

<b>LEA Name:</b>	Malone Central School District
<b>LEA BEDS Code:</b>	161501060015
<b>School Name:</b>	Malone Middle School

ENTER DATA INTO ALL YELLOW CELLS.

## 2017-2018 School Comprehensive Education Plan (SCEP)

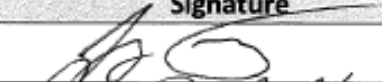

<b>Contact Name</b>	Roberta Stillin-Dowman	<b>Title</b>	Title 1 Coordinator
<b>Phone</b>	315-386-4504 ext 15119	<b>Email</b>	rstillin@sllboces.org
<b>Website for Published Plan</b>	www.malonecsd.org		

**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	7/26/17
President, B.O.E.		Arlington Collins	7/26/17

## 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.
  
- 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) and §3012(d) .
  
- 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.

Malone Middle School SCEP (2017-18)

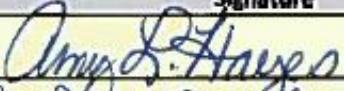

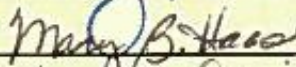
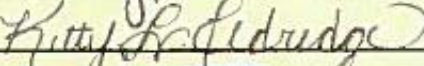




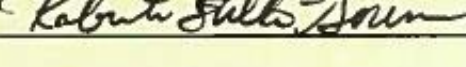


## School Leadership Team

**SCHOOL LEADERSHIP TEAM:** The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

**Instructions:** List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
November 21, 2016	Malone Middle School		
January 30, 2017	Malone Middle School		
April 27, 2017	Malone Middle School		
May 6, 2017	Malone Middle School		
June 21, 2017	Malone Middle School		

Name	Title / Organization	Signature
Amy Hayes	Middle School Counselor	
Betsy Brahon	Parent Facilitator	
Mary Haas	Gr. 6-8 Special Ed. Subject Coordinator	
Kitty Eldridge	6-8 Math Coordinator	
Dan Tusa	6-8 ELA Coordinator	
Dustin Relatin	6-8 Social Studies coordinator	
JAMES C. KNIGHT, JR.	MIDDLE SCHOOL PRINCIPAL	
Vipasha Gupta	Social worker, Career Center + Parent	
Roberta Stillin-Dorman	Title I Coordinator	

## School Information Sheet

School Information Sheet							
Grade Configuration	6-8	Total Student Enrollment	476	% Title I Population	29.8%	% Attendance Rate	95%
% of Students Eligible for Free Lunch	47%	% of Students Eligible for Reduced-Price Lunch	7%	% of Limited English Proficient Students	0	% 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	5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	4%	% Teaching with Fewer than 3 Years of Experience	6%	Average # of Teacher Absences	18.7

Overall State Accountability Status							
Priority School	N	Focus School Identified by a Focus District	N	SIG 1003(a) Recipient	Y	SIG 1003(g) Recipient	N
Identification for ELA?	Y	Identification for Math?	Y	Identification for Science?	N	Identification for High School Graduation Rate?	N
ELA Performance at Level 3 and Level 4	27	Math Performance at Level 3 and Level 4	23	Science Performance at Level 3 and Level 4	46	Four-Year Graduation Rate (HS Only)	NA
% 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	Six-Year Graduation Rate (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	N	Failing School (per Education Law 211-f)	N				

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
N	White	-	Multi-Racial
N	Students with Disabilities	-	Limited English Proficient
N (due to participation rate)	Economically Disadvantaged		

Malone Middle School SCEP (2017-18)

**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
N (due to participation rate)	White	-	Multi-Racial
-	Students with Disabilities	-	Limited English Proficient
N (due to participation rate)	Economically Disadvantaged	-	

**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
N (due to participation rate)	White	-	Multi-Racial
-	Students with Disabilities	-	Limited English Proficient
N (due to participation rate)	Economically Disadvantaged	-	

**Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective**

-	Limited English Proficient		
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## Common Leading Indicators Worksheet

<b>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.</b>	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>	<b>Tenet 6</b>
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
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					
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					
Quarterly Lesson plan student engagement look-for data	Y	Y			
Quarterly informal classroom visit student engagement look-for data	Y		Y		
Student Office Disciplinary Referral data	Y			Y	
Quarterly Informal Classroom Visit Top 20 Core Principle look-for data	Y			Y	
Quarterly summary of communications made	Y				Y



## 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 oversee and manage the improvement plan.

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 following:

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
x	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)

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

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
	Moderate Degree (At least 50% of activities were carried out.)
x	Major Degree (At least 90% of activities were carried out.)

