


**New York State Education Department**  
Application Cover Sheet  
**School Improvement Grant (SIG) 1003[g]**

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

<b>District (LEA)</b>		<b>LEA Beds Code:</b>				
Binghamton City School District		030200010000				
<b>Lead Contact (First Name, Last Name)</b>						
Tonia Thompson, Ed.D.						
<b>Title</b>	<b>Telephone</b>	<b>Fax Number</b>	<b>E-mail Address</b>			
Interim Superintendent of Schools	(607) 762-8100 x318	(607) 762-8112	thompsonst@binghamtonschools.org			
<b>Legal School Name for the Priority School Identified in this Application</b>			<b>School Beds Code</b>			
East Middle School			030200010015			
<b>Grade Levels Served by the Priority School Identified in this Application</b>			<b>School NCES #</b>			
6-8			360487000234			
<b>Total Number of Students Served by the Priority School Identified in this Application</b>			<b>School Address (Street, City, Zip Code)</b>			
586			167 E Frederick St, Binghamton, 13904			
<b>School Model Proposed to be Implemented in the Priority School Identified in this Application</b>						
<b>Turnaround</b> <input type="checkbox"/>	<b>Restart</b> <input type="checkbox"/>	<b>Transformation</b> <input type="checkbox"/>	<b>Innovation and Reform Framework</b> <input checked="" type="checkbox"/>			
<b>Closure</b> <input type="checkbox"/>	<b>Evidence-based</b> <input type="checkbox"/>	<b>Early Learning Intervention</b> <input type="checkbox"/>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>College/Career</b> <input type="checkbox"/></td> <td style="text-align: center;"><b>Family and Community</b> <input checked="" type="checkbox"/></td> <td style="text-align: center;"><b>Individualized Learning</b> <input type="checkbox"/></td> </tr> </table>	<b>College/Career</b> <input type="checkbox"/>	<b>Family and Community</b> <input checked="" type="checkbox"/>	<b>Individualized Learning</b> <input type="checkbox"/>
<b>College/Career</b> <input type="checkbox"/>	<b>Family and Community</b> <input checked="" type="checkbox"/>	<b>Individualized Learning</b> <input type="checkbox"/>				

**Certification and Approval**

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, Assurances, Certifications, Appendix A, and Appendix A-1G and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

<b>CHIEF ADMINISTRATIVE OFFICER</b>	
Signature (in blue ink) 	Date 7/20/16
Type or print the name and title of the Chief Administrative Officer Tonia Thompson, Ed.D., Interim Superintendent of Schools	

## **I. District-level Plan - *Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention***

### **A. District Overview**

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

- i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.

Our district's mission and vision focus on both academic achievement and the need for students to understand how their behavior supports their achievement.

It states: "Providing a rich environment for quality learning." The mission is supported by the following guiding principles: Be the district of choice and the benchmark for New York State; Offer cutting-edge programs and opportunities for all students; and, Promote a positive image of public education.

The central focus of a systematic approach to initiative planning and implementation is the Theory of Action. With a Theory of Action, educators find, understand, and communicate the connections between school improvement strategies and what we know or suspect about how students learn. The Theory of Action specifies action steps that the school improvement team believes are required to bring about the outcomes of focus for our school. The Theory of Action is unique and personalized for our school and helps to map out programs to affect the intended change.

Developing a Theory of Action involves a number of steps that work iteratively.

These steps broadly include:

- Define the problems that exist between current conditions and preferred reality.
- Define the root causes
- Identifying the strategies and actions steps to address and close the gaps so that the schools goals are met. Develop and align the implementation plan by which the strategies are expected to produce their intended outcomes.

- ii. Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.

The Binghamton City School District will assist low achieving students and schools identified as Focus Schools by the following:

- form building-based Shared Leadership Teams to conduct an analysis of data to determine areas of strengths and weaknesses.
- review curriculum and instructional strategies in the School Improvement Plan.
- review school data with the principal, all staff members and parents.

- assist with developing measurable and achievable goals for all staff members in order to increase student performance.
- provide additional intervention and remediation services to students.
- provide additional staff development focusing on best practices for instruction in reading, mathematics, writing, and science.

Key strategies that will be address and implemented include:

#### Reading and Writing -

- All K through 5 staff will implement the Reading and Writing Workshop model.
- Review Writing Prompts by grade level, Block or department level monthly so that decisions around instruction for All, Some and One can be made.
- All staff, K-5, will engage in assessing reading instruction in the context of conferencing and guided practice.
- Grades 6 through 12 Literacy will be evaluated and defined to include a comprehensive and balanced approach to reading and writing.
- Continue to align ESL instructional program with ELA core instruction & review DDI data to revise instruction to meet ELL needs.

#### Mathematics –

- Utilize a district-wide approach to solving math problems, K-5.
- All staff will be trained in the use of Reflex Math to support increase in math fluency.
- Provide embedded professional development on number talks.
- *Grades 6-8:* Use common benchmark data from iReady to differentiate instruction.
- Collaborate around best practices used during small group instruction.
- Vertically align curriculum to ensure increased access to learning.

#### Instructional Technology –

- Identify and communicate grade level expectations for student learning and use of technology.
- Identify building-based Google Classrooms to serve as support for watching and learning.
- Explore the use of eBooks in educational settings.

#### Effective Teachers and Leaders –

- Provide focused professional development on *teaching to a learning objective and assessing daily instruction*.
- Strengthen professional develop offerings through a continuum of engagement in learning from training to coaching to observe practice so that improvements in student achievement result.

#### School Climate and Safety –

- Implement a social-emotional curricula for Social Workers.

- Implement a RtI Behavior model for K-8.
- iii. Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.

There has been an increased understanding in the power and impact of utilizing a distributive leadership model, as was done through Shared Leadership Teams. This process has now been institutionalized, with members of the committees better understanding the responsibilities of the team and its membership.

Utilizing common data sets to measure district SMART goals has supported consistent communication around expectations and next steps. At the Elementary level, the stability of the population is 63%; 80% stable in the middle schools and 85% stable in the high school. The district was able to realize a decrease in the total disciplinary referrals from 13,445 to 11,412. The percent of students reading on grade level at the Elementary level has increased from 25% to 27%. The average score on the district math post assessments increased from 69% to 71 % across grades K through 5.

#### B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an *acceptable* rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of *exemplary* for this category. The LEA must respond to each of the following:

- i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

The principals of each priority school were given the opportunity to propose their own program plans for this grant proposal, with the support from the members of their Shared Leadership Teams. Additionally, they were encouraged to “think” beyond the existing resources, but hold themselves accountable for their plans by associating measurable items to each action. With each strategy they are to employ, they are to connect a measurable outcome.

As the building principals and teams came together, they were encouraged and allowed to seek out support from community agencies. The teams were also given the power to create a budget that would meet their needs, while taking into consideration the resources that were being made available to them.

- ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

Binghamton City School District Board Policy 2025 states: The educational program of the school district is carried out in the individual school buildings. The principal of each building shall be responsible for implementing the district program within his/her building. The principal will be responsible for the instructional and non-instructional staff members within the building.

- iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

There currently are no other documents in place. In the past, Memorandums of Agreements have been made through the support of a building-liaison team to allow for different building conditions in order to implement needed solutions to meet student needs. One such example is a variance to alter the contractual day in order for staff to flex their time, providing opportunities before and after school. Additionally, in the Binghamton Teachers Association contract, it stipulates the following:

- (d) Waiver of Contract Provisions

- (1) Introduction

A waiver may be requested by a school for a particular variance to the contract negotiated by the parties. There is a presumption that collective areas of the contract including but not limited to salary schedule, fringe benefits, and grievance, evaluation and dismissal procedures are presented which persuade the parties to do otherwise. A waiver may be granted for a maximum of one year and may be extended on a year-to-year basis. Except to the extent waived, the collective bargaining agreement will remain in full force and effect, and have full application to the employees who are affected by the school-based decision making arrangement. Waivers will only be granted after due consideration of the collective aspects of any requests made.

- (2) Procedure

Waivers must be requested by individual school based decision-making committees. Said waivers will be reviewed by the Excellence in Academics Committee. The waiver must describe the staff decision process and include in as much detail as possible the provision to be waived, the nature of the waiver, reasons for the waiver supported by research, and how unit members may be affected by the waiver. The waiver must be mutually and formally

agreed to by the President of the Association and the Superintendent of Schools.

### C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

- i. Describe in detail the manner by which the district ensures that all federal requirements of a school's chosen model are fulfilled and continue to be fulfilled throughout the duration of the grant.

The Office of the Assistant Superintendent for Curriculum, Instruction and Accountability works hard to ensure all federal requirements are met for grant funded programs on an ongoing basis. Implementation will be monitored through regular reporting of progress made towards the objectives of the grant (Quarterly – to the office), annually, to the Board of Education, as well as, through on-site district-led focus reviews.

- ii. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

The District Office will provide oversight and support to the Building Principals and their Shared Leadership Team, who are the key leaders for the day-to-day implementation and carrying out the goals of the program. These individuals include the Directors of Curriculum and Instruction, Special Services, and Educational Technology, World Language and Fine Arts, and Health/Physical Education.

See District organizational chart attached.

- iii. Describe in detail how the structures identified in "i" of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

Each building is charged with working with their stakeholders represented by Shared Leadership Teams, to thoughtfully plan the implementation of short-term initiatives that will lead to a desired outcome. The outcome is measured by the Shared Leadership Team, who communicates the results to the faculty, students and community. Because the team is representative of stakeholder groups, they are required to check in with those who they

represent to receive feedback on the process. Evidence of this process is found in the monthly Shared Leadership Team meeting agendas and minutes.

Consulting members of the Shared Leadership Team are the district-level Directors for Curriculum and Instruction. They are responsible for providing any additional insight and support need in assisting the teams in meeting their goals. Often, the support is realized in the professional development being implemented and embedded job coaching.

The specific partners involved in providing external supports include the Binghamton Housing Authority (School-Home Partnership and Student Behavior, the Family and Children's Society (Mental Health Support) and the Discovery Center (Extended Learning).

- iv. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

***Support and Oversight from District Directors (Brenda Lidestri, Jennifer Dove, Annette Minarcin, Tracy Caezza)***

September – District Directors review the Action Plan with each school, to identify the supports needed in ensure implementation success. These supports will include increase professional development, walkthroughs to provide teachers with support for their instruction, and the crafting of a coaching cycle, provided by the building's Collaborative Coach. The district Directors of Curriculum and Instruction will work closely with the building Collaborative Coaches and principals to ensure job embedded professional development targeted to meet the needs identified through diagnostic review of student performance data occurs.

October through December - The Collaborative Coaches focus their work in support of professional development included in this plan. The impact of professional development, instructional coaching and discussion and action plans that result from plans made by Professional Learning Communities (Grade-level Learning Teams) will be carefully monitored and its effectiveness will be determined by the extent to which instructional practices change.

January – The results of the coaching cycles put into place are analyzed by the Shared Leadership Teams and Directors for feedback and refinement during the next coaching cycle.

February through May – Another cycle of coaching occurs based on the performance of students on reading, writing and math assessments.

June – The results of the coaching cycles put into place are analyzed by the Shared Leadership Teams and Directors for feedback and refinement during the next coaching cycle.

***Support and Oversight from Community Partners (Housing Authority, Discovery Center and Family and Children's Society)***

September - Points of Contact from each Community Agency will meet with Principal and staff to begin implementation of their programs, reviewing the deliverables for the first quarter of the year.

December - Partnering agency will provide the Principal and district with the results of the implementation of their programs for the first quarter. The building's Shared Leadership Team will review the results and consult with the Partnering Agency on suggests for changes to increase the impact of their efforts.

February - Partnering agency will provide the Principal and district with the results of the implementation of their programs for the second quarter. The building's Shared Leadership Team will review the results and consult with the Partnering Agency on suggests for changes to increase the impact of their efforts.

May - Partnering agency will provide the Principal and district with the results of the implementation of their programs for the third quarter. The building's Shared Leadership Team will review the results and consult with the Partnering Agency on suggests for changes to increase the impact of their efforts.

July - Partnering agency will provide the Principal and district with the results of the implementation of their programs for the fourth quarter. The building's Shared Leadership Team will review the results and consult with the Partnering Agency on suggests for changes to increase the impact of their efforts.

#### D. Teacher and Leader Pipeline

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

- i. Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.

Through its personnel hiring practices, the Board has established the conditions that will attract and hold the highest qualified personnel who best meet the requirements for teaching in each Priority School. Employees are expected to commit themselves to the education and welfare of the students, to fulfill their job descriptions to the best of their abilities, and to implement within the scope of their position, the district's policies.

Before the beginning of the school year principals and counselors will review preliminary class lists to ensure that true heterogeneous groupings exist in all classes in their schools. If any class has a disproportionate number of poor and/or minority children in it, adjustments will be made to the class lists.



During the school year, as new entrants appear on our doorstep, the principals and counselors will monitor placement of these children to maintain the appropriate proportionality within all classes.

The District will follow its plan to have only highly qualified teachers in all classrooms. Teachers new to the District as well as experience teachers will have a similar blend of students throughout the District.

What concerns the district is the quality of the candidates as our retention rate for teaching staff that have worked 5 or less years was 22% in 2010-2011. There are two factors that have played major roles in the decisions for these staff to remain in the district. The first is based on the desire for the employee to either relocate due to a spouse's relocation or the need to stay home to raise a family. The second is based on performance. The district has raised its standards and improved its performance evaluations to identify talent and potential in non-tenured teachers within the first year of teaching. However, more work is needed to ensure that tenured staff who are demonstrating success with students remain and those who are not, are replaced with talent who will remained.

Quality personnel is also realized by a strong induction program, along with high quality professional development.

- ii. Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.

Before the beginning of the school year principals and counselors will review preliminary class lists to ensure that true heterogeneous groupings exist in all classes in their schools. If any class has a disproportionate number of poor and/or minority children in it, adjustments will be made to the class lists.

During the school year, as new entrants appear on our doorstep, the principals and counselors will monitor placement of these children to maintain the appropriate proportionality within all classes.

The district also includes training and access to professional development by teacher substitutes. This ensures that in times when interim positions are needed while seeking certified candidates that quality instruction continues.

- iii. Identify and describe any district-wide training programs designed to build the capacity of *leaders* to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the implementation of the specific model chosen (*Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, or Early Learning Intervention*). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether

the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.\*

An example of an effective program that provided training for leaders was the district's Reading First program. Benjamin Franklin School was a Reading First school. Funding for the program was providing through the state grant, but sustained funding for the coaching position, now known as Collaborative Coach, comes from General Fund and Title funding.

The district was awarded a Reading First Grant to support quality instruction in Reading in 2006. The Reading First initiative was implemented in compliance with the collective bargaining agreements in affect. Instructional strategies were based on SBRR that teach the five essential components of reading, which is based on SBRR and mirrors Reading First strategies that teach the five essential components of reading. The Superintendent of the District provided assurances that all administrators participating in the Reading First grant targeted schools, as well as District Design team, Building Teams, Building Coach and District administration will have the sufficient time and expertise to provide instructional leadership to meet the goals of the Reading First grant.

The District Design Team gave Reading First staff adequate time to acquire the skills to implement SBRR instruction, including time for study, practice, application, and reflection. The professional development participants included District instructional leaders, school administrators, Reading First K-3 teachers, K-6 special education teachers, K-6 Reading Teachers, K-6 ESL Teachers and elementary Speech Language Teachers. The District Design Team and Mid-State RSSC cooperatively developed a plan that provides high-quality technical assistance related to the implementation of Reading First. Such technical assistance included highlighting effective reading strategies, support the replication of such strategies, engage teachers in data-collection and interpretation of data, and celebrate successful models of utilization and collaboration. The training received by building leaders was noted as having been the most impactful training in understanding data and using it to inform leadership decisions.

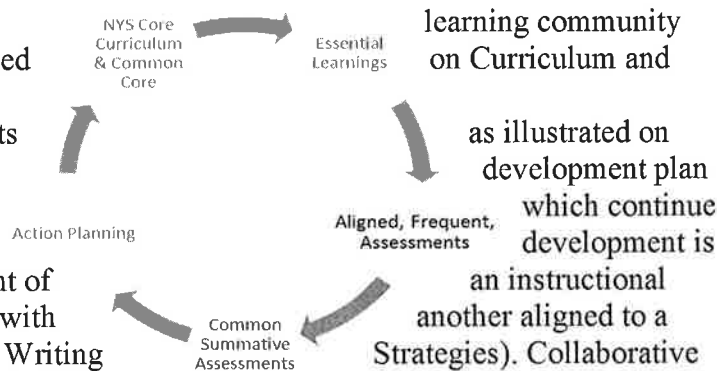
**Evidence of Effectiveness:** Three years prior to instituting Reading First, the district's Classification rate for Students with disabilities varied between 13.9% to 13.7%. During the program's implementation and the district's sustained efforts, classification rate has declined 1.6%, from 13.7% in 2006 to 12.1% in 2012.

- iv. Identify and describe any district-wide training programs designed to build the capacity of *teachers* to be effective specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development.\*

The Binghamton City School District has already launched a 12 month Professional development plan designed to help all staff shift pedagogy and curriculum/assessments to align the teaching learning environment with the expectations of the district. Teacher Mentors and Collaborative Coaches will play a key role in the delivery of professional development and will

be a primary means of extending learning and practice on a 1:1 basis beyond the offerings listed herein.

