

<b>LEA Name:</b>	Dunkirk City School District
<b>LEA BEDS Code:</b>	060800010010
<b>School Name:</b>	Dunkirk Middle School

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2016-2019 Strategic Plan for School Excellence (SPSE)

<b>Contact Name</b>	Edward Hazen	<b>Title</b>	Director of Title I and Special Projects
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<b>Website for Published Plan</b>	<a href="http://www.dunkirkcsd.org">http://www.dunkirkcsd.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 SPSE 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 district’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
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 Strategic Plan for School Excellence (SPSE) 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 Strategic Plan for School Excellence (SPSE) 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 Strategic Plan for School Excellence (SPSE) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## School Leadership Team

**SCHOOL LEADERSHIP TEAM:** The SPSE 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 SPSE.

**Instructions:** List of stakeholders who participated in developing the SPSE 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)
DTSDE October 6-7	Albany	PLCP January 11-12	Albany
PLCP October 19-20	Albany	8-Jan	Dunkirk Middle School
November 17, 2016	Dunkirk Middle School	Jan. 14, Feb. 11, March 9	Superintendent’s Office
PLCP December 2-3	Albany	PLCP April 19-20	Albany
December 11, 2015	Dunkirk Middle School	May 13,16,18,19,23	Dunkirk Middle School
June 22, 2016	Dunkirk Middle School		

### School Improvement Team

Joanne Russo	Dunkirk Middle School Principal	
Edward Hazen	Title I Director	
Dawn Hoth	Curriculum and Instruction Coach/ Teacher on Special Assignment	
Corinna Kester	ENL Teacher	
Mary Allaire-Gifford	Special Education Teacher	
Heather Flores	Math Teacher	
Bradley Karpie	ELA Teacher	
Kelly Lutz-Mahaney	Social Studies Teacher	
Emilie Barnett	ENL Teacher/Parent	
Michael Green	Health Teacher/Parent	
Marianne Manzella	Guidance Counselor	
Helena Rankin	Social Worker	

**School Information Sheet**

School Information Sheet							
Grade Configuration	4-8	Total Student Enrollment	474	% Title I Population	100%	% Attendance Rate	94%
% of Students Eligible for Free Lunch	73%	% of Students Eligible for Reduced-Price		% of Limited English Proficient Students	20%	% of Students with Disabilities	10%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	2.00%	% Black or African American	8%	% Hispanic or Latino	49%	% Asian, Native Hawaiian / Other Pacific Islander	2%	% White	40%	% Multi-Racial	

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG(a) Recipient		SIG(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	X	Math Performance at Level 3 and Level 4	X	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 Struggling School (per Education Law 211-f)		Struggling School (per Education Law 211-f)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		X
X	Hispanic or Latino		
X	White		
X	Students with Disabilities		X
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		X
X	Hispanic or Latino		
X	White		
X	Students with Disabilities		X
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		
	Hispanic or Latino		
	White		
	Students with Disabilities		
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
X	Limited English Proficient



**Re-Identified Focus Schools**  
**(Applicable to schools that were identified as Focus during the 2012-2016 identification period)**

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

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

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

The Turnaround Principle the school is choosing to implement is a master schedule change. The two greatest needs identified for our building are (1) our insufficient intervention services to address our gaps in reading and math (therefore a lack of RtI process) and (2) a lack of student success skills that would assist our students on the path to College and Career readiness (i.e., an Advisory Period). The new master schedule will allow a greater number of students access to these interventions as well as movement within the interventions from tier to tier.

**2. Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.**

In an effort to create a schedule that works to address the needs of students and teachers, as well as the Integrated Intervention Team (IIT) State Ed review findings and recommendations, we began by meeting in December 2015 with building and district stakeholders including:

- ESOL, AIS ELA and AIS Math teachers
- School Based Inquiry Teams
- Team Leaders
- Special Education
- Guidance

Agenda items at meetings of various stakeholders included:

- Review of IIT findings and recommendations as well as the DTSDE rubric
- Discussion of problems/issues with current schedule
- o insufficient intervention services to address our gaps in reading and math (therefore a lack of RtI process)
- o lack of student success skills that would assist our students on the path to College and Career (i.e., an Advisory Period)
- Brainstorming ideas for addressing issues
- Prioritizing
- Establishing a system and structure for analyzing effectiveness

Teachers, teams and administrators determined priorities to be:

- Create a schedule that addresses needs while maintaining the Teaming Model
- Making available math intervention for all 6th graders
- Allowing for the scheduling of Tier III Reading intervention for 6th graders
- More efficient use of minutes for 7th and 8th grade math AIS
- More efficient use of the school day to maximize teaching minutes

The new master schedule will be put into effect opening day September 2016-2017 school year.

