

LEA Name:	Hannibal Central School District
LEA BEDS Code:	460701040000
School Name:	Kenney Middle School

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Shawn Morgan	Title	Principal
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Website for Published Plan	<a href="http://www.hannibalcsd.org">www.hannibalcsd.org</a>		

**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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’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.
  
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)
July 10, 2018	DMK		

Name	Title / Organization	Signature
Shawn Morgan	Principal	
Chris Tynan	Assistant Principal	
Beth Hill	School Counselor	
Ashleigh Martin	5th Grade Teacher	
Trisha Fogarty	6th Grade Teacher	
Kathy Francis	7th Grade Teacher	
Jen Peters	8th Grade Teacher	
Emily Glasser	FACS Teacher	
Jessica Wakefield	Parent	

## 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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of activities were carried out.)     |

**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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | Major Degree (All identified subgroups improved achievement.)              |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.)     |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input type="checkbox"/>            | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/>            | Tenet 6: Family and Community Engagement                   |

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).

Guaranteed Viable Curriculum for ELA & Math developed; Learning progressions starting to be developed for individual standards; Increased alignment between learning outcomes, instructional practice, and student assessment; social skills development groups established by the school counselor

- 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.

We very quickly realized we did not have some of the expertise required to provide teachers with embedded social/emotional professional development - moving forward we are researching programs that can be implemented as part of our curriculum in terms of interventions as well as becoming a trauma informed staff; Our observation data told us that there was a misalignment between instruction and desired learning outcomes - we have predicted this is due to a lack of understanding as it relates to success criteria - we have established a protocol for breaking down standards into a learning progression in order to address this.

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

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

Learning Progressions that build on the prior years GVC; Identifying 2-3 high impact instructional strategies that all staff will develop an expertise in understanding and execution; expanding our social/emotional curriculum to target students who consistently disrupt the learning environment; providing opportunities for teacher leaders to take the lead on collaborating and sharing their learnings with colleagues; establishing a regular and predictable electronic communication plan for parents

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

Increase student achievement in ELA and Math; Developing trauma informed learning environments; using high impact instructional strategies for the purpose of achieving explicitly defined success criteria

- 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 guiding principles at DMK are to ensure that all students are positioned to become critical thinkers, problem solvers and lifelong learners for the long term goal of becoming responsible, contributing citizens within their community and beyond. As school community we must embrace and then educate ourselves on the unique social, emotional, and developmental health needs of adolescents and then teach them how to develop the academic behaviors and personal skills that are required to be a contributing citizen and educate our families how they can support this from home. One significant step towards helping students acquire academic behaviors is to know exactly where the gaps are, provide targeted instruction to close those gaps and communicate to students and families what the student has accomplished in terms of growth and what the next steps will be in developing these essential skills.

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

The academic achievements targets will be focused on increasing achievement rates for students living in poverty on benchmark assessments, end of unit assessments, and state assessment results. In between these data points growth rates will be focused on to ensure impact is significant enough to move achievement rates for these students.

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

The school leaders will use the PLC facilitators as a lever for building teacher capacity to use formative assessment and instructional practice to determine student growth and adjust instruction. Each grade level team will implement a plan to increase electronic communication with families about specific student needs. The building leaders will establish a walkthrough calendar so that teachers are provided with targeted growth producing feedback which will be shared at faculty meetings. Teacher leaders will provide mini-pd sessions around high impact instructional practice as well as building trauma informed learning environments.

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

One barrier that exists is student attendance. There are a high percentage of students identified as chronically absent across the district. The building principals and district administration will be working to develop a comprehensive plan in order to improve student attendance.

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

Curriculum Release Days - Continue to refine and develop a curriculum that aligns with our guiding principles; PLCs (2 times a week) - Continue to develop proficiency in analyzing student work to ensure instruction and desired outcomes are in alignment - analyze and adjust instruction when outcomes are not met using principles of formative assessment; Superintendent Conference Days - these days will provide an opportunity for targeted professional development based on the needs of teachers as it relates to our guiding principles; Faculty Meetings - Continue to become a trauma informed school - mini presentations on high impact instructional strategies by teacher leaders; Vertical PLCs - development of learning progressions in order to establish success criteria for the standards identified in the GVC.

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

Faculty Meetings, Parent gatherings with the principal, Friday Updates, Quarterly Family Newsletters, Bi-weekly email blasts to families, Social Media (Facebooks, Remind App), Back to school events, Celebration Ceremonies, PLCs

