

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	X	X	X	X	X
Student Average Daily Attendance	X			X	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	X			X	X
Student Discipline Referrals	X			X	
Student Truancy Rate	X			X	X
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered				X	X
Teacher Average Daily Attendance Rate			X		
Teachers Rated as "Effective" and "Highly Effective"	X	X	X		
Teacher Attendance at Professional Development	X	X	X		
Parent Attendance at Workshops	X			X	X
Parent Participation in District/School Surveys	X			X	X

LEA Name:	Johnson City Central School District
LEA BEDS Code:	031502060000
School Name:	Johnson City Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Daniel Erickson	Title	JCMS Principal (New as of 7/18/2016)
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Website for Published Plan	www.jcschools.com		

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			
President, B.O.E. / Chancellor or Chancellor's Designee			

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 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)	Locations(s)	Meeting Date(s)	Location(s)
June 27, 2016	Johnson City Middle School		
June 28, 2016	Johnson City Middle School		

Name	Title / Organization	Signature
Joseph Guccia	JCMS Principal	
Denise Riley	JCMS Assistant Principal	
Meredith Whalen	Johnson City Assistant Director of Student Services	
Andre Hankey	JCMS Social Worker	
Christy Gorman	JCMS Special Education Teacher	
Joylyn Snyder	JCMS Special Education Teacher	
Natalie Zanot	JCMS Art Teacher	
Jennifer Lobdell	JCMS ENL Teacher	
Caitlin Hartnett	JCMS Math Teacher	
Caitlin Jones	JCMS Math Teacher	
John Coyne	JCMS Speech Teacher	
Andi Micha	JCMS Teacher Aide	
Lisa McCaffery	PTO President and Parent of JCMS student	

School Information Sheet

School Information Sheet							
Grade Configuration	6, 7, 8	Total Student Enrollment	575	% Title I Population	63%	% Attendance Rate	93.70%
% of Students Eligible for Free Lunch	61%	% of Students Eligible for Reduced-Price	6.50%	% of Limited English Proficient Students	3%	% of Students with Disabilities	17.50%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.17%	% Black or African American	16%	% Hispanic or Latino	8%	% Asian, Native Hawaiian / Other Pacific Islander	7%	% White	61%	% Multi-Racial	7.50%

School Personnel							
Years Principal Assigned to School	7	# of Assistant Principals	1	# of Deans	1	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	4%	% Teaching with Fewer than 3 Years of Experience	8%	Average # of Teacher Absences	3

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

School Information Sheet

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

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		

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		

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 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.)
- 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.)
- 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.)
- 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").


- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- 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").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- 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").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health

 Tenet 6: Family and Community Engagement

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).

- 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.

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

- List the highlights of the initiatives described in the current SCEP.

The highlights of this year's plan include:

- The creation of a monitoring schedule for school leaders to determine the consistency of building practices
- Non-evaluative walk-throughs used to collect data on PBIS principles, use of differentiated strategies, and implementation of data action plans
- Lesson plan review with feedback to staff on data-driven instructional practices and differentiated instructional strategies
- Professional development opportunities for staff on PBIS and differentiation
- Revitalization of PBIS throughout the building
- Documenting and measuring the effectiveness of behavioral interventions
- Coordinating with outside agencies to develop a stronger school/family relationship through events that have an intentional focus on academic achievement and social/emotional development

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

The identified needs targeted for improvement in this plan are:

- A monitoring schedule for the school leaders to ensure implementation of data-driven instruction, differentiated instruction, PBIS principles, and the impact of level 1 behavioral plans on student achievement and social/emotional development
- The establishment of a system for teachers, with the support of content area coordinators, to create and implement data-driven lesson plans that include differentiated instructional strategies and for school leaders to review and give feedback on the plans that are created
- Creating and implementing strategic plans for the coordination of family accessibility to community services in order to build upon the connection between community services and student academic achievement

- 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 mission of our school is to partner with the community to inspire and promote high educational standards, optimizing every student's potential to be a successful, socially responsible citizen. The guiding principle of our school is hope and belief. In order for our school to demonstrate hope and belief and to optimize every student's potential, we have identified the need to differentiate our instruction, design lessons that are driven by our data, apply consistent practices throughout our building, and support students' social/emotional development through the application of PBIS principles. Additionally, we recognize the need to strengthen our partnerships with the community to offer more opportunities to engage our families in events that will support greater academic achievement.

