

LEA Name:	
LEA BEDS Code:	3152060005
School Name:	Johnson City Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Daniel Erickson	Title	Principal
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Website for Published Plan			

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		Mary Kay Roland	7/31/17
President, B.O.E. / Chancellor or Chancellor's Designee		Richard G. Martinez	7/31/2017

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.

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)
September 28, 2016	MS Library	8-Feb-17	MS Conference Room
October 19, 2016	MS Library	15-Feb-17	MS Conference Room
October 26, 2016	MS Library	2/22/17	MS Conference Room
November 30, 2016	MS Library	3/1/17	MS Conference Room
December 7, 2016	MS Library	4/5/17	MS Conference Room
12-Dec-16	MS Conference Room	4/18/17	MS Conference Room
1/4/17	MS Conference Room	5/31/17	MS Conference Room
1/18/17	MS Conference Room		MS Conference Room
1/25/17	MS Conference Room		
Name	Title / Organization		Signature
Daniel Erickson	JCMS Principal		
Molly Goosman	JCMS Assistant Principal		
John Coyne	JCMS Speech Teacher		
Maura Castelucci	JCMS 6th grade Teacher		
Andi Micha	JCMS Teacher's Aide		
Meredith Whalen	JCMS Assistant Director of Student Services		
Natailie Zanot	JCMS Art Teacher		
Catherine DeBrava	JCMS Science Teacher		
Christy Gorman	JCMS Special Educatuin Teacher		
Caitlin Biney	JCMS Math Teacher		
Jennifer Lobdell	JCMS ENL Teacher		
Joylynn Snyder	JCMS Special Educatuin Teacher		
Andre Hankey	JCMS Social Worker		

School Information Sheet

School											
Grade Configuration	6, 7, 8	Total Student Enrollment	571	% Title I Population	63%	% Attendance Rate	93.12%				
% of Students Eligible for Free Lunch	64.31%	% of Students Eligible for Reduced-Price	5.69%	% of Limited English Proficient Students	3%	% of Students with Disabilities	14%				

Racial/Ethnic											
% American Indian or Alaska Native		% Black or African American	17%	% Hispanic or Latino	8%	% Asian, Native Hawaiian / Other Pacific Islander	6%	% White	61%	% Multi-Racial	8%

School											
Years Principal Assigned to School		1 year	# of Assistant Principals	1	# of Deans	1	# of Counselors / Social	2			
% of Teachers with NO Valid Teaching		0	% of Teachers Teaching	0	% Teaching with Fewer than 3 Years of	16%	Average # of Teacher Absences	8%			

Overall State Accountability Status											
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient					
Identification for ELA?		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		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 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).

We have established and maintained meeting patterns and purposes. School Leaders have established and maintained weekly meeting patterns and purposes. Teachers now demonstrate the practice of meeting with department coordinators and administrators weekly to reflect on data and student outcomes based on learning. Teachers and Administrators now have an open and ongoing discussion about the instructional practices within the building and the impact that it has on student learning. School Leaders conducted monthly walk-throughs and used these to present data for the purpose of reflection on the portions of the instructional process. The process was established to create better systems for walkthrough data use to provide professional development next year. School Leaders and Teachers have added the number of PBIS lesson plans and alternate individualized student plans for successful prosocial behaviors. This has improved the methodical explicit teaching of behavioral skills thus improve behaviors partially. The teacher teams and school leaders began the Response to Intervention development of personal plans for 18 students and are working to grow our RtI process from this moderate success. The Student Support Team met with teacher teams monthly and used data to reflect. This data and team input was used to strategically plan for supervision and initiate the RtI process for individual students. The school leaders and faculty established patterns and systems for quarterly Star Data. We saw growth in Star data in 5 out of 6 teams specific to Math and ELA. The teacher teams no longer resist the accelerated demand for need for data and discussion about academic growth. The posting of Objectives and use of Higher Level Questioning became common practice by all instructional staff. School Leaders saw demonstrated use of posted objectives 90% of the time and HLQ approximately 75% of the time. Through collaborative planning and struggle, an agreement was reached to create a new building schedule by school leaders and teaching teams.

- 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.

