



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Binghamton City School District	Dr. Tonia Thompson

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Academic and Instructional Excellence We will provide a continuum of academic pathways that meet students where they are and support their diverse needs in order to meet or exceed grade level expectations.
2	Supportive Environment We will create a learning and working environment where each and everyone feels valued and can accomplish their best work.
3	The Student Experience We will provide each and every student with opportunities to engage in a wide variety of school experiences including academic, extra curricular (fine arts, athletics) and community based activities.
4	Emotional and Physical Safety We will create an environment where students, staff, and families feel physically and emotionally safe.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Academic and Instructional Excellence</p> <p>We will provide a continuum of academic pathways that meet students where they are and support their diverse needs in order to meet or exceed grade level expectations.</p>
<p>Why is this a Priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The district's vision is to provide equitable educational experiences where students are the focus. The district values ensuring students are included and engaged and provided with opportunities. This emerged as a priority from the strategic plan, the administrative team, as well as various stakeholders in making academic pathways engaging, focused, and accessible to all students.</p> <p>This is the right priority to pursue as it ties into the district's long-term plan to create the structure for high functioning Professional Learning Communities to exist in all buildings, at grade levels across the district, all departments, and at all levels of the organization. All buildings PreK- 12 are focused on the PLC discussion. Buildings are at different levels of implementation and will require differentiated support and professional learning opportunities. We are working to incorporate the 3 big ideas of a PLC:</p> <p>Focus on Learning</p> <p>Build a Collaborative Culture</p> <p>Focus on Results</p> <p>This work also ties into the need to take a deep dive into the Next Generation Learning Standards at the district level as part of the work around MTSS-I and Tier 1. This work will also answer the questions:</p> <p>What do we want our students to know and be able to do? (curriculum)</p> <p>How will we know when they have learned it? (assessment)</p>

Priority 1

	<p>How will we respond when some students have not learned it? (MTSS-I tier 2 & tier 3)</p> <p>How will we extend the learning for students who have demonstrated proficiency? (enrichment)</p> <p>All schools are focused on some form of the PLC work in their SCEP or school improvement plan.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Provide a laser like focus on 3-5 evidence based CLR instructional strategies and practices that engage all students and increase the proficiency in identified math and ELA priorities	<ul style="list-style-type: none"> Update administrative walkthrough tool to reflect priorities Provide professional learning opportunities focused on evidence based instructional strategies and best practices Collect data to be shared with staff quarterly on professional learning and walkthroughs 	<p>Time to update the administrative walkthrough tool</p> <p>Time for professional learning</p> <p>Presenters for professional learning</p> <p>Time to collect and share data from professional learning and administrative walkthroughs</p>
Increasing strategies around belonging during classroom instruction	<ul style="list-style-type: none"> Provide incremental and relevant training for administrative staff, coaching staff, student support staff and instructional staff on restorative practices and strategies around increasing student and staff belonging. Update and share data with buildings on who has attended training, the level of training, presentations from training, when restorative practices are being implemented in every classroom district-wide, and agendas from faculty 	<p>Presenters and time for training</p> <p>Data collection tool</p>

Priority 1

	meetings where restorative practices are addressed.	
Continue to provide professional learning to all staff to implement, support, and monitor professional learning communities to drive meaningful instruction focused on the 3 big ideas of a PLC	<ul style="list-style-type: none"> ● Support professional learning opportunities for staff from Solution Tree on creating and implementing PLC's through Administrative mentoring and direct support with SLT/Guiding Coalition. ● Establish a cadre' of staff to turnkey the big ideas of a PLC along with the following critical districtwide assumptions: leaders must connect to the why, clarity precedes competence, teamwork is aligned within a simultaneous loose and tight culture, and leaders monitor and celebrate the work of teams ● Continued regular department meetings, director meetings, and faculty meeting that share a collective understanding of vision and mission ● Utilize PLC time to align RTI and AIS practices with fidelity 	<p>Money for Solution Tree Training</p> <p>Identify staff to turnkey training</p> <p>Time for turnkey training to occur throughout the school year</p>
Create opportunities for grade levels and departments to have discussions around and to unpack essential standards utilizing a common protocol	Create opportunities for grade level teams to meet both at the building and district level to discuss the standards	Time for grade level, building and district teams to meet
Develop a timeline and a system for articulated vertical curricular and materials discussions in ELA and math	<p>Create a curriculum management plan to address the vertical alignment of when standards are introduced, taught, and mastered to create a strong Tier 1 curriculum that is delivered to all students PreK- 12.</p> <p>Determine what are the district level supported resources Pre-K through 12 for Tier 1, Tier 2, and Tier 3.</p>	Time to develop the curriculum management plan