- List the student academic achievement targets for the identified subgroups in the current plan.

The achievement target for all students, specifically including students with disabilities and African-American students, is for a minimum of a 10% improvement on interim assessments, LLI benchmark assessments, STAR assessments, and NYS ELA, math, and science assessments.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

School structures will drive the strategic implementation of the mission by implementing differentiated teaching practices across all content areas and grade levels, increasing the use of data to address achievement gaps and social-emotional deficits for all students, and strengthening partnerships with parents and the community to enhance learning and improve student achievement.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

One barrier to accomplishing the mission is the issue of chronic absenteeism within our student body. The JCMS Site Base Team has several ideas that will be put into place during the '16-'17 school year to address this barrier. Initiatives include voluntary enrollment in a wake up call system, the expansion of staff being involved as attendance mentors, and district transportation doing a "second sweep" to pick up students who miss the bus to school. Another barrier is the mindset of the school community. In order for the school to achieve academic progress, a common picture of what the school community believes our students are capable of needs to be developed, as well as defining how the school community can consistently communicate a message of hope to our students in a variety of ways.

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

Teachers will be provided with PD on differentiated instruction, PBIS, and data-driven instruction. The rationale for professional development in differentiated instruction and data-driven instruction is to provide the staff with more tools to meet the diverse needs of our student body. By designing and implementing lessons that are tiered for learners and responsive to data from formative and summative assessments, the students will have a greater opportunity to realize academic success. The rationale for PBIS is to establish a consistent approach to supporting social/emotional development. Additionally, school leaders want all staff to learn additional strategies for creating an environment with students that is supportive, responsive, and conducive to learning.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

One new method of dialogue that school leaders will implement is a two-way communication form to be mailed home with all progress reports throughout the school year. Parents will be able to comment on their child's academic progress, ask questions of teachers, and request further communication. Additionally, school leaders will schedule meetings with representatives from community agencies to schedule events that will engage families in our common goal of increasing academic achievement.

- List all the ways in which the current plan will be made widely available to the public.

The current plan will be available in print form at the JCMS main office as well as being published on our district's website.

- 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.

Re-Identified Focus Schools
(applicable to schools that were identified as Focus during the 2014-2015
identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea->

1. Identify the Turnaround Principle the school is choosing to implement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Empty text box

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

Empty text box

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

Empty text box

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Empty text box

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States

1. Describe the schedule that will result in implementation of a whole school reform model no later than the

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	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.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	As recommended by the IIT for Tenet 2, the school leaders should create a schedule to monitor the implementation of data-driven instruction, differentiated instructional practices that meet the needs of all learners, PBIS principles, and level 1 behavioral plans.
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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.	By September 8, 2016 (with necessary adjustments made throughout the 2016-2017 school year), the school leaders will create and publish a monitoring schedule that will result in 100% of teachers using actionable feedback from lesson plan reviews, data plan meetings, non-evaluative PBIS and instructional walk-throughs, and audits of level 1 behavioral plans.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Published monitoring schedule, walk-throughs