Use of 4 essential questions in all instructional planning
Protocols and meeting norms and expectations will be enhanced and run more tightly by school leaders and teams.
Calendar and Predictability of year long scheduling planned prior to start of school year.
Use of new walk through form with refined measures that result in actionable feedback & professional development- based on solid Instructional processes
Creation of additional lessons to be strategically used throughout the school year rather than just in the beginning – cue set & relevance will result in engagement
Parent Book Clubs
Goal to grow RtI application of tier 2 & 3 interventions for specified students

- 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 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.

The school structures will be strategic and non-negotiable reflection of data from student learning and instructional practices. At the start of the school year calendar, data loop reflection sheet, meeting protocols and norms will be determined and explicitly laid out for all teacher by school leaders to best help all stakeholders plan for success.

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

One 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. An additional barrier may be in the use of the four essential questions for all planning - this may take more time and require teachers to plan more for differentiation and scaffolding. We plan to mitigate this barrier by allowing staff to use 2 half days for data reflection and meaningful discussions on how to support all learners with the four essential questions. We are also re-organizing the content coordinator meetings that happen weekly with each content grade level team to occur with an administrator which will also lead to one less meeting per week and consolidate efforts to allow teachers one more prep per week to plan for the learning needs with in their classrooms. An additional barrier in meeting our student outcome goals for academics and prosocial/emotional skills as the continued trauma related eruptive behaviors of our students on and off school property. These eruptions impact the learning and safety with in our building. We plan to mitigate these behavior barriers by targeted teaching of planned lessons with PBIS strategies, implementation of CPS personal behavior plans for students as needed, an addition of 2 hallway monitors and recess staff for supervision, student support data reflection, and close connections with families to continue communications and follow through for student accountability of behaviors.

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

Teachers will be provided professional development in the following areas:

Instructional process: Cue Set, Best Shot, Checking for Understanding, Closure

Four Essential Questions

Rationale: This provides instructional staff with a research based approach toward integrated effective teaching practices and the use of data to meet the needs of all learners.

Provide instructional staff with retraining on PBIS with established checkpoints on the calendar to revisit identified skills to be taught.

Using a Data Response Tool

Rationale: Provide instructional staff with training on how to use the tool to identify, collect and use data to evaluate the ongoing skill and academic need for all students.

Creating meeting structures and protocols

Rationale: Provide instructional staff with the knowledge to create the structures and protocols for effective meetings when identifying, collecting and using data for the purpose of evaluating student learning.

List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community. Rationale: Provide instructional staff with the foundational understanding and skills specific to pedagogic methods to meet the diverse needs of our student body.

One new method of dialogue that school leaders will use is the creation of book clubs involving parents as well as continue to provide an open forum that meets monthly with parents needs/wants driving the agenda. Additionally, school leaders will increase parent awareness of the students data base portal accessible to them via the internet.

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

The current plan will be made widely available to the public by use of our district website. The additional offerings and programs will be made available by way of website, flyer advertisement, announcement at parent meetings and on social media when necessary.

- 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 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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 professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

The meaningful interventions that have been put in place from the Turnaround Principles include the following areas:

A. Redesigning of the school day for student learning time - This scheduling committee has revised the schedule to add time to the number of instructional minutes, reduced one period per day, provide a safer hallway passage plan for students with all faculty available to be present during passage, as well as to infuse music programs into related arts scheduling, and lastly, to put our building on one solid systematic bell schedule for the 2017 - 2018 school calendar.

B. Teacher Collaboration Practices - The teacher collaboration approach grew this year with a steadfast approach toward weekly planned meetings and administrative presence and involvement in the process. The collaboration process was enhanced by the weekly meetings of the teams with each content area coordinator participation. The redesign of the school day schedule came to fruition with a subcommittee effort of all faculty; looking at how the instructional minutes of our school day could better serve students and instructional practice.

C. In 2016 - 17 we implemented data analysis and weekly curricular meeting with content coordinators to inform continuous improvement of the content and quality of instruction with measured outcomes of student knowledge and skills. We have been systematic with implementation and recognize that our next step must be to become better at closing the data to instruction/student outcome loop.