**3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").**

	Limited Degree (No identified subgroups improved achievement.)
x	Partial Degree (Some of the identified subgroups improved achievement.)
	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)

**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 checked="" 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.)

**5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").**

<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 checked="" type="checkbox"/>	Major Degree (At least 90% of planned activities were funded.)

**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 checked="" type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement

**In reflecting on the 2016-17 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).**

Positive impacts that resulted from the 2016-17 SCEP include the following:

- Increase in teacher planning for and implementation of student engagement strategies during daily instruction as evidenced by informal classroom visits.

- Common focus/communication among teams and grade levels about curriculum, instruction, and data-driven decision-making priorities as evidenced by meeting notes.
- Increase in instructional shift from teacher-focused and the use of handouts to project-focused as evidenced by lesson planning and classroom visits.
- Increase in the shift from one-way school-to-home communication to reciprocal communication with families about student learning and ways families can support their child's learning at home as evidenced by teacher communication logs.

• **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.**

- The analysis of reciprocal communication data using SchoolTool was not possible. The district worked with the SchoolTool vendor to create a way that the data can be compiled in a way to permit trend analysis for the 2017-18 school year.
- Informal classroom visit look-fors were general in topic. An update has been made to include specific priority strategies linked to enabling students to engage in complex tasks so that more precise data may be collected.

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

• **List the highlights of the initiatives described in the current SCEP.**

Last year's initiatives focused on student engagement, but this year's plan shifts the focus to the planning for and implementation of student engagement strategies that enable all students, including students with disabilities, to think about and respond to complex tasks. The plan also focuses on the establishment and implementation of a common set of overarching principles (Top 20 Program four cornerstones) that are known by all to guide the school's SEDH initiatives.

• **List the identified needs in the school that will be targeted for improvement in this plan.**

- Even though teachers planned for and implemented student engagement strategies this past school year, there were lost opportunities to ensure all students, most notably struggling learners, were given the opportunity to think about and engage in responding to complex tasks.
- It was determined that although there are both proactive and reactive social emotional supports for students, the school lacks a common set of overarching principles that guide supports provided to student.
- Encouraging parents to engage in reciprocal communication and the school's ability to determine the degree to which communication is reciprocal continues to be a need.

- Last year, the focus of the school leader and School Focus Team was to implement the SCEP action plan and collect leading indicator data. The team, however, did not establish the practice of examining leading indicator data quarterly to determine if progress toward achieving the goal was being made.

**• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.**

The school's mission is 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 in this year's SCEP, when addressed, will provide all students with weekly opportunities to think about and respond to complex tasks in a safe learning environment which, in turn, will assist in preparing all students to live successfully in the 21<sup>st</sup> century.

**• 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 Assessments 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.**

- It is difficult to project the level of parental involvement we will receive including reciprocal communication. We will address the issue by fostering a culture of educational support stressing the importance of the educational process which includes continual communication and support. The culture referred to may be achieved through continual communication from school to home utilizing electronic, written, and face-to-face methods.
- Another barrier is the opportunity to measure growth using the 3-8 State Assessment process because of our building's very low participation rate. This issue will be addressed by continuing to share the rationale and process for these assessments with the updated changes, however without clear direction from State Ed. regarding our participation rate it continues to be a difficult task.
- Time to complete all of the actions included is a constant challenge to any plan. Continual efforts will be made to schedule the tasks and allow

opportunities on a systematic basis to monitor the progress required for a successful plan.