Priority 1

Create a structure for all staff in the BCSD to focus on the Culturally and Linguistically Responsive teaching and learning practices from Dr. Sharroky Holey during professional development days, and faculty/ department meetings	<p>Each building picks 4 of the 14 cultural behaviors to focus in on for the year Utilizing the tutorial videos and results from self-reflection tool; one of the identified behaviors are addressed each quarter</p> <p>Once the behavior is taught and discussed, administrative walkthroughs focus on providing growth producing non-evaluative feedback to classroom teachers.</p>	<p>Time for administrators to conduct walkthroughs</p> <p>Access to the 14 tutorial videos</p> <p>Time for discuss at elementary or secondary leadership meetings</p> <p>Involve BCSD Directors in supporting both the training and the walkthroughs</p>
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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- By June 2024, 100% of baseline data in core content subject areas will see a gap closing increase of 20% (ie., Baseline is 70%, the goal would be 76% or 30 pts. x .20 = 6 pts.)).
- By June 2024, 100% of Binghamton schools will have a defined and articulated PLC process with agendas demonstrating a focus on subgroup data.
- By June 2024. 4 buildings will have completed applications for Model School PLC status.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
All grade levels and departments have articulated PLC meeting times once a 6 day cycle with recorded agendas/minutes saved to a google drive.	By October 1, 2023	
Implementation of evidence based best practices in classrooms as measured monthly by classroom observations and walkthroughs.	By March 1, 2023	

Priority 1

All grade level and department PLC's are focused on the 3 big ideas of a PLC as evidenced by feedback from PLC mentors and building-wide surveys.	By January 1, 2023	
Grade levels and departments are finalizing a Tier 1 guaranteed and viable curriculum	By February 1, 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	Supportive Environment We will create a learning and working environment where each and everyone feels valued and can accomplish their best work.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district's vision wants all students to be the focus and for individuals to be supported. The district values that we act with integrity and work collaboratively with all members of the school community and provide students with an opportunity for their voices to be heard. The district is committed to providing a supportive environment.</p> <p>This priority is the right one to pursue as we know from our families, students, and staff that not everyone feels welcome and included. We need to demonstrate how to provide all stakeholders with a voice to let their concerns be heard. It is also important to our stakeholders that we build trust, provide clarity, and communicate with dignity.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement, monitor and support systems to develop a sense of community and belonging within classrooms, teams, and buildings	<ul style="list-style-type: none"> • Establish practices and procedures to ensure a welcoming environment in schools where all stakeholders feel seen, heard, and valued as part of the MTSS-I Tier 1 structure • Implement Tier 2 & 3 interventions from a variety of stakeholders including CBO's to target students with chronic absenteeism 	<ul style="list-style-type: none"> • Student attendance data will be tracked for progress, growth and improvement. • Interventions will be tracked and documented in terms of improvement and success with attendance amongst the students.

Priority 2

	<ul style="list-style-type: none"> ● Utilize Restorative Practices strategies, such as circles, community building, conferences to provide students with proactive strategies to handle conflict ● Create structures for student support teams to address the needs of at-risk students 	<ul style="list-style-type: none"> ● Time for Excellence in Academics Committee to review the SLT plan and process looking for the leadership traits outlined in Ten Steps to Shared Decision Making
Develop systems, and structures through professional learning and coaching to retain teachers and provide ongoing support	<ul style="list-style-type: none"> ● Structure the teacher mentor program for follow up opportunities and programs throughout the year ● Provide incentives for interns and student teachers to stay within district ● Utilize hiring strategies to foster diverse staff that reflect demographics of the student population ● Investigate partnerships to develop pathways for non-instructional staff and volunteers to become instructional staff ● Monitor and implement a consistent system to evaluate the impact and value of professional development 	<p>Create systems and structures for collecting data on the following:</p> <ul style="list-style-type: none"> · length of teaching at Binghamton · retention of first year teachers · number of student teachers who apply and are hired within the district · data of non-instructional staff pursuing different employment options within in the district <p>Time to collect and analyze feedback from teachers participating in the teacher mentor programs to celebrate areas of success and identify areas for growth</p> <p>Time to collect and analyze data from exit interviews about programs and support provided to teachers</p>
Utilize Dr. Sharroky Hollie's CLR Activities around Responsive Academic Literacy, Responsive Academic Vocabulary, and Responsive Academic Language to provide students with a sense of belonging and to	<ul style="list-style-type: none"> ● Provide all teachers PreK-12 with a variety of professional learning opportunities and coaching to gather a deeper understanding with how Cultural and Linguistic 	<ul style="list-style-type: none"> ● Time for professional development opportunities including a book study of Dr Hollie's work