D. We have implemented a district level a plan for parent, family, and community engagement within and outside of the school building walls. This area continues to need building level growth.

E. We added the implementation of additional PBIS explicit instruction lessons regarding prosocial behaviors and conducted weekly student support team meetings to look at and reflect on discipline behaviors to build in tiered interventions for students who needed special behavior and counseling plans to increase a positive and safer school culture and climate.

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

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 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 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 2016-17 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.

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.

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 2016-17 plan.

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 16-17 plan.

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 Department of Education’s (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform’s website at <http://www.p12.nysed.gov/oisr/>. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

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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 2017-2018 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.	Based on an analysis of the 2016-17 data meeting schedule and format, a need exists for the school leaders to define data meeting protocols as well as ensure the use of the four essential questions when creating lesson and units plans. (Four Essential Questions: 1. What do we expect our students to learn? 2. How will we know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it?)
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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 June 2018, the school leader, working with content teachers, will have met with teachers 30 times throughout the course of the school year adhering to established meeting protocols and using the four essential questions to create lesson and unit plans targeting the instructional needs of the learners. Data meetings will close the instructional loop with specific measures aa evidence by the written plan (data reflection plan sheet) on how student deficiencies will be addressed by teachers weekly.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Meeting Protocols, Data Reflection Sheet that is aligned to the four essential questions (Four Essential Questions: 1. What do we expect our students to learn? 2. How will we know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it?)

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.
7/27/2017	6/15/2018	School leaders will establish protocols and norms for data meetings resulting in consistent discussions and effective use of time and resources.
9/6/2017	6/15/2018	On 9/6/2017 school leaders will introduce the four essential questions resulting in the consistent vocabulary and format in lesson/unit production as well as instruction.
9/6/2017	9/6/2017	School leaders will create and publish a weekly "data loop" meetings schedule for teachers, and content areas coordinators by 9/6/17 resulting in attendance at meetings and known expectations.
9/7/2017	6/15/2018	School leaders, Teachers and department coordinators will use the four essential questions to complete data loop reflection sheets weekly. This will result in discussions focused on targeted instruction and growth or needs of all students.
9/6/2017	6/15/2018	School leaders will provide ongoing training specific to best practice strategies to all teachers during monthly faculty meetings. This will result in teachers having additional strategies available to plan for students who are not responding to initial instruction.

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.	Based on an analysis of the 2016-17 interim assessments, there is an identified need for incorporation of a systematic approach to looking at and responding to 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.	By June 2018, 80% of lesson/unit plans will demonstrate the use of the four essential questions as evidenced by lesson/unit review during the weekly meetings. This will be demonstrated with use of intentional planning or implementation of necessary curricular adjustments from the data loop reflection sheet.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson/unit plans, formative assessments, unit assessments, quarterly assessments, data loop reflection sheets
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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.
9/6/2017	9/6/2017	School leaders will present the four essential questions in conjunction with the data loop reflection sheet on 9/6/17 This will result in teachers developing a working knowledge of the four essential questions and documentation for weekly meetings.
9/6/2017	9/6/2017	School leaders will create and distribute a calendar plan defining all meetings dates, times and locations by 9/6/17 resulting in attendance at meetings and known expectations.
9/6/2017	6/15/2018	Staff will follow the protocols and data loop process at weekly meetings resulting in consistent discussions and effective use of time and resources.
10/6/2017	2/2/2018	School leaders and instructional staff will use two half days (10/6/17 & 2/2/18) to review the data loop reflection sheets to date with the intent to analyze and identify leverage points for potential growth of all students.
9/6/2017	6/15/2018	School leaders will retrain instructional staff on the instructional process with specific attention to the cue set and relevance resulting in higher student learning outcomes and relevant student engagement.

