



District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Binghamton City School District	Dr. Tonia Thompson

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

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

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Academic and Instructional Excellence: We will provide a continuum of academic pathways that meet students where they are and support their diverse needs in order to meet or exceed grade level expectations.</p>
<p>Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The district's vision is to provide equitable educational experiences where students are the focus. The district values ensuring students are included and engaged and provided with opportunities. This emerged as a priority from the strategic plan, the administrative team, as well as various stakeholders in making academic pathways engaging, focused, and accessible to all students.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue to implement & monitor professional learning communities.</p>	<p>All teams use Professional Learning Team (PLT) meeting process</p>	<p>Money for Solution Tree Conferences, Consultants, and books for book studies</p>
<p>Implement District Essential Standards & Checkpoint Assessments.</p>	<p>Tiers 1, 2, & 3 focus on ensuring that all students leave the grade level having met the essential standards.</p> <p>All teachers administer district common formative assessments to track progress with</p>	<p>Professional development for all teachers in unpacking standards and data analysis protocols</p>

Priority 1

	essential standards and analyze performance data to inform Tiers 1,2,&3.	
Implement a Tier I guaranteed and viable curriculum Pre-K-12 in ELA, Math, Science and Social Studies that focuses on the essential standards identified in the NYS Next Generation Standards.	Elementary Grade level reps , Middle School Core Content area reps, and High School PLT Leads will share with the lead administrators the essential standards and Common Formative Assessments that need to be in place for the 2024-25 school year. These leaders will also lead the initial data analysis sessions to guide individual PLT work in an ongoing manner.	Stipends for grade level reps, content area reps, and PLT Leads. Professional development for teachers in differentiated instruction to meet all student needs in Tier I. Tier I resources to increase literacy and mathematics across content areas.
Articulate Tier II and Tier III expectations and resources to meet the needs of each and every student.	Grade level teams will set SMART Goals for identified standards, and will analyze Common Formal Assessments throughout the year to determine specific Tier II and III needs for WIN Intervention Time and for additional more targeted intervention time.	Professional Development to help teams develop a data analysis process to determine how to best meet Tier II & Tier III needs. Instructional resources that meet the varied needs of students in these Tiers.

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
<p>By June 2026, 57.9% of students in grades K-5 will show proficiency as demonstrated by F&P Reading Level.</p> <p>By June 2026 26.7% of students in grades K-8 will be on or above grade level as demonstrated by i-Ready.</p> <p>By June 2026 86.3% of students in grades 6-8 will show proficiency as demonstrated by Course Passing Rates across all courses.</p> <p>By June 2026 74.2% of students in grades 9-12 will show proficiency as demonstrated by Course Passing Rates in core courses.</p>

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
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Priority 1

Review District Common Assessments (Check Point Assessments)	After each marking period	
Passing Rates	By June 2026	
Attendance Rates	After each marking period	
Professional Development Participation Rate	By June 2026	
Observation Data for teachers who demonstrate high expectations for student learning and ask questions and lead discussions to promote learning at a Level 4	By June 1, 2026	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Supportive Environment: We will create a learning and working environment where each and every one feels valued and can accomplish their best work.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district’s vision wants all students to be the focus and for individuals to be supported. The district values that we act with integrity and work collaboratively with all members of the school community and provide students with an opportunity for their voices to be heard. The district is committed to providing a supportive environment.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implement a plan for discipline that is grounded in teaching appropriate behaviors with logical consequences as stated in the Code of Conduct</p>	<p>Principals and Central Office will review behavior data monthly to determine next steps for coaching and feedback needed to ensure alignment of teaching appropriate behaviors aligned with the Code of Conduct. Use of restorative classroom contracts and circles each week.</p>	<p>Time set aside at monthly admin meetings to review behavior data. SEL & CLR training for liaisons at monthly meetings. Data analysis during behavior task force meetings. Time set aside during faculty meetings for teach pieces and data review.</p>

Priority 2

Use Culturally and Linguistically Responsive engagement strategies that align with cultural behaviors, restorative practices, Responsive Classroom / Guided Discipline Strategies for believe, belong, and become to support the building level discipline plan	CLR Liaisons share engagement strategies with teachers during faculty meetings and book studies. Restorative Coaches and collaborative coaches provide support for the ongoing use of restorative, responsive classroom, and guided discipline methods in classrooms and during team meetings throughout the year.	Professional development in CLR, Restorative, responsive classroom, and guided discipline. Time during faculty meetings.
Focus on attendance & belonging as part of the MSST-I process	Use districtwide MSST-I meeting structure with allocated time for attendance data analysis.	Multi-Tier Systems of Support coaching support for teams across the district. EduClimber to house and support SST notes and process.
Establish a system for implementing Tier I, Tier II, & Tier strategies to increase attendance	Use districtwide MSST-I meeting structure with allocated time for attendance data analysis.	Professional development for teachers and teams

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

By June 2026, Binghamton City School District will have a 89.2% or higher daily attendance rate across all buildings.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Level 1, 2, & 3 Behavior Data	After each marking period	
Attendance Rates	After each marking period	
Professional Development Participation Rate	By June 2026	

Priority 2

Observation Data for Domains 3 & 7	By June 1, 2026	
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PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>The Student Experience: We will provide each and every student with opportunities to engage in a wide variety of school experiences including academic, extra curricular (fine arts, athletics) and community based activities.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>We value multiple pathways to success, providing students with opportunities for their voices to be heard and taking collective responsibility for the success of each child. The district’s vision is to make sure we offer a wide variety of opportunities that help each child be successful, as well as providing an equitable education to all.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase Seal of Civic Readiness participation by using Pathful Connect</p>	<p>Implement the use of Pathful Connect across the district to support the documentation of community service that leads to expanded student experience and the receipt of the Seal of Civic Readiness.</p>	<p>Pathful Connect License</p>
<p>Increase participation in career pathways for all students</p>	<p>Pathway exploration in 6th Grade Future Ready Class. Scheduling meetings focus on pathways for all students.</p>	
<p>Increase awareness, access and participation in school</p>	<p>Promotional materials shared in classes and Patriot Period to ensure that all students</p>	<p>Time to develop resources.</p>

Priority 3

sponsored events including before and after school	know about the opportunities for school sponsored events before and after school.	
Focus on student engagement and involvement as part of Integrated Student Support Team (ISST) meetings	Add space on SST meeting planner for student engagement and involvement in school activities.	EduClimber

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

On the Spring 2026 Student Climate & Culture Survey 78% or more of students will reply favorable in the believe portion across all buildings.