The district uses a professional format to update essential learnings based on action planning to meet aligned district and building targets this page. An extensive professional development was launched in the summer of 2011, today. The scope of the professional development is very targeted and aligned to one element of the delivery model (Student Engagement), with a needed instructional approach (Student Writing Coaches), along with mentors who are responsible for embedding new pedagogy, new content and new assessments into their daily instructional environments. Professional development is aligned with the board of education goals and teacher progress in implementing new learning will be monitored using the Pearson Teacher Rubric. Specific and sustained professional development has and will continue to include the following:



learning community on Curriculum and as illustrated on development plan which continue development is an instructional Strategies). Collaborative helping mentees embed new

**Responsive Classroom/Guided Discipline:** 20 hours training for year 1 (Funded out of Title I) Responsive Classroom is a research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Responsive Classroom and Guided Discipline practices help educators become more effective in three key domains—each of which enables and enriches the others:

- Engaging Academics Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students’ interests.
- Positive Community Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
- Effective Management Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.

As a result in teachers participating in this training, the district has seen a 15% decrease in the number of student behaviors reported as disciplinary issues after the first year of implementation, and an additional 15% decrease after its second.

**Peaceful and Respectful Curriculum** - (6 hours) Professional development and resources for school social workers to deliver Tier II Interventions to Elementary Students. This has been funded out of Title I and General fund. Last year was the first year of implementation of this curriculum in grades K and 5. The result was a decrease in student behavior issues over other grades in the building.

**Focus on Effective Teaching:** 20 hours training followed by up to 6 hours of coaching This professional development opportunity will focus on the instructional decisions teachers make and how research-based strategies can be applied so that all students are successful.

Overarching Outcomes:

- Define the principles of learning and their critical attributes
- Describe the impact that each principle of learning has on student learning

- Design lessons that incorporate the principles of learning

This has been funded out of General fund. This training in large part has resulted in an increase in classroom performance by teachers in the areas of teaching to objectives, student engagement, effective question asking and assessing understanding.

**Restorative Practices (10 hours)** - 2 day training covering the essential elements of establishing restorative practices in and outside the context of classrooms. As a result in teachers participating in this training, the district has seen a 15% decrease in the number of student behaviors reported as disciplinary issues after the first year of implementation, with the goal of an additional 15% decrease after its second.

**Matthew McManus, Consultant - Understanding Mathematical Principles** training (6 hours) Funded out of General Fund. We are proposing implementation of this training for our Math Interventionists, and look for an increase in math proficiency as a result as indicated by performance on the iReady diagnostic assessment.

**Units of Study - Writers Workshop** - (9 hours training) Teacher will learn how to teach and assess using a Common Core Writing Rubric and writing process.

\*Common Core ELA and Guided Reading Practices - 2 hours of fishbowl modeling, including Literacy Consulting, Curriculum Map Consulting and Coaching Consulting. The district has seen dramatic improvement in the writing performance of students on On-demand tasks after its first year of implementation.

- v. Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (September 1, 2016 to June 30, 2017). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

**2016-2017 Professional Development Opportunities**

<u>Dates</u>	<u>Activity</u>	<u>Audience &amp; Outcome</u>
August 22-26 2016	Reading Workshop, presented by Olivia Wahl  Embedded Professional Development support will be provided throughout the year through “Fishbowls” so that	K- 8 Classroom and ELA Teachers  Reading on grade level will increase by 10% across all grade levels by June 2017.

	staff can witness how to implement the program.	
August 22-26 2016	Units of Study – Writers Workshop by Olivia Wahl	K- 8 Classroom and ELA Teachers Reading on grade level will increase by 10% across all grade levels by June 2017.
August 2016	Leveled Literacy Training, Broome-tioga BOCES	Special Education and Reading Teachers, grades K-8 Reading on grade level will increase by 10% across all grade levels by June 2017.
August 24-25, 2016	Restorative Practices, Kevin Curtis	K-7 Classroom Teachers. Disruptive and inappropriate student behaviors will decrease by 10% by June 2017.
Fall 2016	Matthew McManus, Consultant	K – 8 Math Teachers and Math Interventionists Increase math performance by 10%.

#### E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

- i. Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.

All partnering agencies with the school district and its buildings are required to submit a score of work, qualifications of staff, timeline outlining deliverables and how the agency

will measure its impact on student performance using existing metrics in the district. This has resulted in high quality, sustained partnerships. It is these partners with whom the priority schools were connected with and they selected support from.

- ii. Describe the LEA processes for procurement and budget timelines (and/or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one pre-implementation period and subsequent implementation periods.

The procedures for securing program support/implementation involves a MOU, signed by both parties, and includes an understanding of payments. Payments are made after services are rendered. The Central Business Office also accounts for the funds by placing access to each budget line so that purchase orders can be drawn and payed out, which then positions the district to submit request for payment from NYSED. This ensures that activities can commence once notification of receipt of the grant is received.

- iii. Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.

The district has an establish list of community partners who provide a variety of differentiated supports across the district. The contacts for these community partners were provided to building leaders, who then engaged in conversation and planning with each agency. Draft MOUs were crafted. Because these agencies already have a vested interested in the district and understand how their programs best work in our schools, Principals were able to best assess how what they had to offered met their building's need.

- iv. If the model chosen is *Restart*, the LEA/school must describe in detail the rigorous review process that includes a determination by the LEA that the selected CMO or EMO is likely to produce strong results for the school. See federal definition of 'strong results' at <http://www2.ed.gov/programs/sif/index.html>. Federal Register, vol. 80, no. 26, pg. 7242.

Not applicable.

#### F. Enrollment and Retention Policies, Practices, and Strategies

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

- i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

The population of SWD's and ELL's and students performing below proficiency are extremely similar to those attending other schools in the district. This is primarily due to an additional like factor, which is mobility. Currently, the mobility of student population across our elementary schools ranges from 35 to 55%, with mobility in our middle schools remaining at a rate of 30%.

- ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing below proficiency have increasing access to diverse and high quality school programs across the district.

Both Benjamin Franklin and East Middle school have recently participated in the development of a Quality Improvement Plan to ensure SWD's and ELLS have access to diverse and high quality school programs. Staff were training in SIOP, along with extensive training in writing learning objectives were inclusive of language objectives. A continuum of services are now offered at each site as a result.

- iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

The proportion of SWD's and ELLs are equitable across the district. If disproportionately high numbers of low performing students are recognized, the district is committed to distribute its human resources to address the needs of the students. At times when section of students exceed equitable limits, new entrants are transferred to school with open seats.

#### G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

- i. Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.

The authority for designing and implementing the Priority School plan is given to the Principal and members of the building's School Leadership Team per the Binghamton Teacher Association Contract. Any issue related to collective bargaining agreements is shared with the perspective units prior to and upon receipt and implementation of the grant. Additionally, members of the building's liaison committee were consulted to confirm contractual obligations were being honored. Additionally, the district's Excellence in Academics Committee will provide oversight and communication to support the building's plan is implemented with support. This committee contains representation from collective bargaining units.

- ii. Complete the Consultation and Collaboration Form and submit with this application (Attachment A).



**Interim Superintendent of Schools**  
Tonia Thompson, Ed.D.

**Assistant Superintendent of Curriculum, Instruction and Accountability**  
TBD

**Assistant Superintendent for Administration**  
Karry Mullins

**Interim Director of Personnel**  
Mary Surdey

<b>Director of Early Childhood through Grade 12 (Literacy and the Humanities) -</b> Dr. Jennifer Dove	<b>Associate Principal BHS -</b> Marty Klein
<b>Director of Early Childhood through Grade 12 (Math, Science and Technology) -</b> Brenda Lidestri	<b>Assistant Principal - BHS</b> Miriam Purdy
<b>Director of Educational Technology</b> Dawn Young	
<b>Director of Special Services -</b> Annette Minarcin	<b>Assistant Principal - BHS</b> Eudes Clarke
<b>Assistant Director of Special Services -</b> Tracy Caezza	<b>Assistant Principal - BHS</b> Tia Rodriguez
<b>Director of Fine Arts and World Languages -</b> Margaret McGarry	<b>Assistant Principal - East Middle School</b> Gerald Lynch
<b>Director of Health, PE and Athletics -</b> David Garbarino	<b>Assistant Principal - West Middle School</b> Dorian Zahka
<b>Director of Attendance and Pupil Services -</b> Debra Card	<b>Assistant Principal - MacArthur</b> Dan Miller

- Principal - BHS**  
Roxie Oberg
- Principal - East Middle School**  
Tim Simonds
- Principal - West Middle School**  
Michael Holly
- Principal - MacArthur Elementary**  
Maria McIver
- Principal - Benjamin Franklin Elementary**  
Suzanne Thomas
- Principal - Calvin Coolidge Elementary**  
Mary Kay Ryan
- Principal - Thomas Jefferson Elementary**  
Kristine Basso
- Principal - Horace Mann Elementary**  
Peter Stewart
- Principal - Theodore Roosevelt Elementary**  
David Chilson
- Principal - Woodrow Wilson Elementary**  
Barbara McLean

Assistant Superintendent of Curriculum, Instruction and Accountability  
TBD

Department Leadership - Curriculum Development, Instruction and Assessment

Administrative Leadership		<p><b>Director of Early Childhood through Grade 12 (Literacy and the Humanities) - Jennifer Dove</b> <i>Department Chair</i> for: a. Elementary and Middle ELA and Intervention b. Elementary and Middle Humanities c. PACT d. Elementary, Middle and High School Librarians e. Elementary, Middle and High School ELL</p> <p><i>Provides oversight and support for:</i> High School English and Humanities Departments</p>	<p><b>Director of Early Childhood through Grade 12 (Math, Science and Technology) - Brenda Udesiri</b> <i>Department Chair</i> for: a. Elementary and Middle Math and Intervention b. Elementary and Middle Science c. Elementary Technology d. Challenge Enrichment e. PreKindergarten</p> <p><i>Provides oversight and support for:</i> High School Math, Science, Technology and FACS Departments</p>	<p><b>Associate Principal - BHS Marty Klein</b></p> <p><i>Department Chair for:</i> a. Social Studies, Business</p>	<p><b>Assistant Principal - BHS Miriam Purdy</b></p> <p><i>Department Chair for:</i> a. Math, Technology</p>	<p><b>Assistant Principal - BHS Eudes Clarke</b></p> <p><i>Department Chair for:</i> a. Science, FACS</p>	<p><b>Assistant Principal - BHS Tia Rodriguez</b></p> <p><i>Department Chair for:</i> a. English</p>	<p><b>Director of Educational Technology - Dawn Young</b> <i>Department Chair for:</i> a. P-12 Instruction and Educational Technology b. Challenge Enrichment c. Librarians d. Technology Mentors</p> <p><i>Provides oversight and support for:</i> Instructional Services Dept., Web-site and Web-based tools, and Instructional software</p>	<p><b>Director of Attendance and Pupil Services - Debra Card</b> <i>Department Chair for:</i> a. Guidance Department b. Home Visitors and Home Teaching</p> <p><i>Provides oversight and support for:</i> a. Superintendent's Hearings b. Central Registration c. Alternative Educational Settings</p>	<p><b>Director of Special Services - Annette Minarich</b> <i>Assistant Director of Special Services - Tracey Caezza</i></p> <p><i>Department Chair for:</i> a. Elementary, Middle and High Programs b. School Psychologists and Social Workers</p>	<p><b>Director of Fine Arts and World Languages - Margaret McGarry</b> <i>Department Chair for:</i> a. Elementary, Middle and High Arts b. Elementary, Middle and High Music c. Elementary, Middle and High Extra-Curricular Fine Arts Programs</p> <p><i>Provides oversight and support for:</i> a. Odyssey of the Mind b. Arts Partners c. Arts in Education</p>	<p><b>Director of Health, PE and Athletics - David Garbino</b> <i>Department Chair for:</i> a. Elementary, Middle and High Health b. Elementary, Middle and High Physical Education c. Elementary, Middle and High Athletic Programs</p> <p><i>Provides oversight and support for:</i> a. Olweus Program</p>
---------------------------	--	---	--	---	--	---	--	--	--	--	--	--

Teacher Leadership		<p><b>7 Elementary Curriculum Specialists</b></p>	<p><b>2 Middle School Curriculum Specialists - Michelle Raleigh/EMS Laura Zannucha/WMS</b></p>	<p><b>Curriculum Specialist - Soc. Studies Kathy Beckwith</b></p>	<p><b>Curriculum Specialist - Math TBD</b></p>	<p><b>Curriculum Specialist - Science Jacqueline Scallan</b></p>	<p><b>Curriculum Specialist - English Jen Rogers</b></p>	<p><b>2 High School Technology Mentors</b></p>	<p><b>7 Elementary School Technology Mentors</b></p>	<p><b>4 Middle School Technology Mentors</b></p>	<p><b>2 Middle School Curriculum Specialists - Middle School Curriculum Liaison for Humanities</b></p>	<p><b>2 Middle School Curriculum Specialists - Middle School Curriculum Liaison for Science</b></p>	<p><b>Coordinator of Challenge Enrichment, K-8</b></p>	<p><b>Fine Arts Faculty Manager</b></p>	<p><b>Athletics Faculty Manager</b></p>
--------------------	--	---	--	---	--	--	--	--	--	--	--	---	--	---	---

- i. Identify in chart form, the district-offered training events for items “iii & iv” above, scheduled during the year-one implementation period (September 1, 2016 to June 30, 2017). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

**2016-2017 Professional Development Opportunities**

<u>Dates</u>	<u>Activity</u>	<u>Audience &amp; Outcome</u>
August 22-26 2016	Reading Workshop, presented by Olivia Wahl  Embedded Professional Development support will be provided throughout the year through “Fishbowls” so that staff can witness how to implement the program.	K- 8 Classroom and ELA Teachers  Reading on grade level will increase by 10% across all grade levels by June 2017.
August 22-26 2016	Units of Study – Writers Workshop by Olivia Wahl	K- 8 Classroom and ELA Teachers Reading on grade level will increase by 10% across all grade levels by June 2017.
August 2016	Leveled Literacy Training, Broome-tioga BOCES	Special Education and Reading Teachers, grades K-8 Reading on grade level will increase by 10% across all grade levels by June 2017.
August 24-25, 2016	Restorative Practices, Kevin Curtis	K-7 Classroom Teachers. Disruptive and inappropriate student behaviors will decrease by 10% by June 2017.
Fall 2016	Matthew McManus, Consultant	K – 8 Math Teachers and Math Interventionists Increase math performance by 10%.

Attachment A  
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows: collective bargaining units, school leaders, teachers, parents, and community members.

The superintendent's signature below verifies that there was appropriate consultation with school stakeholder groups including collective bargaining units, school leaders, teachers, parents, and community members.

 (Signature)

Tonia Thompson, Ed.D. (Printed Name of Superintendent)

7/20/16 (Date)

## II. School-level Plan – Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based and Early Learning Intervention

### A. Assessing the Needs of the School Systems, Structures, Policies, and Students

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. This section must address each of the following elements:

- i. Use school data and descriptive language, to describe the school's student population, and the unique needs of sub-groups (e.g.: underperforming sub-groups, students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).

East Middle School is comprised of approximately 586 students 6<sup>th</sup> through 8<sup>th</sup> grade. We are a Community Eligibility Provision school district with 100% of our students eligible for free or reduced breakfast and lunch, 9% of our students are classified as English as New Language Learners (ENLs), and 22% are identified as Students with Disabilities (SWD). We are 41% Caucasian, 31% Black, 15% Hispanic, 10% Multi-racial and 3% Asian. We are underperforming across all subgroups in all categories except the Hispanic/Latino subgroup meeting AYP in Science. We are a newly identified Priority School.

- ii. Describe the most recent systematic in-depth diagnostic review of the school conducted by the district, and the school data used (e.g.: a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), and/or related outside education experts) to determine its existing capacity, strengths, and needs. If a Family and Community School Design pathway is selected within the Innovation and Reform Framework, also describe the community-wide needs assessment.

We had a DTSDE State-led review in February 2014 followed by a locally led Focus Review of Tenets 2, 3 and 4 in March 2015 & 2016. Tenet 2 – School Leader Practices and Decisions.

- Lack of continuous leadership has negatively impacted the ability of the faculty and staff to promote a comprehensive vision, mission and goals with fidelity thus impeding measurable school improvement. East Middle School has SMART goals in the School Improvement Plan in the areas of Reading, Writing and Math. Teachers were able to speak to these goals in ELA, Math and Writing during a DDI meeting and developed action plans to help them meet the larger SMART goal. Under the current interim principal, a new vision statement was created and is posted throughout the building. Only members of the School leadership Team (SLT) were able to articulate this vision statement. There is an expanded block day schedule that occurs once in a 6-day cycle. There is a process in place for block meetings to occur every day for the purpose of co-planning, collaboration and addressing student needs.
- Current levels of administrative support coupled with the Broome County Youth Development program and a full-time social worker position are beginning to have a positive impact on school culture and the learning environment. A full-time social worker, Broome County Youth Development program, and additional administrative support have been added to the building, yielding a safer, more effective learning environment. In interview with students, parents, and faculty, each stakeholder group applauded these efforts and expressed a concern that this level of

support may not continue into the future. There has been a restructuring of lunch, 6<sup>th</sup> grade teams/blocks. Acting administrators have been placed one on a floor. The Interim Principal moved psychologist and social worker office to make them more accessible to assistant principal and students. A decision was also made to implement a Student Support period in order to reach more students social, emotional and academic needs. Interim Principal also restructured a room specifically for faculty to address their social/emotional needs. The School has also re-implemented PBIS and Olweus in an effort to reduce referrals and address behavioral concerns.