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.	Based on 2016-17 walkthrough and observation data, as well as, April 2017 DTAR, there exists an identified need for teachers to provide relevant and rigorous instruction for all students in the learning process.
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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 June 2018, 80% of observed lessons will include a cue set that hooks all learners with direct connection to the lesson objective as well as rigorous instruction that employs higher levels of Bloom's Taxonomy (Higher order thinking).
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Star Data, quarterly common assessments, walk through data, observations, report card data, referral data, sub group data (SWD, Black)
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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.
9/26/2017	9/6/2017	Walk through tool will be created by focus team and presented to staff by school leaders.
9/6/2017	6/15/2018	School leaders will retrain teachers on cue set and instructional process at monthly faculty meeting.
9/6/2017	6/1/2018	Ongoing Instructional Process training will be provided by school leaders at faculty meetings.
9/7/2017	6/15/2018	School leaders will conduct observations and walk throughs to insure that teachers are hooking all learners through use of cue set.
9/7/2017	6/15/2018	School leaders will retrain teachers on the use of Bloome Taxonomy Higher Level Questioning in order to increase rigor within the lesson. This will occur quarterly.
9/7/2017	6/15/2018	The Focus Team will meet with school leaders bi-weekly to review walk through data to inform professional development.

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 2016 - 17 data there is a need to continue to develop a school wide behavioral plan that meets the needs of all students with consistent implementation by staff.
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.		Throughout the 2017-18 school year the school leaders, teachers, and support staff will consistently implement the school wide behavior plan for all students with tier interventions by use of PBIS, RTI, and CPS. There will be an increase in prosocial behaviors explicit instruction by 25% during the 17-18 school year. There will be a decrease in the number of behavioral referrals by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Referrals, Rtl plans, number of ISS, number of OSS, number of opportunities recognizing student successes
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.
8/15/2017	8/15/2017	School leaders will meet with the PBIS committee to create PBIS Lessons on 8/15/17. PBIS Lessons will be created to explicitly teach prosocial skills to reduce disruptive behaviors.
9/7/2017	6/15/2018	Behavior intervention lessons will be continually reviewed by teachers on a bi-weekly basis at SST meetings to address deficiencies, as well as, identify targeted reteaching.
9/6/2017	6/15/2018	Behavioral plan implementation will be reviewed by school leaders at monthly grade level SST meetings for adherence, as well as, modifications to plan.
9/6/2017	6/15/2018	School leaders will conduct student support team meetings with each team with specific attention to analyzing discipline data, responding to the behavior needs, and reteaching strategies indicated.
9/6/2017	6/15/2018	School leaders will meet with teams to identify high behavior students for the purpose of initiating the Rtl process. These meetings will occur monthly.
9/6/2017	6/15/2018	School leaders will develop a calendar and plan to recognize students who have pro-social behaviors and consistently demonstrate appropriate school behaviors.

Tenet 6: Family and Community Engagement

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.		Based on 2016-17 parent/student/staff survey data, there exist a need to increase family/comminuty connections to our school.
		By June 2018, the number of opportunities (academic/recreational) for families to make a connection with the Middle School will increase by 10%. The number of participants in existing programs (Parent Community Night, VIP Day, open house, parent teacher conferences) will increase by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student attendance, report card grades, Star ELA/Math, referral data, suspension data, survey
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.
9/6/2017	6/30/2018	School leaders and staff will establish 4 parent book clubs that will meet 3 times throughout the year resulting in a increase in student daily attendance, as well as, increase in student acheivement.
8/30/2017	6/30/2018	Each parent of a 6th grade student will receive a book specific to raising teens and tweens prior to the start of the school year. Reulting in strengthen
9/6/2017	6/15/2018	School leaders and staff will use social media to advertise exisiting school events resulting in an increase in prarent attendance.
9/6/2017	6/15/2018	School leaders will partner with the Promise Zone to continue to grow in the Community School Model resulting in increased services for our students. Dates of meetings and events are determined by Promise Zone.
9/6/2017	6/15/2018	School leaders will coordiante the LEAP program for the 2017-18 school year targeting 6 students per semester reulting in a reduction of participating students' discipline referrals.
9/6/2017	6/15/2018	School leaders and staff will continue the BU Mentoring program for the 2017-18 school year resulting in an increase in personal organization, as well as college and career readiness mindset..
9/6/2017	6/15/2018	School leaders and staff will continue to strengthen partnerships with community agencies resulting in an increse of needed services for families. (Such as: Mothers and Babies, Family and Childrens, PINS, SAYIT, Catholic Charities, STIC, FEN, HCA.)