

ENTER DATA INTO ALL YELLOW CELLS.

LEA Name:	Malone Central School District
LEA BEDS Code:	161501060015
School Name:	Malone Middle School

2016-2017 School Comprehensive Education Plan (SCEP)



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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL

Position	Signature	Print Name	Date
Superintendent		Jerry Griffin	July 26, 2016
President, B.O.E. / Chancellor or Chancellor's Designee		Wayne Rogers	July 26, 2016

**Statement of Assurances**

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) 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 plans before they are approved. Note: For schools identified as Pers
- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 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.



**School Information Sheet**

School Information Sheet			
Grade Configuration	6-8	Total Student Enrollment	493
% of Students Eligible for Free Lunch	44%	% Title I Population	29.80%
		% Attendance Rate	95%
		% of Students with Disabilities	19%

Racial/Ethnic Origin of School Student Population					
% American Indian or Alaska Native	1%	% Black or African American	1%	% Hispanic or Latino	0%
		% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	97
		% Multi-Racial			1%

School Personnel			
Years Principal Assigned to School	3	# of Assistant Principals	1
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% Teaching with Fewer than 3 Years of Experience	4%
		# of Counselors / Social Workers	2.5
		Average # of Teacher Absences	18.7

Overall State Accountability Status					
Priority School	NA	Focus School Identified by a Focus District	NA	SIG 1003(a) Recipient	x
Identification for ELA?	x	Identification for Math?	x	Identification for Science?	NA
ELA Performance at Level 3 and Level 4	26%	Math Performance at Level 3 and Level 4	10%	Science Performance at Level 3 and Level 4	62%
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	NA	Failing School (per Education Law 211-f)	NA	SIG 1003(g) Recipient	NA
				Identification for High School Graduation Rate?	NA
				Four-Year Graduation Rate (HS Only)	NA
				Six-Year Graduation Rate (HS Only)	NA

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
White	Multi-Racial
Students with Disabilities	Limited English Proficient
Economically Disadvantaged	
<b>x (participation rate)</b>	
<b>x (perf. &amp; part. rate)</b>	
<b>x (participation rate)</b>	

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
White	Multi-Racial
Students with Disabilities	Limited English Proficient
Economically Disadvantaged	
<b>X (perf. &amp; part. rate)</b>	
<b>X (perf. &amp; part. rate)</b>	
<b>x (participation rate)</b>	

Did Not Meet Adequate Yearly Progress (AYP) in Science	
American Indian or Alaska Native	Black or African American
Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander
White	Multi-Racial
Students with Disabilities	Limited English Proficient
Economically Disadvantaged	
<b>x (participation rate)</b>	
<b>x (participation rate)</b>	

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
Limited English Proficient	

## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an

<input type="checkbox"/>	Limited Degree (Fewer than 20% of goals were achieved.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
<input type="checkbox"/>	Moderate Degree (At least 50% of goals were achieved.)
<input type="checkbox"/>	Major Degree (At least 90% of goals were achieved.)
<input checked="" type="checkbox"/>	Not applicable - the school is newly identified and does not have a SCEP from the previous school year

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

<input type="checkbox"/>	Limited Degree (Fewer than 20% of activities were carried out.
<input type="checkbox"/>	Partial Degree (Fewer than 50% of activities were carried out.
<input type="checkbox"/>	Moderate Degree (At least 50% of activities were carried out.
<input type="checkbox"/>	Major Degree (At least 90% of activities were carried out.
<input checked="" type="checkbox"/>	Not applicable - the school is newly identified and does not have a SCEP from the previous school year

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups

<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.
<input type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.
<input type="checkbox"/>	Moderate Degree (A majority of identified subgroups improved achievement.
<input type="checkbox"/>	Major Degree (All identified subgroups improved achievement.
<input checked="" type="checkbox"/>	Not applicable - the school is newly identified and does not have a SCEP from the previous school year

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

<input type="checkbox"/>	Limited Degree (There was no increase in the level of Parent Engagement.
<input type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.
<input type="checkbox"/>	Moderate Degree (There was modest increase in the level of Parent Engagement.
<input type="checkbox"/>	Major Degree (There was a significant increase in the level of Parent Engagement.
<input checked="" type="checkbox"/>	Not applicable - the school is newly identified and does not have a SCEP from the previous school year