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

Walk-through observations will document evidence of effective use of additional teaching minutes allocated in the new master schedule. Research-based best practices, college and career preparedness curriculum and use of higher order thinking questions and rigorous and complex materials will be walk-through "look-fors." By November 2016, a data protocol will be designed and implemented by ELA, Math, ESOL and Special Education teachers as a system for AIS entrance and exit criteria resulting in a consistent measure for moving students through Tiered interventions and monitoring student progress.

**Priority Schools: Whole School Reform Model**  
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

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

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

**1. New School Design and Educational Plan**

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

**B. Professional Development:** Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded

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

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

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

**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 2015-16 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 15-16 plan.

**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: 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/>.

**1. Describe the schedule that will result in implementation of a whole school reform model 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 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

## Mental Model Worksheet

Conceptual Frame 1 - Vision (Leadership)	Rating
Statement of Practice 1.2	D
Statement of Practice 2.2	D
Statement of Practice 3.2	D
Statement of Practice 4.2	D
Statement of Practice 5.2	D
Statement of Practice 5.3	D
Statement of Practice 6.2	D

**In Year 1, work to create a vision that is widely known and understood. Note that leadership vision addresses academic efforts, school culture, social-emotional supports, and family and community engagement.**

Conceptual Frame 3 - Resources	Rating
Statement of Practice 1.1	D
Statement of Practice 1.3	D
Statement of Practice 2.3	D
Statement of Practice 3.3	D
Statement of Practice 4.3	D
Statement of Practice 5.3	D
Statement of Practice 6.3	I

**In Year 1, evaluate and develop a plan for aligning and using their partnerships, fiscal capital, time (scheduling), and human capital to address the goals for the school.**

Conceptual Frame 5 - Collaboration	Rating
Statement of Practice 1.4	I
Statement of Practice 2.4	D
Statement of Practice 3.4	D
Statement of Practice 4.4	D
Statement of Practice 5.4	D
Statement of Practice 6.4	I

**In Year 2, develop methods for staff, school partnerships, and families to collaborate concerning practices intended to address the manner in which adults work together for the betterment of students.**

Conceptual Frame 7 - Professional Development	Rating
Statement of Practice 1.4	I
Statement of Practice 2.4	D
Statement of Practice 3.2	D
Statement of Practice 5.3	D
Statement of Practice 6.4	I

**In Year 2, develop a professional development program that addresses the needs of adults and families involved in the school community.**

Conceptual Frame 2 - Systems and Structures	Rating
Statement of Practice 2.4	D
Statement of Practice 2.5	D
Statement of Practice 3.5	D
Statement of Practice 5.2	D
Statement of Practice 5.5	D
Statement of Practice 6.5	D

**In Year 1, create systems and structures that are widely known, understood, and used to address the improvement of student achievement.**

Conceptual Frame 4 - Common Core Learning Standards	Rating
Statement of Practice 3.2	D
Statement of Practice 3.3	D
Statement of Practice 4.3	D
Statement of Practice 4.5	D

**In Year 1, develop methods to incorporate the use of Common Core Learning Standards aligned curriculum into teachers' daily instructional practices to address students' academic achievement.**

Conceptual Frame 6 - Use of Data	Rating
Statement of Practice 1.5	D
Statement of Practice 2.4	D
Statement of Practice 2.5	D
Statement of Practice 3.5	D
Statement of Practice 4.5	D
Statement of Practice 5.5	D
Statement of Practice 6.5	D

**In Year 2, develop and implement systems and structures for using data (academic, social emotional, teacher practices, family, and community) to analyze and address the needs of the school community (students, staff, and families).**

Conceptual Frame 8 - Differentiated Instruction	Rating
Statement of Practice 3.3	D
Statement of Practice 4.2	D
Statement of Practice 4.3	D
Statement of Practice 4.5	D

**In Year 3, teachers should develop instructional practices that address the learning needs of all students in the school (students with disabilities, English language learners, closing the achievement gap, and those requiring enrichment).**

YEAR 1 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSD 2.0 Resource Guide as a tool to support your thinking.
Vision (Leadership)	In order to assess the school's needs, data was collected from several sources including Scholastic Reading Inventory (SRI) reports, discipline reports, stakeholder surveys, New York State Assessment data from ELA, Math, NYSESLAT and Science, benchmark assessments and formative assessments in Performance Tracker. STAR Reading and Math screening, growth and state performance predictor reports informed the School Improvement Team in regards to student proficiency levels and the need for RTI at all levels in reading and math. District leaders as well as the School Improvement Team met with an Outside Education Expert (OEE), to review and analyze data using the data cafe protocol.
Systems and Structures	When considering Vision, the School Improvement Team reviewed data collected using a state approved perception survey administered to all faculty, staff and students. It was determined that stakeholders and students felt that the Vision was not clearly articulated, shared or promoted. The School Leadership Team as well as school and district leadership will work together to achieve activities aligned to this Conceptual Frame.
Resources	When considering Systems and Structures, the state IT review findings and recommendations were analyzed. It was determined by the School Improvement Team that systems and structures were lacking across Conceptual Frames and needed to be developed.
Common Core Learning Standards	When considering Resources, the IT review found that the RTI and AIS resources were not monitored and adjusted on a regular basis based on student needs. The School Improvement Team determined that the greatest area of need is the development of an effective RTI process as addressed through our AIS.
Collaboration **	When considering Common Core Learning Standards, as evidenced by the IT review findings and APRR announced and unannounced as well as informal observations, differentiation is not effectively occurring on a systematic and consistent basis. Teacher's use of higher order questioning and complex materials is inconsistent and many lesson plans and activities lack rigor. As a result, not every child is being prepared for college and career. This will be a priority when planning for future professional development.
Use of Data **	
Professional Development **	
Differentiated Instruction **	