• **Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.**

- The school principal will present the student engagement lesson planning expectations to teachers so that teachers are aware of the priority and can implement the planning expectations.
- Department coordinators and teachers in the department will review student engagement lesson planning practices and to discuss implementation successes, barriers, and strategies for implementation quarterly so that best practices may be shared among colleagues and barriers may be eliminated.
- The school principal will arrange for teachers implementing Algebra 1 in grades 7 & 8 to participate in professional development relating to Jump Math curriculum implementation and student engagement strategies.
- The school leader will arrange for grade level ELA and special education consultant teacher teams, as well as math and special education consultant teacher teams, to meet outside of the school day for the purpose of developing lessons and units that are aligned to curricular/CCLS priorities and include strategies for students with disabilities to fully engage in the learning process.
- An outside educational consultant will provide one day of follow-up professional development to core instructional staff on developing unit and lesson plans that align with the CCLS with particular focus on higher-order thinking and student engagement.
- 12:1+1 and 8:1+1 special education teachers will collaborate with ELA, math, and the special education coordinator for planning and embedding priority CCLS-aligned “must know” skills and student engagement strategies into weekly lessons. Two days after school hours for ELA and the same for math is available for collaborative planning.
- The RSE-TASC SESIS will provide follow-up professional development to special education teachers to further hone their skills of embedding student engagement strategies that enable students with disabilities to participate in and respond to complex tasks.
- The school principal will present the student engagement instructional expectation to teachers so that teachers are aware of the priority and have a common understanding of the priority student engagement strategies that will be looked for during instruction.
- The RSE-TASC SESIS will arrange with general and special education teachers to conduct book studies on evidence-based instructional practices that increase outcomes for students with disabilities, including student engagement strategies.
- The school leader will arrange for a consultant to provide professional development to general and special education teachers on strategies to support and engage students with disabilities in today’s schools.
- The district leader will arrange for school leaders and staff to be trained in the Top 20 Program for the purpose of reinforcing program implementation during the 2017-18 school year.
- The district leader will arrange for the Top 20 Program consultants to provide a half day of training to all Middle School students and staff so that they are better equipped to implement the Top 20 Program. The PD will be conducted over many sessions throughout the year so that it

may be done for each grade level teacher/student team.

- The school leader will arrange to present to school staff what is meant by reciprocal communication, examples of reciprocal communication, how staff will record communications with parents, and identifying reciprocal communications in the data management system.

**• 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

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6, 7, & 10, 2017
<b>B2. DTSDE Review Type:</b>	District-led Review

<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.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that although leading indicator data is collected and SCEP actions are monitored for completion, the leading indicator data it isn’t reviewed quarterly in a way that progress toward achieving the school’s SMART goals may be determined.
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<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 August 2018, 80% or more of the goals in the SCEP will be met as evidenced by the school leaders’ and School Focus Teams’ progress monitoring of SMART goal achievement quarterly via leading indicator data.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> <li>• Quarterly lesson plan student engagement look-for data</li> <li>• Quarterly informal classroom visit student engagement look-for data</li> <li>• Student Office Disciplinary Referral data</li> <li>• Quarterly Informal Classroom Visit Top 20 Core Principle look-for data</li> <li>• Quarterly summary of communications made</li> </ul>

<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.
November 3, 2017	June 11, 2018	School leaders or their designee will collate SCEP leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Team in order to determine if progress toward achieving the SCEP goals is being made. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 2018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Team will meet quarterly to review leading indicator data and SCEP actions so that they may monitor the progress of the SCEP SMART goal achievement and review and modify SCEP action steps if progress isn't going as planned. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 2018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Team will 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. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 2018)
November 15, 2017	June 20, 2018	The school leaders will provide the superintendent 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 during quarterly administrative cabinet meetings. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)

### **Tenet 3: Curriculum Development and Support**

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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 outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6, 7, & 10, 2017
<b>B2. DTSDE Review Type:</b>	District-led Review



<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.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that teachers do not deliberately plan for student engagement in their weekly lesson plans (i.e., group processing strategies, all student response tools, and randomized response strategies), resulting in few opportunities for all students, including students with disabilities and other struggling learners, to engage in responding to complex tasks that foster the development of higher-order thinking skills.
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<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 2018, a minimum of 80% of teacher lesson plans will include student engagement strategies that support students responding to higher-order thinking tasks (i.e., group processing strategies, all student response tools, and randomized response strategies) as evidenced by department coordinators quarterly summary of teacher planning for student engagement look-fors.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> <li>Quarterly lesson plan student engagement look-for data</li> </ul>

<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.
July 1, 2017	August 15, 2017	During the summer, the school principal and the School Focus Team will select priority evidence-based student engagement strategies that support students responding to higher-order thinking tasks to be included in teachers’ lesson plans and in the school’s lesson plan look-for tool from those presented by the RSE-TASC SESIS in June and August 2017.
July 1, 2017	August 15, 2017	During the summer, the school principal and the School Focus Team will select a lesson planning framework/template for reflecting planning for student engagement so that teachers have a template they can use and to facilitate the review of plans for priority student engagement strategies.