- Due to lack of consistent administrative leadership and current student behavior requiring immediate management rather than instructional leadership, there is no measurable data compiled to date of targeted and frequent observations of teacher practices. There is an observation schedule in place, but after five weeks on the job, the interim Principal has not been able to follow it beyond what district level administrators have been able to complete. Teachers meet regularly in DDI meetings with the Collaborative Coach. Formative data is collected and discussed by teams. A DDI meeting of Team 6B was observed by reviewers. Limited walkthrough data is available.
- Due to a lack of consistent instructional leadership, progress towards critical, individual and school-wide goals is minimal. The master schedule provides an opportunity for teachers to meet regularly as a team with the collaborative coach. This was evident in the observed DDI meeting and through statements made by SLT members in the interview. The previous administration used faculty meetings to provide PD around best practices. The former principal worked diligently to connect with community and families as evidenced by statements made by SLT team members and parents during interviews. The protocols for sharing data and how it will impact achievement are in place. Each teacher is expected to report on base-line data, formative data and how this information is changing their practice. The current interim principal is monitoring and working continuously to improve relationships among and between staff members, parents, students and the community. Parents voiced concerns about a lack of communication and transparency. When interviewed, parents and students voiced concerns about disruptive students, discipline and negative impact on instruction and learning. The interim Principal stated that attendance, behavior, and academic data was triangulated to identify specific students for intervention (70 students were identified). Students and parents stated during interviews that learning was impeded due to negative student behaviors
- Tenet 3 (Curriculum) – Student’s behavior in the classroom is impeding teachers’ ability to promote and present a rigorous curriculum on a daily basis. The school routinely uses NYS Modules for ELA and Math that are aligned to the Common Core Learning Standards (CCLS). The previous school leader provided feedback on the use of learning objectives and higher order questioning practices based on walkthroughs and observations. The school improvement plan (SIP) reflects District Goals for student achievement and professional development. The school schedule provides for weekly collaborative curriculum work and discussion about common and

formative assessments. Based on the school self-reflection and SLT interview, teachers are focusing on this area this year as it had not previously been a strength.

- Evidence is lacking of implementation of discussed instructional strategies founded in Focus on Effective Teaching. NYS Modules for ELA and math are founded in the CCLS and NYS standards. The school follows pacing and assessment calendars developed by district-wide committees. Four of seven lesson plans provided indicate CCLS, specially-designed instruction and reference to common assessments. During a DDI meeting, teachers discussed outcomes of common assessments aligned to the standards. Teachers also discussed instructional techniques, shared successes and stated how Student Support Period (SSP) would be used to address students who had not achieved proficiency. While teachers discussed instructional techniques and cooperative learning strategies, there was little evidence of implementation (10/47 classrooms) during classroom observations.
- There are some opportunities for students to participate in cross-curricula lessons. There is strategic, horizontal common planning time built into the schedule for grade level teams. There is limited formal interdisciplinary planning/learning, though MYP is in its infancy at 6<sup>th</sup> grade. There is minimal opportunity within the schedule for formalized interdisciplinary (Arts, Technology and other
- Overall, students are not taking an active role in their own learning. Evidence in the DDI meeting, teachers are using formative assessments for strategic short-term planning. Artifacts provided indicate teacher feedback to students, but there is limited evidence of student reflection, tracking or ownership of the learning.
- Tenet 4 (Instruction) - School and teacher leaders are beginning to engage teachers in conversations about data, and the use of that data to drive instruction. District Curriculum Maps are followed. Per Interim Principal interview, the next faculty meeting will be addressing component of an effective lesson plan based on district guidelines. DDI meeting teachers indicated using articles that differentiated reading levels but contained the same content. Artifacts indicate evidence of some collaborative planning and embedded SDI for students with Disabilities. Data and discussions presented at DDI meetings demonstrate planning for meaningful intervention. Student work demonstrated work with a 2-point rubric. Lesson objectives were posted in nearly every class, however posted lesson objectives were often not aligned to activities observed. Objectives were not rigorous nor did they incorporate higher-level of Bloom's taxonomy. Forty of Forty-five had learning objectives posted, however only 15 of 45 classes had learning objective that showed rigor and alignment to the activities observed. Concerns about effective classroom management and the negative impact of student behaviors on the learning process impact all aspects of Tenet 4. Classroom rules, practices and procedures were not consistently implemented which may be causing confusion on the part of students for teacher expectations. PBIS and Olweus structures are posted, but only 6 out of 45 teachers referenced the school-wide expectations of SLANT, Voice modulation, or the 3 R's over the two

days of observations to address negative behaviors. Twenty-three of forty-five classrooms had adequate student behavior management.

- Teachers use common core learning standards and the NYS Modules. Some classrooms included two professionals inclusive of ENL and Special Ed teachers as well as paraprofessionals. All staff were not always engaged with students. Some individuals provided varied support to students so each could access the curriculum at their appropriate level. Students interviewed stated that many times they had to wait patiently to learn while the teacher was managing behaviors of other students who refused to engage with the lesson. In more than half of classrooms, the diminished rigor did not allow for high levels of student engagement. Some students completed tasks quickly while others spent an inordinate amount of time talking and not engaged with the material.
- The learning environment is intellectually safe for all students, however physical safety remains a concern for faculty, staff and students. Student focus group stated that they can ask questions and take intellectual risks without fear of embarrassment. Teacher would re-teach using different methods to help them grasp concepts. Students also indicated that they can access their teachers during advisory/conferencing or student support periods. Students asked clarifying questions in 16 of 45 classes. In the self-review, teachers indicates that student diverse needs are met through various instructional practices. Student behaviors such as verbal outbursts, off-task behavior, refusal to engage in the work, etc. were evidenced in 22 of 45 classrooms.

iii. Discuss evidence of community and family input in this review.

In the 2014-2015 State led review there were results that stated, “The review team found evidence that the school is beginning to ensure that teachers and staff develop their understanding of how to develop and sustain family engagement. A review of the school’s PD plan demonstrated that the school has offered PD activities to develop staff capacity in this area. For example, PD included speakers talking about cultural diversity and sensitivity.” The school has worked hard to incorporate parent input into all significant levels of planning.

iv. Describe the results of this systematic school review, specifically the capacity, strengths, and needs to dramatically improve student achievement.

The District is working diligently to satisfy the recommendations made in the latest Focus Review, as follows:

**Tenet 2 (Leadership) Recommendations:**

- Vision statement needs to be communicated to all stakeholders frequently and regularly through a variety of means including letters, flyer, newsletter, website, posters, marquee, automated phone messages, etc. School leaders should begin using a variety of communication methods to include social media, group emails via School Tool, newspaper, etc. to provide maximal access to on-going and updated information.
- Homogeneous, flexible behavioral grouping populations or restructure to include a school within a school for those students whose management needs limit their success in a traditional team setting for those students who exhibit behaviors that disrupt the classroom learning environment



with procedures for re-entering students into the regular classroom program when appropriate. Consider flexing schedules to allow for after-school programming for disruptive students.

- Provide actionable feedback to staff regarding classroom management, effective instructional practices and differentiated professional development.

### **Tenet 3 (Curriculum) Recommendations:**

- Continue with the DDI meeting protocols for gathering and analyzing data and collaborate on instructional practices. Transference of these discussion into classroom practice needs to occur. Use Action plans developed in DDI meeting to implement instructional strategies in the classroom.
- Take advantage of the existing small group instructional times (SSP/AIS/RR) to provide purposeful and focused intervention for the purpose of improving student achievement.
- Students should maintain data folders that indicate personal learning goals in ELA, Math, Writing, and Academic intervention. Teachers should confer with students to help them reflect on teacher feedback and adjust their personal learning goals during student conferencing period.

### **Tenet 4 (Instruction) Recommendations:**

- School leader needs to encourage all staff to revisit and apply the use of Bloom's taxonomy and the tenets of Focus on Effective Teaching to re-engage students in the learning process. Go back to the basics of good pedagogy that you already know so well. Professional development around higher order thinking skills (HOTS), Blooms Taxonomy, and Expeditionary Learning Student Engagement and Student Assessment strategies should be made available to all faculty to insure rigor and enhance student engagement.
- Student data binders should be introduced so that students learn to track their own learning and create their own goals for success.

### **Tenet 5 (Social/Emotional Learning) Recommendations:**

- Faculty needs to revisit the classroom practices, procedures, and protocols that were established at the beginning of the year so that everyone has a strong understanding of the expectations for behavior in the classroom and throughout the building.
- Classroom Management strategies need to be revisited or offered as Professional Development. Sharing of best practices already in place would be immediately advantageous as there were several classrooms where routines and procedures were in place and followed consistently.
- Establish and implement a plan for all staff to use data to target and track student social and emotional health needs. (From 2013-14 Review)

- Ensure that this plan is shared with all stakeholders, particularly parents, so that everyone understands that they are working together to increase student success. (From 2013-14 Review)

**Tenet 6 (Family and Community) Recommendations:**

- Implement a system to enable the school community to share data with families, so that they can understand student-learning needs, and know where to ask for student support. (From 2013-14 Review)
- v. Discuss how the LEA/school will prioritize these identified needs to implement the SIG model and plan. East Middle School will prioritize these identified needs in the following manner:
  1. **Addressing School Climate and Learning Environment:** Unless we address the social-emotional development of students in poverty, we will never be able to help them break the cycle of behavior that causes the extreme emotional stressors in their lives and negatively impacts their ability to learn. Students need to see consistency in expected behaviors and held to those expectations in order to minimize or remove distractions to the learning environment. We will ensure the safety and welfare of the school community by training teachers and staff in instructional strategies that can strengthen Executive Function in students, provide recurring training in restorative practices to address student behaviors and discipline practices building-wide while ensuring consistency and fidelity in the use of Responsive Classroom guidelines. Collaboration with the Binghamton Housing Authority Youth Development program in conjunction with the use of restorative practices to address unwanted behaviors will help us reduce our suspension rate. Students can't learn if they are not in school.

We need to embrace the community resources found in the Binghamton Housing Authority to help bridge the gap between home and school and more effectively communicate with parents the importance of student attendance and effort in their studies, and encourage parents to become volunteers in our school. As stated in the Building Community Schools: A Guide for Action, parents engaged in their children's education, at home and school, feeling welcomed into the school become better advocates for their children, participate and volunteer in school activities. Based on success there, they may become aware of the advantages of life-long learning and enroll in adult education at the school or even pursue higher education. Many schools offer their on-site medical, social and emotional support services to students' families as well, so families become healthier too. Families also become more stable; since parents and children generally are happy with their schools, they may be less likely to pull up roots and move from the neighborhood.

2. **Extended and Expanded Learning Opportunities:** We will provide additional time for reading, writing and math in order to bring all subgroups up to grade level. We will provide enrichment activities to broaden their horizons, increase vocabulary and help them gain new experiences by exposing them to a variety of business opportunities in and

around our community. With limited exposure to employment possibilities, students have difficulty imagining what they can become.

3. **Family and Community Engagement:** We will incorporate more school-led sessions in strategies that parents can use to help their child meet or exceed our Common Core Standards in reading, writing and math, as well as provide strategies to address social and emotional needs of their child(ren). These will be offered at different times of the day to accommodate work schedules of parents. Working collaborative with the Binghamton Housing Authority will we create a plan to bridge the divide between home and school. With the addition of Mental Health support, both children and their families will be stronger and more able to interact effectively with each other and the school.

## B. School Model and Rationale

The LEA/school must propose a SIG plan as a plausible solution to the challenges and needs previously identified. This section must address each of the following elements:

Describe the rationale for the selected model (Turnaround, Restart, Transformation, Innovation and Reform Framework, Evidence-based, or Early Learning Intervention). The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed in Section A.

As a school with high poverty, we are very aware of the traumas and stressors placed upon our children and families, and how those issues negatively impact students' ability to attend, learn and grow. Our students are underperforming on State assessments across almost all subgroups. Our students have limited executive function skills resulting on poor impulse control. The resulting behavior is a disruption to the learning environment and at times has presented as a safety issue.

Using an Innovation and Reform Framework Pathway for Family and Community School Design, we believe that we can partner with multiple community organizations and Outside Educational Expert agencies to create an integrated focus on rigorous academics while fostering a positive and supportive learning environment. This Pathway will blend well with our proposed school-based health, and mental health partnership with UHS, and we can use that relationship to enhance the model.

Collaborations with the Discovery Center, SUNY Binghamton, Broome County Community College, Cornell Cooperative Extension, local technical schools and Broome-Tioga Board of Cooperative Educational Services (BT-BOCES) will help us provide opportunities for rigorous expanded learning opportunities for students and parents along with adult education classes.

Partnering with the Binghamton Housing Authority and their Youth Development program will provide entre into the community center located with the housing units and provide additional support in increasing our student attendance, parental communication with the school and support our efforts to incorporate Restorative Practices into our discipline approach in order to reduce suspensions. This program was piloted at East Middle School at the sixth grade level and demonstrate tremendous impact, reducing removals from classrooms by 50%.

Refer to the description of the model on pages 5-9 and describe the research-based key design elements and other unique characteristics that will comprise this model.

1. Provide a strong core instructional program designed to help all students meet high academic standards, and engage parents in efforts to improve attendance rates and reduce social/emotional confrontations that may interfere with the classroom focus on learning.

- a. Professional development has been contracted for continued reading, writing and initial math training/coaching for all classroom teachers, special education teachers, English as a New Language (ENL) teachers.
  - b. Our school schedule provides daily opportunities for grade level team planning and application of a professional learning communities (PLC's) to meet to discuss best practices, visit other classrooms, receive individualize coaching on specific aspects of instruction with our Collaborative Coach, or gain support from Central Office personnel.
  - c. The school leader will follow a schedule of observations and walkthroughs, using a coaching model to provide immediate feedback to teachers and gather evidence of application and use of training in these areas.
  - d. School leaders will work with Binghamton Housing Authority to engage parents in efforts to improve attendance rates and provide extended and expanded learning opportunities at school and on housing authority sites.
  - e. A daily Student Advisory Period provides students with opportunities to meet and develop relationships with each other and staff. Students engage in goal setting and conflict resolution around issue among peers and at home.
2. Provide Opportunities for Parents to Obtain their High School Equivalence Diploma/Adult Education
- a. Partner with SUNY Binghamton (BU), Liberty Partnership (BU), Broome Community College, Broome-Tioga BOCES, United Health Services, Catholic Charities, Broome County Department of Social Services, City of Binghamton to determine employment needs in our area and provide training and adult education to parents.
3. Expand learning opportunities designed to enrich the learning environment for students and their families.
- a. Expand our parent/student learning programming to include all aspects of the curricula outside the regular school day and school year, to include Fine Arts, Music and Sports.
  - b. Include summer programming that will help to limit regression.
  - c. Develop Science, Technology, Engineering and Math hands-on projects for parents and students to learn together in this growth experience.
4. A full range of health, mental health, dental and social services designed to promote children's well being and remove barriers to learning.
- a. Provide intervention and prevention programs for all the residents of our school community and provide links for residents with human service organizations and community resources that can help with specific needs.
  - b. We are proposing a school-based health, dental and mental health clinic in East Middle School. This program is currently available at Franklin Elementary, our

other Priority School, and we believe it is vital for our students to have this continued support as they move on to middle school

Describe the process by which this model was chosen, including how the school staff, leadership, labor unions, families, and community stakeholders were engaged in both the design and the decision-making processes.

East Middle School Leadership Team (SLT) is comprised of school staff, leadership, labor union representative, parents and community stakeholders. They met to discuss our DTSDE recommendations and helped to formulate our school comprehensive education plan (SCEP). When this grant was announced, the members of the team supported the Pathway 2: Family and Community School Design in part because we already have a significant component in place and because the expectations for programs services and resources we had placed in our SCEP aligned with this framework.

### C. Determining Goals and Objectives

The LEA/school must determine and present broad goals directly aligned to the in-depth diagnostic review and model selection, as well as specific objectives that have been developed to guide key strategies in a time-specific and measurable manner. This section should demonstrate effort on the part of the LEA/school to backward plan key components of school turnaround specific to the school and must address each of the following elements:

1. Identify, describe and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of English language arts (ELA). Provide the means by which the objective(s) will be assessed. For all schools having primary-grade students, one objective must discuss how all children will be able to read at grade level by age 8.

The building goals Reading - By June, 2017, the percent of Grade 6 through Grade 8 students reading on grade level will increase by 25% as measured by the Scholastic Reading Inventory (EMS - from to students) as a result of differentiated reading instruction that establishes and monitors student reading power goals and advances guided reading levels. Writing - By June, 2017, 75% of Grade 6 through Grade 8 students will meet or exceed expectations for proficiency in writing as measured by the District 4 point rubric (EMS - from to students) on the ELA post assessments as a result of teaching Writer's Workshop and Step Up to Writing core and intervention writing strategies.

- I-Ready math diagnostic to be administered to every student by the math teacher in September (within the first two full weeks for seventh and eighth graders) and May/June 2017. The data will drive decisions for student support.
- ELA teachers will administer the Scholastic Reading Inventory to every student in September (within the first two full weeks for seventh and eighth graders), January, 2017 and May, 2017. The purpose is to determine proper placement and support based on student needs.
- Benchmarking of all sixth grade students in reading comprehension F and P. The purpose is to determine proper placement and support based on student needs. Benchmarking will be completed by AIS teachers and the collaborative coach.

