

LEA Name:	Mt. Vernon City School District
LEA BEDS Code:	660900010023
School Name:	Benjamin Turner Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Dr. Jonathan Brown	Title	Principal
Phone	914-665-5151	Email	jbrown1@mtvernoncsd.org
Website for Published Plan	www.mtvernoncsd.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Kenneth Hanilton	30-Jun-15
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Elias Gootzeit	30-Jun-15

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 5, 2015	LMS	12-Jun-15	LMS
June 19, 2015	LMS	26-Jun-15	LMS
May 1, 2015	LMS	5-May-15	LMS
May 13, 2015	LMS	20-Apr-15	LMS

[illegible]

School Information Sheet

School Information Sheet							
Grade Configuration	6-8	Total Student Enrollment	457	% Title I Population	777	% Attendance Rate	94.58
% of Students Eligible for Free Lunch	69.4	% of Students Eligible for Reduced-Price Lunch	8.3	% of Limited English Proficient Students	1.2	% of Students with Disabilities	23.4

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.2	% Black or African American	97.6	% Hispanic or Latino	0.9	% Asian, Native Hawaiian / Other Pacific Islander	1.3	% White	0	% Multi-Racial	0

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with <u>NO</u> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	2	Average # of Teacher Absences	25.8

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	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
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	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
x	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
x	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 made significant growth in Tenet 5. Students and teachers report an increased feeling of safety. There has been a significant reduction in students removed from instruction for behavioral reasons (suspensions and in house detentions.)	
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. Changes were made to activities in each tenet as the school's circumstances changed. There may have been a need for a new activity or the scheduled activity may have no longer fit the need of the school.	
In developing the <u>CURRENT YEAR'S plan</u>: List the highlights of the initiatives described in the current SCEP. The current SCEP aims to take advantage of Professional Learning Communities with a focus on Tenet 3.	
List the identified needs in the school that will be targeted for improvement in this plan. Developing student centered instruction, supported by adaptations and extensions, is a priority. We will also look to buttress the work done in the 2014-15 school year in Tenet 5.	
State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school. The school's vision reads - In pursuit of a National Blue Ribbon it is our responsibility to promote the social, emotional, and academic growth of our students. We are supported by the following guiding principles: non-violence, emotional intelligence, social learning, open communication, democracy, growth & change, and social responsibility.	
List the student academic achievement targets for the identified subgroups in the current plan. Students are expected to demonstrate growth as evidenced by honor roll, quarter grades, iReady achievement, and SPGM.	
Describe how school structures will drive strategic implementation of the mission/guiding principles. Interdisciplinary teams (horizontal) and departments (vertical) are designed to support our beliefs and vision.	
List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed. Teacher attendance was a major issue in the 2014-15 school year. Action planning has led to the incorporation of strategies such as splitting classes to address teacher absences.	
Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. Each faculty, curriculum, team, and department meeting is devoted to professional development. Superintendents Conference Days and Early Release Days are devoted to professional development. Teachers will receive additional support materials, such as the Marshall Memo, to read on their own. A professional reading club and web based training is available. Team and department leaders will participate in weekly training with the school principal.	
List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community. Team meetings, department meetings, SLT meetings, faculty meetings, curriculum meetings, Saturday Academy, Parent University, PTA Meetings	
List all the ways in which the current plan will be made widely available to the public. Published on school web site, link shared through Twitter	

- 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.

N/A

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. 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 (GJ) 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.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, 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.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ 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. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. 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: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

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 2015-2016 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 if the school is not receiving 1003(g) School Improvement Grant Funds) 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.

Common Leading Indicators Worksheet

[illegible]

Tenet 2 - School Leader Practices and Decisions
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and
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D1. SMART Goal: Create a goal that directly
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.
9/8/2015	6/23/2016
9/8/2015	11/13/2015
9/8/2015	6/23/2016
10/1/2015	6/23/2016
10/1/2015	10/9/2015
11/5/2015	11/13/2015
11/9/2015	11/13/2015
11/16/2015	1/29/2016
12/10/2015	12/18/2015
1/21/2016	1/29/2016
1/25/2016	1/29/2016
2/1/2016	4/22/2016
2/x/2016	
	6/23/2016
6/20/2016	6/23/2016

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.

The needs statement will be based on the feedback from the DTSDE visit.