September 5, 2017	September 6, 2017	On the superintendent conference days in September 2017, the school principal will present the lesson planning expectations to teachers so that teachers are aware of the priority and can implement the planning expectations.
November 1, 2017	June 22, 2018	Quarterly, the department coordinators and teachers in each department will review lesson planning for student engagement and discuss implementation successes, barriers, and strategies for implementation so that best practices may be shared among colleagues and barriers may be eliminated. Department coordinators will provide the school leaders with a summary of the quarterly meetings, including the student engagement strategies teachers plan for and trends noted.
July 2018	August 2018	During the summer, teachers implementing Algebra 1 in grades 7 & 8 will participate in professional development relating to Jump Math curriculum implementation, with particular focus on student engagement.
September 5, 2017	April 6, 2018	Grade level ELA and special education consultant teacher teams, as well as math and special education consultant teacher teams, will meet outside of the school day for the purpose of developing lessons and units that are aligned to curricular/CCLS priorities and include student engagement strategies to enable students with disabilities to fully engage in the learning process. Three full days are available for each team, with one to be accomplished by the end of the first quarter, the second by the end of the second quarter, and the third by the end of the third quarter.
September 9, 2017	December 12, 2017	In the fall, an outside educational consultant (John Harmon) will provide one day of follow-up professional development to core instructional staff on developing unit and lesson plans that align with the CCLS, with particular focus on higher-order thinking and student engagement.
September 9, 2017	December 12, 2017	During the first semester, an outside educational consultant (Greg Alquist) will provide one day of professional development to social studies teachers on how support ELA within social studies.
September 5, 2017	April 6, 2018	Between September and April, 12:1+1 and 8:1+1 special education teachers, in collaboration with the ELA, math, and special education coordinators, will schedule two days for ELA and two for math to plan and embed priority CCLS-aligned “must know” skills and student engagement strategies into weekly lessons.

November 3, 2017	June 11, 2018	Department coordinators will collate lesson planning student engagement leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the School Focus Team and so the team may determine progress toward achieving the SCEP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 2018)
November 6, 2017	June 12, 2018	The School Focus Team will meet quarterly to review lesson planning leading indicator data and related SCEP actions so that they may monitor the progress of the SCEP SMART goal achievement and review and modify SCEP action steps if progress isn't going as planned. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 2018)
November 8, 2017	June 14, 2018	The School Focus Team will 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. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 2018)
November 15, 2017	June 20, 2018	The school leaders will provide the superintendent 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 during quarterly district administrative cabinet meetings. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: 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 pertinent subgroups experience consistent high levels of engagement, thinking and achievement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6, 7, & 10, 2017
<b>B2. DTSDE Review Type:</b>	District-led Review
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed.</b>	Through the School Focus Team's completion of the DTSDE self-assessment and the March District-led review, it was determined that although higher-order thinking activities and student engagement were district and school priorities, implementation of student engagement strategies that provide opportunities for all students to

<b>Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies, all student response tools, and randomized response strategies) in daily lessons across all classes was infrequent. As a result, not all students are able to respond or be held accountable for learning.
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<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>	By June 2018, teachers will implement lessons that include student engagement strategies that support students responding to higher-order thinking tasks (i.e., group processing strategies, all student response tools, and randomized response strategies) in a minimum of 80% of daily lessons as evidenced by informal classroom visit data collected by school leaders.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>Quarterly informal classroom visit student engagement look-for data</li> </ul>

<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<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>
July 1, 2017	August 15, 2017	During the summer, the school principal and the School Focus Team will select priority evidence-based student engagement strategies that support students responding to higher-order thinking tasks during daily instruction and included in the school’s informal classroom visit look-for tool from those presented by the RSE-TASC SESIS in June and August 2017.
July 1, 2017	August 15, 2017	During the summer, the school principal will, with assistance from the IT Coordinator, will develop a Google-based student engagement informal classroom visit look-for tool that school leaders will use when conducting informal classroom visits. The Google-based tool will enable the school leaders to compile the look-for data in a way that progress toward achieving the related goal may be determined.

