

LEA Name:	Sidney Central School District
LEA BEDS Code:	121601060005
School Name:	Sidney Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Kathryn Bailey	Title	Director of Curriculum
Phone	607-561-7728	Email	kbailey@sidneycsd.org
Plan	www.sidneycsd.org/Downloads/SCSMS_comp-imp-plan_2015-16.pdf		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		William H. Christensen	
President, B.O.E. / Chancellor or Chancellor's		Nancy Parsons	

Yes

N/A

Yes

Yes

Yes

Yes

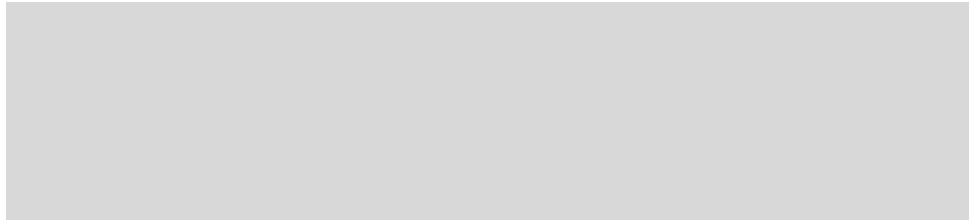
Yes

N/A

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
2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged
3. 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
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning
5. 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
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.
8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver including addition of activities supporting the conversion of the school into a



of the first day of regular student attendance.



[Redacted]

[Redacted]

[Redacted]



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)		
June 18, 2015	Sidney Central School District, District Office		

Name	Title / Organization	Signature
Kathryn Bailey	Director of Curriculum/Sidney Central School District	
Diane Bookhout	Parent, Sidney Middle School	
Eben Bullock	Jr./Sr. High School Principal, Sidney Central School District	
Monica Gatto	Library Media Specialist/Sidney Central School District	
Stephanie Hulbert	Middle School ELA teacher/Sidney Middle School	
Sarah Miller	Instructional Technology Specialist/DCMO BOCES/Sidney Central School District	
Cody Osterhout	Middle School Math Teacher/Sidney Middle School	
Megan Rose	ELA Instructional Coach/Sidney Central School District	
Antonio Stenta	Director of School Improvement/Sidney Central School District	
Michael Welsh	Math Instructional Coach/Sidney Central School District	

School Information Sheet

School Information Sheet							
Grade Configuration	7-8	Total Student Enrollment	149	% Title I Population	40%	% Attendance Rate	94.50%
% of Students Eligible for Free Lunch	42.28%	% of Students Eligible for Reduced-Price	14.09%	% of Limited English Proficient	0.007	% of Students with Disabilities	0.15

Racial/Ethnic Origin of School Student Population										
% American Indian or Alaska Native	0	% Black or African American	0.007	% Hispanic or Latino	0.08	% Asian, Native Hawaiian / Other Pacific Islander	0.01	% White	0.88	% Multi-Racial

School Personnel						
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	1	% Teaching with Fewer than 3 Years of Experience	5	Average # of Teacher Absences

Overall State Accountability Status						
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient
Identification for ELA?	No	Identification for Math?	No	Identification for Science?	No	Identification for High School Graduation Rate?

ELA Performance at Level 3 and Level 4	7th gr= 24%; 8th gr=35%	Math Performance at Level 3 and Level 4	7th gr=35%; 8th gr= 20%	Science Performance at Level 3 and Level 4	73%	Four-Year Graduation Rate (HS Only)
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No			

The middle school made AYP in all areas for SY 2013-2014. We do not have scores for 14-15.

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

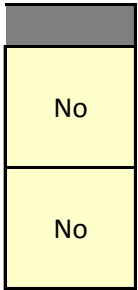
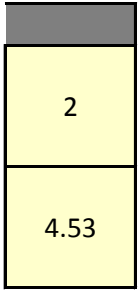
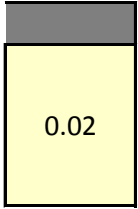
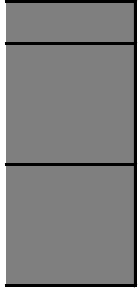
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

	Economically Disadvantaged		
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Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective

	Limited English Proficient		
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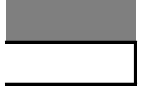
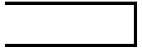


N/A
N/A

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1. R

X

2. R

X

3. R

X

4. R

X

5. R

X

6. R

X

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

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

Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive

Limited Degree (Fewer than 20% of goals were achieved.)

Partial Degree (Fewer than 50% of goals were achieved.)

Moderate Degree (At least 50% of goals were achieved.)