Priority 2

ensure they are actively engaged in their learning.	<p>Responsiveness creates a safe learning environment where all students are valued</p> <ul style="list-style-type: none"> Create a district vision and action plan for implementing across all BCSD buildings Dr. Hollie's work 	<ul style="list-style-type: none"> Time for district stakeholders to create the vision and action plan Funding for Dr. Sharroky Hollie to work with turn-key teachers and administrative leaders throughout the school year Collect data on the number of teachers who have received CLR training

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- By June 2024, Black and Latino/Hispanic students will see a decrease of 10% in chronic absenteeism
- By June 2024, student attendance for all sub-populations will increase by 3%

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Priority 2

Develop a and implement support systems to develop a sense of belonging within classrooms, teams, and buildings	November 1, 2023	
System to analyze the impact of professional learning Prek-12 and the teacher mentoring program	January 1, 2024	
Develop and implement a system to track student attendance at a minimum of every 5 weeks	September 30, 2023	
Create a Tier 1 school-wide system that welcomes all students and addresses chronic absenteeism	September 30, 2023	
School-wide celebrations to acknowledge an increase in student attendance	June 2024	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>The Student Experience</p> <p>We will provide each and every student with opportunities to engage in a wide variety of school experiences including academic, extra curricular (fine arts, athletics) and community based activities.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>We value multiple pathways to success, providing students with opportunities for their voices to be heard and taking collective responsibility for the success of each child. The district's vision is to make sure we offer a wide variety of opportunities that help each child be successful, as well as providing an equitable education to all.</p> <p>This is the right priority to pursue as it provides our students with a safe and nurturing environment not only though the school day but also before and after school.</p> <p>As a community school, this priority allows us to leverage our resources to provide students with opportunities and experiences that they might not otherwise have.</p> <p>The BCSD slogan is Believe, Belong, Become this priority is supporting putting words into action.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase awareness of academic pathways for all levels of students</p>	<ul style="list-style-type: none"> • Provide clear information to all levels of students on varied pathways to success and the supports that are available. • Utilize the school counseling plan to engage students in conversations 	<p>Data on the following:</p> <ul style="list-style-type: none"> • Participation in each program by subgroups

Priority 3

	<p>about their individual strengths, weaknesses, and goal setting clear vision and why behind the Seal of Civic Readiness, and the importance of community service</p> <ul style="list-style-type: none"> • Develop a list of community partners who support students interested in community service. • Create a system to acknowledge, track, and celebrate volunteer and civic work across the district • Utilize Passport for Good platform to support Seal of Civic Readiness 	<ul style="list-style-type: none"> • Presentations and individual appointments with school counselors 5-12 • Interest inventories on career pathways and how those pathways relate to academic pathways • Point person and development of a system to compile community partners • Point person and system to track data of volunteer hours (entered into Passport for Good Platform) • Point person and system to track number of clubs, groups and activities that utilize the Passport for Good Platform system. •
<p>Increase awareness, access and participation in school sponsored events including before and after school</p>	<ul style="list-style-type: none"> • Establish a calendar of parent engagement activities and events to be shared district wide • Investigate barriers to student attendance of events. • Investigate transportation available for events and before and after school programs • Provide: <ul style="list-style-type: none"> o opportunities for students across the district to attend different buildings events o support and opportunities for parents to participate in the activities provided • Create a structure and designate staff to reach out to families who have not attended events to find investigate barriers to student and/or family attendance of events. 	<ul style="list-style-type: none"> • Time to set up the data collection structure • • Data collected on participation number at each event and offering • • Time for data analysis and review of participation data collected • • Time, structure, and staffing for family outreach to parents who might not have attended to find out why and let them know they were missed. •