July 1, 2017	August 30, 2017	During the summer, the two school leaders will meet to create an informal classroom visit schedule for the 2017-18 school year so that each leader knows which teacher's classrooms they are responsible for visiting and to ensure every teacher will be visited informally at least once per quarter.
August 3, 2017	August 3, 2017	The school leader will arrange for the RSE-TASC SESIS to provide follow-up professional development on August 3 <sup>rd</sup> to special education teachers on student engagement strategies. The SESIS presented this PD to all teachers on June 22 and this follow-up session will provide special education teachers targeted support with embedding student engagement strategies in lessons that are delivered in the special class and consultant teacher service settings.
September 5, 2017	September 6, 2017	On the superintendent conference days in September 2017, the school principal will present the student engagement instructional expectation to teachers so that teachers are aware of the priority and have a common understanding of the priority student engagement strategies that will be looked for during informal classroom visits.
September 11, 2017	October 6, 2017	The school principal, assistant principal, and RSE-TASC SESIS will conduct a minimum of five informal classroom visits together between September 11 and October 6, 2017 for the purpose of calibrating student engagement look-for data collection.
September 11, 2017	June 22, 2018	The school leader will arrange for both school leaders to conduct informal classroom visits to each teacher's classroom quarterly to view teacher implementation of student engagement strategies and to collect implementation data.
July 12, 2017	July 13, 2017	The school leader will arrange for the educational consultant John Harmon to provide professional development to core instructional staff on implementing instruction with particular focus on higher-order thinking and student engagement.
September 11, 2017	June 22, 2018	The RSE-TASC SESIS will arrange with general and special education teachers to conduct book studies on evidence-based instructional practices that increase outcomes for students with disabilities, including student engagement strategies.
September 7, 2017	January 30, 2018	The school leader will arrange for the RSE-TASC SESIS to provide follow-up professional development to general and special education teachers on strategies to support and engage students with disabilities in today's schools. (a series of one-hour sessions at the end of the school day to be scheduled during the first semester so that all

		teachers can attend one session)
November 3, 2017	June 11, 2018	The school leaders will collate classroom visit leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Team so that they may determine progress toward achieving the SCEP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 2018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Team will meet quarterly to review informal classroom visit leading indicator data and SCEP actions so that they may monitor the progress of the SCEP SMART goal achievement and review and modify SCEP action steps if progress isn't going as planned. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 2018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Team will 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. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 2018)
November 15, 2017	June 20, 2018	The school leaders will provide the superintendent 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 during quarterly district administrative cabinet meetings to. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)

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

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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 environment that is conducive to learning for all constituents.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6, 7, & 10, 2017
<b>B2. DTSDE Review Type:</b>	District-led Review

<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>Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that although there are both proactive and reactive social/emotional programs and supports for students, the school lacks a common set of overarching principles that are known by all and guide SEDH initiatives. As a result, there are inconsistencies in behavioral expectations between classes and grade levels resulting in office disciplinary referrals that could be avoided.</p>
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<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 2018, there will be a 10% reduction in office disciplinary referrals (ODRs) for the 7th grade cohort of students as compared to the 2016-17 ODRs as evidenced by ODR data collected.</p>
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<ul style="list-style-type: none"> <li>• Quarterly student Office Disciplinary Referral data</li> <li>• Quarterly Informal Classroom Visit Top 20 Core Principle look-for data</li> </ul>

<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>September 5, 2017</p>	<p>September 6, 2017</p>	<p>The district leader will arrange for school leaders and staff to participate in follow-up training on the Top 20 Program on the first two superintendent conference days in September for the purpose of reinforcing full curriculum implementation in grades 6 &amp; 7 during the 2017-18 school year, and full curriculum implementation in grade 8 in 2018-19.</p>
<p>July 12, 2017</p>	<p>September 6, 2017</p>	<p>Between July and September 6<sup>th</sup> Superintendent Conference Day, the school leader will arrange for classroom teachers to review and revise their classroom guidelines/rules so that the posted rules reflect the core principles and common language of the Top 20 Program.</p>