Major Degree (At least 90% of goals were achieved.)

Rate the degree to which the School successfully implemented the activities identified in the previous year's

Limited Degree (Fewer than 20% of activities were carried out.)

Partial Degree (Fewer than 50% of activities were carried out.)

Moderate Degree (At least 50% of activities were carried out.)

Major Degree (At least 90% of activities were carried out.)

Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement

Limited Degree (No identified subgroups improved achievement.)

Partial Degree (Some of the identified subgroups improved achievement.)

Moderate Degree (A majority of identified subgroups improved achievement.)

Major Degree (All identified subgroups improved achievement.)

Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement

Limited Degree (There was no increase in the level of Parent Engagement.)

Partial Degree (There was a minor increase in the level of Parent Engagement.)

Moderate Degree (There was modest increase in the level of Parent Engagement.)

Major Degree (There was a significant increase in the level of Parent Engagement.)

Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to

Limited Degree (Fewer than 20% of planned activities were funded.)

Partial Degree (Fewer than 50% of planned activities were funded.)

Moderate Degree (At least 50% of planned activities were funded.)

Major Degree (At least 90% of planned activities were funded.)

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

Tenet 1: District Leadership and Capacity

Tenet 2: School Leader Practices and Decisions

Tenet 3: Curriculum Development and Support

Tenet 4: Teacher Practices and Decisions

Tenet 5: Student Social and Emotional Developmental Health

Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

100% of faculty received training in an overview of Professional Learning Communities and implemented the writing and administering of common formative assessments with data analysis. Connected with this all faculty receive training in the use of eDoctrina for assessment creation and data analysis.

- 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.

The PLC Instructional Support Team and administrators reviewed faculty progress at the end of each quarter to determine what further support respective departments and faculty members needed in order to create a meaningful formative assessment-data analysis-reteaching cycle. As a result of this all faculty were able to participate.

In developing the CURRENT YEAR'S plan:

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

1) Systematic support for review and refinement of curriculum and assessment documents, data analysis through our PLC Instructional Support Team and (new this year!), PLC Lead Teachers in each department. 2) Further professional development in curriculum and assessment review. 3) Professional development in high-yield instructional strategies. 4) Incorporation of performance based elements into assessments. 5) Systematic implementation of interventions designed to improve students social and emotional health while improving student academic achievement. 6) A more focused approach to regular communication with families.

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

1) Continuing and refining curriculum and assessments to ensure appropriate levels of complexity based on CCSS expectations. 2) Continual monitoring of student progress through formative and summative assessments -in all subject and all grade levels. 3) Teacher professional development in curriculum, assessment and instructional strategies. 4) Systematic approach to supporting the social and emotional health

- 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.

Our mission, challenging all students to achieve their greatest potential. We envision this as graduating students who are college, career, and citizenship ready, who are literate in multiple disciplines and possess 21st century skills such as innovative and critical thinking, and effective communication. If we are to accomplish this, we must ensure that our curriculum becomes uniformly aligned to new standards' expectations, at the appropriate level of complexity, and that our assessments are well designed to meet those standards. We must regularly assess student progress in those standards and re-teach and provide enrichment in response to the data. We must, however, also ensure that instructional methods are creating classrooms where students are schooled in thinking deeply and critically, where students learn to ask and answer open ended questions that are relevant to our world. To ensure this, we must provide staff development. In addition, we must make sure our students are prepared to handle the emotional challenges of the post-secondary world, and so we designed our goal and action plan for tenet 5 to help us help our students achieve at higher levels. Family partnerships are even more essential now than ever before, as it is vital that families understand what the

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

We want to improve all students' academic achievement, including students with disabilities (who are specifically named in this plan), by 10% as measured on a variety of assessments: Scholastic Reading Inventory Lexile levels (grades 7-8); locally created and vetted formative and summative assessments; BOCES regional assessments (ELA and math, grades 7-8).

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

Collaborative team time for teachers and administrators; PLC Lead teachers and the PLC Instructional Support Team to support all of this work; partnerships with outside agencies like Solution Tree and ASCA (American School Counselors Association); more frequent staff development days built into the calendar; continued use of technology to assist in collection and analysis of data (eDoctrina)

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how

Time is the greatest barrier. Some of our goals are ambitious and multi-faceted, but this is the work that we are already doing and we are committed to continuing.