\*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it to the cycle and overall plan.

\*\*Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

YEAR 2 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSD 2.0 Resource Guide as a tool to support your thinking.
Vision (Leadership)	In order to assess the school's needs, data was collected from several sources including Scholastic Reading Inventory (SRI) reports, discipline reports, stakeholder surveys, New York State Assessment data from ELA, Math, NYSESLAT and Science, benchmark assessments and formative assessments in Performance Tracker. STAR Reading and Math screening, growth and state performance predictor reports informed the School Improvement Team in regards to student proficiency levels and the need for RTI at all levels in reading and math. District leaders as well as the School Improvement Team met with an Outside Education Expert (OEE), to review and analyze data using the data cafe protocol.
Systems and Structures	When considering Collaboration, the findings of the IT review suggested that collaboration is not effectively occurring between teachers, leaders, parents/guardians, and community stakeholders. Teachers need to collaborate (horizontally, vertically, and cross content) to provide cross curricular learning experiences that engage all students in higher order thinking. All stakeholders (teachers, students, staff members, families, community agencies, and nursing surveys) need to engage in collaborative data collection and reporting to assess student needs and plan interventions.
Resources	When considering Use of Data, the IT Review findings noted that although a majority of teachers had established instructional groups, data was not used to create intentional instructional groupings and differentiation. DDI planning among teachers was varied, with planning for differentiation of instructional strategies occurring in some classes and not in others. Although the team members discussed lesson plans, assessments, and instructional strategies during the grade-level meeting and instructional groupings were identified, their discussions did not lead to actionable steps based on student performance data, which should inform curricula modifications or instructional strategies based on student needs. Although some student behavioral data such as referral and suspension data is collected, it is not regularly tracked and analyzed to determine the students subgroups and grades that most frequently require interventions. Data is not always used to assess school-wide trends or to make school-wide decisions regarding the allocation of resources to address the social and emotional needs of all students.
Common Core Learning Standards	When considering Professional Development, although a professional development program is in place, there is a lack of school-wide systems to determine if the initiatives are having the desired impact on student success. There is a need to design a professional development program that addresses the needs of all faculty, staff, students and families involved in the school and community as well as a system to determine the effectiveness and implementation of the initiatives. In an attempt to analyze data in regards to professional development, the School Leadership Team determined that no data system exists to monitor the effectiveness of professional development on student achievement.
Collaboration **	
Use of Data **	
Professional Development **	
Differentiated Instruction **	

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YEAR 3 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSD 2.0 Resource Guide as a tool to support your thinking.
Vision (Leadership)	In order to assess the school's needs, data was collected from several sources including Scholastic Reading Inventory (SRI) reports, discipline reports, stakeholder surveys, New York State Assessment data from ELA, Math, NYSESLAT and Science, benchmark assessments and formative assessments in Performance Tracker. STAR Reading and Math screening, growth and state performance predictor reports informed the School Improvement Team in regards to student proficiency levels and the need for RTI at all levels in reading and math. District leaders as well as the School Improvement Team met with an Outside Education Expert (OEE), to review and analyze data using the data cafe protocol.
Systems and Structures	When considering Differentiated Instruction, the IT review findings and APRR announced and unannounced observations, as well as informal walk-throughs suggest that core teachers do not regularly use common planning time to review and analyze student performance data to determine student groupings, instructional strategies, and accommodations/adaptations that best meet the needs of all learners, including students with disabilities and ELLs.
Resources	
Common Core Learning Standards	
Collaboration **	
Use of Data **	
Professional Development **	
Differentiated Instruction **	

\*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it to the cycle and overall plan.