September 7, 2017	June 22, 2018	The school leader will arrange for classroom teachers on the first days of school and periodically throughout each semester during the school year to share and review classroom guidelines/rules reflective of the Top 20 program core principles and language with students so that the key attributes of the Top 20 program are reinforced as part of every day practices.
September 11, 2017	May 30, 2018	The district leader will arrange for the Top 20 Program consultants to provide a half day of training to all Middle School students and staff so that they are better equipped to implement the Top 20 Program. The PD will be conducted over many sessions throughout the year so that each grade level teacher/student team are trained. The exact dates are to be scheduled on July 12 when the school and district leaders meet with the Top 20 Program consultants.
September 7, 2017	June 22, 2018	Beginning September 7 <sup>th</sup> , grade 6 & 7 classroom teacher teams will implement the Top 20 program curriculum as designed throughout the school year.
July 1, 2017	August 15, 2017	The school principal will, with assistance from the IT Coordinator, develop a Google-based informal classroom visit look-for tool that school leaders will use to track implementation of the Top 20 Program core principles when conducting informal classroom visits.
September 11, 2017	June 22, 2018	Based on the informal classroom visit schedule established in tenet 4, the school leaders will conduct informal classroom visits to each teacher's classroom quarterly to view teacher implementation of the Top 20 core principles.
November 3, 2017	June 11, 2018	The school principal will arrange for school counselors to collate attendance leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Team so that they may determine progress toward achieving the SCEP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 2018)
November 3, 2017	June 11, 2018	The school leaders will collate informal classroom visits data relating to teacher implementation of the Top 20 core principles so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Team so that they may determine progress toward achieving the SCEP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 2018)



November 6, 2017	June 12, 2018	The school leaders and the School Focus Team will meet quarterly to review leading indicator data and SCEP actions so that they may monitor the progress of the SCEP SMART goal achievement and review and modify SCEP action steps if progress isn't going as planned. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 2018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Team will 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. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 2018)
November 15, 2017	June 20, 2018	The school leaders will provide the superintendent 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 during quarterly district administrative cabinet meetings. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)

### **Tenet 6: Family and Community Engagement**

<b>Tenet 6 - Family and Community Engagement</b>	<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 growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 6, 7, & 10, 2017
<b>B2. DTSDE Review Type:</b>	District-led Review

<b><u>C1. Needs Statement:</u> 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>	Through the School Focus Team's completion of the DTSDE self-assessment and the March District-led review, it was determined that although school staff communicate in a variety of ways with parents/families and there was the expectation for teachers to communicate with families via parents' preferred communication methods at least twice per year to discuss each student's needs, progress, and/or ways the parents can support their child's academic progress at home, the data management system did not allow for the data to be easily compiled for analysis. As a result, the school is unable to determine how many families engage in reciprocal communication with the school or the nature of the communication.
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<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 2018, between 35% and 40% of families will have engaged reciprocally with teacher teams at each grade level two or more times as evidenced by an analysis of communication logs.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> <li>Quarterly summary of communications made</li> </ul>

<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.
September 5, 2017	September 6, 2017	On the superintendent conference days in September, the school leader will present to school staff what is meant by reciprocal communication, examples of reciprocal communication, expectations of teacher teams to engage in a minimum of two reciprocal engagements with the family of each student, how staff will record communications with parents, and method for identifying reciprocal communications in the data management system.
September 7, 2017	September 13, 2017	Homeroom teachers will survey parents on the first day of school about their preferred method of communication so that future communications may be conducted using a method parents are likely to engage in a reciprocal manner. Parents who do not respond by Monday, September 11 will receive reminders (i.e., note, phone call) to ensure a response is received by the school.
September 7, 2017	June 22, 2018	Grade level teacher teams will implement a plan to communicate with the families of each student on their team multiple times per year regarding each student's needs, progress, and/or ways the parents can support their child's academic progress at home in a way that encourages the communication to be reciprocal. The teams will maintain a record of communications with parents using the school's data management system.

March 22, 2018	March 22, 2018	The school leaders, instructional staff, and school counselors will participate in a half-day (March 22, 2018) Poverty Simulation so that school personnel have a better understanding of how to communicate with and support families in poverty more effectively.
November 3, 2017	June 11, 2018	The school leaders will collate reciprocal communication leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the leaders and School Focus Team so that they may determine progress toward achieving the SCEP goals. (Nov 3, 2017; Jan 26, 2018; Apr 2, 2018; June 11, 2018)
November 6, 2017	June 12, 2018	The school leaders and the School Focus Team will meet quarterly to review leading indicator data and SCEP actions so that they may monitor the progress of the SCEP SMART goal achievement and review and modify SCEP action steps if progress isn't going as planned. (Nov 6, 2017; Jan 30, 2018; Apr 6, 2018; June 12, 2018)
November 8, 2017	June 14, 2018	The school leaders and the School Focus Team will 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. (Nov 8, 2017; Feb 2, 2018; Apr 8, 2018; June 13, 2018)
November 15, 2017	June 20, 2018	The school leaders will provide the superintendent 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 during quarterly district administrative cabinet meetings. (Nov 15, 2017; Feb 7, 2018; Apr 25, 2018; June 20, 2018)