- Describe the professional development opportunities that will be provided to teachers and school leaders

We continue to work with our partners at Solution Tree. We had a Solution Tree curriculum expert work with our four core subject area teams, and PLC Instructional Support Team in June 2015 to launch the next phase of curriculum work; we've identified our PLC Lead Teachers who will receive training in August 2015, September 4th, October 10th, and March 11th from Solution Tree. Also, we continue to work with a designated Solution Tree partner with all of our staff on the mission and vision of our PLC work (September 3rd, October 10th, March 11th). We will also be turn keying professional development in high-yield instructional strategies (Marzano). Additionally, we continue to provide internal staff development in the use of eDoctrina and assessment and curriculum design. Additionally this year we have PLC Lead Teachers who will assist with PD

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

School leaders meet with faculty on a regular basis as well as with one another and with our PLC Instructional Support Team, to ensure we are all "speaking the same language." Additionally, each school is creating a plan for regular family communication, and the organization and distribution of this communication will be handled by school leaders.

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

The plan is presented to the Board of Education and will be published on our school website and discussed regularly distributed newsletters.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info,

N/A

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority

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

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school

E. Assessment: Describe the school’s approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State’s accountability system. Describe the school policies and criteria for promoting students to the

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school’s approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school’s approach to supporting and enhancing the social and emotional health

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college

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

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

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-



the target population and sub-groups within the school, a clear rationale should be provided that articulates ho

ow the proposed mission, curriculum, teaching methods and services align with the educational needs of those

populations driving the school's current accountability status. This serves as a blueprint for the s

school redesign efforts.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being

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

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

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

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,

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.),

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

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds

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,

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,

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator
Student Growth Percentile for Low-Income Students
Student Average Daily Attendance
Student Drop-Out Rate
Student Credit Accruals (HS Students)
Student Completion of Advanced Coursework
Student Suspension Rate (Short-Term / Long-Term)
Student Discipline Referrals
Student Truancy Rate
Student Performance on January Regents Exams
Student Participation in ELT Opportunities
Minutes of Expanded Learning Time (ELT) Offered
Teacher Average Daily Attendance Rate
Teachers Rated as "Effective" and "Highly Effective"
Teacher Attendance at Professional Development (and curriculum writing sessions)
Parent Attendance at Workshops
Parent Participation in District/School Surveys
Scholastic Reading Inventory (SRI) Lexile levels
BOCES regional assessments (gr. 7-8 ELA & Math)
Results on locally created summative assessments
Results on locally created formative assessments
Results of qualitative analysis of curriculum documents including assessments
Walkthrough data
QIP walkthrough data
Comprehensive school improvement survey data
Student Participation Rate in the 2016 NYSED 3-8 exams
Parent interaction with online communication
Parent/Family Participation Rate of Progress Report returns

Tenet 3 - Curriculum Development and Support

B1. HEDI Rating:

B2. HEDI Rating Source:

B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed.

Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

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

E1. Start Date: Identify the projected start date for each	E2. End Date: <u>Identify the projected end date for each activity.</u>
August 12-14, 2015	6/24/2016
Sept 3 and 4, 2015	6/24/2016
9/7/2015	6/24/2016

Sept 3 and 4, 2015	6/24/2016
Sept 3 and 4, 2015	6/24/2016
Sept 3 and 4, 2015	6/24/2016
Jul-15	6/24/2026
Sept 3 and 4, 2015	6/24/2016

Tenet 3: Curriculum Development and Support

Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Effective

School Review with District Oversight-Middle School

February of 2015

Continue to implement and refine curricular development efforts with teachers of all subjects and grade levels across the school, and ensure that implementation includes rigorous monitoring and evaluation for all students including students with disabilities. *This was from the February 2015 School Review with District Oversight of the Middle School in conjunction with the District IIT feedback from 2013-14, and is consistent with our DCIP.*

Throughout the 2015-2016 school year the school will provide time and fiscal support for 100% of teachers to use CCLS, national and/or NY State Standards for their content areas to collaborate, plan, and discuss curriculum. General Education teachers will collaborate with Special Education teachers (through twice monthly data team meetings and periodic district-provided half day professional development time). Time will be allotted for curriculum review in response to regular data collection, using data driven instructional protocols and curriculum review templates. Progress in the creation of well aligned and rigorous curriculum will be evidenced by *quarterly qualitative analysis of curriculum and assessment documents* (including: data team meeting templates, learning targets, curriculum blueprints, and assessments), *walkthrough data using NYS Evidence guides* (with a focus on curriculum alignment to standards-based learning targets at the appropriate level of rigor and with appropriate scaffolding), and *an increase in student achievement by 10% on multiple assessments* (BOCES regional assessments, SRI, formative and summative assessments, with performance-based elements).