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

District Website

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 12, 14, 16 - 2018
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	In order for school leadership to continue fostering a culture that leads to student success, well-being and high academic outcomes for all, the school leaders will monitor systems for consistency and impact on school wide and individual practices. In the 2016-2017 school year 42% and 45% of DMK students scored a Level 1 on the ELA and Math assessments respectively. This indicates the need to implement a system for emerging and developing teacher leaders to influence Professional Development connected to student achievement.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2019, all grade level and content level PLCs will have studied, implemented, and presented to their colleagues the best practices associated with a specific high impact instructional strategy focused on developing students' ability to engage in high levels of thinking as evidenced in PLC minutes, walkthroughs/informal observations, and 5 faculty presentations/demonstrations which will result in a reduction by 10% the numbers of students receiving ones on the NYS ELA & Math Assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	End of unit assessments; Evidence gathered from announced observations, unannounced observations, and walkthroughs; AYP for Math & ELA for 2018-2019.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
7/1/2018	8/31/2018	The building principal will meet with PLC facilitators to establish a calendar of events and develop/revise the SCEP. This will include establishing dates for in school PLC meetings, dates for faculty presentations, the identification of high impact strategies that will be studied throughout the year. These planning sessions will take place once in July and once in August
9/1/2018	6/26/2018	The building principal will lead monthly meetings afterschool with PLC facilitators to develop common understandings of the best practices for specific instructional strategies. These will align with one of the grade/content levels current instructional focus.
10/1/2018	6/26/2018	The building principal will informally observe targeted instructional strategies for each PLC in order to provide feedback and lead discussions during PLC meetings in preparation for faculty meeting presentations. Each PLC will work directly with building principal and instructional coach in the month leading up to the presentation to faculty.
10/1/2018	5/31/2019	Building leaders will meet monthly to review evidence gathered about the leading indicators for the purpose of providing feedback and recommendations during the monthly PLC facilitators' meetings as it relates to developing students' ability to engage in high levels of thinking.
7/1/2018	8/31/2018	The principal will work with district administration to establish a consistent and focused walkthrough system for the purpose of providing targeted feedback on pre-determined high impact strategies


### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 12, 14, 16 - 2018
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	In the 2016-2017 school year 42% and 45% of DMK students scored a Level 1 on the ELA and Math assessments respectively. This indicates the need to maximize teacher impact and student growth, by ensuring that all curricula is rigorous, coherently aligned to the CCLS and differentiated to meet the needs of all students. Leadership, in collaboration with teachers and district administration, need to plan a system for the use of quarterly assessments in ELA and Math to inform and adjust instructional practices based upon the results. The first step in this process will be to establish success criteria for each of the standards within the GVC.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2019, grades 5-8 teachers in ELA & Math and 7-8 Social and Science teachers will apply the district's process for breaking apart learning standards to the GVC in order to identify success criteria as evidenced by the alignment between lesson plan learning outcomes, student exit tickets, and expectations on end of unit assessments which will result in a reduction by 10% the numbers of students receiving a score of 1 on the NYS ELA & Math Assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	End of unit assessments; Evidence gathered from lesson plans, announced observations, unannounced observations, and walkthroughs; Evidence gathered from end of unit data meetings with building principal; Math & ELA PI for 2018-2019.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
7/1/2018	8/31/2018	ELA and Math teachers for 5-8 will participate in professional development to learn the process for breaking down a standard to identify success criteria. This will be district led.
9/1/2018	6/25/2018	PLC facilitators will lead the process of breaking down standards during their meeting times. This will process will be embedded as a regular part of their twice a week meetings.
9/1/2018	10/1/2018	A PLC facilitator will train 7/8 content teachers and all special area teachers in the process of breaking down a standard into success criteria
9/1/2018	6/25/2019	The building principal will meet with 5-8 ELA and Math teachers at the end of unit assessments to analyze the results as they relate to planning, instruction, and established success criteria. These will occur outside of the bi-weekly PLC meetings.
10/1/2018	5/31/2019	Building leaders will meet monthly to review evidence gathered about the leading indicators for the purpose of providing feedback and recommendations during the monthly PLC facilitators' meetings as it relates to the alignment between lesson plan learning outcomes, student exit tickets, and expectations on end of unit assessments.


### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 12, 14, 16 - 2018
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	In the 2016-2017 school year 42% and 45% of DMK students scored a Level 1 on the ELA and Math assessments respectively. This indicates the need to utilize high impact instructional teaching strategies in order to maximize student growth within the GVC. Teachers will receive feedback from building and district leadership that ensures there is alignment between learning objectives, high impact teaching strategies, and desired outcomes (success criteria).
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2019, 100% teachers will have received multiple pieces of feedback through both the formal observation and informal walkthrough process focused on ensuring there is an alignment between learning objectives, high impact teaching strategies, and desired outcomes (success criteria) which will result in a reduction by 10% the numbers of students receiving ones on the NYS ELA & Math Assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	End of unit assessments; Evidence gathered from lesson plans, announced observations, unannounced observations, and walkthroughs; Evidence gathered from end of unit data meetings with building principal; Math & ELA for PI 2018-2019.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/25/2019	The building principal will meet with 5-8 ELA and Math teachers at the end of unit assessments to analyze the results as they relate to planning, instruction, and established success criteria. These will occur outside of the bi-weekly PLC meetings and all parties will use a pre-determined data protocol for analyzing student results.
10/1/2018	5/31/2019	Building leaders will meet monthly to review evidence gathered about the leading indicators for the purpose of providing feedback and recommendations during the monthly PLC facilitators' meetings as it relates to the alignment between lesson plan learning outcomes, student exit tickets, and expectations on end of unit assessments.
10/1/2018	5/31/2019	Building leaders will complete 2 walkthroughs per week in addition to formal observations for the purpose of providing feedback on instruction. The data gathered during the walkthroughs will be shared with teachers during 4 different faculty meetings during the course of the school year.
10/1/2018	5/31/2019	Building leaders will present data collection results during faculty meetings. This will happen 4 times throughout the school year.
8/1/2018	6/30/2019	Instructional strategies will be identified as a focus for the 2018-2019 school year by building and district administration. This will be shared with PLC facilitators. Each PLC will spend time developing their understanding and implementation of the strategies through out the year.