Principal will receive an Effective rating on his 2015 - 2016 APPR evaluation

1. xx% students will demonstrate proficiency on CFAs
2. 90% teachers' lesson plans reflect the use of assessment data (CFAs, iReady, NYS)
3. 90% teachers will earn an overall effective rating on their observations
4. 70% of students and staff respond via survey that BTMS addresses their social and emotional needs

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.

Informal observations of all teachers, conducted by administration, other teachers, and designated personnel.

Feedback will be provided via completed rubrics and notes

Teachers hand in lesson plans for administrators to evaluate proficiency in data-driven instruction

Daily community meetings, which follow the ANDRUS model, are conducted at the beginning of each school day.

This will address students' and staff social-emotional needs, via recognizing feelings, setting goals for the day,

Formal observations of all teachers, conducted by administration and designated personnel. Post-observation meetings will be conducted utilizing the Danielson rubric

All subject teachers will administer CFAs (#1) and then analyze their data to determine student proficiency

All subject teachers will administer CFAs (#2) and then analyze their data to determine student proficiency

Checkpoint survey #1 to gauge meeting social-emotional needs

Teachers hand in lesson plans for administrators to evaluate proficiency in data-driven instruction

All subject teachers will administer CFAs (#3) and then analyze their data to determine student proficiency

All subject teachers will administer CFAs (#4) and then analyze their data to determine student proficiency

Checkpoint survey #2 to gauge meeting social-emotional needs

Teachers hand in lesson plans for administrators to evaluate proficiency in data-driven instruction

All subject teachers will administer CFAs (#5) and then analyze their data to determine student proficiency

All subject teachers will administer CFAs (#6) and then analyze their data to determine student proficiency

Checkpoint survey #3 to gauge meeting social-emotional needs

Teachers hand in lesson plans for administrators to evaluate proficiency in data-driven instruction

All subject teachers will administer CFAs (#7) and then analyze their data to determine student proficiency

All subject teachers will administer CFAs (#8) and then analyze their data to determine student proficiency

Checkpoint survey #4 to gauge meeting social-emotional needs

Tenet 3 - Curriculum Development and Support
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and
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D1. SMART Goal: Create a goal that directly
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.
9/8/2015	6/23/2015
9/1/2015	6/23/2015
9/1/2015	6/17/2015
9/1/2015	6/23/2015 *first Monday of each quarter
10/1/2015	10/9/2015

11/5/2015 11/13/2015

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.

The needs statement will be based on the feedback from the DTSDE visit.

An increase of 25% of students passing all subjects will occur between the first and the fourth quarters.

All teachers will be formally observed no less than two times by an administrator and or designated personnel.

Teachers will receive written feedback on their teaching practices as aligned to the Danielson rubric no less than 10 times based on walk throughs.

Professional development sessions led by the principal, assistant principal, and/or department directors focusing on data based modifications and adaptations on lesson plans.

All core teachers will monitor student use of IReady on a monthly basis.

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.

Students will use iReady no less than once a month to develop their specific areas of need in ELA and

All core teachers (social studies, science, math, and ELA) will be participating in curriculum mapping, aligning to

Teacher lesson plans will include modifications and adaptations targeted for students based on classroom collected data, state test data, iReady data, and common formative assessment.

Students will develop SMART goals for their personal growth in each of the 4 marking periods.

All core teachers (social studies, science, math, and ELA) will administer a standards-based middle of 1st quarter common formative assessment, and then analyze its data to determine student proficiency.

All core teachers (social studies, science, math, and ELA) will administer a standards-based end of 1st quarter com

imon formative assessment, and then analyze its data to determine student proficiency.

Tenet 4 - Teacher Practices and Decisions

B1. HEDI Rating:

B2. HEDI Rating Source:

B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.
9/8/2015	9/11/2015
9/8/2015	6/23/2016
9/16/2015 1/19//2016	10/2/2015 1/29/2016
9/8/2015	6/23/2016
9/8/2015	6/23/2016
9/8/2015	6/23/2016
10/5/2015	6/17/2016
11/9/2015	5/27/2016
9/8/2015	6/23/2016
9/8/2015	6/23/2016
9/8/2015	6/23/2016
9/8/2015	6/23/2016

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 high levels of engagement, thinking and achievement.

The needs statement will be based on the feedback from the DTSDE visit.

School and teacher leaders will ensure the instructional practices are organized to address all student goals and needs to ensure and support a x% of students score at y or higher in their core classes in the 4th quarter.

1) Student attendance will be equal to or higher than 95% 2) A reduction in student disciplinary referrals of 10% will occur 3) Average teacher absence will be reduced by at least 5 days

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.