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals

<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.
<input type="checkbox"/>	Partial Degree (Fewer than 50% of planned activities were funded.
<input type="checkbox"/>	Moderate Degree (At least 50% of planned activities were funded.
<input type="checkbox"/>	Major Degree (At least 90% of planned activities were funded.
<input checked="" type="checkbox"/>	Not applicable - the school is newly identified and does not have a SCEP from the previous school year

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement
<input checked="" type="checkbox"/>	Not applicable - the school is newly identified and does not have a SCEP from the previous school year

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).  
Not applicable - the school is newly identified and does not have a SCEP from the previous school year.
- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.  
Not applicable - the school is newly identified and does not have a SCEP from the previous school year.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.
  - Curriculum and instruction to focus on CCLS-aligned priority "must know" skills.
  - Improve supports provided to students identified as at-risk of dropping out.
  - School and family collaboration on unlocking student potential for success with tools that help with thinking, learning, and communicating.
- List the identified needs in the school that will be targeted for improvement in this plan.
  - Establish a system for monitoring SMART goal achievement.
  - Identify priority CCLS-aligned "must-know" skills in ELA and math and reflect these priorities in lesson planning to promote increased student achievement in CCLS-aligned tasks.
  - Focus ELA and math instruction on priority CCLS-aligned "must know" skills consistently across services/programs.
  - Provide supports to 8th grade at-risk students upon entering 8th grade so that the number of risk factors can be reduced.
  - Determine if parents actually implement any of the strategies to support their child's success presented at the district-sponsored parent training.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the school's mission as follows: Middle School students will learn to reach their personal potential as competent, self-reliant, literate, and responsible individuals in a motivating academic environment. The needs identified through the DTSDE Self Reflection process all focus on the key factors that when addressed should improve students' abilities to reach their personal potential resulting in students who are approaching college and career readiness.

- List the student academic achievement targets for the identified subgroups in the current plan.  
It is expected that the student with disability subgroup will demonstrate growth in must know skills as measured by quarterly Interim Assessment: and STAR Reading and Math assessments.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.  
The most powerful school structure that supports the achievement of the school's mission is the daily common planning time established for grade level teams and for departments. The scheduled meeting time coupled with the expectation that the meetings will focus on curriculum, teaching, student learning, and data-driven decision-making provides the focus necessary to prompt continuous improvement.



- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.
  - Teachers' ability to attend PD/meetings after school hours and Saturdays.
  - Department meetings held at the end of the school day may run into challenges. Teachers are now only required to stay 5 minutes after students leave. As a result, for department meetings lasting 45 minutes teachers may opt to leave.
- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
  - Beginning the first Monday of the 2016-17 school year, 12:1+1 and 8:1+1 special class special education teachers will meet with grade level ELA and Math department teachers bi-weekly on Mondays (math one week, ELA the next) so that they can examine student interim assessment and STAR data and plan for teaching curricula "must know" skills in order to ensure special class instruction is aligned to the CCLS and priority "must know" skills.
  - The ELA and Math department coordinators will meet with ELA and math teachers to identify critical CCLS-aligned "must know" skills that will be used to drive curricula priorities resulting in greater student success on CCLS-aligned assessments.
  - The school leader will arrange for PD on scaffolding higher order thinking within daily lessons to be provided to core instructional staff. The PD will include planning for interdisciplinary projects in order to increase student engagement in activities that reflect real world relevance.
  - 12:1+1 and 8:1+1 special class special education teachers will meet for up to two days in September to plan for how they will embed the ELA and math "must know" skills and HOTS within their lesson plans so that these school priorities are sure to be addressed during weekly lesson.
  - On the opening days of school in September 2016, the school leader will meet with ELA and math department instructional staff, including special education teachers who teach special class ELA and math, so that ELA and math teachers are clear about the expectations for them to focus instruction on priority "must-know" skills.
  - The school leader will share the class visit "look for" tool and related expectations (focus on "must know" skills and HOTS) with instructional staff during the October faculty meeting (2nd Wednesday in October).
  - The district leader will arrange for Willow Sweeney to present to parents on the topic of unlocking student potential for success with tools that help with thinking, learning, and communicating so that parents have additional tools for supporting their child's success at home.
- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.
  - Initial communication with families about school goals sent home in the "welcome packet" the first day of school
  - Welcome back Open House – school leader will provide parents with an overview of the school's priorities (September 1)
  - Quarterly SCEP progress updates sent to families.
  - Quarterly meetings with the school leadership team to ensure school priorities are on track for being achieved
  - Quarterly faculty meetings with school staff to communicate progress toward achieving school priorities and the soliciting of feedback for improved school practices.
- List all the ways in which the current plan will be made widely available to the public.
  - Posted on the district website
  - Open House presentation to all attendees
  - Presentation to school staff on the opening days of school
  - Presentation to students during grade level meetings
- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Not applicable to this Middle School.