Teacher attendance at professional development sessions and curriculum/assessment development sessions; walkthrough data based on NYS Evidence Guides (focusing on instruction that is well aligned to standards-based learning targets); student performance on BOCES regional assessments, SRI, and locally created and vetted summative and formative assessments. Qualitative review of quarterly curriculum documents including learning targets, blueprints, common formative and summative assessments, and data team minutes (use of data team

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.

The school leadership will support a Solution Tree representative to train PLC lead teachers to facilitate collaboration between general education and special education teachers through the use of the data driven instructional process.

The school will participate in five half days for curriculum development and common planning time (as possible) for data analysis. As a result of the training, PLC lead teachers will work with all staff to implement the PLC process, including assessment building, data review, instructional remediation plans, creating specific SMART goals, and ongoing data analysis.

100% of teachers will participate in twice-monthly data team meetings facilitated by PLC lead teachers to analyze data and examine student work. As a result of this all teachers will develop remediation plans to close student instructional gaps including students with disabilities.

The school will participate in PBL (Project-based learning) professional development and will provide fiscal resources for teachers in selected departments on a quarterly basis in developing authentic assessments to apply 21st Century skills for college and career readiness. As a result of this, students will have a deeper understanding of content and potentially earn college credit.

All teachers will write and/or administer summative assessments at least once every ten weeks and will review and adjust curriculum based on data from said exams.

Teachers in the school will participate in professional development using eDoctrina for assessment creation and data analysis, facilitated by instructional technology coordinator, throughout the school year.

The PLC Instructional Support Team, working alongside PLC Lead Teachers for each department, will facilitate a qualitative review of curriculum blueprints, learning targets, and formative and summative assessments for the purpose of ensuring appropriate rigor aligned to standards.

At least two times per year, classroom observations will be conducted by the school administration and PLC Instructional Support Team as documented in non-evaluative walk-throughs using NYS evidence guides to provide specific, timely, feedback by instructional support staff. The purpose of these observations is feedback concerning curriculum alignment to standards-based learning targets at the appropriate level of rigor with

Tenet 4 - Teacher Practices and Decisions
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

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

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date
9/3/2016	6/23/2016
9/3/2016	6/23/2016
9/3/2016	6/23/2016
Jul-15	6/24/2026

Tenet 4: Teacher Practices and Decisions

Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups

Developing

School Review with District Oversight-Middle School

February of 2015

All middle school teachers need to implement the instructional shifts associated with the Common Core State Standards, using materials at the CCSS expectations for complexity and must regularly assess student progress through frequent formative assessment in order to provide appropriate remediation. (February 2015 School Review with District Oversight and District IIT Review from June 2014)

By the end of third quarter, all middle school teachers will attend a minimum of ten hours of professional development provided by PLC Instructional Support Team pertaining to: CCSS instructional shifts and expectations for complexity; robust CFA design, including performance-based items; and differentiation of instruction based on data analysis. Progress in the use of CCSS instructional shifts at the appropriate levels of complexity will be evidenced QIP walkthrough data, walkthrough data using NYS Evidence guides (focusing on instructional shifts and instructional materials that meet the CCSS expectations for complexity). Progress in the creation of regular formative assessments and regular data analysis will be evidenced by quarterly qualitative analysis of assessment documents (including: data team meeting templates, learning targets, curriculum blueprints, and assessments). Overall effectiveness will be evidenced by an increase in student achievement by

Throughs; walkthrough data based on NYS Evidence Guides (focusing on instructional shifts and instructional materials that meet the CCSS expectations for complexity); qualitative review of quarterly curriculum documents including learning targets, blueprints, common formative and summative assessments, and data team minutes (use of data team template); student performance results on: BOCES regional assessments, SRI, formative and summative assessments, with performance-based elements.

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each

PLC Lead Teachers in robust CFA and summative assessment design and in instructional shifts aligned to CCSS expectations (including emphasis on 21st century skills) and connections to the observable elements on this year's APPR. Sessions will be offered periodically on staff development days and in afterschool sessions in accordance with the Professional Development Calendar.

teachers will select instructional strategies and practices aligned to meet student needs as identified on formative assessments. This will be ongoing throughout the year, with instructional adjustments made based on data analysis, at least twice per five week period.

All MS teachers in all content areas will design blue prints/pacing guides and assessments (formative and summative) throughout the year that promote high levels of engagement, thinking and achievement.

The PLC Instructional Support Team, working alongside PLC Lead Teachers for each department, will facilitate a qualitative review of curriculum blueprints, learning targets, and formative and summative assessments for the purpose of ensuring appropriate rigor aligned to standards.

