date:	February 2014/April 2017
B2. DTSDE Review Type:	IIT/NYSED Review and District Technical Assistance Review (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.	The district recognizes the need to promote and support social and emotional development by designing systems that lead to healthy relationships and a safe, respectful environment. To support this goal the district will continue to implement and strengthen Community Schools programming, the School Counseling Model and PBIS plans at all eleven of the district's schools. District attendance, discipline and survey data all indicate the need for a renewed focus on systems to address social and emotional health that ultimately results in academic success for all students. The data has helped to inform decisions regarding programming and staffing. The DTAR conducted in April 2017 recommended the implementation of a Restorative Justice program to address the issue of disproportionate number of special education being suspended.

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, to increase successful outcomes for all students and decrease the number of reported disruptive behaviors the district will support buildings in implementing Community School programming, the strategic school counseling model and PBIS plans implemented with fidelity in all eleven schools; resulting in a 10% decrease in disciplinary referrals and suspensions, 5% increase in course credit accumulation, 1% decrease in drop-out rate and responses of 75% or higher on all Tenet 5 questions in the Student Voices survey with progress monitored through monthly reviews of discipline and suspension data at monthly building leadership meetings.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student attendance, student drop-out rate, suspension rates, discipline referrals, student survey responses

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.
1-Sep-17	30-Jun-18	**Activity:** Continue to refine and streamline the referral process for students and families to access mental health services and support in the community through the school. Building staff will use the RTI process/Kid Talk to identify students in need of mental health support. Referral process to Children's Integrated Services and Family Services will be utilized to ensure students receive needed services. **Persons Responsible:** Director of Student Services; Building administrators **Participants:** building administrators, Guidance Counselors, RTI Teams **Frequency of Activity:** As needed **Impact:** Students will receive needed supports that result in improved outcomes for students.
1-Sep-17	30-Jun-18	**Activity:** Director of Educational Services, Supervisors for School Improvement and building principals will meet 1x month to examine data related to school improvement plans. Data sets will include disciplinary referral and suspension numbers, course credit accumulation and graduation rates. **Persons Responsible:** Director of Educational Services **Participants:** Director of Educational Services, Supervisors for School Improvement and building principals **Frequency of Activity:** Once monthly **Impact:** Conversations will serve to monitor the progress being made with the school improvement plans and determine any adjustments needed.
1-Sep-17	30-Jun-18	**Activity:** The district will provide free Youth Emotional Health Screening to ECSD families. Permission letters for the screening will be sent to all secondary families. **Persons Responsible:** Director of Student Services **Participants:** Parents and students **Frequency of Activity:** Surveys are sent to families in September; Services are provided throughout the year **Impact:** Students and families will be provided with access to needed emotional/mental health services.

1-Sep-17	30-Jun-18	Activity: Continue with the Strategic Counseling Program in each of the eleven K-12 buildings. Counselors will use specific data points (i.e. attendance, earned credits, discipline, and social/emotional concerns) to monitor the progress of all students on their case load. Data will be reviewed in 5 week cycles to minimize student failures. Persons Responsible: Director of Education Services; Director of Student Services; Building Principals Participants: Guidance Counselors Frequency of Activity: Monthly Impact: Increased number of students passing classes; decreased discipline referrals; increased attendance rates all resulting
1-Sep-17	30-Jun-18	Activity: Students involved with social/emotional supports outside of the ED program will be monitored to see what supports are being utilized and what agencies are providing access. Persons Responsible: Supervisor for Special Education, Director of Student Services Participants: Supervisors and Assistant Supervisors for Special Education; Special Education teachers Frequency of Activity: Monthly Impact: Students will receive needed supports in a timely manner resulting in improved outcomes for students.
1-Sep-17	30-Jun-18	Activity: A plan will be developed for the implementation of a Restorative Justice program in each of the eleven schools. Persons Responsible: Director of Educational Services Participants: Director of Educational Services, Supervisor for Special Education, Supervisor for School Improvement, Building Principals Frequency of Activity: TBA Impact: Reduced discipline referrals, keeps students in schools and builds stronger relationships with students thus creating more positive school cultures.
1-Sep-17	30-Jun-18	Activity: The district will work with community partners and surrounding districts to develop a comprehensive plan for addressing students who are chronically absent. Persons Responsible: Director of Student Services Participants: Director of Student Services, Director of Education Services, Building Principals, Community Partners, staff from surrounding districts Frequency of Activity: TBA Impact: Improved student attendance and student achievement.

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:	February 2014/April 2017
B2. DTSDE Review Type:	IIT/NYSED Review and District Technical Assistance Review (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.	The IIT/NYSED review in February 2014 rated the district as "Effective". Tenet 6 activities over the past years have served to expand and strengthen the district's partnerships with community agencies to provide support for students' emotional and social health. Recognizing the need to organize the various partnerships the district created a Community Schools model outlining the goals of the program and forming partnerships with outside community agencies. Beginning in the spring of 2017 the district is partnering with Binghamton University in an effort to strengthen and expand current programming. Leveraging support (i.e. Community Schools Coordinator, professional development and technical assistance) from Binghamton University and the Children's Aid Society the district intends to develop a strategic plan to enhance family and community engagement in our schools. As noted in Tenet 1 the district is undertaking the task of reviewing policies and procedures in an effort to make them "family friendly". The combination of the Community School model and the programs noted in Tenet 5 will result in wrap-around services for students and families. Data collected for Tenet 5 (attendance, HS student credit accrual) and Tenet 6 (i.e. attendance rates and survey results) provide supporting information regarding the need for additional supports and programming for students and families. The data sets below have helped to inform decisions regarding programming and staffing.