- Monthly DDI meetings to discuss students' needs/goals to analyze data and create action plans. All teachers will participate under the guidance of the collaborative coach.
- Restructuring AIS (in math and ELA) so that AIS students can attend every day. Entry/exit of program will be reevaluated every quarter so that attendance in AIS is fluid given student needs. Attendance in AIS will be purposeful and driven by data.
- AIS teachers will have release time (4 days) to meet with general education staff to observe data and collaborate concerning students starting at week 7 and every 10 weeks thereafter. General Education staff will meet with AIS teachers for .5 hour during lunch once a month to discuss targeted students.
- Sixth grade ELA teachers will use Writer's Workshop for all sixth grade students. This activity will run through out the 2016-2017 school year. The impact of the initiative will enhance student writing skills across genres.
- Eighth grade enrichment ELA class. The schedule will include the addition of an eighth grade enrichment ELA class. The purpose is to add rigor and challenge for English students. This activity runs throughout the 2016-2017 school year and students are identified through the DDI process.
- Launch a writing short-term initiative in Step-Up to Writing for seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
- Writing short-term initiative for the entire building on writing a closure statement sixth, seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.

Identify and present at least one goal and corresponding objective(s) directly related to academic achievement in the area of mathematics. Provide the means by which the objective(s) will be assessed.

2. Math - By June, 2017, 75% of Grade 6 through Grade 8 students will achieve a 75% or higher as measured by the district Math post assessments (EMS - from to students).
  - a) Teachers will analyze results of iReady to determine gaps.
  - b) All teachers will be provided recurring professional development and coaching in best practices for teaching mathematics.
  - c) Math Interventionists will work with classroom teachers to address identified gaps.
  - d) Teachers will meet at least once in a 6-day cycle to examine data and discuss student progress
  - e) Mid-Unit and end of Unit assessments in Engage NY Math Modules will be used to determine student progress.
  - f) Skills based Expanded Learning opportunities in math will be provided to students four days per week, 40-minutes per day for 100 days.

As applicable, identify and present additional goal(s) and corresponding objective(s) directly aligned and specific to the needs assessment of the school and the school improvement model selected. Provide the means by which the objective(s) will be assessed.

1. **Provide a strong core instructional program** designed to help all students meet high academic standards, and engage parents in efforts to improve attendance rates and reduce social/emotional confrontations that may interfere with the classroom focus on learning.
  - a) All teachers will receive professional development in reading, writing and math best instructional practices and receive recurring coaching in each.
  - b) Teachers will meet at least once in a 6-day cycle to review reading and writing planning templates to determine needs and plan accordingly.
  - c) School leader will participate in PLC discussions and determinations.
  - d) School Leader will use observations and walkthroughs to collect data around implementation of reading, writing and math professional development at each grade level and present data in monthly faculty meetings.
  - e) School will work with Binghamton Housing Authority Youth Development plan to reach out to parents on a weekly, monthly level to address attendance concerns. Families of students absent more than 10% will receive a home visit monthly to determine needs and address concerns.
  - f) Attendance data will be reviewed daily, weekly to identify patterns of tardiness or absenteeism.
  - g) School Leadership Team will review attendance data monthly to identify areas of concern and develop an action plan for that month.
  - h) School leader will use daily walkthroughs to collect data on the use of Zones of Regulation curriculum addressing behavioral concerns and share findings monthly SLT and faculty to determine next steps. Positive Behavioral Incentives will be used to encourage students to apply strategies being taught.
  
2. **Begin to Implement a Mental Health Clinic.**
  - a) Visit other district clinics to meet with personnel operating their school-based clinics that are models for others around the state.
  - b) Collaborate with community, city, and state agencies and institutions to begin discussions for the purpose, design and maintenance of center.
  - c) Year One - Initiate Family Support Center by using Grandparent Group started 5 years ago in conjunction with SUNY Binghamton and School of Social Work, creating monthly opportunities for grandparents raising grandchildren to come together to discuss their issues.
  
5. **Expand learning opportunities designed to enrich the learning environment for students and their families.**
  - a) Expand our parent/student learning programming to include all aspects of the curricula outside the regular school day and school year to provide parents with strategies to support children at home.
  - b) Include Arts, Music and Sports as opportunities for school engagement.
  - c) Develop Science, Technology, Engineering and Math hands-on projects for parents and students to learn together in this growth experience as part of an expanded learning experience.
  - d) Collaborate with Discovery Center and the Binghamton Housing Authority to extend expanded learning opportunities on-site at housing authority homes.

Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).

For the purposes of this RFP, goals are intended to be broad and to guide the formation of (more specific) objectives. An objective is a statement of intended outcomes that is clear, focused, measurable, and achievable in a specified time frame. In addition, it should be noted that more than one objective may apply to a given goal.

**D. School Leadership - not applicable to Innovative Design Family and Community Schools.**

The LEA/school must have the mechanisms in place to replace the existing principal, if applicable based on the selected model, and select/assign new school principal, and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of all models, the LEA and EPO/EMO should have the mechanism to replace the existing principal if through a screening process by the LEA/EPO/EMO, principal replacement is determined to be the best approach to ensuring school and student success.) The LEA must provide a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan and model. This section must address each of the following elements:

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school, produce dramatic gains in student achievement, and implement the selected SIG model. Please refer to, “Competencies for Determining Priority School Leaders” which may be found at: <http://www.p12.nysed.gov/turnaround/CompetenciesforDeterminingPrioritySchoolLeaders.html>.
- ii. Provide the school principal’s name and a short biography which includes an explanation of the leadership pipeline from which s/he came, the rationale for the selection in this particular school, and how this principal’s capabilities are aligned to the selected SIG model. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools; OR
- iii. If the specific person who will serve in this position is not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place within 30 days of receipt of preliminary award letter, to ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. Note: If the principal selected to lead the school is not in place within 30 days of receipt of the preliminary award letter, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.
- iv. Provide the specific job description and duties, aligned to the needs of the school, of the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.
- v. Describe and discuss the school’s current supporting leadership profile in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students.



Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

#### E. Instructional Staff

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students.\* This section must address each of the following elements:

Identify the total number of instructional staff in the building, and the number of staff identified as highly effective, effective, developing and ineffective (HEDI) based on the school's approved APPR system. There are 68 instructional staff in the building.

2014-2015 13.43% Highly Effective, 82.09% Effective

- i. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness to the needs of students in this school and the selected SIG model. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation, and throughout the implementation period of the grant. Our teachers are evaluated on the Pearson Rubric, and all professional staff has been receiving PD to enhance their understanding of the performance indicators associated with the rubric and the aligned expectations for instruction. At this time, we are not anticipating any other changes to the teaching staff.
- ii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students and the selected SIG model.

This application does not propose full-time staff salaries paid expressly through this SIG grant, however, the personnel involved with the partnerships (Mental Health Services, , Youth Development Program), are highly trained, professional and carry appropriate certification and experience to carry out their jobs in the most effective way possible.

- iii. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them. Include in the description how the school recruits and develops a more diverse workforce aligned to its student population.

The Binghamton City School District Personnel Office is well-equipped to assist with screening, selection, retention, transfer and/or recruitment of highly qualified staff. This office is experienced in handling high volumes and time-sensitive hiring processes and is prepared to do so to help carry out the goals of this grant program.

\*This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place within 30 days of receipt of preliminary award letter. If Turnaround staffing requirements are not met within 30 days of receipt of preliminary award letter SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

#### F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Management Organization (EMO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with shared goals, rather than a large variety of disconnected partner groups/services with multiple goals. This section must address each of the following elements:

- i. Identify by name, the partner organizations that will provide services critical to the implementation of the SIG model. Provide the rationale for the selection of each partner. Explain the role each will play in the implementation of the new school design. \*
  - Binghamton Housing Authority – Youth Development Program (formerly Gang Prevention) will work in the school and help provide expanded learning opportunities as part of an extended learning program. Their role will include fostering and enhancing school-community relationships and teaming with school personnel to address chronic absenteeism.
  - SUNY Binghamton Promise Zone – Afterschool & Parent Mentor programs; provide afterschool engagement and enrichment; provide parent mentors in classrooms to support student positive behavior and connect with other parents to engage them in the education process.
  - Family & Children Society – provide an on-site mental health services clinic.
  - United Health Services – provide on-site medical health services clinic.
- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). Each partner selected should have a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs and selected SIG model.
- iii. While some partners may be funded by other sources, for those funded by SIG clearly describe how the LEA/school will hold the partner accountable for its performance. Building leader will be responsible for holding partners funded by SIG accountable for working toward meeting the goals and objectives contained in this application.

Meetings/conference calls about the effectiveness of program, training, professional development status of each component will be conducted regularly on at least a monthly basis. Analysis of data associated with each partnership will be shared with partners as well as the school community. An extensive public relation campaign in which progress on all our goals is open to public scrutiny will also help to foster focus and cooperation in meeting those goals and objectives.

\*If the model chosen for this school is either Restart or Innovation and Reform Framework, the LEA must provide in this application a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO/EMO and the broad achievement outcomes for the school. The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. The external partnership/s may vary in terms of role and relationship to the governance of the school. If the model chosen for this school is Restart, the fully executed EMO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED within 30 days of receipt of the preliminary award letter. If the fully executed EMO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated. If the model chosen for this school is Innovation and Reform Framework, the fully executed EPO-district contract, signed by both parties, must be received by NYSED within 30 days of receipt of the preliminary award letter.

#### G. Organizational Plan

The LEA/school must provide a sound plan for how the school will operate, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. This section must address each of the following elements:

- i. Submit a school organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the EMO in governance and decision making that is compliant with education law). See attached
- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.). Building leader meets weekly with assistant principal, Pupil Services personnel and community-site coordinator to discuss status of responsibilities and progress being made toward achieving goals. Action plans are determined and recorded on action planning templates. Each person shares data associated with their area (ex. Assistant principal brings attendance data to meeting and discusses what steps are being taken to address chronic absenteeism.) Additionally, the district is implementing Positive Behavior Intervention and Support Coordinators, who will be responsible for organizing, reporting and developing action plans for the PBIS team at EMS.

Building leader meets with Shared Leadership Team (SLT), Faculty & Staff and Consultants monthly to review academic, attendance, discipline data. SLT disseminates minutes of its meetings and action steps to grade level PLC's and at Faculty Meetings.

Building Principal meets with Consultants's and Directors of ELA and math to discuss professional development, review observation data and determine next steps. Action planning is recorded on action planning templates.

- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences. The Building Principal has the primary responsibility for scheduling, conducting and reporting results of pre-observations conferences, classroom observations and post-observation conferences. Based on data from pre and post conferences, Building Principal and Assistant Principal are responsible for conducting daily walkthroughs, gathering data of effective teaching practices base don the Pearson and/or NYSUT Rubrics. Building Principal is responsible for reporting out to School leadership team. Building Principal discusses with Directors of ELA and Math needs for additional professional development, coaching, etc. Collaboratively, they develop a plan to ensure that each teacher receives the instruction and guidance he/she needs to be able to effectively implement the curricula to all students.
- iv. Provide a full calendar schedule of the APPR events listed in "iii" for the 2016-2017 school year that reaches all instructional personnel who will staff the building. Attached.

#### H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive educational plan for the school. This section must address each of the following elements:

- i. Curriculum. Describe the curriculum to be used with the selected SIG model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).
  1. Administrators and teachers will revamp ELA and math AIS in conjunction with SSP in order to create targeted support or enrichment based on student data.
  2. i-Ready math diagnostic to be administered to every student by the math teacher in September (within the first two full weeks for seventh and eighth graders) and May/June 2017. The data will drive decisions for student support.
  3. ELA teachers will administer the Scholastic Reading Inventory to every student in September (within the first two full weeks for seventh and eighth graders), January, 2017 and May, 2017. The purpose is to determine proper placement and support based on student needs.
  4. Benchmarking of all sixth grade students in reading comprehension F and P. The purpose is to determine proper placement and support based on student needs. Benchmarking will be completed by AIS teachers and the collaborative coach.
  5. Restructuring AIS (in math and ELA) so that AIS students can attend every day. Entry/exit of program will be reevaluated every quarter so that attendance in AIS

is fluid given student needs. Attendance in AIS will be purposeful and driven by data.

6. AIS teachers will have release time (4 days) to meet with general education staff to observe data and collaborate concerning students starting at week 7 and every 10 weeks thereafter. General Education staff will meet with AIS teachers for .5 hour during lunch once a month to discuss targeted students.
7. Sixth grade ELA teachers will use Writer's Workshop for all sixth grade students. This activity will run throughout the 2016-2017 school year. The impact of the initiative will enhance student writing skills across genres.
8. Eighth grade enrichment ELA class. The schedule will include the addition of an eighth grade enrichment ELA class. The purpose is to add rigor and challenge for English students. This activity runs throughout the 2016-2017 school year and students are identified through the DDI process.
9. Launch a writing short-term initiative in Step-Up to Writing for seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
10. Writing short-term initiative for the entire building on writing a closure statement sixth, seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.

ii. Instruction. Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

1. Administrators and teachers will revamp ELA and math AIS in conjunction with SSP in order to create targeted support or enrichment based on student data.
2. Monthly DDI meetings to discuss students' needs/goals to analyze data and create action plans. All teachers will participate under the guidance of the collaborative coach.
3. Training by the school leadership on lesson plans to make it clear to all stakeholders what attributes to include in a lesson plan including the performance indicators for domains 1, 5, and 10 of the Pearson Rubric and to clarify that lesson plans must be written and able to be submitted upon request.
4. During DDI sessions, student needs and strengths need to be discussed and clear interventions need to be identified. Short-term interventions (3 - 4 weeks) will be instructed/facilitated by staff members impacted by the data and student progress assessed. During the intervention, students will set individual goals so that they are aware of their own progress in meeting the goal set forth during the intervention

(during student conferencing or academic class depending if intervention is class driven or building driven).

5. Teachers will create short-term building initiatives as needed given data gleaned from DDI meetings. Initiatives will be assessed and data analyzed to determine impact on student learning.
6. Offer a well-designed extended/expanded learning program targeting, in part, students reading two grade levels or more below grade level to support them with additional reading intervention in addition to that provided during the regular school day.

- iii. Use of Time. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time by extending the school day and/or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here: <http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>.

Our schedule for the 2016-2017 school year has 183 student days. Students receive 5.5 hours of instruction daily, exceeding the mandated 900 hours required of all elementary schools.

Our daily schedule includes 8 instructional periods of 42 minutes, during which each day all students participate in 5 Core Courses, One Elective One Language/Physical

We are extending the school day two hours for 100 days to attain the required additional 200 hours of learning. Students in grades 6-8 reading below their expected grade level will be provided a mandatory 40 minutes of leveled literacy instruction four days a week for ten weeks delivered by trained reading and special education teachers. Students will also have the opportunity to engage in two other 40-minute instructional enrichment periods of their choosing including S.T.E.A.M. projects, the arts, intramurals, social studies, community-based volunteer projects, homework help, word work and number sense. Additionally, we will team with the Binghamton Housing Authority Youth Development and the Binghamton University Promise Zone to offer these school-based opportunities to the housing authority sites, bringing this learning to their neighborhood. East Middle teachers will collaborate, plan and engage in professional development. These opportunities will be available to all students who wish to participate.

- iv. Data-Driven Instruction/Inquiry (DDI). Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space/time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources

that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

Common Interim assessments in Writing involve pre- and post- On Demand writing tasks in three genres in addition to daily attention to the writing process that includes weekly conferring with students on their progress and the use of writing planning templates that are then used to help students identify goal targets for themselves. Common interim assessments for Reading revolve around a reading planning template and weekly conferring with students on their progress and goal attainment. Mid-unit and end of unit assessments in the Math modules are also used. Teachers use a variety of daily checks for understanding throughout the day, and adjust their instruction accordingly.

The master schedule is designed to afford grade level teams a minimum of three common 40-minute planning periods in a 6-day cycle. One of these common planning times is devoted to reviewing and analyzing DDI tasks, benchmarking result, and formative common assessments. Grade level teams, inclusive of special education, ENL and Literacy teachers, meet with the building leader to review data, share best practices, and determine action plans. Based on the discussion, supports and resources such as use of the consultant's, Collaborative Coach or Math Interventionists will be included in the plan. The building leader also provides additional time to the grade level team before each Reading/Writing Unit so they can plan together to make the curriculum accessible for all children. During this time, the building leader uses immersion strategies with the grade level as an introduction to the upcoming unit of study. Collaborative Coaches will plan 1:1 with teachers requiring or requesting assistance with instructional delivery, and then co-teach using a gradual release of responsibility to the teacher. Grade level teaches are also able to participate in fishbowl observations during which they observe a master teacher delivering a specific instructional strategy. They then are afforded time to debrief with the master teacher and then plan collaboratively to incorporate what they observed into their lessons.

Our recurring PD in ELA and Math affords multiple opportunities throughout the year for grade level teams to meet with consultants and review the data together, determine gaps and receive instructional PD to attack those gaps.

- v. Student Support. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, underperforming subgroups, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services.