At least two times per quarter, classroom observations will be conducted by the school administration and PLC Instructional Support Team as documented in non-evaluative walk-throughs using NYS evidence guides to provide specific, timely, feedback by instructional support staff. The purpose of these observations is feedback concerning curriculum alignment to standards-based learning targets at the appropriate level of rigor with ~~appropriate scaffolding methods~~

SEISIS as well as instructional coaches conducting these walkthroughs and providing feedback to core area middle school teachers.

Te

Tenet 5 - Student Social and Emotional Developmental Health
B1. HEDI Rating:
B2. HEDI Rating Source:
B3. HEDI Rating Date:

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

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

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date
9/21/2015	6/24/2016
By the beginning of 2nd semester	By the end of February
10/5/2015	6/23/2016
11/9/2015	6/23/2016
9/3/2015	6/23/2016

9/3/2015	6/23/2016

net 5: Student Social and Emotional Developmental Health

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful

Ineffective

District IIT Review

June of 2014

Sidney Middle School Counselors will provide a comprehensive, developmental counseling program that challenges students to achieve their greatest potential. (This was from IIT feedback from 2013-14 and is still applicable.)

Sidney Middle School will identify and implement several interventions in order to effectively address barriers to social and emotional developmental health and academic success. (These interventions are: grade-level newsletters; identification of and meeting with students failing one or more courses; access to guidance counselors.) Improvement connected with these interventions will be evidenced by improvement on BOCES regional assessments, SRI, summative assessments (with performance-based elements), survey data, and

1)Student Academic Achievement Data--BOCES regional assessments, SRI, formative and summative assessments, with performance-based elements. 2)Comprehensive school improvement survey data 3)Student Participation Rate in the 2016 NYSED 3-8 exams.

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal.

Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each

Middle School leaders, teachers and guidance counselors will contribute to a grade-level website newsletter with social emotional tips and tools, published on a quarterly basis throughout the year.

district and coordinate with schools to administer the survey to school stakeholder groups including students and parents.

As an outcome of district-provided ASCA training, Middle School counselors will identify 7th and 8th grade students failing one or more classes and provide an individual student intervention planning service every five weeks. As a result of this, counselors will gather data regarding increased academic achievement.

As an outcome of district-provided ASCA training, middle school counselors will meet individually with 7th and 8th grade students, who are failing one or more classes, at the end of each quarter. School counselors will provide an individual student intervention planning service, including discussion of coping with stress and anxiety.

As an outcome of district-provided ASCA training, middle school counselors will administer, once per year, a career inventory to all 7th and 8th grade students. As a result of this school counselors will target the academic, career and social and emotional development of all students.

The middle school will provide access to guidance counselors and counseling services, on-going throughout the year. This will include having a sign-up sheet in the main office, in order to provide access to the guidance counselors.

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

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.

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

E1. Start Date: Identify the projected start	E2. End Date: Identify the projected end date
9/21/2015	6/23/2015
9/3/2015	6/23/2016
9/3/2015	3/14/2016
8/20/2015	6/23/2016
By the beginning of 2nd semester	By the end of February

Tenet 6: Family and Community Engagement

The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-

Ineffective

District IIT Review

June of 2014

The middle school needs to collaborate with the district and other schools to implement systems to build family and school partnerships. *(This was from District IIT Review feedback from 2013-14 and is still applicable.)*

Throughout the school year, the middle school will regularly communicate academic expectations for student learning and achievement of prioritized learning targets to foster family partnerships. This communication will involve 100% of the parents and families of the Sidney Middle School community with the intent of encouraging parents/families to become actively involved in helping their children to acquire 21st Century skills to become college and career ready, thereby increasing the participation rate of the NYSED exams.

1) Parent Attendance at Workshops/Middle School Events 2) Parent interaction with online communication 3) Parent/Family Participation Rate of Progress Report returns 4) Parent/Family Participation Rate in school improvement survey 5) Student Participation Rate in the 2016 NYSED 3-8 exams

E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each

Middle school teachers will create grade-level website newsletter with links to blueprints and three online resources (e.g. Engage NY, IXL, iPad apps). These will be made available on a quarterly basis.

The middle school main office staff will run progress reports (2 1/2 week, 5 week, 7 1/2 week), including web-based access to blueprints, for each quarter to promote communication with parents.

Each department in the middle school will collaborate, develop and participate in student showcase night(s) by the beginning of March. The intended impact is to inform parents of student achievement of the prioritized learning targets including the plethora of 21st Century skills embedded within the curriculum.

The middle school leader and office staff will promote new methods of communication to inform parents about student academic progress (e.g. website, Twitter, email) throughout the year.

The middle school will implement an annual state-approved school improvement survey purchased by the district and coordinate with schools to administer the survey to school stakeholder groups including students and parents.