\*\*Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

**Conceptual Frame 1: Vision (Leadership)**

<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</p>	<p>The school leader has shared the school vision and goals with staff and parents during faculty meetings and school events. Most goals reviewed by the Integrated Intervention Team (IIT) in the Strategic Plan for School Excellence (SPSE) describe specific actions for driving school improvement. Members of the vertical teacher group, student support team, and parents in focus group were not able to articulate the specific goals that are listed in the SPSE. Participants of these groups were not able to explain how their roles are specifically linked to the achievement of these goals or to cite any progress towards goals listed in the SPSE. Teacher, support staff, and parents described the school's main goals in general terms of helping each child to become college and career ready and to have options after they graduate from high school.</p>	
<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>100% of faculty and staff will demonstrate commitment to the school's vision of assisting students along the path to college and career readiness, related indicators (demonstrate high academic outcomes with rigorous Common Core aligned curriculum, demonstrate high level of engagement, thinking and achievement, demonstrate healthy relationships with peers and adults, demonstrate a strong partnership with families and communities), and how the SPSE plan supports the school vision as evidenced weekly by the Team Learning Community minutes, the Walk-through tool indicators and end of year teacher and student surveys and interviews.</p>	
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
<p>Sep-15</p>	<p>July 31 2016</p>	<p>The School Improvement Team will align all Smart Goals and activities to the school vision before Board of Education (BOE) approval of the improvement plan to be submitted to State Education by July 31.</p>
<p>Sep-16</p>	<p>Sep-16</p>	<p>Core teachers and ENL teachers will facilitate a "chalk talk" protocol to gauge the students' perception of college and career readiness in middle school and assist them in monitoring their progress in reaching their goals.</p>
<p>Dec-15</p>	<p>Sep-16</p>	<p>The School Leader and Director of Curriculum along with a committee of stakeholders will research and select a research-based, college and career skills curriculum and build a time into the master schedule for the curriculum to be explicitly taught.</p>
<p>Opening day</p>		<p>To help promote a common understanding of, and a commitment to the school vision, all stakeholders will participate in a "chalk talk" protocol to gauge the staff and faculty's perception of college and career readiness and define appropriate indicators for middle school students.</p>
<p>Oct-16</p>	<p>Ongoing the second Friday of every month throughout the 2016-2017 school year</p>	<p>Team leaders will submit monthly College and Career Readiness Form to the Building Leader to articulate the skills that were explicitly taught that move students toward meeting the goal of college and career readiness. These are to be submitted electronically no later than the second Friday of every month using the College and Career Readiness Document (google doc).</p>
<p>Aug-16</p>	<p>Ongoing throughout the year</p>	<p>To help promote a common understanding of, and a commitment to the school vision, the Guidance Department will solicit parent feedback regarding what college and career readiness indicators look like to parents through a series of giveaway incentives at the Meet, Greet and Eat, PTO meetings, 6th grade orientation and Lunch and Learns. This data will be used to establish a common understanding of common and career readiness.</p>
<p>Sep-16</p>	<p>Quarterly throughout the 2016-2017 school year</p>	<p>A common planning time will be provided for Team Learning Communities to monitor the team's progress towards achieving the Smart Goals as outlined in the school's SPSE.</p>
<p>Nov-16</p>	<p>To be shared no later than the November Faculty meeting</p>	<p>The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the SMART goals and activities outlined in the SPSE.</p>
<p><b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.</p>	<p>The School Leader and School Improvement Team will meet quarterly to progress monitor implementation of the Strategic Plan for School Excellence (SPSE) using the NYED checklist for activities and goals.</p>	
<p><b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?</p>	<p>The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.</p>	
<p><b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?</p>	<p>All google document data will be made available to all stakeholders. The School Leader and School Improvement Team will meet quarterly to progress monitor implementation of the Strategic Plan for School Excellence (SPSE) using a checklist for activities and goals and findings will be shared at monthly faculty meetings.</p>	