Priority 3

	<ul style="list-style-type: none"> ● Increase community outreach, input, and participation in events provided to students and parents ● Continue to provide more activities on mental health to students, parents, community members and stakeholders ● Increase the use of the partners program ● Increase fundraising initiatives that support community eve 	<ul style="list-style-type: none"> ● Feedback from stakeholders on each event
Increase awareness and opportunities for students and staff to participate in community service	<ul style="list-style-type: none"> ● Develop a PR campaign to provide students, staff, families, and the community with a clear vision and why behind the Seal of Civic Readiness, and the importance of community service ● Develop a list of community partners who support students interested in community service. ● Create a system to acknowledge, track, and celebrate volunteer and civic work across the district ● Utilize Passport for Good platform to support Seal of Civic Readiness 	<p>Point person and development of a system to compile community partners</p> <p>Point person and system to track data of volunteer hours (entered into Passport for Good Platform)</p> <p>Point person and system to track number of clubs, groups and activities that utilize the Passport for Good Platform system.</p>

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Increase by 3% the number of graduating seniors earning at least one credential and/or CTE pathway by June 2023 among those populations with the lowest current rates of participation.
- Increase participation in school hosted events, including tracking attendance and collecting feedback from participants.
- Increase by 5 % the number of student receiving the Seal of Civic Readiness by June 2023

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Agendas at Faculty Meetings Explaining the Seal of Civic Readiness, Agendas at district level meetings with item Seal of Civic Readiness discussion, Presentations on The Seal of Civic Readiness for students and parents	Throughout the year with monthly collection of artifacts to support implementation beginning in September	
Monthly calendar that provides dates, times, and location of parent engagement activities and events	September 1, 2023	
Data Review on who is attending events, and outreach to parents not in attendance	December 1, 2023 March 1, 2024 June 30, 2024	

Priority 3

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PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2023-24?	Emotional and Physical Safety We will create an environment where students, staff, and families feel physically and emotionally safe.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district values focusing on students in every decision made and takes collective responsibility for the success of each child. Our mission focuses on a supportive, safe and engaging environment for students.</p> <p>The administrative team has undergone extensive professional learning around building a safe and supportive environment to all stakeholders.</p> <p>Students have shared that they do not feel safe to take risks in the classroom when learning based on the response from their peers and staff. There is currently an inconsistent implementation of Tier 1 strategies for behavior, and attendance PreK-12. This priority will help to strengthen a comprehensive approach districtwide to SEL.</p> <p>We know that in order to create a safe environment we need to focus on relationships, relationships, relationships – through priority 4 we will work to ensure that every students in the BCSD has a champion.</p> <p>This priority relates directly to the following SCEP Documents: BHS – Commitment #4, Coolidge ES - Commitment #3,</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Priority 4

Develop and implement evidence based strategies to increase emotional safety for staff, students, and parents including feeling physically safe across all buildings within the district.	<ul style="list-style-type: none"> ● Administer SEL baseline surveys to all students and stakeholders a minimum of 2 times per year ● Provide education and explicit instruction around self-care, as well as SEL components ● Provide ongoing opportunities for students and staff to engage in self-care ● Implement a system to provide clear, consistent and timely communication amongst stakeholders ● Implement a clear system of how and where to report concerns ● Create intentional messages around communication with stakeholders ● Increase and provide communication between city and county governments to help assist our families and district 	<ul style="list-style-type: none"> ● Baseline assessment data from SEL survey for students and stakeholders ● Lesson plans on specific SEL strategies ● Attendance from SEL and self-care events and professional development opportunities
Increase use and training around trauma informed practices and strategies	<ul style="list-style-type: none"> ● Professional development provided on trauma informed practices ● Onsite coaching cycles to support trauma informed practices 	<ul style="list-style-type: none"> ● Walkthrough tool checklist data with trauma informed practices ● Attendance from professional development on trauma informed practice
Provide every at-risk student(as a Tier 2 intervention)with a check and connect who pledges to check in with that student a minimum of 3x per week	<ul style="list-style-type: none"> ● Provide students with a trusted adult who will say hello , check in that they are ok, and share the message that I believe in you when no one else does not even yourself. 	<ul style="list-style-type: none"> ● Person to coordinate check and connect assignments
Increased use of resources to support safety	<ul style="list-style-type: none"> ● 	Attendance from trainings provided for staff in school safety positions Safety Team meeting minutes

