

Contract for Excellence Plan for 2017-18

DISTRICT: Binghamton City School District

BUILDING:

Submit Completed Plan to emscmgts@mail.nysed.gov

2017-18 Contract Amount	\$7,111,302
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Overall, dollars will be maintained in this area, with particular attention being paid to Teacher and Principal Quality Improvement as the district continues to support Kace to the Top promoted evaluation systems and Data-driven Inquiry.

Class Size Reduction will continue to be supported by C4E funds to ensure our K-5 classrooms are of optimal size. Reduced class sizes also supports the Academic Intervention Services that have been implemented at all levels, ensuring equal access to needed instruction. Overall, dollars previously maintained in this area will continue.

Middle School and High Restructuring efforts will continue to focus on supporting smaller learning communities. Professional Learning Communities at the Middle Schools, with the inclusion of Middle Years Programming and Academic Intervention support, allows for school-based inquiry teams to identify and address students in need. The MYP program supports the lesson and unit design, aligning the Common Core to support all students' readiness for college and future careers. Additionally, at the High School, Academic Intervention Services will be delivered through a collaborative approach with literacy and the arts. Academic Literacy and Art Teachers will partner to provide instruction that taps into higher level thinking, reading and writing skills utilizing a Visual Thinking Strategies curriculum and embedding the Reading Apprenticeship approach. A Social Worker, Psychologist and an Art teacher will continue to be supported at the High School to ensure that needed attention to sub-group populations and graduating cohorts is provided through guidance and enriched opportunities. Continued support for transitioning students into the 9th grade through teaming provides opportunities for students at risk of school failure to transition from 8th Grade to 9th grade within a supportive community. Overall, dollars maintained last year will continue.

Each of the new and innovative programs that have been selected will be adopting the practices that are outlined in the district's strategic plan for 2017-2018. The plan establishes benchmarks, measured and reported to the Board of Education quarterly, that assist staff in gauging their instruction, classroom practices, student progress and classroom goal setting

Targeting Narrative - Please address how your C4E programs meet student educational needs and building-level accountability status. Use the Targeting Matrix as a guide. Explain how the district and school Comprehensive Plan supports the program.

(See 2013-14 Accountability Status by School) <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

Our students in poverty, both general education and special education students across all ethnic groups, continue to be challenged. Building-level Response to Intervention teams will be provided targeted professional development to increase the support being delivered to these students. Through the dollars being expended, efforts on all populations, K through 12, are focused on providing targeted instruction.

Guidance and direction on providing challenging and appropriate instruction for struggling readers, both identified with disabilities and non-identified, will occur through embedded professional development at the school level. Additional support is being provided to those students in danger of not graduating through interventions (counseling, credit recovery, participation in a Twilight School, a transition program for entering freshman) at Binghamton High School. Improved alignment of Academic Intervention Services provided throughout the course of the day will target students in poverty, ELL students and Students with Disabilities.

Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for which the school has failed to make Adequate Yearly Progress (AYP) in the past year.

Assessments	2013-2014 Performance Index	Annual Performance Targets (Performance Index)		
		2015-2016	2016-2017	2017-2018
Performance Index for Secondary ELA	140	157	160	163
Performance Index for Secondary Math	113	130	135	140
Hispanic or Latino students	35%	3	3	3
Students with Disabilities	9%	3	3	3
English Language-learners	8%	3	3	3
Economically Disadvantaged students	31%	3	3	3
NYS 4th Grade Math Assessments				
Black or African-American students	33%	3	3	3
Hispanic or Latino students	41%	3	3	3
Students with Disabilities	17%	3	3	3
English Language-learners	18%	3	3	3
Economically Disadvantaged students	40%	3	3	3

Assessments	BCSD Baseline 2013-2014 Proficiency Rates	Annual Performance Targets (Percentage points gained)		
		2015-2016	2016-2017	2017-2018
NYS 8 th Grade ELA Assessments				
Black or African-American students	24%	3	3	3
Hispanic or Latino students	19%	3	3	3
Students with Disabilities	6%	3	3	3
English Language-learners	N/A	3	3	3
Economically Disadvantaged students	26%	3	3	3
NYS 8th Grade Math Assessments				
Black or African-American students	32	3	3	3
Hispanic or Latino students	42	3	3	3
Students with Disabilities	15	3	3	3
English Language-learners	N/A	3	3	3
Economically Disadvantaged students	39%	3	3	3

Assessments	2013-2014 Performance Index	Annual Performance Targets (Performance Index)		
		2015-2016	2016-2017	2017-2018
Performance Index for Secondary ELA	140	157	160	163
Performance Index for Secondary Math	113	130	135	140

Experimental or District-wide Programs Narrative - If applicable.

Not Applicable.

*Note: You may choose instead to submit the Narratives above in Word format. A template is provided on the C4E website where this Excel template was located. It is called 2014-15 Contract for Excellence Narratives.doc.