## Conceptual Frame 2: Systems and Structures

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Although there are multiple sources of data being collected, the use of a building wide data protocol is inconsistent. The use of data to inform differentiated instruction, student groupings, professional development, and AIS services is inconsistent and few have measures aligned to planned increases in student achievement to enable the school to measure success.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Over the course of the 2016-2017 school year, a building wide system for analyzing data will be implemented with the expectation that a minimum of 75% of stakeholders will effectively interpret data and understand how it is used to improve teacher practice, increase student academic achievement as well as social and emotional development and make strategic instructional decisions about the use of district resources as evidenced through the walk-through tool observation indicators, teacher and student interviews and data meeting minutes.
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Sep-16	The Building Leader along with the School Improvement Team will develop a Team Meeting protocol and share the protocol with all faculty and staff on opening day. This protocol will outline standing Team Meeting agenda items and will be submitted to the building leader on a weekly basis.
Sep-16	Ongoing as needed.	Director of Curriculum will provide professional development on both qualitative and quantitative data points and the use of the building wide data protocol "Action Plan Template" and it's role in promoting the effective interpretation of data to improve teacher practice and increase student academic achievement.
Sep-16	Monthly throughout the 2016-2017 school year.	The Director of Curriculum, Teacher on Special Assignment (TOSA) and Building Leader will facilitate monthly School Based Inquiry Team (SBIT) meetings. Team members will use the Action Plan Template protocol to structure analysis and conversations about data.
Sep-16	The last Friday of every month during the 2016-2017 school year.	Team leaders will submit monthly agenda and minutes to the Building Leader to reflect interdisciplinary planning. These are to be submitted electronically no later than the first Friday of every month using the interdisciplinary Planning Document (google doc).
Jun-16	Sep-16	The Guidance Department will create a protocol outlining the processes, systems and structures in place for supporting students' social and emotional health and share said protocol with all faculty and staff. This document will also define active roles and responsibilities for all school community members and include a student identification and intervention process.
Sep-16	The second Wednesday of every month during the 2016-2017 school year.	The Guidance Department will create a data collection tool that will track students' progress within the intervention system and share data at monthly Team Meetings.
Sep-16	The first Wednesday of every month during the 2016-2017 school year.	The Building Leader will facilitate monthly school-wide faculty meetings to provide feedback on building-wide data conversations including information derived from the google docs, walkthrough tool and SBIT meeting minutes.
July 2016-August 2016	To be shared no later than November's faculty meeting	The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the SMART goals and activities outlined in the SPSE.

<b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	At monthly faculty meetings all data will be aggregated and disseminated by the Building Leader to all faculty. This data includes monthly google docs, weekly Team Meeting minutes, monthly SBIT minutes, monthly Guidance meeting minutes and ongoing walkthrough tool data.
<b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.
<b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The Building Leader will facilitate a monthly school-wide faculty meeting to provide feedback on building-wide data conversations including information derived from the google doc, walkthrough tool and SBIT meeting minutes and the data collected from the Guidance Protocol.

### Conceptual Frame 3 – Resources

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Although the school has outlined goals, areas of need, and action steps, they are not monitored and adjusted on a regular basis to align with the school's vision. The school leader must develop a system to track and analyze student performance data to determine the effectiveness of the school's current Academic Intervention Service (AIS) and other Tier II programs and allocate resources for highest impact on student achievement.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June of 2017, 10% of students receiving tiered math and or ELA intervention services will move to a less intense tiered intervention or out of intervention services. With the implementation of a new master schedule, all students eligible for Academic Intervention Services at any point in the school year will have access to the services starting September 2016.
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jun-16	Sep-16	Teachers providing Tiered intervention services, the Curriculum Director and Instructional Coach will meet to determine a curriculum which will ensure that students can access content at appropriate levels of depth and rigor. Professional development will be provided for all stakeholders.
Sep-16	Ongoing throughout the 2016-2017 school year.	School leaders will work to ensure fidelity to the curriculum through the use of the walkthrough tool.
Sep-15	15-Jun-16	By September 2016, a master schedule will be in place that accommodates Tiered intervention. A committee of stakeholders (all ELA, Math, ESOL and Special Education teachers, representatives of all content areas, building leader and Director of Curriculum) will meet to prioritize and create schedule. Meetings will occur over the course of the 2015-2016 school year.
Jun-16	Sep-16	By September 2016, a data protocol will be designed and implemented by ELA, Math, ESOL and Special Education teachers as a system for AIS entrance and exit criteria resulting in a consistent measure for moving students through Tiered interventions.
Sep-16	Jun-17	Data will be collected by all teachers a minimum of every five weeks and analyzed to make decisions regarding the movement of students within the Tiered AIS system using the data protocol. These meetings will be calendared by the school leader and distributed to all stakeholders on opening day.
Jun-16	Ongoing monthly (the second week of the month) throughout the 2016-2017 school year.	To ensure fidelity to the data use system, professional development focused on the collection of data, use of the data protocol and participation in data meetings will be scheduled for the summer of 2016 and week one of the 2016-2017 school year and ongoing as needed. The Director of Curriculum and Instructional Coach will schedule and facilitate professional development and School Based Inquiry Team meetings (SBIT) for all staff.
July 2016-August 2016	To be shared no later than November's faculty meeting	The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the smart goals and activities outlined in the SPSE.

