LEA Name:	Elmira City School District
BEDS Code:	070600010000

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Marnie O. Malone	Title	Supervisor of Academic Excellence
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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 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		Hillary Austin	
President, B.O.E. / Chancellor or Chancellor's Designee		Sara Lattin	

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 o 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 a 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)
09.18.17	Board Room	05.03.18	Booth Education Center
10.16.17	Board Room	05.21.18	Board Room
11.20.17	Board Room	05.22.18	Booth Education Center
01.08.18	Board Room	06.04.18	Board Room
03.19.18	Board Room	06.11.18	Board Room

Name	Title / Organization	Signature
Hillary Austin	Superintendent/ Elmira City SD	
Jay Hillman	Director of Educational Services/ Elmira City SD	
Derek Almy	Director of Student Services/ Elmira City SD	
Jake Sheehan	Director of Administration/ Elmira City SD	
Joyce Carr	Supervisor of Special Education Services/ Elmira City SD	
Marnie O. Malone	Supervisor of Academic Excellence/ Elmira City SD	
Kelley Bacalles	Supervisor of School Innovation/ Elmira City SD	
Christine Thomas	Primary Data and Curriculum Coordinator	
Keary Miller	Intermediate Data and Curriculum Coordinator	
Kevin Connolly	Secondary Data and Curriculum Coordinator	
Beth Manwaring	Community and Public Relations Specialist	

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.)
	Partial Degree (There was a minor increase in the level of Parent Engagement.)
X	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
	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

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).

Expanding the implementation of the Read 180 program across schools and to include more grade levels has resulted in measureable improvement in students' reading abilities. Students showed growth and experienced success during the pilot year so the program was expanded to include more grade levels.
Work continued in the implementation of Common Core curriculum as well as high-yield instructional strategies. Data and Curriculum Coordinators continued to support teachers during professional learning community meetings, monthly professional development meetings and grade level meetings. This work ensured that teachers had CCLS aligned curriculum and additional resources.
The K - 6 standardized literacy approach was designed to gain consistency with regard to literacy instruction. This specifically supported our transient students.
The student attendance rate increased from 91.8% - 92.2% from the 16-17 SY to the 17-18 SY.

• 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 data revealed expectional student gains using the Read 180 program. The decisions to expand the program was a direct result of the data.

In developing the CURRENT YEAR'S plan:

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

1. For the 18-19 school year build clarity and a common understanding with regard to the purpose and expectations for the Community Schools initiative.
2. For the 18-19 school year collect and analyze district level and building level instructional and behavioral data in order to make informed decisions to support the needs of the schools.
3. For the 18-19 school year the district will introduce and implement Restorative Practices in an effort to reduce student discipline referrals, suspensions and increase student engagement while building a positive school culture.
4. For the 18 – 19 school year the district will put a focus on increasing student engagement in the classroom through providing professional development and monitor implementation of student engagement strategies through regular administrative walk-throughs.

• 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, as well as other subgroups. Sub-group accountability data from the 3-8 ELA & Math state assessments shows that some identified subgroups are showing growth, but not enough progress. This creates a need for the district and the schools to closely examine sub-group data, both assessment data and behavioral data.
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 teacher and student attendance rates are a strong indicator of student disengagement, and are another predictor of failure to progress academically. The schools' SCEP plans include goals and activities that will address this on-going need.
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 2018-2019 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 of students in grades 3 - 8 scoring at levels 2, 3 & 4 on the State ELA and Math assessments
5% increase in high school credit accrual
2% increase in the 4 year graduation rate

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

The district reorganized two positions in the Department of Educational Services to better meet the needs of the district and the schools. The Supervisor of School Innovation position was establised to support the district's 1:1 initiative. This person also supports math, science and LOTE curriculum development, computer based testing, conducts informal walk-throughs and professional development. The Supervisor of Academic Excellence position was established to support and monitor SCEPs, classroom observations, State testing and other administrative responsibilities. This person also provides professional development.
The Data and 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.

Currently the district does not have a Community Schools Specialist working in the district, previous person resigned Fall of 2017.   Regardless, the district continues its efforts with the Community Schools model.

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 18-19 school year including activities to align curriculum and provide support to students; Extended Day programming for students in grades 2-12, Community Schools programming, Comprehensive School Counselor Plan, and the alignment of K-12 curriculum. The Community Schools initiative will be expanded and aligned with activities in the 18-19 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 weekly and or monthly. Training and registration for the Parent Portal will continue in 18-19; the Parent Portal serves as a two-way communication between home and family. State and district led visits recommended that schools revisit current communication methods with parents and families and begin to collect data and identify strategies to continue to reach parents and families.   The district Community and Public Relations Specialist has had a positive impact in building parent and family awareness with regard to opportunities to engage in their student's school experience. The Community Relations Specialist uses multiple methods of communication, both electronic through social media as well as newletters to promote these opportunities.

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

Teachers and school leaders will have numerous professional development opportunities over the course of the school year. Opportunities include but are not limited to curriculum, instruction, assessment, instructional technology, community schools initiatives, co-teaching, next generation learning standards and data driven instruction.

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.

Among the professional development that will take place in the district during the 2018-2019 SY is Restorative Practice and Inclusion.

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 support all 11 schools. 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 the 2018-2019 SY.   Professional development will focus on instructional practices, classroom management, curriculum, lesson planning, assessment and using student data.

Read 180 and System 44 training and implementation will be provided for 4th, 7th and 9th grade. Continued training and support in Read 180 and System 44 for grades 3, 5, 6, 8 and 10 will occur over the course of the school year.