**Common Leading Indicators Worksheet**

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students				Y	
Student Average Daily Attendance				Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework				Y	
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals				Y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					Y
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys	Y				
Quarterly Leading Indicator Monitoring Report Summary		Y			
Quarterly Analysis of Lesson plan "look-fors" aligned to CCLS-aligned priority "must know" skills			Y		
Quarterly Analysis of Classroom visit "look-for" tool data			Y		
Quarterly Drop-out Risk Factor Progress Report				Y	
Quarterly SchoolTools report of reciprocal communications made with parents				Y	

**Tenet 2: School Leader Practices and Decisions**

<p><b>Tenet 2 - School Leader Practices and Decisions</b></p>		<p>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</p>	
<p><b>B1. Most Recent DTSDE Review Date:</b></p>		<p>March 3-4, 2016</p>	
<p><b>B2. DTSDE Review Type:</b></p>		<p>District-supervised DTSDE School Self-Reflection</p>	
<p><b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b></p>		<p>According to the gap identified during the District-supervised DTSDE School Self-Reflection process, efforts to achieve school goals are not monitored or evaluated periodically throughout the school year, which limits opportunities for the school to make adjustments that lead to improvements in academic standards and progress.</p>	
<p><b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b></p>		<p>By August 2017, 80% or more of the goals in the SCEP will be met as evidenced by the school leaders and leadership team progress monitoring of SMART goal achievement as summarized in quarterly leading indicator progress reports.</p>	
<p><b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b></p>		<p>Quarterly Leading Indicator Monitoring Report Summary</p>	
<p><b>E1. Start Date: Identify the projected start date for each activity.</b></p>	<p><b>E2. End Date: Identify the projected end date for each activity.</b></p>	<p><b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b></p>	
<p>01-Nov-16</p>	<p>30-Jun-17</p>	<p>The school principal will arrange for the school leaders and the school leadership team to meet quarterly to monitor the progress of the SCEP SMART goal achievement and review and update the SCEP action steps if progress isn't going as planned to ensure the SMART goal is achieved successfully by June 2017.</p>	
<p>01-Nov-16</p>	<p>30-Jun-17</p>	<p>The school principal will arrange for the school leaders and the school leadership team to provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made to action steps if progress isn't going as planned so that staff can make adjustments in their practices if required.</p>	
<p>01-Nov-16</p>	<p>30-Jun-17</p>	<p>The school leaders will arrange during quarterly cabinet meetings to provide the district leader with an update regarding the school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned.</p>	