<b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	Data will be collected by all teachers a minimum of every five weeks and analyzed to make decisions regarding the movement of students within the Tiered AIS system using the data protocol. The Director of Curriculum and Instructional Coach will schedule and facilitate professional development and School Based Inquiry Team meetings (SBIT) for all staff.
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<b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.
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<b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The Guidance Department will communicate movements within the Tiered intervention program with students, parents and staff based on SBIT recommendations.
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**Conceptual Frame 4 - Common Core Learning Standards**

<p><b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</p>	<p>Differentiation is not effectively occurring on a systematic and constant basis. Teacher's use of higher order questioning and complex materials is inconsistent and many lesson plans and activities lack rigor. As a result, not every child is being prepared for college and career.</p>
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<p><b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>To ensure all students improve their skill set in order to be College and Career ready, by June 2017, 75% of teachers will consistently demonstrate instructional best practices that engage students in critical thinking and or affiliated tasks (analyze, create, evaluate) using higher order questioning and complex materials as measured by Walk-through tool observation data and teacher lesson plans.</p>
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<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p><b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</p>
Sep-16	Ongoing throughout the 2016-2017 school year	Teachers will structure a minimum of five minutes of academic writing twice a week in which students will respond to higher order questions.
Sep-16	Ongoing throughout the 2016-2017 school year	At least once a week, the writing prompts will be completed using a research based cooperative writing activity.
Sep-16	Ongoing throughout the 2016-2017 school year	Using the provided New York State 2-point rubric, all core teachers will provide actionable and formative feedback to students on the week's writing prompts a minimum of once a month.
Jul-16	Aug-16	All teachers will be provided the opportunity to attend professional development focused on developing student writing and creating higher order thinking questions. These professional development sessions are to be scheduled by the Director of Curriculum. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans.
Jul-16	Aug-16	All teachers will be provided the opportunity to attend professional development focused on using the New York State 2-point and 4-point rubrics to provide actionable and formative feedback to students in order improve students' ability to track their own learning and understand what they need to do to improve academically and to drive instruction. These professional development sessions are to be scheduled by the Director of Curriculum. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans.
Jul-16	Aug-16	All teachers will be provided the opportunity to attend professional development focused on developing engaging student writing and critical thinking activities. These professional development sessions are to be scheduled by the Director of Curriculum. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans.
July 2016-August 2016	To be shared no later than November's faculty meeting	The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the smart goals and activities outlined in the SPSE.

<p><b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.</p>	<p>Evaluations will be ongoing through the use of walk-through observation tool as well as APPR observations.</p>
<p><b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?</p>	<p>The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.</p>
<p><b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?</p>	<p>The Building Leader will facilitate a monthly school-wide faculty meeting to provide feedback on building-wide data conversations including information derived from the google doc, walkthrough tool and SBIT meeting minutes and the data collected from the Guidance Protocol.</p>

### Conceptual Frame 5 - Collaboration

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Collaboration is not effectively occurring between teachers, leaders, parents/guardians, and community stakeholders. Leadership needs to provide explicit and regular feedback to teachers regarding the implementation and effectiveness of interventions aimed at promoting students social emotional well-being. Teachers need to collaborate (horizontally, vertically, and cross content) to provide cross curricular learning experiences that engage all students in higher order thinking. All stakeholders (teachers, students, staff members, families, community agencies, and nursing surveys) need to engage in collaborative data collection and reporting to assess student needs and plan interventions.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Using 2016-2017 data as a baseline, by the 2017-2018 school year student time spent outside classroom instruction for social, emotional and behavioral needs will be decreased by 25% allowing for more access to the CCLS and content curriculum.
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
	Nov-16	The social worker, guidance counselors and nurse will be trained in Trauma Informed Care by Chautauqua county Mental Health allowing for better informed services.
	Nov-16	All faculty and staff will receive training in Youth Mental Health First Aid by Chautauqua County mental health providing faculty and staff with a repertoire of supportive responses to students' social and emotional stressors in an effort to maintain students within the classroom setting.
July 2016-August 2016	To be shared no later than November's faculty meeting	The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the smart goals and activities outlined in the SPSE.

<b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	The School Leader and School Improvement Team will meet quarterly to progress monitor implementation of the Strategic Plan for School Excellence (SPSE) using the NYED checklist for activities and goals. At monthly faculty meetings all data will be aggregated and disseminated by the Building Leader to all faculty. This data includes monthly google docs, weekly Team Meeting minutes, monthly SBIT minutes, monthly Guidance meeting minutes and ongoing walkthrough tool data.
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<b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.
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<b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The Building Leader will facilitate a monthly school-wide faculty meeting to provide feedback on building-wide data conversations including information derived from the google doc, walkthrough tool and SBIT meeting minutes and the data collected from the Guidance Protocol.
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**Conceptual Frame 6 - Use of Data**