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, the district will increase community agency support to families so that all students will successfully complete grade level requirements as measured by a 3% increase in student attendance rates and an increase of 5% of teachers and students reporting that there are effective systems in place to support the social and emotional needs of students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Staff Surveys Student Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-17	30-Jun-18	Activity: Implementation of Phase III of our Community School Model in all of the district's schools. The Elmira City School community school model will continue to establish partnerships between the schools and other community resources including social services, health, emotional and mental health services. It will focus on academics, health and social services, youth and community development and community engagement. Persons Responsible: Community Schools Coordinator, Directors of Education Services and Student Services Participants: Building administrators, counselors, community agencies Frequency of Activity: Daily Impact: Improved student learning, more communication with families and improved relationships with staff and families.
1-Sep-17	30-Jun-18	Activity: A district action plan will be developed for PBIS district level activities. The plan will provide building PBIS teams and staff members information on implementing a successful PBIS program. Persons Responsible: Supervisor for Special Education; District PBIS Coordinator Participants: District and Building PBIS team members Frequency of Activity: Schedule TBA Impact: A renewed focus and emphasis on PBIS that results in lower discipline referral rates.

1-Sep-17	30-Jun-18	Activity: The Family and Community Outreach Coordinators will oversee and work with parents to develop and implement parent engagement activities in the Focus Schools. The Parent and Community Outreach Coordinators will create and implement parent engagement activities quarterly in each of the schools. Persons Responsible: Parent and Community Outreach Coordinators Participants: Parent and Community Outreach Coordinators, parents Frequency of Activity: Quarterly Impact: Improved communication between staff, parents and students; improved communication will result in greater student learning.
1-Sep-17	30-Jun-18	**Activity:** The district web pages and Parent Resource Guide will be updated to include information on the Community Schools intiative and will ensure all information is disseminated to parents in an effective way that is easy to understand and access for families **Persons Responsible:** Community Schools Coordinator, Public Information Coordinator **Participants**: Community Schools Coordinator, Public Information Coordinator; District staff **Frequency of Activity**: September and October **Impact**: Improved communication between staff, parents and students; improved communication will result in better relationships between families and school staff.
1-Sep-17	30-Jun-18	Activity: Provide Parent Academy workshops and information sessions for parents on the behavioral and academic expectations in schools in order to support their child's learning needs. Provide workshops and information sessions on how parents can understand the use of data to plan and support the academic and behavioral data needs of students. Persons Responsible: Supervisors for School Improvement, Building Principals and Data Curriculum Coordinators Participants: Teachers, Data Curriculum Coordinators, parents Frequency of Activity: workshops will be held monthly, calendar to be developed in August 2016 Impact: Parents will have information on behavioral and academic programming in the district;
1-Sep-17	30-Jun-18	Activity: The district will review and revise policies and procedures to ensure the policies are family friendly and are written in such a manner as to provide all families with access to support systems. Persons Responsible: Superintendent, Director of Student Services Participants: Superintendent, Director of Student Services, Director of Administration, Director of Educational Services Frequency of Activity: Monthly Impact: Improved outcomes for all students including economically disadvantaged students.
1-Sep-17	30-Jun-18	Activity: Family and Community Outreach Coordinators' position with the assistance of the Director of Student Services will review all job responsibilities associated with this role to be aligned with Title I regulations. A focus on both school and community service communications to parents will accompany the educational approach currently employed. Persons Responsible: Parent and Community Outreach Coordinators' with the assistance of the Director of Student Services Participants: Parent and Community Outreach Coordinators', parents. Frequency of Activity: Monthly Impact: Increase effectiveness of the method and frequency of parent communication will increase the amount of parent engagement in the schools.
Fall 2017	Spring 2018	**Activity:** The district will conduct a family needs assessment survey to determine the needs of parents and effective ways of communicating with families and the community. **Persons Responsible:** Community Schools Coordinator **Participants:** Parents, community members **Frequency of Activity:** Fall 2017 and spring 2018 **Impact: I**dentification of needed services for families and effective methods for communication resulting in improved relations with district families.

Financial Allocation Plan - Improvement

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

Name of Priority/Focus School	**Accountability Status**	**Amount of Funds Allocated for School-Level Improvement**
Beecher Elementary School		$50,000
Broadway Elementary School		$50,000
Coburn Elementary School		$50,000
Diven Elementary School		$50,000
Fassett Elementary School		$50,000
Hendy Elementary School		$50,000
Pine City Elementary School		$50,000
Riverside Elementary School		$50,000
Broadway Academy		$50,000
Ernie Davis Academy		$50,000
Elmira High School		$50,000
DISTRICT / BUILDING TOTALS		$600,000

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**
Beecher Elementary School	Focus School	**$2,142**
Broadway Elementary School	Focus School	**$2,321**
Coburn Elementary School	Focus School	**$2,830**
Diven Elementary School	Focus School	**$2,200**
Fassett Elementary School	Focus School	**$2,126**
Hendy Elementary School	Focus School	**$2,536**
Pine City Elementary School	Focus School	**$2,032**
Riverside Elementary School	Focus School	**$2,331**
Broadway Academy	Focus School	**$2,289**
Ernie Davis Academy	Focus School	**$4,515**
Elmira High School	Focus School	**$6,678**
DISTRICT / BUILDING TOTALS		**$31,999**