East Middle uses a 3-tiered Response to Intervention Plan that has at it's core a common core standards-based, viable curriculum that includes universal screening to target groups in need of specific instruction and/or behavioral support, differentiates instruction including fluid, flexible groups, multiple means of learning and demonstrating learning, progress monitoring and positive behavioral supports, and explicit teaching of desired behaviors. In addition to Tier 1 education, targeted students participate in additional learning that includes research-based interventions, strategy lessons, and/or behavioral

interventions. Grade level teams meet once in a 6-day cycle to discuss progress of individual children, confer on researched-based instructional strategies the classroom teacher can employ to intervene with that child, and how the teacher will monitor the child's progress. Our computer based student management system allows us to track the progress of children receiving Tier 2 or 3 interventions. Monthly, the building principal and school psychologist meet with the child's team of teachers to review his/her progress and make recommendations for additional interventions and determine future meeting dates to discuss progress. Any recommendations to move child to tier 3 and/or special education assessment is determined at this meeting to which parents are invited.

Summer is used to analyze end of the year assessments, disciplinary data, and attendance data to determine the children requiring intervention. Depending on the needs identified, students are then scheduled to receive additional support beginning the first week of school:

- School Social Worker plans for groups to address specific issues (anger, insubordination, aggressive behavior) and contacts parents over the summer to garner support for their child's inclusion in these groups.
- Teachers are provided background data on child in order to plan for additional Tier 2 strategy lessons as needed.
- School leaders contact families of students with poor attendance to confer with parents/guardians on best methods for insuring child in attending on time and regularly.
- Positive Behavior Intervention Services (PBIS) Team, comprised of grade level representatives, meets in the summer to review behavioral data and current PBIS offering of incentives. Our school plan is then tweaked. A yearly calendar is created for celebrations and shared with faculty, staff, parents/guardians, and students. They meet monthly to review behavior data, recommend adjustments, seek student input into incentive program, and determine action plans.

Students classified as a child with a disability are reviewed annually (or more when appropriate) and the Committee on Special Education recommend special education services based on student needs, culled from the entire continuum of services afforded under Part 200, and are fully included in the learning environment.

- vi. School Climate and Discipline. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs. As applicable, discuss preventing youth violence and providing second chances.

Many of our students come to school with minimal self-regulation skills. As stated in an earlier section, until we help our students develop their executive function, they may have a difficult time breaking out of their cycle of poverty. With that in mind, we will begin teacher training in the fall in strategies to foster executive function in children 6th-8<sup>th</sup> grade. This will be on going throughout the year.

Discipline of students with special needs conform to Part 200 of the Commissioner's Regulations. Administration works closely with the Directors of Special Education to insure that students' due process rights are upheld.



As part of our Tier 1 Interventions for Behavior the following apply to ALL students:

- At the beginning of the year, parents and students receive a copy of the code of conduct in parent/student friendly language and are asked to review and sign that they have received and understand the expectations for behavior.
- Students are explicitly taught expected behaviors in unstructured areas.
- Teachers explicitly teach classroom routines and protocols, and create class rules with students in which they earn points for demonstrating positive behaviors. These points are tabulated monthly, and students receiving pre-determined number of points participate in a celebration.
- Classroom Teachers, Special Area Teachers explicitly teach lesson plans associated with Zones of Regulation in a scheduled format.
- Classrooms have daily class meetings during which students share celebrations, concerns, questions about behaviors they see among their classmates following Responsive Classroom.  
Tenets.
- Parents of students who struggle are invited to meet with school personnel (teachers, PPS, Administration) to discuss concerns and assist us in formulating a plan for success for that student. Students who struggle with self-regulation may be afforded an informal behavior plan that is shared among his/her teachers so that consistency in approach is maintained.
- Teachers may bring a child who struggles behaviorally to RTI meetings to solicit support and strategies for addressing specific behaviors. Implementation of the strategies will be progressed monitor on a regular basis to determine the extent to which the intervention was successful.
- Binghamton Housing Authority Youth Development (formerly known as Gang Prevention) employees team with East Middle employees to work with students who struggle with building rules, self-regulation, gang-like behaviors, bullying and the trauma of living in poverty. As a team, we will provide mentors to these children and employ restorative practices so that the child can begin to be successful both on site and through the Boys & Girls Club at the housing authority property.
- Discipline data is collected and disaggregated monthly. It is presents to the School Leadership and PBIS Teams to review and develop action plans to address individuals, grades, or groups of students exhibiting unwanted behaviors.
- Mentor program that incorporates athletes from our high school, and partners at SUNY Binghamton and Broome County Community College provide the mentors for our children.

- vii. Parent and Community Engagement. Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>. If you selected the Family and

Community School Design pathway, discuss the parent, family, and community engagement components listed on page 8.

Parents are treated as equal partners in their child's education. They are encouraged to visit the school often, to volunteer or apply for employment at the school, be members of the PTA, and act as advocates for their child. A parent sits on the School Leadership Team (SLT) and meets monthly with school faculty and staff to discuss attendance, discipline, academics and school climate and culture. Parents meet regularly.

With this funding, we will create a training program that encourages parents to be advocates for all children and focuses on furthering their own education and the development of employment skills.

1. Formal Mechanisms:

- The PTA holds meetings monthly, inviting all parents to participate and become members. These meetings are offered day and evening times to accommodate parents' working schedules.
- Administration mails home monthly newsletters highlighting coming events for parents and children, encouraging participation.
- Principal employs the email component of the student management system to send out emails reminding parents of upcoming events. Use of Facebook and Twitter are in progress pending guidelines from the District.
- SLT creates a yearlong schedule of family engagement events that provide opportunities for parents/guardians and students to learn together.
- Classroom Teachers are expected to communicate general classroom happenings with parents on a monthly basis. Teachers are also expected to communicate with parents about positive as well as concerns about negative behaviors, attitude, and effort of any child.
- Grade Levels design specific activities to provide strategies to parents so they can help their child in the areas of Reading, Writing and Math.
- A letter seeking parents/guardians/grandparent volunteers to support our reading program is sent home at the beginning and middle of the school year.

2. Informal Mechanisms

- Parents are invited to attend the following types of events: Curriculum Night (Open House), Parent Education Nights, spring and winter concerts, musical production, student talent show, Poetry slam, holiday parties, events put on by PTA. These events are calendared for the year, and appear on the school calendar that is sent home at the beginning of each year.
- Community businesses and religious organizations are asked for volunteers for specific events, and we partner with them to provide families with a variety of activities.

## I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. This section must address each of the following elements:

- i. Describe the process by which the school leadership/staff were involved in the development of this plan. Our work with Guided Reading began during the 2014-2015 school year. Working with the Director of ELA, the school leader provided financing to bring and Consultants to the district during the school year to provide specific training in reading. East Middle's School Leadership Team (SLT) in conjunction with building leadership and District Directors of ELA and Math designed our School Comprehensive Education Plan (SCEP) and the plan for professional development contained in this application collaboratively. Our SLT contain representatives from each grade level teams 6-8, including representatives from special education, special areas, English as a New Language (ENL) and Pupil Services.
  
- ii. Implementation Period. Identify in chart form, the planned training, support, and professional development events scheduled during the year-one implementation period (September 1, 2016 to June 30, 2017). The professional development must be aligned to the needs of the students and to the SIG model. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan. See attached
  
- iii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.

Building and District-level leaders will use walkthroughs and observations to determine the consistency with which teachers are using the skills and strategies they learn. Lesson plans will be reviewed for evidence of planning that incorporates instructional strategies. Reading and writing templates will be presented at PLC meeting to review student progress and benchmark academic data will be analyzed along with discipline and attendance data.

After each training session, teachers will be asked to evaluate the session and indicate what their individual needs are concerning that specific training. District leaders, Consultants and Building leadership will meet monthly to discuss results of evaluations, gathered observation data and student progress data to review PD plan and make adjustments as necessary.

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice. NYSED's Strengthening Teacher and Leader

Effectiveness (STLE) grant may provide suitable examples of the types of training and professional development expected in this section. See <https://www.engageny.org/resource/improving-practice>.

#### J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's Priority status and on the implementation status of the SIG plan. This section must address each of the following elements:

- i. Describe in detail, the process (methods and frequency) that will be used to regularly and systematically update parents, families, the community and other stakeholders on the implementation status of the SIG model and plan. This process should also include, but is not limited to, analyses of evidence of success or challenges with implementing the model and plan by referencing leading indicator data.
  - August our Back to School Newsletter will contain an area devoted to School Improvement, the School Improvement Grant (SIG) and our School Comprehensive Education Plan (SCEP) indicating the training that will take place in the upcoming month. Subsequent monthly newsletters will continue to contain updates on our progress with Reading, Writing, Math, Attendance, Discipline, evidence of Effective Instructional Practices, Extended and Expanded Learning Opportunities, and Parent engagement statistics.
  - There will be a faculty meeting at the beginning of school during which the 2015-2016 data will be shared with staff along with this year's SCEP and SIG. Leadership Team members will assist building leader in presenting the plan.
  - Building leader will attend monthly PTA meetings held during the day and in the evening and will have a dedicated item on the agenda to provide the current status of School Improvement Grant model and plan. Community partners will be asked to attend to provide their perspective on the plan and how their involvement is helping students. Data to be shared will include Attendance, Discipline, evidence of Effective Instructional Practices, Extended and Expanded Learning Opportunities, and academic data in reading, writing and math as benchmarking occurs.
  - Curriculum Night (Open House) will include a presentation by the principal and community partners about our Priority Status, the SIG Grant and how our SCEP will address student achievement across subgroups.
  - Quarterly (November, January, April and June) we will invite parents to the school to update them on our plan and provide data on discipline, attendance, reading, writing and math, as well as the status on the Family Support Center. Letters will also go home with the same information in an Improvement Plan Update notification.
  - School Leadership Team meets monthly to review progress and suggest improvements to the plan as necessary. This information is shared in grade level Professional Learning Communities and Monthly Faculty Meetings. Grade Level PLC's will report out on their progress. Support staff will be provided time to meet with building leaders to review progress toward building goals the day after faculty meetings to keep them involved and engaged in the process.

- Community partners will meet with building leaders to review and analyze student data associated with their work with our students and families.
- The School Comprehensive Education Plan, SIG Grant, and minutes of all the meetings, as well as quarterly data will be posted on our webpage.
- We will also present our progress to the Board of Education in an open meeting at a time to be determined by the Superintendent.

#### K. Project Plan Narrative/Timeline

The LEA/school must provide a project plan and timeline that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan and are directly aligned to the components of the selected model. This section must address each of the following elements:

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.

Key strategies for year-one implementation aligned to goals and objectives are:  
September, 2016-June, 2017

1. School leaders will communicate the school's vision statement during the first staff meeting to ensure all are familiar with and can articulate the vision to all stakeholders. This will be revisited throughout the year.
7. The SLT committee at East Middle will post the SMART Goals in the East Middle School staff room and main office and electronically distribute the Goals to all staff to ensure all have a clear understanding of this school's vision. All staff will post the vision statement outside their classroom.
8. School leaders will communicate the school's vision to the student body at separate bloc meetings during the first full week of school and again periodically throughout the year to ensure all students are familiar with and can articulate the school's vision.
9. The building leader will ensure monthly school newsletters will be shared using multiple formats including a "hard" copy, electronic copy, and an online post in all applicable languages to increase communication in a timely fashion.
10. Communication from the school to parents/guardians will be shared using a system designating a specific day of the week for the information to be sent home. This information will be color coded to alert parents of that important information.
11. A pathway for communication at East Middle School will be created the Technology Mentors that will include how/where minutes from school committees will be shared and how feedback from stakeholders will be received/collected to ensure that all school information is shared with all staff.
12. Administrators and teachers will revamp ELA and math AIS in conjunction with SSP in order to create targeted support or enrichment based on student data.
13. A committee of school leadership and staff will restructure lunch activities to provide varied activities for students to participate in during the lunch for the

purpose of reducing behavioral issues and to provide students with the opportunity to select an activity based on personal interest.

14. I-Ready math diagnostic to be administered to every student by the math teacher in September (within the first two full weeks for seventh and eighth graders) and May/June 2017. The data will drive decisions for student support.
15. ELA teachers will administer the Scholastic Reading Inventory to every student in September (within the first two full weeks for seventh and eighth graders), January, 2017 and May, 2017. The purpose is to determine proper placement and support based on student needs.
16. Benchmarking of all sixth grade students in reading comprehension F and P. The purpose is to determine proper placement and support based on student needs. Benchmarking will be completed by AIS teachers and the collaborative coach.
17. Monthly DDI meetings to discuss students' needs/goals to analyze data and create action plans. All teachers will participate under the guidance of the collaborative coach.
18. Restructuring AIS (in math and ELA) so that AIS students can attend every day. Entry/exit of program will be reevaluated every quarter so that attendance in AIS is fluid given student needs. Attendance in AIS will be purposeful and driven by data.
19. AIS teachers will have release time (4 days) to meet with general education staff to observe data and collaborate concerning students starting at week 7 and every 10 weeks thereafter. General Education staff will meet with AIS teachers for .5 hour during lunch once a month to discuss targeted students.
20. Sixth grade ELA teachers will use Writer's Workshop for all sixth grade students. This activity will run throughout the 2016-2017 school year. The impact of the initiative will enhance student writing skills across genres.
21. Eighth grade enrichment ELA class. The schedule will include the addition of an eighth grade enrichment ELA class. The purpose is to add rigor and challenge for English students. This activity runs throughout the 2016-2017 school year and students are identified through the DDI process.
22. Launch a writing short-term initiative in Step-Up to Writing for seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
23. Writing short-term initiative for the entire building on writing a closure statement sixth, seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
24. Training by the school leadership on lesson plans to make it clear to all stakeholders what attributes to include in a lesson plan including the performance indicators for domains 1, 5, and 10 of the Pearson Rubric and to clarify that lesson plans must be written and able to be submitted upon request.
25. During DDI sessions, student needs and strengths need to be discussed and clear interventions need to be identified. Short-term interventions (3 - 4 weeks) will be

instructed/facilitated by staff members impacted by the data and student progress assessed. During the intervention, students will set individual goals so that they are aware of their own progress in meeting the goal set forth during the intervention (during student conferencing or academic class depending if intervention is class driven or building driven).

26. Teachers will create short-term building initiatives as needed given data gleaned from DDI meetings. Initiatives will be assessed and data analyzed to determine impact on student learning.
27. Teachers will use on-line formative assessments using Google Classroom and/or other websites to assess student performance and understanding. Teachers need to attend summer professional development in order to utilize Chrome Books in the classroom.
28. Teachers will utilize Google Classroom training to implement lessons where students actively participate, cooperate, and learn aimed at meeting the lesson objectives.
29. Restorative Coordinator and trained sixth grade staff - Full implementation for the sixth grade. Restorative counseling to teach empathy to students and to provide opportunities for students and staff to repair relationships. Community circles that will create positive classroom communities will be used throughout the year.
30. Restorative Coordinator and trained seventh grade staff - Initial implementation for the seventh grade. Restorative counseling to teach empathy to students and to provide opportunities for students and staff to repair relationships. Community circles that will create positive classroom communities will be used throughout the year.
31. PBIS committee and coach will support training of all staff with PBIS moving to Level 2 identification. Communication of student information to all teaching staff and parents to identify and support the interventions of targeted students based on behavioral and academic data.
32. The OLWEUS -Anti-bullying committee will include students for the purpose of designing activities and the communication of anti bullying structures to the student body. Outside presenters will be utilized to share the message in various formats for student engagement.
33. General mental health services for students are supported by social worker, school psychologist, and two guidance counselors. High needs Students are scheduled on an on going basis in addition reentry meetings for students who have been suspended are scheduled for the purpose of identifying behaviors and setting goals to change behavior.
34. Youth Development Project in coordination with the Housing Authority will work to establish relationships and to bridge the school/community gap throughout the year.
35. CPI training at the beginning of the year for new staff to understand warning signs and stressors for students/staff to best determine interventions.
36. Student Conferencing utilized as a structure to implement all school-wide programs (PBIS, OLWEUS, Restorative Practices and circles, goal-setting for academics).

37. Power-Hour provides students with a positive activity to do after school that incorporates learning in a different way. Power - Hour will include homework help and enrichment activities (STEM, dance, arts and crafts, technology). Staff and our community partnerships provide extended day instruction and enrichment.
38. Boy's Group will meet with SRO throughout the year to work with boys with at - risk behaviors to teach positive behaviors.
39. Peer Leaders and Girl's Leadership Clubs will meet throughout the year to encourage, model, and foster positive behaviors.
40. Parent Mentors (program through BU)/Community Volunteers (Assembly of God volunteers) to push in to classes throughout the year and to work with students/staff during lunch and SSP in order to foster social and emotional growth.
41. Administration and Staff will send out postcards and fliers within the community to advertise the need for volunteers at East Middle School. A link will be provided which includes the application form used to appropriately screen volunteers. EMS newsletter and website will include volunteer opportunities for the purpose of supporting student success.
42. Student volunteers/mentors will have opportunities work within the community and/or tutoring possibilities. This will be overseen by building staff including the guidance counselors. The intent is to gain a sense of community.
43. For the purpose of building positive relationships with stakeholders, regular community events will be held. The intent is to involve and engage all parties. These events may include assemblies, project of the month, barbecues, science fair, talent show, concerts, musicals, tournaments or other family/community events.
44. The technology mentors will create a Facebook/Twitter page for EMS that constantly is being monitored/updated to ensure information is current and to increase communication. (Newsletter link, volunteer link,...)
45. EMS newsletter will be distributed monthly for the purpose of providing information from each bloc, club, and/or upcoming events. A designee will be determined.
46. Staff will distribute fliers of upcoming events at the school will be posted within the community at local restaurants/shops/supermarkets etc. for the purpose of building community relationships.
47. Custodial staff will post signs outside the building to welcome individuals into the building.
48. The SLT will plan at least two Fun Fridays giving parents the opportunity to participate.
49. Offer a well-designed extended/expanded learning program targeting, in part, students reading two grade levels or more below grade level to support them with additional reading intervention in addition to that provided during the regular school day.
50. Implement a grandparent group at East Middle identifying grandparents raising grandchildren and reach out to them to being a support group at our school. BU will coordinate monthly meetings and set agendas based on needs identified by polled grandparents and utilize students from the School of Social Work to provide childcare for the grandparents. We anticipate an October start for the first meeting.