10/1/2018	5/31/2019	The building principal will informally observe targeted instructional strategies for each PLC in order to provide feedback and lead discussions during PLC meetings in preparation for faculty meeting presentations. Each PLC will work directly with building principal and instructional coach in the month leading up to the presentation to faculty.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		March 12, 14, 16 - 2018
<b>B2. DTSDE Review Type:</b>		
<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>		A small population of students at Kenney Middle School have demonstrated a disconnect with school which, in part, can be attributed to poor social/emotional interactions while at school which result in negatively impacting the learning environment as well as student achievement. On the most recent school wide student survey 35.6% of student agreed that student behavior does not interfere with instruction during class time. When considering 2017-2018 school year data representing the total population of the school, 11.4% of students were chronically absent (20 or more absences), 13.6% of students demonstrated insubordination to teachers or administration, 7.8% of students earned out-of-school suspension. 1.7% of students were included in all four of the aforementioned categories.
<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>		By June 2019, student discipline and attendance data from the 2018-2019 school year will reflect a decrease in chronic absenteeism (20 or more absences) by 5%, a decrease in insubordination, and a decrease in out-of-school suspensions for the identified returning students by 10%, and a decrease of incidents of insubordination by 25% for the identified returning students which will result in a 5% improvement in student achievement rates (3s & 4s) across the school on the NYS Math and ELA assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Quarterly Pass Rates; AIMSWeb growth and achievement scores; EOU Assessments; ELA & Math PI scores; referral and suspension rates; attendance rates; staff and student survey
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2018	8/31/2018	AP will develop a list of targeted students that are identified as at risk based on data within the SMS
8/1/2018	8/31/2018	School Counselor will develop a year long social and emotional support plan for identified students
9/1/2018	9/30/2018	Targeted students and plans will be shared with grade level teams by AP and School Counselors
9/1/2018	9/30/2018	School Counselors will make contact with families of identified students and establish a plan for regular and consistent communication in terms of student progress both behaviorally and academically
9/1/2018	6/1/2019	AP will present data and discuss trends at weekly PST meetings as it relates to identified students and the gap statement
9/1/2018	6/1/2018	Principal will share leading indicator data at grade level data meetings scheduled throughout the 2018-2109 school year.
9/1/2018	6/1/2019	School counselors will present to students on topics related to social and emotional health - at the 5/6 grade levels this will include conflict vs bullying & Mindfulness - at the 7/8 grade level this will include the delivery of the "Why Try" program.
9/1/2018	6/30/2019	The school will develop an academic support after school program that provides students access to teachers who will provide support in the completion of class assignments for 6th, 7th, and 8th grade students
9/1/2018	6/30/2019	The school will develop a mentoring program for students deemed at risk according to leading indicator data


## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 12, 14, 16 - 2018
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Currently there is predictable communication across the building in terms of communicating academic progress to parents through the use of mid-marking period and quarterly reports. This interval has not been enough to significantly impact the passing rates of students in 7th and 8th grade. The 40 week pass rate for all subjects in 7th grade in 2017-2018 was 77%. The 40 week pass rate for all subjects in 8th grade in 2017-2018 was 50%. This indicates a need to improve the impact of communication tools between teacher and parent that will result in increased student achievement within the curriculum.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By the end of the 1st Marking Period 7th & 8th grade teams will establish a protocol for contacting parents of students who are failing courses beyond the 5 week and 10 week marks. The protocol will include a time frame (e.g. 3rd and 7th week of a marking period) for when parents should anticipate contact if needed, the delivery methods (including an electronic communication), and the content of the message (e.g. A reminder to check schooltool for missing assignments, how to reach out to the teacher to discuss concerns, what the student needs to do in order to improve, and potential opportunities for extra help - afterschool, esp. etc.).
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	5 week reports; 10 week pass rates; log of communication efforts for students at risk of failing

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	9/30/2018	PLC facilitators will share SMART Goal with their grade level teams.
9/1/2018	10/31/2018	Grade level teams will develop a plan to communicate with parents meeting the criteria stated in the SMART Goal
11/13/2018	6/30/2019	Implement communication plan
11/13/2018	6/30/2019	Building leader uses Data Profiles to confirm that attempts/plan was implemented for failing students at each quarter
10/1/2018	6/30/2019	Opportunities for students to receive extra support from certified teachers will be provided in the form of afternoon tutoring sessions.
8/1/2018	6/30/2019	Building leader will communicate to parents how they can expect to hear from their child's teacher and how to access information in School tool as Back to School Events, Open House, Parent Conferences; Community Meetings, and bi-weekly electronic newsletters