Joyce - Paraprofessional Blurb

Kelley - PD opportunties

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

Newsletters, website, social media, school events, community events, community partnerships,

The district publishes a Parent Resource Guide each year. For the 18-19 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.

Beth's role

• 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's website. www.elmiracityschools.com

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:	May 30th, 2018
B2. DTSDE Review Type:	DCIP Planning Document

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.	

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.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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. 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.

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:	May 30th, 2018
B2. DTSDE Review Type:	DCIP Planning Document

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.	

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.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

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. 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.

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:	May 30th, 2018
B2. DTSDE Review Type:	DCIP Planning Document

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.	Over the course of the last two school years the State reviews and visits found evidence to support that there is a gap between written curriculum and curriculum being taught in the classroom. While some classrooms were following curriculum aligned to the CCLS this was not typical. This presents a need to continue to define and implement a district-wide plan that results in CC aligned curriculum Pre-K thru 12. We continue to see an increase in student growth on State and local assessments, but students still perform below grade level. Evidence collected from the reviews and visits indicated that incocnsistent curriclum resulted in less rigor.

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.	By June 2019, 100% of teachers will review and refine current curriculum to check for CCLS alignment and to ensure rigor exists in the curriculum. This will be measured by the design and content of classroom lesson plans. The end result is the expectation of more rigor and consistency amongst grade levels and content areas in curriculum.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plan design, Administrative feedback on lesson plans, student course completion, marking period data and assessment data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.

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:	May 30th, 2018
B2. DTSDE Review Type:	DCIP Planning Document

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.	

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.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

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. 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.
08.29.18	06.01.19	**Activity:** Read 180 and System 44 will expand into 4th grade and continue to add sections in grades 7-11 during the '18-'19 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 3-11 teachers administering the program. **Frequency of Activity:** Monthly. **Impact:** Improved reading skills/scores for students receiving tier II interventions.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	May 30th, 2018
B2. DTSDE Review Type:	DCIP Planning Document

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.	

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.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

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. 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.

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:	May 30th, 2018
B2. DTSDE Review Type:	DCIP Planning Document

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.	Primary gaps in the district and in the 11 schools consists of clarifying and communicating parent, caregiver and family the resources are available to them throughout the community. The district and the schools have put numerous programs and methods in place to connect and build relationships with parents and families but this has yet to result in an increase in student outcomes. Educators, parents and families in the district are not entirely aware or informed of the various methods of communication that currently exist. Concurrently to this there is a gap with regard to stakeholders having an awareness of the various resources and supports made available through the district and community. Through the State reviews and visits over the last two years it was discovered that educators are making a tremendous effort connecting with parents and families. However, the challenge remains to develop a reciprocal relationship with parents and families. The district believes that parent and family engagement also occurs in the home. The district needs to continue to explore ways parents and families can support their students outside of the school day.

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.	By June 2019, 100% of district stakeholders will have an awareness and be able to define the various community supports and resources that are available to parents and families. This will be measured by a 3% increase in teacher survey results to indicate we have programs so that parents and families can help their children at home. This will be measured by a 2% increase in student attendance as well.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Survey results, Student Attendance and parent participation with activities and agencies

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. 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.
Sep-18	Jun-19	**Activity:** Create a teacher survey to capture data regarding awareness of programs that are available to parents, families and students. **Who Responsible**: DCIP Leadership Team **Who will participate:** Educators **How often:** Fall and Spring **Implementation Success:** this will be monitored using teacher survey data
Sep-18	Jun-19	**Activity**: The district will create and implement electronic and web-based communication platforms. **Who Responsible:** District administrators **Who will participate**: District administrators & school leadership **How often:** monthly **Implementation Success:** This will be monitored by collecting web analytics.
Sep-18	Jun-19	**Activity**: The Family and Community Outreach Coordinators will oversee and work with parents to develop and implement parent engagement activities in all schools. **Who is Responsible**: Family and Community Outreach Coordinators **Who will particpate:** Family and Community Outreach Coordinators, administrators, teachers and parents. **Frequency of Activity**: Quarterly **Implementation Success:** This will be monitored by family and parent participation data.

Sep-18	Jun-19	**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. Public Information Coordinator and building administrators **Participants:** Superintendent, Director of Student Services, Director of Educational Services and buisling administrators **Frequency of Activity**: Monthly **Implementation Succes:** This will be monitored by an increase in the number of students who are registered before the start of school.
Sep-18	Jun-19	**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. **Persons Responsible:** Director of Educational Services, District Supervisors Building Principals and Data Curriculum Coordinators **Participants:** Teachers, Parents and students **Frequency of Activity:** workshops will be held quarterly **Implementation Success:** Parents will have information on behavioral and academic programming in the district

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**
Diven Elementary School	Focus School	**$50,000**
Fassett Elementary School	Focus School	**$50,000**
Pine City Elementary School	Focus School	**$50,000**
Riverside Elementary	In Good Standing	**$50,000**
Beecher Elementary School	Focus School	**$50,000**
Broadway Elementary School	Focus School	**$50,000**
Coburn Elementary School	Focus School	**$50,000**
Hendy Elementary School	Focus School	**$50,000**
Broadway Academy	Focus School	**$50,000**
Ernie Davis Academy	Focus School	**$50,000**
Elmira High School	Focus School	**$50,000**
DISTRICT / BUILDING TOTALS		**$600,000**