51. Binghamton Housing Authority's Youth Development Program (formally Gang Prevention) will work with building leader to place employees into the school building for the purpose of bridging relationships between students, parents, the housing authority and school faculty and staff. Moving among students, supporting those presenting with behavioral issues, these staff will provide check-in, check-out activities with identified at-risk youth based on 2015-2016 discipline data. Additionally, they will work with the assistant principal to address families of students with chronic absentee issues and help school personnel develop stronger relationships with these families. A 50% reduction of suspensions across subgroups is the desired outcome.
- ii. Identify the "early wins" that will serve as early indicators of a successful SIG plan implementation period and foster increased buy-in and support for the plan. In addition, provide evidence of focused strategies aimed specifically at long-term capacity building and sustainability.

Early wins that will serve as early indicators of a successful SIG plan implementation will be:

- An increase in the number of classroom teachers using effective reading instructional practices as evidenced in observations and walkthroughs in the first quarter (beginning of November 2016). The District is supporting the use of Consultants for balance literacy approach and entering the 3<sup>rd</sup> of a five-year plan.
  - An increase in the number of students in grade 6-8 passing end of unit module assessments with a 70% or better. Increased math success at East Middle will lead to District contracting with Mathematics University to attend to all elementary buildings, sustaining an anticipating five-year plan for math support.
  - A successful initiation of the Grandparents Group as indicated by the number of grandparents attending monthly sessions. Collaborating with BU's School of Social Work, we will continue to provide childcare and programming to support grandparents and their grandchildren for the cost of refreshments.
  - An increase in family presence at Parent Mingles or parent/student learning nights of the Youth Development Program employees working with us. Developing those relationships could lead to a parent volunteer program that would further bring more families into the building to support education
  - Sixty-five percent of targeted children regularly attending and engaged in the extended learning program as noted in attendance records and classroom observations.
- iii. Identify the leading indicators of success that will be examined on no less than a bi-monthly and/or quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

Leading indicators to be collected and reviewed and analyzed monthly with our School Leadership Team, consultant's and community partners. Using our School management system, we will create reports on Attendance data, discipline data, and observational data. Collection of parent/family/grandparent sign in sheets will provide evidence of

participation. The data and analysis will be presented to the entire faculty and staff in monthly staff meetings, be reported to parents at monthly PTA meetings, and be included in the monthly newsletters sent to the families of all children 6-8<sup>th</sup> grade.

- iv. Describe the means by which the key strategies identified throughout Sections I and II ensure that each of the required elements of the selected model have been met.

Partnering with the identified Consultants for targeted professional development will ensure all teachers have the instructional capacity to deliver rigorous academics. Utilizing the Youth Development Program coupled with consultants who will help us nurture those students acting out due to traumas incurred from living in poverty, keeping them in school thus fostering a more positive and supportive learning environment.

By partnering with Youth Development program, we can offer our expanded/extended learning program at school and at a satellite spot on housing authority sites. This coupled with a strong parent engagement program will provide a catalog of school-based and school-linked programs and services that lead to improved student learning, stronger families, and healthier communities.

Working with our school-based health, dental and mental health partners, UHS, will provide access to expand their services to our feeder Middle school so that there is no loss of services as children move up.

Connecting with local universities, community colleges, BOCES and technical schools will help us create opportunities for parents to explore, career and technical education leading to workforce development, community and economic development.

Finally, starting a mental and medical health services clinic will offer families in our community an environment for them to access before, during and after school hours to find support and make connections to community agency to address social/emotional, financial and educational needs. As adult caregivers learn more strategies to help their children, they will strengthen home literacy. Community volunteers will provide students with broader opportunities for children to read to and with adults. Connections with BU have provided us with a cache of non-native English speakers who can act as interpreters for face to face conversations and written translations of documents, providing family outreach materials in the "home" language to further support our immigrant families.

We are excited at the prospect of being able to reach out to our families and students on such a comprehensive and all-encompassing manner. At the bottom of all these efforts is the goal of raising academic achievement for all children in our school and providing them opportunities to learn to dream of what can be if they work hard and believe in possibilities.

**Attachment B**  
**School-level Baseline Data and Target-Setting Chart**

<b>SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART</b>	<b>Unit</b>	<b>District Average</b>	<b>Baseline Data</b>	<b>Target for 2016-17</b>	<b>Target for 2017-18</b>	<b>Target for 2018-19</b>	<b>Target for 2019-20</b>	<b>Target for 2020-21</b>
<b>I. Leading Indicators</b>								
a. Number of minutes in the school year	min	66,060	66,060	66,260	66,260	66,260	66,260	66,260
b. Student participation in State ELA assessment	%	96%	92%	93%	94%	95%	95%	96%
c. Student participation in State Math assessment	%	94%	81%	82%	84%	86%	88%	90%
d. Drop-out rate	%	9%	9%	9%	8%	7%	6%	5%
e. Student average daily attendance	%	90%	90%	90%	91%	92%	93%	93%
f. Student completion of advanced coursework	%							
g. Suspension rate	%	11%	22%	22%	20%	18%	16%	14%
h. Number of discipline referrals	num	1,148	1,148	1,148	1,125	1,102	1,079	1,056
i. Chronic absenteeism rate	%	36%	36%	36%	35%	34%	33%	32%
j. Teacher attendance rate	%	93%	94%	94%	94%	95%	95%	95%
k. Teachers rated as "effective" and "highly effective"	%	96.08%	95.52%	95.52%	96.02%	96.52%	97.02%	97.52%
l. Hours of professional development to improve teacher performance	num	2,026	5500	5500	5500	5500	5500	5500
m. Hours of professional development to improve leadership and governance	num	30	30	30	30	30	30	30
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	5	5	5	5	5	5	5
<b>II. Academic Indicators</b>								
a. ELA performance index	PI	62	56					
b. Math performance index	PI	66	41					
c. Student scoring "proficient" or higher on ELA assessment	%	14%	14%	14%	15%	16%	17%	18%
d. Students scoring "proficient" or higher on Math assessment	%	21%	6%	6%	7%	8%	9%	10%
e. Average SAT score	score	1066	N/A	N/A	N/A	N/A	N/A	N/A
f. Students taking PSAT	%	28%	N/A	N/A	N/A	N/A	N/A	N/A

g. Students receiving Regents diploma with advanced designation	%	14%	N/A	N/A	N/A	N/A	N/A	N/A
h. High school graduation rate	%	61%	N/A	N/A	N/A	N/A	N/A	N/A
i. Ninth graders being retained	%	0	N/A	N/A	N/A	N/A	N/A	N/A
j. High school graduates accepted into two or four year colleges	%	77%	N/A	N/A	N/A	N/A	N/A	N/A

*\*Telephone calls will be conducted with LEAs to consider interim data and progress being made toward yearly targets.*

# TIM Simonds

34 Castle Blvd ♦ Akron, OH 44313 ♦ Phone: (512) 496-5195 ♦ tlsimonds@gmail.com

May 5, 2016

Mr. Deinhardt:

I write to express my interest in joining your leadership team as principal of East Middle School. I'm a proud alumnus of Binghamton City Schools, class of 1986. At this point in my career, I would like nothing more than to bring my knowledge and skills home to serve the students and families of Binghamton community.

Please consider the following highlights from my attached resume:

- 14 years experience as a k-12 School Leader. 9 years experience teaching English grades 7-12.
- New York State SDA and SAS certification.
- Experienced in using data to develop/monitor clear and measureable student goals.
- Experience supervising/evaluating staff and effective professional development strategies.
- Expertise in PLCs, Project Based Learning, International Baccalaureate Education, Marzano High Reliability Schools.
- Improved student outcomes on Texas State TAKS tests by 13% in 2008-2011.
- Increased the success rate of students who previously failed TAKS tests 23% in ELA, and 30% in math during the same period.
- Doubled the graduation rate at Success HS 2012.
- In 1996 I was featured in a PBS educational video titled Peaceful Solutions.

I thrive in innovative and fast paced educational environments where I can utilize my skills in leadership and strategic planning to improve the quality of the school experience for children and youth. I am highly motivated, observant, detail-oriented and responsive, with a strong desire to exceed expectations and deliver the effort necessary to assist your team in moving in the right direction to make Binghamton City Schools the world-class school district I know it can be.

I would welcome the opportunity to discuss this position, and hope we can arrange a mutually convenient time for us to meet. In the interim, I thank you for reviewing this letter and the accompanying material.

Sincerely yours,

Tim Simonds  
Binghamton High School Class of '86  
Enclosure:

# Tim Simonds

34 Castle Blvd ♦ ♦ Phone: Akron, OH 44313 (512) 496-5195 ♦ tlimonds@gmail.com

## Education leader

Dedicated educator who has implemented successful programs that create opportunities for success and improve student outcomes. Middle and high school leadership experience with student population ranging from 100-3000 in urban and rural settings. K-12 Leadership experience evaluating teachers and developing programs for students with disabilities. Proven ability in strategic planning, budgeting, scheduling, systems, operations, and crisis management. Active in supporting and encouraging teacher leader capacity through professional development, instructional coaching and leadership opportunities. Knowledgeable of current trends in education and capable of motivating staff to implement instructional best practice. Proven track record of relationship building with diverse families from all walks of life. Able to build, lead, and sustain a school culture and professional learning community, including the support and sustainability of positive emotional, intellectual, and physical space.

## AREAS OF EXPERTISE

- 
- Marzano High Reliability Schools
  - PBIS/CPI Trained.
  - Problem Solving
  - Student Focused
  - International Baccalaureate Leadership
  - Instructional Coaching
  - Strategic Plan Writer
  - Professional Learning Communities
  - Systems Thinker
  - Project Based Learning
  - Professional Development
  - Facilities Management
  - Special Education/504
  - Team Development
  - Alternative Education
  - Depth of Knowledge

## Student LEARNING IMPROVEMENT

- 
- Value accessibility, and creating abundant opportunity and success for all students.
  - Developed and implemented a successful Response To Intervention (RTI) system for struggling students.
  - Introduced Professional Learning Community and Positive Behavior Intervention Support initiatives.
  - Organized Student Support Teams utilizing the RTI process and developed individualized plans for student success.
  - Improved student outcomes on Texas State TAKS tests by 13% in 2008-2011.
  - Increased the success rate of students who previously failed TAKS tests 23% in ELA, and 30% in math during the same period.
  - Doubled the graduation rate at Success HS 2012.
  - Improved EOC level 2 rates: 8<sup>th</sup> gr. EOC to Algebra 1 by 15% and Algebra 1 to Geometry by 12 % 2013.

## Systems Improvement Expertise

- 
- Directed attendance, credit, and graduation outcomes through improved student monitoring and collaboration with dropout recovery specialists, attendance officers, counselors and administrators.
  - Systematized administrative practices and operations with State and District guidelines, teamed with staff on the development of student programming, and enhanced school safety.
  - Oversaw administrative requirements, building maintenance, behavioral / disciplinary problems, parent / teacher relations, supported master schedule planning and extra-curricular activities.
  - Evaluated staff; mapped curriculum and monitored instruction; budgeted; built master schedule; and held manifest determination and suspension conferences.

## Supervisory management & Leadership

- 
- Guided collaborative efforts to create common language of instruction based upon meta-analysis of instructional best practice.
  - Coordinated collaborative team curriculum improvement efforts in standards-based education through analysis of standards and alignment of common assessment and lesson design.

## Supervisory management Continued

Tim Simonds - Page 2

- In 1996 I was featured in a PBS educational video called Peaceful Solutions that adapted Model UN protocols in order to build skills through project-based learning and a constructivist approach.
- Taught professional development in high-yield instructional strategies, formative assessments and standards-based grading, learning goals and objectives, common assessments, and data analysis of student assessments.
- Developed and facilitated professional development in *The Art and Science of Teaching*, *Formative Assessments and standards based grading*, 21<sup>st</sup> century skills and *Understanding by Design*.
- Organized a systemic structure of professional learning communities to apply the tools learned in professional development.
- Coached teachers in data-driven instructional improvement practices.

## Family/Community Outreach & Collaboration

- Collaboratively led schools with a strong commitment to engaging in continuous improvement for ongoing student learning, fostering safe inclusive learning environments, and partnering with parents and communities.
- Implemented orientation, career and college planning programs; coordinated with school based support team, community based organizations, and parents' association.

## Work history

Accel Schools, Cleveland, OH <i>Principal: Northcoast Academy, West Park Academy</i>	2014 - present
Round Rock Independent School District, Round Rock, TX <i>Assistant Principal: Stony Point High School, Success Alternative High School, Round Rock High School, Cedar Valley Middle School</i>	2007-2014
Putnam/Northern Westchester BOCES, Yorktown Heights, NY 2006-2007 <i>Principal/ Special Education Supervisor: Regional Alternative High School</i>	
Carmel Central School District, Patterson, New York <i>Assistant Director of Pupil Services, preK-12</i>	2004-2006
New York City Department of Education 1995-2004 <i>Assistant Principal, A. Philip Randolph Campus High School</i> <i>English Teacher: Stuyvesant High School, Saik Middle School</i>	
Harpursville Central School District, Harpursville, New York <i>English Teacher: Harpursville Jr./Sr. High School</i>	1994-1995
Gloversville Central School District, Gloversville, New York (.6) <i>English Teacher: Estee Middle School</i>	1993-1994

## education

Master of Science in Education plus Professional Diploma: Supervision and Administration, Pace University, Jan 2002  
Master of Arts in Teaching, Union College, June 1993

Bachelor of Arts in English Literature, Binghamton University, May 1991

**Certifications**

Ohio Principal (pre-K-6)

2015-

Ohio<sup>JLS</sup> Principal (5-12)

2015-2020

Texas Principal Standard (EC-12)

2008 - 2017

New York State School District Administrator (EC-12)

Permanent

New York State Supervisor and Administrator (EC-12)

Permanent

New York State English 7-12

Permanent

202



Attachment C  
Evidence of Partner Effectiveness Chart

<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Binghamton Housing Authority	<ol style="list-style-type: none"> <li>1. Binghamton High School</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. Roxie Oberg 607-762-8200</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>
<b>Partner Organization Name and Contact Information and description of type of service provided.</b>	<b>Schools the partner has successfully supported in the last three years</b> (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	<b>References / Contacts</b> (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
Family and Children Society	<ol style="list-style-type: none"> <li>1. Whitney Point Schools</li> <li>2. Union-endicott Schools</li> <li>3. Maine-Endwell Schools</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>	<ol style="list-style-type: none"> <li>1. School Superintendent</li> <li>2. School Superintendent</li> <li>3. School Superintendent</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> <li>9.</li> <li>10.</li> </ol>



**Partnership Agreement  
Between  
Binghamton City School District  
And  
Binghamton Housing Authority  
2018**

The Binghamton City School District and Binghamton Housing Authority  
(Name of Applicant) (Name(s) of Partnering Agencies)

agree to assume and perform the following roles and responsibilities in the administration of the School Improvement Grant 1003(g) Program during the 2016-2020 funding cycle. The goal of this program is to provide a Youth Development Program of the highest quality for the participating students.

The partnership agreement is comprised of three sections:

- Joint Responsibilities of the Applicant and Partnering Agencies
- Responsibilities of the Partnering Agencies
- Responsibilities of the School District

I. Joint Responsibilities of the Applicant and Partnering Agencies

1. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Structure and facilitate meaningful communication between the school staff and the Youth Development Program. Provide on-going opportunities for school staff and ESDSVP staff to plan, coordinate, and integrate curricular areas with school activities.
2. Hold regularly scheduled meetings between the staff of the partnering agencies and school principal, as well as other appropriate personnel, to discuss all issues pertaining to the Youth Development Program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development, and other issues of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association, School Board, and the family members of the program's students, including information regarding school day and after-school program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the Youth Development Program and disseminate procedural information widely.

## **II. Responsibilities of the Partnering Agencies**

1. Communicate and provide information to the lead applicant about the Youth Development Program through regularly scheduled meetings.
2. If applicable, recruit, hire, and train all program staff in cooperation with the school. The school principal and/or his/her designee will participate in the selection of the full time person responsible for the program.
3. Manage the day-to-day operations of the program and notify the lead applicant of any problems, issues, and concerns in a timely fashion.
4. Track student enrollment and attendance and provide that information to the lead applicant on at least a monthly basis.
5. Invite designated school staff to attend staff meetings.
6. Attend school staff meetings as determined by the lead applicant.
7. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.
8. Work cooperatively with the research and evaluation component of the Youth Development Program.
9. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled.
10. Ensure that all applicable local and state requirements for staff clearances are met.
11. Develop protocol for emergency notification of parents and/or guardians.
12. Establish procedures for the safe-keeping and safe transport of children after program hours.
13. Ensure that there are staff on-site during program hours trained in first aid, CPR and medical emergencies.
14. Maintain appropriate insurance coverage.
15. Provide the lead Youth Development Program with all appropriate and requested financial information and reports in a timely fashion.