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By June 2026 increase the number of graduating seniors will earn a Regents Diploma with Advanced Designation.

By June 2026 increase the number of graduating seniors receiving the Seal of Civic Readiness.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Community Service Hours	June 2026	
Before & After School Participation Rates	After each marking period	
Credential / CTE pathway data	After each marking period	
Attendance Rates	After each marking period	
School Climate and Culture Survey	June 2026	

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	<p>Safety: We will create an environment where students, staff, and families feel physically and emotionally safe.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district values focusing on students in every decision made and takes collective responsibility for the success of each child. Our mission focuses on a supportive, safe and engaging environment for students.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Use CLR & restorative practices including respect agreements & restorative circles routinely to increase emotional safety for staff, students, & parents</p>	<p>CLR practices shared at monthly faculty meetings. Administrators and teachers using CLR strategies when teaching. Respect agreements posted in all classrooms. Restorative circles used at least once a week in all classrooms.</p>	<p>Professional development in CLR practices Professional development in Restorative practices Book studies Time during faculty meetings</p>
<p>Increase use of resources to support physical safety (Navigate 360 & External warning systems).</p>	<p>Continuing to have safety monitors in all buildings. Continuing to have a screening and sign-in process at the front of each building.</p>	<p>Safety Monitors Screening devices in entry ways</p>

Priority 4

All leaders and staff implement Tier I, II, & III PBIS Strategies aligned within the MTSS Framework	PBIS refreshers for all Tiers during faculty meetings and roll through sessions Data analysis to determine Tier I needs as well as Tier II & III.	Professional development in PBIS systems EduClimber Time during faculty meetings Substitutes to support roll through PD sessions
Promote and encourage SWAG opportunities for staff	Staff members sign up to run SWAG sessions	Payment for staff members to lead SWAG sessions
Continue strengthening the district-wide threat assessment team	Collect feedback from building safety teams Provide PD for safety team members	Outside safety consultant

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
On the Spring 2026 Student Climate & Culture Survey (Grades 4-12) 73% or more of students will reply favorable in the belong portion across all buildings.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
SWAG Sessions offered	After each marking period	
SWAG Participation Data	After each marking period	
Staff & Family Climate & Culture Survey Data	June 2026	

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2025-26?</p>	
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Priority fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

Key Strategies and Resources

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

Measuring Success

END OF THE YEAR

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School <i>(if applicable)</i>
Dr Tonia Thompson	Superintendent	District
Dr Jennifer Dove	Asst Superintendent	District
Kevin Richman	Principal	BHS
Marty Klein	Interim Principal	West Middle School
Michael Holly	Principal	East Middle School
Daniel Miller	Principal	Wilson Elementary School
Paul Vesci	Principal	MacArthur Elementary School
Kelly Bough	Principal	Coolidge Elementary School
David Chilson	Principal	Roosevelt Elementary School
Peter Stewart	Principal	Mann Elementary School
Richelle Acquisto	Principal	Thomas Jefferson Elementary School
Matt Wood	Principal	Benjamin Franklin Elementary School
Alice Kiereck	Dept Chair, ELA, ENL, World Languages	District
Monica Stento	Dept Chair, Math & FACS	District
Jacqueline Scallan	Dept Chair, Science & Technology	District

Our Team's Process

Julie Keenan	Parent	
Dan Williams	Parent	
Shannon Walker	Parent	

Meeting Dates

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

Meeting Date	Location
April 1, 2025	Columbus, 164 Hawley Street, Binghamton, NY
May 13, 2025	Columbus, 164 Hawley Street, Binghamton, NY
June 1, 2025	Columbus, 164 Hawley Street, Binghamton, NY
June 26, 2025	Columbus, 164 Hawley Street, Binghamton, NY

Districts with Schools Identified for TSI/ATSI Support Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	<p>2025 survey data from teachers was used to determine the professional development needs and the focus areas for data analysis. Teachers shared a need for more professional development in the use of EduClimber for tracking student progress, writing across the content areas, formative assessment, and restorative practices to help all students be successful in the classroom.</p> <p>Shared leadership interviewed students from all subgroups and identified areas of focus for the next school year.</p>
Parents with children from each identified subgroup	<p>Parents from subgroups shared feedback via surveys from the district and from buildings to determine their perspectives on the needs of their children. Parents shared they like the activity nights and would like to have more communication with building principals. We are using a new system to make school newsletters easier this next year.</p>
Secondary Schools: Students from each identified subgroup	<p>During the 2024-25 school year, shared leadership team members conducted focus interviews with students in identified subgroups in each secondary building. Students shared insight about classroom instruction</p>

Stakeholder Participation

	<p>lacking active engagement and their concerns with computer-based instruction.</p> <p>We will focus on increased engagement and questioning in our observations based on the student perspective about how interesting and relevant class content has been for them.</p>
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Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be posted on the district's website and easily accessible when navigating the website.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 1, 2025, the following documents:

1. DCIP Planning Document
2. DCIP

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