**Tenet 3: Curriculum Development and Support**

<p><b>Tenet 3 - Curriculum Development and Support</b></p> <p>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning</p>	
<p><b>B1. Most Recent DTSE Review Date:</b></p>	<p>March 3-4, 2016</p>
<p><b>B2. DTSE Review Type:</b></p>	<p>District-supervised DTSE School Self-Reflection</p>
<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSE review and other applicable data.</p>	<p>The District-supervised DTSE School Self-Reflection indicates that critical CCLS-aligned "must know" skills have not been formally identified by the ELA or Math departments. As a result, the curriculum has not been prioritized to focus on the specific skills that would promote increased student achievement in CCLS-aligned tasks.</p>
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2017, a minimum of 85% of general and special education teachers who teach ELA and math will embed critical CCLS-aligned priority "must know" skills into weekly lesson plans as evidenced by an analysis of lesson plans by school leaders.</p>
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Quarterly Analysis of Lesson plan "look-fors" aligned to CCLS-aligned priority "must know" skills</p>
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own</p>
<p>29-Jun-16</p>	<p>The school leader will adjust the grade level team meeting schedule to include an additional 20 minutes of meeting time the beginning of each day so that special education teachers can participate in these grade level team meetings upon the start of the 2016-17 school year. These meetings will enable increased team collaboration, coordination, and planning relating to curriculum, instruction, data-based decision-making, all with a focus on increased student progress.</p>
<p>29-Jun-16</p>	<p>By June 29th, the school leader will arrange for the school counselors to adjust the scheduling of students with disabilities to ensure that they are integrated across each grade level team at all grade levels so that both teams at each grade level are responsible for adjusting lessons to meet the needs of diverse learners, thereby benefiting all students.</p>
<p>12-Sep-16</p>	<p>Beginning Monday, September 12, 2016, the school leader will arrange for the 12:1+1 and 8:1+1 special class special education teachers to meet with grade level ELA and Math department teachers bi-weekly on Mondays (math one week, ELA the next) so that they can examine student interim and STAR Assessment results and plan for teaching critical CCLS-aligned priority "must know" skills in order to ensure special class instruction is CCLS aligned as well as focused on addressing students with disabilities instructional needs.</p>

18-Jul-16	26-Aug-16	The school leader will arrange for the ELA and Math department coordinators to meet with ELA and math teachers to identify critical CCLS-aligned "must know" skills that will be used to drive curricula priorities resulting in greater student success on CCLS-aligned assessments. ELA and reading teachers will meet during the week of July 18 <sup>th</sup> (their Extended School Year project) and math teachers will meet for three days in August to identify "must know" progressive skills.
18-Jul-16	19-Jul-16	On July 18 & 19, 2016, the school leader will arrange for a consultant (John Harmon) to provide PD on scaffolding higher-order thinking within daily lessons to be provided to social studies, ELA, and special education teachers. The PD will include planning for interdisciplinary projects in order to increase student engagement in activities that reflect real world relevance.
12-Sep-16	30-Sep-16	For Social Studies, ELA, and Special Education teachers who are unable to attend the summer PD on scaffolding higher-order thinking, the ELA coordinator will provide turnkey training after school or on a Saturday in September so that all instructional staff in these departments have common evidence-based strategies for increase rigor through higher-order thinking activities while supporting students for success via scaffolding.
1-Nov-16	28-Feb-17	As a follow-up, John Harmon will review ELA, math, social studies, and special education teachers' lesson planning and implementation of higher-order thinking via informal classroom visits in November and again in February. John Harmon will provide teachers with implementation feedback so that teachers' practices relating to scaffolding higher-order thinking are continuously improved.
15-Jun-16	15-Jun-16	At the June 2016 faculty meeting, the school leaders will share with instructional staff the 2016-17 expectations of embedding ELA and math critical CCLS-aligned "must know" skills and higher-order thinking skills/questions into daily lesson plans so instructional staff have advance knowledge of the expectations prior to the start of the 2016-17 school year.
17-Aug-16	17-Aug-16	On August 17, 2016, ELA and math department coordinators and school leaders will meet to identify how the critical CCLS-aligned "must know" skills will be represented in lesson plans so that there is consistency across departments when writing lesson plans.
6-Sep-16	23-Jun-17	ELA and math teachers will be responsible for embedding the critical CCLS-aligned "must know" skills and higher order thinking skills/questions within their weekly lesson plans no later than September 6, 2016 so that instruction focuses on priority skills and providing students with rigor.
12-Sep-16	30-Sep-16	The Special Ed. Coordinator will arrange and facilitate a meeting with the 12:1+1 and 8:1+1 special class special education teachers for two days in September to plan for how they will embed the ELA and math "must know" skills and higher-order thinking within their lesson plans so there is consistency across the department when writing lesson plans.