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	instructional groupings and differentiation. DDI planning among teachers was varied, with planning for differentiation of instructional strategies occurred in some classes and not in others. Although the team members discussed lesson plans, assessments, and instructional strategies during the grade-level meeting and instructional groupings were identified, their discussions did not lead to actionable steps based on student performance data, which should inform curricula modifications or instructional strategies based on student needs. Although some student behavioral data such as referral and suspension data is collected, it is not regularly tracked and analyzed to determine the students subgroups and grades that most
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Over the course of the 2016-2017 school year, 80% of teachers will consistently collect and share individual student data that will be analyzed and used for intentional student groupings, differentiation and both academic and behavioral interventions. This will lead to actionable steps which inform curriculum modification and instructional practices, as well as school-wide decisions regarding the allocation of resources to address the social and emotional needs of all students as evidenced by walk-through data, minutes from weekly data review meetings, monthly SBIT meetings as well as the interdisciplinary planning document.
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Monthly throughout the 2016-2018 school years.	The Director of Curriculum, Teacher on Special Assignment (TOSA) and Building Leader will facilitate monthly School Based Inquiry Team (SBIT) meetings. Team members will use the Action Plan Template protocol to structure analysis and conversations about data that will inform differentiation, student grouping and instructional decision making.
Sep-16	Ongoing weekly for the 2016-2019 school years	Minutes from weekly data review team meetings will be shared at monthly SBI team meetings to inform curricula modification and instructional strategies based on students' needs for actionable planning and monitoring by Curriculum Director and School Leader.
Sep-16	Ongoing as needed.	Director of Curriculum will provide professional development on both qualitative and quantitative data points and the use of the building wide data protocol "Action Plan Template" and it's role in promoting the effective interpretation of data to improve teacher practice and increase student academic achievement.
9/1/2016	6/30/2019	In order to provide teachers with relevant and current data on student progress, the district will continue to provide access to student data collection tools including but not limited to Renaissance Place, Performance Tracker, and Scholastic Reading Inventory.
10/15/2016	2/17/2019	All ELA and Math teachers will review STAR math and or reading data with individual students and set goals a minimum of twice a year as shown by goal setting forms.
		The school leader, Student Assistance Team (SAT), Positive Behavioral Intervention and Support (PBIS) Team and the Guidance Department will analyze attendance and referral data and plan or recommend the next steps and interventions while monitoring and assessing the fidelity of the implementation of the system.
July 2016-August 2016	To be shared no later than November's faculty meeting	The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the smart goals and activities outlined in the SPSE.

<b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	Team agendas and minutes will be reviewed weekly by the Building Leader and shared at monthly SBI meetings. At monthly faculty meetings all data will be aggregated and disseminated by the Building Leader to all faculty. This data includes monthly google docs, weekly Team Meeting minutes, monthly SBIT minutes, monthly Guidance meeting minutes and ongoing walkthrough tool data.
<b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.
<b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The Building Leader will facilitate a monthly school-wide faculty meeting to provide feedback on building-wide data conversations including information derived from the google doc, walkthrough tool and SBIT meeting minutes and the data collected from the Guidance Protocol.

**Conceptual Frame 7 - Professional Development**

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Although a professional development program is in place, there is a lack of school-wide systems to determine if the initiatives are having the desired impact on student success. There is a need to develop a professional development program that addresses the needs of all faculty, staff, students and families involved in the school and community as well as a system to determine the effectiveness and implementation of the initiatives.
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		In order to ensure a professional development program that addressed the needs of all faculty, staff, students and families involved in the school community, 100% of all professional development opportunities will be aligned to the DTSDE rubric and the building's SPSE plan as evidenced by the content, descriptions and justifications of said professional development opportunities.
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6/1/2016	Sep-17	Over the course of the 2016-2018 school years, a professional development plan will be developed that will track the impact, implementation and need for future professional development based on the walkthrough tool observation data, lesson plans and teacher feedback.
11/1/2016	Ongoing as needed throughout the 2016-2019 school years	The Director of Professional Development will plan and schedule professional development opportunities related to the use of data to inform differentiation and strategies for effective implementation of differentiation. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data, lesson plans and teacher surveys.
Sep-16	Ongoing as needed.	Director of Curriculum will provide professional development on both qualitative and quantitative data points and the use of the building wide data protocol "Action Plan Template" and it's role in promoting the effective interpretation of data to improve teacher practice and increase student academic achievement. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans and teacher surveys.
6/1/2016	Ongoing monthly (the second week of the month) throughout the 2016-2017 school year.	To ensure fidelity to the data use system, professional development focused on the collection of data, use of the data protocol and participation in data meetings will be scheduled for the summer of 2016 and week one of the 2016-2017 school year and ongoing as needed. The Director of Curriculum and Instructional Coach will schedule and facilitate professional development and School Based Inquiry Team meetings (SBIT) for all staff. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans and teacher surveys.
Jul-16	Aug-16	All core teachers will be provided the opportunity to attend professional development focused on developing student writing and creating higher order thinking questions. These professional development sessions are to be scheduled by the Director of Curriculum. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans and teacher surveys.
Jul-16	Aug-16	All core teachers will be provided the opportunity to attend professional development focused on using the New York State 2-point and 4-point rubrics to provide actionable and formative feedback to students in order improve students' ability to track their own learning and understand what they need to do to improve academically and to drive instruction. These professional development sessions are to be scheduled by the Director of Curriculum. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans and teacher surveys.
Jul-16	Aug-16	All core teachers will be provided the opportunity to attend professional development focused on developing engaging student writing and critical thinking activities. These professional development sessions are to be scheduled by the Director of Curriculum. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data, lesson plans and teacher surveys.
July 2016-August 2016	To be shared no later than November's faculty meeting	All faculty and staff will receive training in mental health First aid by Chautauqua County mental health providing faculty and staff with a repertoire of supportive responses to students' social and emotional stressors as they maintain students within the classroom setting.
6/1/2016	Sep-17	The Director of Professional Development will align the district's professional development time tracker (PDP) to the DTSDE rubric and the building's SPSE plan.
Jun-16	Sep-17	The Director of Professional Development will align the district's conference request form to the DTSDE rubric, the district's DCIP and the school's SPSE. All teachers will be required to align professional development requests to the district and building SMART Goals and describe the anticipated impact on student achievement.
<b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.		At monthly faculty meetings all data will be aggregated and disseminated by the Building Leader to all faculty. This data includes monthly google docs, weekly Team Meeting minutes, monthly SBIT minutes, monthly Guidance meeting minutes and ongoing walkthrough tool data.
<b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?		The first week of September 2016, all School Based Inquiry Teams (SBIT) will receive training on the Norms of Collaboration allowing for a climate of physical and intellectual safety. All initiatives will be consistent and aligned with the Middle School vision of preparing all students to be on the path toward college and career readiness.
<b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?		The Building Leader will facilitate a monthly school-wide faculty meeting to provide feedback on building-wide data conversations including information derived from the google doc, walkthrough tool and SBIT meeting minutes and the data collected from the Guidance Protocol.