### III. Responsibilities of the School

1. Work cooperatively with the Youth Development Program, the Resource Center, and independent evaluator. Information requested by evaluators is to be provided in a timely manner. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance, etc. will be provided with full protection of the rights of the students and within the regulations of the school system.
2. If the program is school based, assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
3. Supply adequate and appropriate storage space for the after-school program's materials and equipment.
4. Facilitate the provision of full custodial services at no cost.
5. Identify and organize appropriate security for the after-school program.

Agreed on this day, \_\_\_\_\_, by  
(Month/day/year)

Binghamton Housing Authority  
(Name of Partnering Agency)

\_\_\_\_\_  
(Signature of Executive Director)

Binghamton City School District  
(Name of School District)

\_\_\_\_\_  
(Signature of District Superintendent)

**Partnership Agreement  
Between  
Binghamton City School District  
And  
Family & Children Society**  
2008

The Binghamton City School District and Family & Children Society  
(Name of Applicant) (Name(s) of Partnering Agencies)

agree to assume and perform the following roles and responsibilities in the administration of the School Improvement Grant 1003(g) Program during the 2016-2020 funding cycle. The goal of this program is to provide a Mental Health Services Program of the highest quality for the participating students.

The partnership agreement is comprised of three sections:

- Joint Responsibilities of the Applicant and Partnering Agencies
- Responsibilities of the Partnering Agencies
- Responsibilities of the School District

I. Joint Responsibilities of the Applicant and Partnering Agencies

3. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Structure and facilitate meaningful communication between the school staff and the Mental Health Services Program. Provide on-going opportunities for school staff and ESDSVP staff to plan, coordinate, and integrate curricular areas with school activities.
4. Hold regularly scheduled meetings between the staff of the partnering agencies and school principal, as well as other appropriate personnel, to discuss all issues pertaining to the Mental Health Services Program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development, and other issues of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association, School Board, and the family members of the program's students, including information regarding school day and after-school program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the Mental Health Services Program and disseminate procedural information widely.

## **II. Responsibilities of the Partnering Agencies**

1. Communicate and provide information to the lead applicant about the Mental Health Services Program through regularly scheduled meetings.
  
16. If applicable, recruit, hire, and train all program staff in cooperation with the school. The school principal and/or his/her designee will participate in the selection of the full time person responsible for the program.
  
17. Manage the day-to-day operations of the program and notify the lead applicant of any problems, issues, and concerns in a timely fashion.
  
18. Track student enrollment and attendance and provide that information to the lead applicant on at least a monthly basis.
  
19. Invite designated school staff to attend staff meetings.
  
20. Attend school staff meetings as determined by the lead applicant.
  
21. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.
  
22. Work cooperatively with the research and evaluation component of the Mental Health Services Program.
  
23. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled.
  
24. Ensure that all applicable local and state requirements for staff clearances are met.
  
25. Develop protocol for emergency notification of parents and/or guardians.
  
26. Establish procedures for the safe-keeping and safe transport of children after program hours.
  
27. Ensure that there are staff on-site during program hours trained in first aid, CPR and medical emergencies.
  
28. Maintain appropriate insurance coverage.
  
29. Provide the lead Mental Health Services Program with all appropriate and requested financial information and reports in a timely fashion.

III. Responsibilities of the School

6. Work cooperatively with the Mental Health Services Program, the Resource Center, and independent evaluator. Information requested by evaluators is to be provided in a timely manner. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance, etc. will be provided with full protection of the rights of the students and within the regulations of the school system.
7. If the program is school based, assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
8. Supply adequate and appropriate storage space for the after-school program's materials and equipment.
9. Facilitate the provision of full custodial services at no cost.
10. Identify and organize appropriate security for the after-school program.

Agreed on this day, \_\_\_\_\_, by  
(Month/day/year)

Binghamton Housing Authority  
(Name of Partnering Agency)

\_\_\_\_\_  
(Signature of Executive Director)

Binghamton City School District  
(Name of School District)

\_\_\_\_\_  
(Signature of District Superintendent)



**Partnership Agreement  
Between  
Binghamton City School District  
And  
United Health Services  
2018**

The Binghamton City School District and United Health Services  
(Name of Applicant) (Name(s) of Partnering Agencies)

agree to assume and perform the following roles and responsibilities in the administration of the School Improvement Grant 1003(g) Program during the 2016-2020 funding cycle. The goal of this program is to provide a Medical Health Services Program of the highest quality for the participating students.

The partnership agreement is comprised of three sections:

- Joint Responsibilities of the Applicant and Partnering Agencies
- Responsibilities of the Partnering Agencies
- Responsibilities of the School District

I. Joint Responsibilities of the Applicant and Partnering Agencies

5. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards.
2. Structure and facilitate meaningful communication between the school staff and the Medical Health Services Program. Provide on-going opportunities for school staff and ESDSVP staff to plan, coordinate, and integrate curricular areas with school activities.
6. Hold regularly scheduled meetings between the staff of the partnering agencies and school principal, as well as other appropriate personnel, to discuss all issues pertaining to the Medical Health Services Program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development, and other issues of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association, School Board, and the family members of the program's students, including information regarding school day and after-school program that is accessible in a public space.
5. Recruit, select, and enroll student participants in the Medical Health Services Program and disseminate procedural information widely.

## **II. Responsibilities of the Partnering Agencies**

1. Communicate and provide information to the lead applicant about the Medical Health Services Program through regularly scheduled meetings.
30. If applicable, recruit, hire, and train all program staff in cooperation with the school. The school principal and/or his/her designee will participate in the selection of the full time person responsible for the program.
31. Manage the day-to-day operations of the program and notify the lead applicant of any problems, issues, and concerns in a timely fashion.
32. Track student enrollment and attendance and provide that information to the lead applicant on at least a monthly basis.
33. Invite designated school staff to attend staff meetings.
34. Attend school staff meetings as determined by the lead applicant.
35. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.
36. Work cooperatively with the research and evaluation component of the Medical Health Services Program.
37. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled.
38. Ensure that all applicable local and state requirements for staff clearances are met.
39. Develop protocol for emergency notification of parents and/or guardians.
40. Establish procedures for the safe-keeping and safe transport of children after program hours.
41. Ensure that there are staff on-site during program hours trained in first aid, CPR and medical emergencies.
42. Maintain appropriate insurance coverage.
43. Provide the lead Medical Health Services Program with all appropriate and requested financial information and reports in a timely fashion.

III. Responsibilities of the School

- 11. Work cooperatively with the Medical Health Services Program, the Resource Center, and independent evaluator. Information requested by evaluators is to be provided in a timely manner. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance, etc. will be provided with full protection of the rights of the students and within the regulations of the school system.
- 12. If the program is school based, assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
- 13. Supply adequate and appropriate storage space for the after-school program's materials and equipment.
- 14. Facilitate the provision of full custodial services at no cost.
- 15. Identify and organize appropriate security for the after-school program.

Agreed on this day, _____, by <small>(Month/day/year)</small>	
<u>Binghamton Housing Authority</u> <small>(Name of Partnering Agency)</small>	_____ <small>(Signature of Executive Director)</small>
<u>Binghamton City School District</u> <small>(Name of School District)</small>	_____ <small>(Signature of District Superintendent)</small>

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.

Key strategies for year-one implementation aligned to goals and objectives are:  
September, 2016-June, 2017

1. School leaders will communicate the school's vision statement during the first staff meeting to ensure all are familiar with and can articulate the vision to all stakeholders. This will be revisited throughout the year.
1. The SLT committee at East Middle will post the SMART Goals in the East Middle School staff room and main office and electronically distribute the Goals to all staff to ensure all have a clear understanding of this school's vision. All staff will post the vision statement outside their classroom.
2. School leaders will communicate the school's vision to the student body at separate bloc meetings during the first full week of school and again periodically throughout the year to ensure all students are familiar with and can articulate the school's vision.
3. The building leader will ensure monthly school newsletters will be shared using multiple formats including a "hard" copy, electronic copy, and an online post in all applicable languages to increase communication in a timely fashion.
4. Communication from the school to parents/guardians will be shared using a system designating a specific day of the week for the information to be sent home. This information will be color coded to alert parents of that important information.
5. A pathway for communication at East Middle School will be created the Technology Mentors that will include how/where minutes from school committees will be shared and how feedback from stakeholders will be received/collected to ensure that all school information is shared with all staff.
6. Administrators and teachers will revamp ELA and math AIS in conjunction with SSP in order to create targeted support or enrichment based on student data.
7. A committee of school leadership and staff will restructure lunch activities to provide varied activities for students to participate in during the lunch for the purpose of reducing behavioral issues and to provide students with the opportunity to select an activity based on personal interest.
8. I-Ready math diagnostic to be administered to every student by the math teacher in September (within the first two full weeks for seventh and eighth graders) and May/June 2017. The data will drive decisions for student support.
9. ELA teachers will administer the Scholastic Reading Inventory to every student in September (within the first two full weeks for seventh and eighth graders), January, 2017 and May, 2017. The purpose is to determine proper placement and support based on student needs.
10. Benchmarking of all sixth grade students in reading comprehension F and P. The purpose is to determine proper placement and support based on student needs. Benchmarking will be completed by AIS teachers and the collaborative coach.
11. Monthly DDI meetings to discuss students' needs/goals to analyze data and create action plans. All teachers will participate under the guidance of the collaborative coach.

12. Restructuring AIS (in math and ELA) so that AIS students can attend every day. Entry/exit of program will be reevaluated every quarter so that attendance in AIS is fluid given student needs. Attendance in AIS will be purposeful and driven by data.
13. AIS teachers will have release time (4 days) to meet with general education staff to observe data and collaborate concerning students starting at week 7 and every 10 weeks thereafter. General Education staff will meet with AIS teachers for .5 hour during lunch once a month to discuss targeted students.
14. Sixth grade ELA teachers will use Writer's Workshop for all sixth grade students. This activity will run throughout the 2016-2017 school year. The impact of the initiative will enhance student writing skills across genres.
15. Eighth grade enrichment ELA class. The schedule will include the addition of an eighth grade enrichment ELA class. The purpose is to add rigor and challenge for English students. This activity runs throughout the 2016-2017 school year and students are identified through the DDI process.
16. Launch a writing short-term initiative in Step-Up to Writing for seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
17. Writing short-term initiative for the entire building on writing a closure statement sixth, seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
18. Training by the school leadership on lesson plans to make it clear to all stakeholders what attributes to include in a lesson plan including the performance indicators for domains 1, 5, and 10 of the Pearson Rubric and to clarify that lesson plans must be written and able to be submitted upon request.
19. During DDI sessions, student needs and strengths need to be discussed and clear interventions need to be identified. Short-term interventions (3 - 4 weeks) will be instructed/facilitated by staff members impacted by the data and student progress assessed. During the intervention, students will set individual goals so that they are aware of their own progress in meeting the goal set forth during the intervention (during student conferencing or academic class depending if intervention is class driven or building driven).
20. Teachers will create short-term building initiatives as needed given data gleaned from DDI meetings. Initiatives will be assessed and data analyzed to determine impact on student learning.
21. Teachers will use on-line formative assessments using Google Classroom and/or other websites to assess student performance and understanding. Teachers need to attend summer professional development in order to utilize Chrome Books in the classroom.
22. Teachers will utilize Google Classroom training to implement lessons where students actively participate, cooperate, and learn aimed at meeting the lesson objectives.

23. Restorative Coordinator and trained sixth grade staff - Full implementation for the sixth grade. Restorative counseling to teach empathy to students and to provide opportunities for students and staff to repair relationships. Community circles that will create positive classroom communities will be used throughout the year.
24. Restorative Coordinator and trained seventh grade staff - Initial implementation for the seventh grade. Restorative counseling to teach empathy to students and to provide opportunities for students and staff to repair relationships. Community circles that will create positive classroom communities will be used throughout the year.
25. PBIS committee and coach will support training of all staff with PBIS moving to Level 2 identification. Communication of student information to all teaching staff and parents to identify and support the interventions of targeted students based on behavioral and academic data.
26. The OLWEUS -Anti-bullying committee will include students for the purpose of designing activities and the communication of anti bullying structures to the student body. Outside presenters will be utilized to share the message in various formats for student engagement.
27. General mental health services for students are supported by social worker, school psychologist, and two guidance counselors. High needs Students are scheduled on an on going basis in addition reentry meetings for students who have been suspended are scheduled for the purpose of identifying behaviors and setting goals to change behavior.
28. Youth Development Project in coordination with the Housing Authority will work to establish relationships and to bridge the school/community gap throughout the year.
29. CPI training at the beginning of the year for new staff to understand warning signs and stressors for students/staff to best determine interventions.
30. Student Conferencing utilized as a structure to implement all school-wide programs (PBIS, OLWEUS, Restorative Practices and circles, goal-setting for academics).
31. Power-Hour provides students with a positive activity to do after school that incorporates learning in a different way. Power - Hour will include homework help and enrichment activities (STEM, dance, arts and crafts, technology). Staff and our community partnerships provide extended day instruction and enrichment.
32. Boy's Group will meet with SRO throughout the year to work with boys with at - risk behaviors to teach positive behaviors.
33. Peer Leaders and Girl's Leadership Clubs will meet throughout the year to encourage, model, and foster positive behaviors.
34. Parent Mentors (program through BU)/Community Volunteers (Assembly of God volunteers) to push in to classes throughout the year and to work with students/staff during lunch and SSP in order to foster social and emotional growth.
35. Administration and Staff will send out postcards and fliers within the community to advertise the need for volunteers at East Middle School. A link will be provided which includes the application form used to appropriately screen volunteers. EMS newsletter and website will include volunteer opportunities for the purpose of supporting student success.

36. Student volunteers/mentors will have opportunities work within the community and/or tutoring possibilities. This will be overseen by building staff including the guidance counselors. The intent is to gain a sense of community.
37. For the purpose of building positive relationships with stakeholders, regular community events will be held. The intent is to involve and engage all parties. These events may include assemblies, project of the month, barbecues, science fair, talent show, concerts, musicals, tournaments or other family/community events.
38. The technology mentors will create a Facebook/Twitter page for EMS that constantly is being monitored/updated to ensure information is current and to increase communication. (Newsletter link, volunteer link,...)
39. EMS newsletter will be distributed monthly for the purpose of providing information from each bloc, club, and/or upcoming events. A designee will be determined.
40. Staff will distribute fliers of upcoming events at the school will be posted within the community at local restaurants/shops/supermarkets etc. for the purpose of building community relationships.
41. Custodial staff will post signs outside the building to welcome individuals into the building.
42. The SLT will plan at least two Fun Fridays giving parents the opportunity to participate.
43. Offer a well-designed extended/expanded learning program targeting, in part, students reading two grade levels or more below grade level to support them with additional reading intervention in addition to that provided during the regular school day.
  
44. Implement a grandparent group at East Middle identifying grandparents raising grandchildren and reach out to them to being a support group at our school. BU will coordinate monthly meetings and set agendas based on needs identified by polled grandparents and utilize students from the School of Social Work to provide childcare for the grandparents. We anticipate an October start for the first meeting.
  
45. Binghamton Housing Authority's Youth Development Program (formally Gang Prevention) will work with building leader to place employees into the school building for the purpose of bridging relationships between students, parents, the housing authority and school faculty and staff. Moving among students, supporting those presenting with behavioral issues, these staff will provide check-in, check-out activities with identified at-risk youth based on 2015-2016 discipline data. Additionally, they will work with the assistant principal to address families of students with chronic absentee issues and help school personnel develop stronger relationships with these families. A 50% reduction of suspensions across subgroups is the desired outcome.

- i. Identify and describe the key strategies for year-one implementation period (September 1, 2016 to June 30, 2017) that are aligned to the goals and objectives identified throughout Section II, with specific reference to student academic achievement, staffing, professional development, partnerships and stakeholder involvement.

Key strategies for year-one implementation aligned to goals and objectives are:

September, 2016-June, 2017

1. School leaders will communicate the school's vision statement during the first staff meeting to ensure all are familiar with and can articulate the vision to all stakeholders. This will be revisited throughout the year.
1. The SLT committee at East Middle will post the SMART Goals in the East Middle School staff room and main office and electronically distribute the Goals to all staff to ensure all have a clear understanding of this school's vision. All staff will post the vision statement outside their classroom.
2. School leaders will communicate the school's vision to the student body at separate bloc meetings during the first full week of school and again periodically throughout the year to ensure all students are familiar with and can articulate the school's vision.
3. The building leader will ensure monthly school newsletters will be shared using multiple formats including a "hard" copy, electronic copy, and an online post in all applicable languages to increase communication in a timely fashion.
4. Communication from the school to parents/guardians will be shared using a system designating a specific day of the week for the information to be sent home. This information will be color coded to alert parents of that important information.
5. A pathway for communication at East Middle School will be created the Technology Mentors that will include how/where minutes from school committees will be shared and how feedback from stakeholders will be received/collected to ensure that all school information is shared with all staff.
6. Administrators and teachers will revamp ELA and math AIS in conjunction with SSP in order to create targeted support or enrichment based on student data.
7. A committee of school leadership and staff will restructure lunch activities to provide varied activities for students to participate in during the lunch for the purpose of reducing behavioral issues and to provide students with the opportunity to select an activity based on personal interest.
8. I-Ready math diagnostic to be administered to every student by the math teacher in September (within the first two full weeks for seventh and eighth graders) and May/June 2017. The data will drive decisions for student support.
9. ELA teachers will administer the Scholastic Reading Inventory to every student in September (within the first two full weeks for seventh and eighth graders), January, 2017 and May, 2017. The purpose is to determine proper placement and support based on student needs.
10. Benchmarking of all sixth grade students in reading comprehension F and P. The purpose is to determine proper placement and support based on student needs. Benchmarking will be completed by AIS teachers and the collaborative coach.
11. Monthly DDI meetings to discuss students' needs/goals to analyze data and create action plans. All teachers will participate under the guidance of the collaborative coach.