## Tenet 4: Teacher Practices and Decisions

<p><b>Tenet 4 - Teacher Practices and Decisions</b></p> <p><b>B1. Most Recent DTSDE Review Date:</b> March 3-4, 2016</p> <p><b>B2. DTSDE Review Type:</b> District-supervised DTSDE School Self-Reflection</p>		<p><b>Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and</p>
<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</p>	<p>The District-supervised DTSDE School Self-Reflection revealed that instruction in ELA and math is not deliberately focused on critical CCLS-aligned "must know" skills consistently across all services/programs and that students with disabilities do not have consistent access to specially designed instruction for the purpose of helping them increase their academic success.</p>	
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2017, a minimum of 80% of general and special education teachers who teach ELA and/or math will implement ELA and math prioritized CCLS-aligned "must know" skills during lesson delivery as evidenced by classroom visits conducted by school leaders using the school's "look for" tool -- the "classroom" to teacher practices.</p>	
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Quarterly Analysis of Classroom visit "look-for" tool data</p>	
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>1-Sep-16</p>	<p>1-Sep-16</p>	<p>On September 1, 2016, the school leader will arrange for the school leaders and ELA and math department coordinators to meet with ELA and math department instructional staff, including special education teachers who teach special class ELA and math, to outline expectations for focusing instruction on priority "must-know" skills so that students have ample opportunities to develop the CCLS-aligned skills to be successful academically.</p>
<p>18-Aug-16</p>	<p>15-Sep-16</p>	<p>Between the end of August and mid-September, the school leader and the IT Coordinator will create an electronic based class visit "look-for" tool that focuses on priority "must know" skills identified by the ELA and math departments so that when the school leaders conduct informal class visits, they can identify the frequency in which instruction focuses on the school's priorities.</p>
<p>12-Oct-16</p>	<p>12-Oct-16</p>	<p>The school leader will share the class visit "look for" tool and related expectations with instructional staff during the October faculty meeting (2<sup>nd</sup> Wednesday in October) to provide a framework for consistency across the school.</p>

12-Sep-16	23-Jun-17	Beginning in September, the school leaders will monitor general and special class teacher implementation of ELA and math critical CCLS-aligned "must know" skills through bi-weekly classroom visits. The school leaders will use the school-developed classroom "look-for" tool to collect implementation data and will provide teachers with actionable feedback in order to ensure continuous teacher improvement.
1-Nov-16	1-Jun-17	Teachers who teach ELA and math, including special class special educators, will monitor student acquisition of priority "must know" skills via the administration of quarterly interim assessments so that teachers can adjust instruction to ensure student academic success. (i.e., opening/closing move – 10 questions)
1-Nov-16	23-Jun-17	During quarterly ELA and math department meetings, ELA and math department coordinators will facilitate discussions with general and special class teachers about instructional adjustments teachers will make based on interim assessment results to ensure student progress is made. The plans for instructional next steps will be capture in the Interim Assessment Action Plan and shared with the school leaders on a quarterly basis.

