



NEW YORK STATE EDUCATION DEPARTMENT  
*Office of Accountability*

# Non-Receivership Priority/Focus Schools Implementing a School Comprehensive Education Plan

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## 2017-2018 Quarterly Leading Indicator Report

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|---|--|--|
| <b>School Name:</b>                     |  |  |
| <b>District Name:</b>                   |  |  |
| <b>Superintendent Name:</b>             |  |  |
| <b>Quarter 1:</b><br>9/1/17 to 11/30/17 | <b>Quarter 1 Due Date:</b><br>12/15/2017 | <b>Quarter 1 Report Submission Date:</b> |
| <b>Quarter 2:</b><br>12/1/17 to 2/28/18 | <b>Quarter 2 Due Date:</b><br>3/16/2018  | <b>Quarter 2 Report Submission Date:</b> |
| <b>Quarter 3:</b><br>3/1/18 to 5/31/18  | <b>Quarter 3 Due Date:</b><br>6/15/2018  | <b>Quarter 3 Report Submission Date:</b> |

**\* Please note that schools will submit a 2018-2019 improvement plan in lieu of submitting a Quarter 4 Report.**

This document serves as the reporting tool for Non-Receivership Priority and Focus Schools that:

- Developed and are implementing a School Comprehensive Education Plan (SCEP) in 2017-2018, and
- Are **not** receiving a School Improvement 1003(g) grant (SIG (g)) or a School Innovation Fund (SIF) grant.

This report is intended to provide a single “running record” that documents progress toward achieving the SMART goals identified in the SCEP. The report should be completed by the School Leader, in collaboration with the School Leadership Team, and submitted to the Superintendent or his/her designee for review and verification. The Superintendent or his/her designee must submit a copy of the Quarter 2 report for each Non-Receivership Priority/Focus School implementing a SCEP via email to [FDIP@NYSED.gov](mailto:FDIP@NYSED.gov) by close of business March 16, 2018. A copy of this report should also be maintained on file by the school and/or district for all quarters identified on the cover page.

1. **Completion Instructions:** Using the Implementation Status Key below, identify the status of each Tenet’s Action Plan at the end of the most recently completed quarter. Indicate the status by shading the Implementation Status box with the most appropriate color or by entering (1) “GREEN”; (2) “YELLOW”; or (3) “RED” into the Implementation Status box.

**Implementation Status Key**

|               |   |
|---------------|---|
| <b>GREEN</b>  | Expected results for this Tenet of the project are generally met, work is on budget, and the school is fully implementing its intervention plan.                            |
| <b>YELLOW</b> | Some barriers to implementation / outcomes / spending have been identified; with adaptation/ corrective actions the school will be able to achieve desired results.         |
| <b>RED</b>    | Major barriers to implementation / outcomes / spending have been encountered; the identified goal is at-risk for not being achieved; major strategy adjustment is required. |

2. For each Tenet, describe the leading indicator data that has been used to monitor progress toward achieving the identified SMART goal during the most recent quarter.
3. For each Tenet, describe any modifications that have been made to the SCEP during the most recent quarter as a result of (1) feedback provided by the New York State Education Department (NYSED) or (2) data collected during monitoring. For example, if the goal was revised to be SMART written or better aligned with the identified need this should be noted in column 2 of the table by indicating the goal was revised and by providing the rewritten SMART goal statement (see the sample in the Tenet 2 table).
4. For each Tenet, describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of (1) feedback provided by NYSED or (2) analysis of data collected during monitoring.
5. **FOR PRIORITY SCHOOLS (NON-RECEIVERSHIP) ONLY:** Complete the charts related to implementation of the identified Whole School Reform Model and Expanded Learning Time Program plans during the most recent quarter.

**SCEP Tenet 2: School Leader Practices and Decisions**

Implementation Status:                      Q1:                       Q2:                       Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.  | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring.                                  |
|---|---|---|
| <b>SAMPLE:</b><br>Monthly team meeting minutes<br>Interim assessments<br>Monthly walkthroughs   | <b>SAMPLE:</b><br>The goal statement was revised to read “By June 2018, 80% of the teachers at ABC School will successfully use data to create goals/ action plans that will result in improving student achievement as evidenced by a 7-12% increase in proficiency on the NYS assessments”. | <b>SAMPLE:</b><br>NYSED reviewer feedback indicating our original goal contained most of the SMART goal elements but was lacking a timeframe for completion. The rewritten goal now contains a clear end date of June 2018. |
| Q1:   | Q1:   | Q1:   |
| Q2:   | Q2:   | Q2:   |
| Q3:   | Q3:   | Q3:   |

**SCEP Tenet 3: Curriculum Development and Support**

**Implementation Status:**                      Q1:                       Q2:                       Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. |
|---|--|--|
| Q1:   | Q1:  | Q1:  |
| Q2:   | Q2:  | Q2:  |
| Q3:   | Q3:  | Q3:  |

**SCEP Tenet 4: Teacher Practices and Decisions**

**Implementation Status:**                      Q1:                       Q2:                       Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. |
|---|--|--|
| Q1:   | Q1:  | Q1:  |
| Q2:   | Q2:  | Q2:  |
| Q3:   | Q3:  | Q3:  |

**SCEP Tenet 5: Student Social and Emotional Developmental Health**

Implementation Status:                      Q1:                       Q2:                       Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. |
|---|--|--|
| Q1:   | Q1:  | Q1:  |
| Q2:   | Q2:  | Q2:  |
| Q3:   | Q3:  | Q3:  |

**SCEP Tenet 6: Family and Community Engagement**

Implementation Status:                      Q1:                       Q2:                       Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. |
|---|--|--|
| Q1:   | Q1:  | Q1:  |
| Q2:   | Q2:  | Q2:  |
| Q3:   | Q3:  | Q3:  |

**SCEP Whole School Reform Model (Non-Receivership Priority Schools Only)**

Implementation Status:                    Q1:                     Q2:                     Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. |
|---|--|--|
| Q1:   | Q1:  | Q1:  |
| Q2:   | Q2:  | Q2:  |
| Q3:   | Q3:  | Q3:  |

**SCEP Expanded Learning Time Program (Non-Receivership Priority Schools Only)**

Implementation Status:                    Q1:                     Q2:                     Q3:

| Describe the leading indicator data that has been used to monitor progress toward the identified SMART goal during the most recent quarter. | Describe any modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. | Describe the rationale for the modifications that have been made to the SCEP during the most recent quarter as a result of feedback provided by NYSED or data collected during monitoring. |
|---|--|--|
| Q1:   | Q1:  | Q1:  |
| Q2:   | Q2:  | Q2:  |
| Q3:   | Q3:  | Q3:  |