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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.
7/1/2016	9/7/2016	School leaders will develop a monitoring schedule that will be shared with the Building Leadership Team for input. The purpose of the monitoring schedule is to build consistency throughout the school and to establish a system of accountability for implementation of practices that will lead to increased student achievement.
9/8/2016	9/8/2016	School leaders will present the monitoring schedule to the JCMS staff and explain the purpose, the expectations, and the process for walk-throughs.
7/1/2016	9/8/2016	School leaders will create and publish a walk-through tool used for data collection and feedback to staff.
9/1/2016	6/30/2017	School leaders will conduct walk-throughs to gather and communicate data with staff for the following: implementation of PBIS principles and strategies, use of differentiated instructional strategies to meet the needs of all learners, use of data-driven instructional practices and implementation of data action plans.
9/1/2016	6/30/2017	School leaders will review lesson plans, data action plans, behavioral referrals, and level 1 behavioral plans to determine the consistency of practices throughout the building, the needs for staff development, and to provide feedback to strengthen the consistency of practices throughout the building.
9/1/2016	6/30/2017	With the assistance of the district data coach and content area coordinators, school leaders will co-facilitate data meetings with content area teams following interim assessments (given 3X each school year in the core content areas) and with grade level teams at the end of the 10, 20, and 30 week marking periods.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	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.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	According to the IIT recommendation for Tenet 3, the school leaders should work with grade level teams during common planning time to address the inconsistency with data-driven instructional planning and the monitoring of action plans developed in response to assessment data.
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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.	100% of core area, special education, and ENL teachers will use formative, summative, and interim assessment data to create action plans and lesson plans that demonstrate instructional and curricular adjustments responsive to student needs. The goal will be measured by the implementation of feedback provided by administrators and content area coordinators during scheduled data meetings, lesson plan reviews, and walk throughs.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Formative and summative assessments, interim assessments, STAR assessments, LLI data, walk-throughs, lesson plan and action plan reviews.
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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.
9/1/2016	6/30/2017	Building leaders and content area coordinators will meet monthly with content area teams and/or grade level teams as part of a data cycle to include: analysis of interim and quarterly data, creation of action plan to respond to data, initial data meetings, reteaching/reassessing/progress monitoring, and final data meeting.
9/1/2016	6/30/2017	Content area coordinators will minimally meet bi-weekly with grade level content teams to design and review data action plans and lesson plans.
9/1/2016	6/30/2017	Building leaders will conduct non-evaluative walk-throughs for the purpose of collecting data on the implementation of data-driven action plans.
9/1/2016	6/30/2017	Building leaders and content area coordinators will review lesson plans with content teachers, special education teachers, and ENL teachers to determine consistency of data-driven planning.
9/1/2016	6/30/2017	Assistant Director of Student Services and content coordinator will meet every 5 weeks with special education teachers to review LLI data and develop a plan for responding to student data.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	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
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	According to the IIT recommendation for Tenet 4, the school leaders should create a schedule for monitoring the implementation of differentiated instructional strategies including those referenced in the June 22, 2016 professional development.
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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.	By November 1, 2016, 100% of instructional staff will be utilizing differentiated instructional strategies in the lesson planning process. The goal will be measured by the implementation of feedback provided by school leaders based on formal observations, lesson plan reviews, non-evaluative walk-throughs, and the growth of academic achievement for student subgroups such as SWD, ENL and those who respond quickly to new learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Review of Differentiated Instruction Section on lesson plans, quarterly report card grades, interim assessment data, walk-throughs