**Tenet 5: Student Social and Emotional Developmental Health**

<p>Tenet 5 - Student Social and Emotional Developmental Health</p>	<p>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>March 3-4, 2016</p>	
<p>B2. DTSDE Review Type:</p>	<p>District-supervised DTSDE School Self-Reflection</p>	
<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</p>	<p>The District-supervised DTSDE School Self-Reflection revealed that because students with multiple drop-out risk factors are not identified until after they start 8th grade, supports for those students are not in place immediately upon entering 8th grade. Because of the delay in providing support, student progress (reducing the number of drop-out risk factors) is hindered.</p>	
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2017, as a result of the implementation of an effective drop-out prevention/support program, 8th grade students identified with three or more drop-out risk factors by the first day of school in September will have a reduction in one or more risk factors by June 2017 as measured by quarterly student drop-out risk factor progress reports.</p>	
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Student Average Daily Attendance Student Suspension Rate (Short-Term/Long Term) Student Disciplinary Referrals Quarterly Drop-Out Risk Factor Progress Report</p>	
<p><b>E1. Start Date:</b></p>	<p>Identify the projected start date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>01-Aug-16</p>	<p>30-Aug-16</p>	<p>Prior to September 1, 2016, the Transition Counselor, in collaboration with the School Counselors will summarize drop-out risk factors for each student entering 8<sup>th</sup> grade. Once summarized, the counselors will identify students with three or more risk factors so that appropriate supports may be planned for.</p>
<p>12-Sep-16</p>	<p>16-Sep-16</p>	<p>By the second week of school in September 2016, the Transition Coordinator will present the list of students identified as at-risk to the 8<sup>th</sup> grade teams. The teams will create written student support plans with measurable goals and supports for each student to be implemented immediately by the teams.</p>
<p>01-Oct-16</p>	<p>01-Jun-17</p>	<p>Once every 5 weeks, the Transition Coordinator and the 8<sup>th</sup> Grade Teams will review each at-risk student's support plan. Progress toward achievement of support plan goals will be monitored and the plan will be adjusted if sufficient progress is not being made to ensure students benefit from the supports provided.</p>



01-Oct-16	30-Jun-17	The school leaders and the School Leadership Team will examine the leading indicator-related data during quarterly meetings to determine if progress toward achieving the SMART goal is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goal is achieved by June 2017.
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## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional	
<b>B1. Most Recent DTSDE Review Date:</b>		March 3-4, 2016	
<b>B2. DTSDE Review Type:</b>		District-supervised DTSDE School Self-Reflection	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		The District-supervised DTSDE School Self-Reflection revealed that although school staff communicate with parents, most communication is one sided and not reciprocal in nature.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 2017, 100% of Home Base teachers will implement reciprocal communication strategies with families (i.e., via parents' preferred communication methods) a minimum of twice per year to discuss each student's needs, progress, and ways the parents can support their child's academic progress at home as evidenced by SchoolTools report of reciprocal communications made.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.		Quarterly SchoolTools report of reciprocal communications made with parents Parent attendance at Workshops Parent Participation in District/School Surveys	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
01-Aug-16	30-Aug-16	In August, the school leader will arrange for the school counselors to rework the school's "welcome packet" to include a parent survey where parents' identify their preferred home/school communication method(s) (i.e., phone, email, smart phone texts, web) so that communication with parents can be tailored to their preferences.	
06-Sep-16	16-Sep-16	On the first day of school, Home Base teachers will send a parent survey home in each student's "welcome packet" to all parents. The survey will request that parents identify their preferred home/school communication method(s) (i.e., phone, email, smart phone texts, web). The Home-School Coordinator will contact parents who do not respond to the survey within the first week of school in order to ensure responses are received from all. Survey results will be compiled by the school counselors and will be used to tailor staff home-school communication practices, including reciprocal communication with parents.	

01-Sep-16	23-Jun-17	Homeroom teachers will implement reciprocal communication strategies with families (i.e., via parents' preferred communication methods) a minimum of twice per year to discuss each student's needs, progress, and ways the parents can support their child's academic progress at home. Teachers will maintain a record of reciprocal communication with parents using the SchoolTools Student Management System.
01-Sep-16	23-Sep-16	In order to encourage a partnership with parents, on the opening days of school, the school leader will meet with school staff and set the expectation for all school staff to encourage students to attend with their parents the September Willow Sweeney presentation on unlocking student potential for success with tools that help with thinking, learning, and communicating. One strategy to encourage a high rate of parent/student attendance will be to initiate a competition between each grade to see which grade brings the most parents to the presentation.
22-Aug-16	06-Sep-16	In late August, the school leader will prepare and on September 6 will send home with students an invitation for parents to attend the Willow Sweeney presentation. The invitation will include why the school thinks it is important for families to participate and will include a sampling of strategies in order to entice a greater number of parents to attend.
19-Oct-16	20-Oct-16	On the day prior to and on the day of the Willow Sweeney presentation, the school leader will initiate an All Call to remind parents to attend the presentation in an effort to increase parental attendance and encourage implementation of strategies at home.