Priority 4

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- By June 2023, there will be a 25% increase in employee engagement in self-care activities.
- By June 2023, 90% of staff, students and families will indicate that they agree or strongly agree that they feel safe at school from district administered surveys.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Data Review of SEL Surveys	Fall 2023 Spring 2024	
Tier 1 Lesson Plan Review across BCSD to look for similarities and differences	March 2024	
Community School Agenda's, Minutes, and data collection on trainings and action step implementation	Monthly monitoring of implementation throughout the 2023-2024 school year	
Professional Learning opportunities and materials around Trauma Informed Response Clear vocabulary to build strong Tier 1 understanding of Trauma Informed Response	October 1, 2023 February 1, 2024 June 1, 2024	

Priority 4

Check and Connect Student – Adult Assignments	<p>October 1, 2023</p> <p>January 1, 2024</p> <p>March 1, 2024</p>	
Data Review of SEL Surveys	<p>Fall 2023</p> <p>Spring 2024</p>	

Priority 5

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Tonia Thompson, Ed.D	Superintendent	District
Jennifer Dove, Ed.D	Assistant to the Superintendent	District
Eric Wilson	Executive Director for Human Resources and Operations	District
Dawne Anna-Adams	Director of Personnel	District
Larry Dake, Ed.D	Assistant Superintendent for Instruction/Budget	District
Kevin Richman	Principal	Binghamton HS
Miriam Purdy	Associate Principal	Binghamton HS
Paul Vesci	Associate Principal	Binghamton HS
Gerald Lynch	Assistant Principal	Binghamton HS
Eudes Clarke	Assistant Principal	Binghamton HS
Michael Holly	Principal	East MS
Michelle Raleigh	Assistant Principal	East MS
Kristine Battaglino	Principal	West MS
Ronald Smith	Assistant Principal	West MS
Maggie Panko	Assistant Principal	West MS
Peter Stewart	Principal	Mann

Our Team's Process

Richelle Acquisto	Principal	Jefferson
Kelly Bough	Principal	Coolidge
Kyle Skinner	Principal	Franklin
Gerado Lewis, Ed.D	Assistant Principal	Franklin
Lori Asquith	Principal	MacArthur
Emily Dabek	Assistant Principal	MacArthur
Dan Miller	Principal	Wilson
Laura Ansbro	Assistant Principal	Wilson
Dave Chilson	Principal	Roosevelt
Kristy Sloma	Assistant Principal	Roosevelt
Scout Orr	Director	District
Laura Zanrucha	Director	District
Jeremiah Johnson	Director	District
Dave Garbarino	Director	District
Tia Rodriguez	Director	District
Velvet Tanner	Director	District
Monica Stento	Department Chair	Secondary
Alice Kiereck	Department Chair	Secondary
Jacqueline Scallan	Department Chair	Secondary
Mary Gere-Penna	Department Chair	Secondary
Stephen McGovern	Department Chair	Secondary
Kevin Pendergast	Math Teacher/Binghamton Teachers Association President	Binghamton HS
Teena Lauth	Library Media Specialist	Binghamton HS
Kelly Hampton	Health Teacher	Binghamton HS
Angela Panigrosso	Dean of Students	Binghamton HS

Our Team's Process

Luisa Duerr	Math Teacher	Binghamton HS
Patti Fiato	Kindergarten Teacher	Coolidge
Julia Fiato	3rd Grade Teacher	Roosevelt
Kristen Walker	Building Secretary	Roosevelt
Denise Yull	Community Partner	Binghamton University/CARES
Epiphany Munoz	Community Partner	CARES

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
June 27, 2023	Phelps Mansion, Binghamton
June 28, 2023	Phelps Mansion, Binghamton
Aug Title Meeting	

Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	At the building-level, all ten buildings incorporate their Shared Leadership Teams into SCEP plan development. Those identified commitments and priorities are incorporated into DCIP planning. In addition, our Strategic Planning process involved large stakeholder groups in the dates identified above that included teachers, staff, and other stakeholders.
Parents with children from each identified subgroup	Building-level Shared Leadership Teams include parent representatives who help inform the plan's development, which in turn influences DCIP planning at the district-level. In addition, our Strategic Planning process and meeting

Stakeholder Participation

	dates identified above (particularly the June 6, 2022 meeting) involved a diverse stakeholder group that included families and caregivers from identified subgroups.
Secondary Schools: Students from each identified subgroup	At the secondary schools - and all schools - student interviews were conducted per SCEP development guidelines. Those student responses inform SCEP plan development at the building-level and DCIP development at the district-level.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X 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 plan before it is approved.
2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. X 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).
6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).