12. Restructuring AIS (in math and ELA) so that AIS students can attend every day. Entry/exit of program will be reevaluated every quarter so that attendance in AIS is fluid given student needs. Attendance in AIS will be purposeful and driven by data.
13. AIS teachers will have release time (4 days) to meet with general education staff to observe data and collaborate concerning students starting at week 7 and every 10 weeks thereafter. General Education staff will meet with AIS teachers for .5 hour during lunch once a month to discuss targeted students.
14. Sixth grade ELA teachers will use Writer's Workshop for all sixth grade students. This activity will run throughout the 2016-2017 school year. The impact of the initiative will enhance student writing skills across genres.
15. Eighth grade enrichment ELA class. The schedule will include the addition of an eighth grade enrichment ELA class. The purpose is to add rigor and challenge for English students. This activity runs throughout the 2016-2017 school year and students are identified through the DDI process.
16. Launch a writing short-term initiative in Step-Up to Writing for seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
17. Writing short-term initiative for the entire building on writing a closure statement sixth, seventh and eighth grade students. Training for new ELA, Social Studies, AIS ELA, and Science teachers will take place in September. Training will be provided by a seventh grade turnkey trainer. This training will support a school-wide approach for improving student writing.
18. Training by the school leadership on lesson plans to make it clear to all stakeholders what attributes to include in a lesson plan including the performance indicators for domains 1, 5, and 10 of the Pearson Rubric and to clarify that lesson plans must be written and able to be submitted upon request.
19. During DDI sessions, student needs and strengths need to be discussed and clear interventions need to be identified. Short-term interventions (3 - 4 weeks) will be instructed/facilitated by staff members impacted by the data and student progress assessed. During the intervention, students will set individual goals so that they are aware of their own progress in meeting the goal set forth during the intervention (during student conferencing or academic class depending if intervention is class driven or building driven).
20. Teachers will create short-term building initiatives as needed given data gleaned from DDI meetings. Initiatives will be assessed and data analyzed to determine impact on student learning.
21. Teachers will use on-line formative assessments using Google Classroom and/or other websites to assess student performance and understanding. Teachers need to attend summer professional development in order to utilize Chrome Books in the classroom.
22. Teachers will utilize Google Classroom training to implement lessons where students actively participate, cooperate, and learn aimed at meeting the lesson objectives.

23. Restorative Coordinator and trained sixth grade staff - Full implementation for the sixth grade. Restorative counseling to teach empathy to students and to provide opportunities for students and staff to repair relationships. Community circles that will create positive classroom communities will be used throughout the year.
24. Restorative Coordinator and trained seventh grade staff - Initial implementation for the seventh grade. Restorative counseling to teach empathy to students and to provide opportunities for students and staff to repair relationships. Community circles that will create positive classroom communities will be used throughout the year.
25. PBIS committee and coach will support training of all staff with PBIS moving to Level 2 identification. Communication of student information to all teaching staff and parents to identify and support the interventions of targeted students based on behavioral and academic data.
26. The OLWEUS -Anti-bullying committee will include students for the purpose of designing activities and the communication of anti bullying structures to the student body. Outside presenters will be utilized to share the message in various formats for student engagement.
27. General mental health services for students are supported by social worker, school psychologist, and two guidance counselors. High needs Students are scheduled on an on going basis in addition reentry meetings for students who have been suspended are scheduled for the purpose of identifying behaviors and setting goals to change behavior.
28. Youth Development Project in coordination with the Housing Authority will work to establish relationships and to bridge the school/community gap throughout the year.
29. CPI training at the beginning of the year for new staff to understand warning signs and stressors for students/staff to best determine interventions.
30. Student Conferencing utilized as a structure to implement all school-wide programs (PBIS, OLWEUS, Restorative Practices and circles, goal-setting for academics).
31. Power-Hour provides students with a positive activity to do after school that incorporates learning in a different way. Power - Hour will include homework help and enrichment activities (STEM, dance, arts and crafts, technology). Staff and our community partnerships provide extended day instruction and enrichment.
32. Boy's Group will meet with SRO throughout the year to work with boys with at - risk behaviors to teach positive behaviors.
33. Peer Leaders and Girl's Leadership Clubs will meet throughout the year to encourage, model, and foster positive behaviors.
34. Parent Mentors (program through BU)/Community Volunteers (Assembly of God volunteers) to push in to classes throughout the year and to work with students/staff during lunch and SSP in order to foster social and emotional growth.
35. Administration and Staff will send out postcards and fliers within the community to advertise the need for volunteers at East Middle School. A link will be provided which includes the application form used to appropriately screen volunteers. EMS newsletter and website will include volunteer opportunities for the purpose of supporting student success.

36. Student volunteers/mentors will have opportunities work within the community and/or tutoring possibilities. This will be overseen by building staff including the guidance counselors. The intent is to gain a sense of community.
37. For the purpose of building positive relationships with stakeholders, regular community events will be held. The intent is to involve and engage all parties. These events may include assemblies, project of the month, barbecues, science fair, talent show, concerts, musicals, tournaments or other family/community events.
38. The technology mentors will create a Facebook/Twitter page for EMS that constantly is being monitored/updated to ensure information is current and to increase communication. (Newsletter link, volunteer link,...)
39. EMS newsletter will be distributed monthly for the purpose of providing information from each bloc, club, and/or upcoming events. A designee will be determined.
40. Staff will distribute fliers of upcoming events at the school will be posted within the community at local restaurants/shops/supermarkets etc. for the purpose of building community relationships.
41. Custodial staff will post signs outside the building to welcome individuals into the building.
42. The SLT will plan at least two Fun Fridays giving parents the opportunity to participate.
43. Offer a well-designed extended/expanded learning program targeting, in part, students reading two grade levels or more below grade level to support them with additional reading intervention in addition to that provided during the regular school day.
  
44. Implement a grandparent group at East Middle identifying grandparents raising grandchildren and reach out to them to being a support group at our school. BU will coordinate monthly meetings and set agendas based on needs identified by polled grandparents and utilize students from the School of Social Work to provide childcare for the grandparents. We anticipate an October start for the first meeting.
  
45. Binghamton Housing Authority's Youth Development Program (formally Gang Prevention) will work with building leader to place employees into the school building for the purpose of bridging relationships between students, parents, the housing authority and school faculty and staff. Moving among students, supporting those presenting with behavioral issues, these staff will provide check-in, check-out activities with identified at-risk youth based on 2015-2016 discipline data. Additionally, they will work with the assistant principal to address families of students with chronic absentee issues and help school personnel develop stronger relationships with these families. A 50% reduction of suspensions across subgroups is the desired outcome.

= Required Field

<b>Local Agency Information</b>			
<b>Funding Source:</b>	SIG 1003(g) 2016-2020 (East Middle)		
<b>Report Prepared By:</b>	Ryan Hill		
<b>Agency Name:</b>	Binghamton City School District		
<b>Mailing Address:</b>	164 Hawley St		
	Street		
	Binghamton	NY	13901
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	607-762-8100 x220	<b>County:</b> Broome	
<b>E-mail Address:</b>	hillr@binghamtonschools.org		
<b>Project Funding Dates:</b>	9/1/2016 Start	6/30/2017 End	

<b>INSTRUCTIONS</b>
<ul style="list-style-type: none"> <li>Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.</li> <li>The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.</li> <li>An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.</li> <li>For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <a href="http://www.oms.nysed.gov/cafe/guidance/">http://www.oms.nysed.gov/cafe/guidance/</a>.</li> </ul>

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$32,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Expanded Learning Time Teaching	40 wks, 4 days, 1 hr, 5 tchrs	\$40/hour	\$32,000

PURCHASED SERVICES			
Subtotal - Code 40			\$351,482
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Mental Health Clinic	Family & Child	\$135,000.00	\$135,000
Medical Clinic for Families	United Health Services	\$150,000.00	\$150,000
Youth Development Program	Binghamton Housing Authority	\$50,000.00	\$50,000
Binghamton University Promise Zone Parent Mentors/Afterschool	Binghamton University	\$16,482.00	\$16,482

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$50,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Chromebook for students	100.00	\$398 ea.	\$39,800
Supplies for Expanded Learning Time	pens, notebooks, folders, printing	varies	\$5,100
Supplies for Grandparent Program	pens, notebooks, folders, printing	varies	\$5,100

Employee Benefits		
Subtotal - Code 80		\$6,518
Benefit		Proposed Expenditure
Social Security		\$2,448
<b>Retirement</b>	New York State Teachers	\$3,750
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		\$320
Unemployment Insurance		
Other(Identify)		



PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$60,000
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
BOCES offering career skills during Exp. Learning Time	BT BOCES	\$30,000.00	\$30,000
BOCES Adult Education	BT BOCES	\$30,000.00	\$30,000



Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_

Agency Code		0	3	0	2	0	0	0	1	0	0	
Agency Name		Binghamton City School District – East Middle										
Year 1 Implementation Period (September 1, 2016 – June 30, 2017)		Year 2 Implementation Period (July 1, 2017 – June 30, 2018)					Year 3 Implementation Period (July 1, 2018 – June 30, 2019)					
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs	
Professional Salaries	15	\$32,000	Professional Salaries	15	\$32,000	Professional Salaries	15	\$32,000	Professional Salaries	15	\$32,000	
Support Staff Salaries	16	0	Support Staff Salaries	16	0	Support Staff Salaries	16	0	Support Staff Salaries	16	0	
Purchased Services	40	\$351,482	Purchased Services	40	\$351,482	Purchased Services	40	\$351,482	Purchased Services	40	\$351,482	
Supplies and Materials	45	\$50,000	Supplies and Materials	45	\$50,000	Supplies and Materials	45	\$50,000	Supplies and Materials	45	\$50,000	
Travel Expenses	46	0	Travel Expenses	46	0	Travel Expenses	46	0	Travel Expenses	46	0	
Employee Benefits	80	\$6,518	Employee Benefits	80	\$6,518	Employee Benefits	80	\$6,518	Employee Benefits	80	\$6,518	
Indirect Cost (IC)	90	0	Indirect Cost (IC)	90	0	Indirect Cost (IC)	90	0	Indirect Cost (IC)	90	0	
BOCES Service	49	\$60,000	BOCES Service	49	\$60,000	BOCES Service	49	\$60,000	BOCES Service	49	\$60,000	
Minor Remodeling	30	0	Minor Remodeling	30	0	Minor Remodeling	30	0	Minor Remodeling	30	0	
Equipment	20	0	Equipment	20	0	Equipment	20	0	Equipment	20	0	
<b>Total</b>		<b>\$500,000</b>	<b>Total</b>		<b>\$500,000</b>	<b>Total</b>		<b>\$500,000</b>	<b>Total</b>		<b>\$500,000</b>	

Year 4 Implementation Period (July 1, 2019 – June 30, 2020)		Year 5 Implementation Period (July 1, 2020 – June 30, 2021)					TOTAL Project Period (September 1, 2016 – June 30, 2021)				
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	\$32,000	Professional Salaries	15	\$32,000	Professional Salaries	15	\$160,000	Professional Salaries	15	\$160,000
Support Staff Salaries	16	0	Support Staff Salaries	16	0	Support Staff Salaries	16	0	Support Staff Salaries	16	0
Purchased Services	40	\$351,482	Purchased Services	40	\$351,482	Purchased Services	40	\$1,757,410	Purchased Services	40	\$1,757,410
Supplies and Materials	45	\$50,000	Supplies and Materials	45	\$50,000	Supplies and Materials	45	\$250,000	Supplies and Materials	45	\$250,000
Travel Expenses	46	0	Travel Expenses	46	0	Travel Expenses	46	0	Travel Expenses	46	0
Employee Benefits	80	\$6,518	Employee Benefits	80	\$6,518	Employee Benefits	80	\$32,590	Employee Benefits	80	\$32,590
Indirect Cost (IC)	90	0	Indirect Cost (IC)	90	0	Indirect Cost (IC)	90	0	Indirect Cost (IC)	90	0
BOCES Service	49	\$60,000	BOCES Service	49	\$60,000	BOCES Service	49	\$300,000	BOCES Service	49	\$300,000
Minor Remodeling	30	0	Minor Remodeling	30	0	Minor Remodeling	30	0	Minor Remodeling	30	0
Equipment	20	0	Equipment	20	0	Equipment	20	0	Equipment	20	0
<b>Total</b>		<b>\$500,000</b>	<b>Total</b>		<b>\$500,000</b>	<b>Total</b>		<b>\$2,500,000</b>	<b>Total</b>		<b>\$2,500,000</b>

**III. SIG Budget Forms and Budget Narrative**

Applicants must submit:

- i. An FS-10 for the year-one implementation period (September 1, 2016 to June 30, 2017).
- ii. A complete Budget Summary Chart for the entire five-year implementation project period (Attachment D).

Budget Narrative that describes expenditures identified in Section III, item i.

**A. Alignment with Program Goals and Objectives**

The budget materials must identify and explain all proposed costs for district and school-level activities for the entire five-year implementation project period. The proposed expenditures must be reasonable and necessary to support the proposal’s initiatives and goals/objectives.

- i. Describe in detail the means by which these funds serve to support the model selected, and address the federal requirements specific to the model.

The proposed program for East Middle school focuses on Expanded Learning Time, Mental Health Clinic, Medical Health Clinic, Youth Development Program and the Binghamton University Promise Zone Afterschool & Parent Mentor Programs. The other main expenses are 100 Chromebooks, Supplies for Expanded Learning, Grandparent Program and BOCES career skills and adult education programming.

The Expanded Learning Time will provide a very fundamental component of giving students more time to succeed academically, while engaging their minds in more creative ways to explore educational success. The Mental and Medical Health Clinics will help meet students’ and families’ basic needs, to ensure they can focus on school. The Youth Development and Binghamton University Promise Zone Afterschool & Parent Mentor programs will provide highly skilled professionals to be an additional presence in the schools, engaging students in academic support, life skills and day-to-day functions.

All of these supports are highly focused on engaging families and community to build a better educational environment while maintaining federal regulations and priorities.

- ii. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified.

**PROFESSIONAL SALARIES**

Expanded Learning Time Teaching	Engage students afterschool	\$32,000
---------------------------------	-----------------------------	----------

**PURCHASED SERVICES**

Mental Health Clinic	Provide mental health services through contract with Family & Children Society, to help students/families succeed	\$135,000
Medical Clinic for Families	Provide medical health services through contract with United Health Services, to help students/families succeed	\$150,000
Youth Development Program	Provide personnel to engage students	\$50,000

Binghamton University Promise Zone Parent Mentors/Afterschool	Provide afterschool student engagement/education and parent engagement and support	\$16,482
--	--	----------

**SUPPLIES/MATERIALS**

Chromebook for students	Provide students with additional educational formats and improved technology skills	\$39,800
Supplies for Expanded Learning Time	Basic supplies to engage students in expanded learning opportunities	\$5,100
Supplies for Grandparent Program	Supplies to provide a space and format for grandparents to engage and receive and share support	\$5,100

**BOCES PURCHASED SERVICES**

BOCES offering career skills during Exp. Learning Time	Career skills to engage students and families with practical skills to help them succeed in careers	\$30,000
BOCES Adult Education	Providing a place and resource for adults and parents to gain education and improve their opportunities	\$30,000

- iii. Demonstrate how the expenses are supplemental to and do not supplant existing district funding sources.

Each proposed expense is in addition to normal operating expenses to meet federal education requirements. Without grant funding, any of these activities might not be possible. All proposed programming is planned as a supplemental effort to help students and their families succeed.

**B. School Size and Need**

Demonstrate and describe how the LEA has ensured that the budget request is commensurate to the size and need of the particular school.

As a large school with a great need for supplemental services, this proposal requests the maximum possible amount of \$500,000 per year. Implementing Innovation and Reform with a Family/Community Schools model will require a great deal of new activities and efforts, most of which have significant expenses attached.

**C. Impact on School-Level Implementation**

The LEA/school should ensure that budget items are directly impacting the school-level implementation of the SIG plan proposed in this application.

- i. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request. This application does not propose District level expenses.

#### D. Sustainability

In the Budget Narrative, identify all other sources of income that will support and sustain the whole-school change described in this application.

- i. Organize costs by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, describe the LEA's strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant.

The Expanded Learning Time component could be supported by Title I and/or SIG 1003(a) funds in the future.

The Mental and Medical Health Clinics could possibly be supported in part by similar grants in the future and possibly by grants obtained by these partners themselves.

The Youth Development Program and the Binghamton University Promise Zone Afterschool & Parent Mentor programs could be supported by Title I and/or SIG 1003(a) funds in the future.

The BOCES programs could be supported by BOCES aid in the future.