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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.
9/1/2016	6/30/2017	JCMS staff will be offered continuing professional development on differentiated instruction.
9/1/2016	6/30/2017	Grade level meetings once per week dedicated to instructional strategies with an established and documented agenda and action steps for school leader review.
9/1/2016	6/30/2017	Vertical alignment meetings among departments twice per month on Wednesdays opposite faculty meetings with coordinators for the purpose of planning for and discussing content-specific instructional strategies.
9/1/2016	6/30/2017	Establish a building-level team to acquire, implement, and share instructional strategies related to differentiated instruction.
9/1/2016	6/30/2017	At the eight week marks of each marking period, teams will meet to develop specific instructional intervention plans for students failing two or more core classes.
9/1/2016	6/30/2017	Use district resources to teach instructional strategies (with a specific focus on differentiated instruction) at faculty meetings.
9/1/2016	6/30/2017	School leaders and content area coordinators will conduct non-evaluative walk-throughs to measure the implementation of differentiated strategies.
9/1/2016	6/30/2017	School leaders and content area coordinators will review lesson plans with a specific purpose of identifying the planned use of differentiated strategies within all content areas.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	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.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	Based on the recommendations set forth by the IIT team for Tenet 5, a building administrator should oversee the integration of PBIS and the impact of behavior plans throughout the school.
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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.	Beginning in September, 2016, the Assistant Principal (AP) will monitor the integration of PBIS principles, common language, and the impact of behavior plans on student achievement and social/emotional development across all grades and content areas as measured by the consistent use of PBIS practices/strategies in 100% of classrooms and a minimum of a 10% decrease in student behavioral referrals and ISS and OSS consequences.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Discipline referrals, walk-throughs, behavior plan data, PAC/ABC data, OSS/ISS data
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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.
8/1/2016	11/15/2016	A training refresher and PBIS initial training for new staff will be conducted to ensure that all staff members are equipped with appropriate PBIS strategies.
9/1/2016	6/30/2017	An initial and ongoing Tier 1 intervention training for all staff will be led by the school leaders, the dean of students, and the behavioral specialist to establish consistent practices of intervening with level 1 behaviors and reducing referrals to levels 2 and 3.
9/9/2016	9/9/2016	ROAR expectation posters (reflective of PBIS principles) will be visible in every classroom as well as the hallways for the entire school year for the purpose of establishing and maintaining consistent expectations for student behaviors.
7/1/2016	9/15/2016	The AP will lead a group of students in creating a ROAR motto that will be used throughout the year to reinforce PBIS principles and expectations.
7/1/2016	8/15/2016	The AP, dean of students, and behavioral specialist will create a Tier I Intervention spreadsheet for teams to document use and progress monitoring of Tier I interventions.
9/1/2016	6/30/2016	AP will monitor MS Referral email inbox weekly to determine fidelity to the tiered process. Referrals that do not meet the criteria for level 2 or 3 will be flagged and contact will be made with the staff member to ensure consistent building-level practices.
9/1/2016	6/30/2016	Student Support Team will be notified of all team level, building level, and IEP-driven behavior plans and goals through use of a shared drive for documentation. Data must be collected on the progress of behavioral plans and reported to SST monthly for progress checks.
9/1/2016	6/30/2016	School leaders will conduct non-evaluative walk-throughs to collect data related to the consistent application of PBIS principles and intervention strategies.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	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.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

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.	As part of the IIT Tenet 6 recommendations, school leaders and the student support team should identify community groups with potential to collaborate with the school in promoting family partnerships and participation in school events. Strategic plans for the coordination of family accessibility to community services should be designed in order to build upon the connection between services/school events and student academic achievement.
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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.	From August, 2016 through June, 2017, at least 90% of families from JCMS will participate in a collaborative school/community event directly related to increasing student achievement and social/emotional growth.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Family attendance at community/school events

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	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.
6/10/2016	6/10/2016	School leaders and student support team members met to brainstorm community agencies accessible to the middle school and families.
7/1/2016	6/30/2017	School leaders will invite representatives from community agencies to planning sessions for coordinating events throughout the school year.
8/24/2016	8/24/2016	School leaders will coordinate with Binghamton University Promise Zone to distribute school supplies and to provide important school-related tools and information prior to the start of the school year.
9/1/2016	6/30/2017	School leaders and members of the Building Leadership Team (BLT) will employ several different data collection strategies to track attendance of families at community/school events.
10/1/2016	5/30/2017	School leaders and the BLT will develop and implement a two-way communication form that will accompany progress reports at 5, 10, 15, 20, 25, 30, and 35 weeks for the purpose of strengthening school/family partnerships in regards to academic achievement.
9/12/2016	10/10/2016	All middle school teachers will make introductory phone calls to share at least one positive comment about the student, open the lines of communication with the family, and invite them to upcoming community/school events.
10/1/2016	6/30/2017	School leaders and student support team staff will coordinate and participate in at least one academic awards ceremony to be held at a community-based location rather than at the school for the purpose of engaging families with limited access to transportation.
9/1/2016	6/30/2017	School leaders will conduct "10 Minute Talks" at school events for the purpose of communicating information and data to families that will aid in the goal of increasing student achievement.
9/1/2016	6/30/2017	School leaders and staff will create more opportunities for families to engage in school-based experiences with their child.
9/1/2016	6/30/2017	School leaders and staff will collaborate with the Johnson City PTO to enhance opportunities for engaging parents during school and community-based events.