Learning goals created by staff. All teaching staff members will use state exams, instructional data, CFA's every marking period to create learning goals for thier students. These goals will be used to monitor and increase

Students will use prior academic experience to create current core subject academic goals. Students will create new goals every marking period using current experience in the core academic areas and assessment data. The

I-ready assessments in ELA and Math will be used to modify instruction tailored to student's needs.

Teachers will create daily lesson plans that are appropriately aligned with Common Core Learning Standards and include adaptations and extensions to meet the students' academic needs.

Strategic Reading and Reading specialist positions will continue to support differentiated instruction and small

Curriculum meeting PD targeted for higher order questioning and academically rigorous small group and whole group instruction. These practices will be supported during team and department meetings for school-wide

Weekly core subject tutorials designed to address students' needs based on student performance data.

Homework Zone, three times a week for 7th and 8th grade students designed to support independent academic

CFA's will be created and administered to measure student growth and provide data to drive instruction.

Interdisciplinary teams of teachers will help create a learning environment that is responsive to all students' acad

PBIS activities for all students will take place on a monthly basis and will be used to promote positive learning behaviors amongst students and a positive and cohesive learning environment. PBIS activities will be created by improve the social, emotional, and academic growth of all students. ROAR goals will be created at the beginning of each marking period by students during the Advisory periods. These goals will be posted throughout the building and in classrooms to encourage and support social, emotional and academic growth.

PPS team will support the instructional and emotional needs of diverse learners by maintaining open communication with parents and students through meetings and workshops.

ademic, social, and emotional needs through daily team meetings where the needs of the students are discussed a

nd addressed.

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Tenet 5 - Student Social and Emotional Developmental Health

B1. HEDI Rating:

B2. HEDI Rating Source:

B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and

D1. SMART Goal: Create a goal that directly

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.
September 8th	June 23rd
September 18th	September 18th
November 13th	November 13th
January 29th	January 29th
April 15th	April 15th
June 17th	June 17th
September 8th	June 23rd
September 8th	June 23rd
October 8th	October 8th
September 8th	June 23rd
September 8th	June 23rd
October 5th	June 23rd

t 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

The needs statement will be based on the feedback from the DTSDE visit.

At the end of each quarter, 90% of students will be at Tier 1 or Tier 2

Teacher and student surveys/questionnaires will be used to evaluate the effectiveness of the different implemented programs. Data will be collected from teachers on the implementation of the programs. A reduction in student suspensions of at least 10% will occur. A reduction of student referrals of at least 10% will occur. Student attendance will be at least 95% 100% of all students that want to participate in Extended

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.

The PBIS program will continue to be implemented to promote positive student behavior throughout the school

6th, 7th and 8th grade teams will develop a team specific PBIS program used to promote positive student

Team specific PBIS awards ceremonies will be held to honor students who are continually displaying positive

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BTMS will continue to partner with Andrus to support the social and emotional development of all students in a

Students will participate in Community Meetings led by their teachers on a daily basis until the end of the school year. This will help teachers be more aware of their students daily emotions in order to promote positive social

Students will participate in creating a safety plan with their teachers on Safety Plan Day. Students will utilize their plans throughout the year to help de-escalate negative emotions.

Students will have access to a Sanctuary Room where they can go to de-escalate when they are feeling overwhelmed. This room will be available for the entire school year.

The PPS staff will continue to support the instructional and emotional needs of diverse learners over the school year by doing classroom presentations and individual and group counseling.

PPS staff will incorporate a weekly psycho-educational curriculum into the classrooms to promote positive social and emotional development with the students.

Tenet 6 - Family and Community Engagement
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.
6/26/2015	Aug-15
9/18/2015	2-Sep
TBD	Jun-16
Thursday	Sep-15
November 15-21 2015	
TBD	
TBD	

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-

The needs statement will be based on the feedback from the DTSDE visit.

1. XX% of families report the school is working with them to promote student progress. 2. The school will create a partnership between families, community members, and school staff. 3. XX% of families and teachers will communicate utilizing home access, twitter, iready scores, and 4th and 9th week school assessments - CFAs

1. A school wide survey will be given to the parents to complete to assess if the school is working with them to promote student progress. 2. The parent teacher association, parent university, parent workshops, career days, and home access will be used to monitor progress toward the goal.

Open House 2015

Benjamin Turner BBQ Bash - Meet and Greet

Parent University once a month

PTA Nights

American Education week

Carreer Days one a quarter

Benjamin Turner taskforce door to door outreach