### Conceptual Frame 8 - Differentiated Instruction

<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Core teachers do not regularly use common planning time to review and analyze student performance data to determine student groupings, instructional strategies, and accommodations/adaptations that best meet the needs of all learners, including students with disabilities and ELLs. As a result, intentionality in grouping and differentiation is missing. Differentiation is not effectively occurring on a systematic and constant basis. Teachers use of higher order questioning and complex materials is inconsistent and many lesson plans and activities lack rigor. As a result, not every child is being prepared for college and career.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In order to monitor and adapt the effective implementation of CCLS aligned curricula to meet the needs of all students, by November 2016, 80% of teachers and teams will use a minimum of one common planning time a week to review and analyze students' performance data using a data protocol to determine student groupings and plan differentiation accordingly; allowing all students, including all subgroups, to have access to the CCLS aligned curriculum. As evidenced by team meeting agendas and minutes, Interdisciplinary Planning Document, walk-through tool observations, and lesson plans.	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
2-Sep-16	Ongoing weekly for the 2016-2019 school years	Minutes from weekly data review team meetings will be shared at monthly SBI team meetings to inform curricula modification and instructional strategies based on students' needs for actionable planning and monitoring by Curriculum Director and School Leader.
19-Sep-16	Ongoing third week of the month 2016-2019 School Year	100% of teachers on SBI teams will provide student work/data on a quarterly basis as related to the benchmark assessments, as well as formative and summative assessments and plan interventions accordingly.
Sep-16	Ongoing, to be submitted the first Friday of every month in the 2016-2019 school years	Team leaders will submit monthly agenda and minutes to the building leader to reflect interdisciplinary planning. These are to be submitted electronically no later than the first Friday of every month using the Interdisciplinary Planning Document.
1-Sep-16	30-Jun-19	In order to provide teachers with relevant and current data on student progress, the district will continue to provide access to student data collection tools including but not limited to Renaissance Place, Performance Tracker, and Scholastic Reading Inventory.
15-Oct-16	17-Feb-19	All ELA and Math teachers will review STAR math and or reading data with individual students and set goals a minimum of twice a year as shown by goal setting forms.
Quarterly October 2016	Jun-19	Vertical departments will meet quarterly with school leaders and Instructional Coach to discuss the pacing of instruction, student data, academic language, and instructional strategies and protocols in order to increase student achievement.
1-Nov-16	Ongoing as needed throughout the 2016-2019 school years	The Director of Professional Development will plan and schedule professional development opportunities related to the use of data to inform differentiation and strategies for effective implementation of differentiation. Impact, implementation, and need for future professional development will be informed by walk-through tool observation data and lesson plans.
July 2016-August 2016	To be shared no later than November's faculty meeting	The School Improvement Team will create the Team Learning Community Toolkit, to provide a single resource for all materials necessary to inform and aid in the implementation of the systems and structures designed to address the tenets of the DTSDE rubric and the smart goals and activities outlined in the SPSE.
<b>F. Plan for Interim and Summative Evaluations:</b> Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.		
<b>G. Safety (Intellectual and Physical):</b> What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?		
<b>H. Communication:</b> What steps will the community take to ensure active communication takes place amongst and across all constituencies?		