

Hudson City School District Professional Development Plan 2013-16



**Office of School Improvement
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Mission Statement

The Hudson City School District advances the intellectual, social, and emotional development of all students to prepare them for college, career and citizenship.

Vision Statement

In collaboration with students, their families and the community, Hudson schools will develop and implement a rigorous, coherent, inquiry-based curriculum delivered in a safe, caring and accepting environment. Students will become creative, intellectually curious life-long learners.

Adoption Date: November 4, 2013

PROFESSIONAL DEVELOPMENT PLANNING TEAM

Representatives from the district-wide Professional Development Planning Committee are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes district staff, teachers, and administrative representation as well as one representative from the local community college. The representatives act as liaisons to the building-based school improvement teams and faculty members in each building. The Professional Development Plan recognizes and targets both district-wide and building-based initiatives.

Model for provision/evaluation of professional development under District Plan

- A. Model for provision of at least 35 district hours of professional development for each teacher per year (175 hours in five years)
 1. Embedded professional development
 - a. Superintendent
 - b. Coordinator of School Improvement
 - c. Building Principals
 - d. Lead Evaluator
 - e. District staff
 - f. Mentors for new teachers
 2. Release time during the school day (number of hours varies, depending upon tenure status, grade level, District needs, etc.).
 3. Professional development provided within faculty meetings, department and grade level meetings
 4. Superintendent's Conference Days
 5. Individual professional conferences, workshops, and visitations
 6. Extra Wednesdays for Curriculum/Professional Development on the fourth Wednesday of certain months (expires 6/30/14)
- B. Methods of assessing effectiveness of professional development and its impact upon student achievement
 1. Teachers' written evaluations of professional development opportunities and recommendations for future workshops.
 2. Follow-up discussions during team meetings and faculty meetings on classroom implementation of specific, required instructional techniques.
 3. Informal and formal observations of teacher performance.
 4. Analysis of student achievement data.

Needs and Data Analysis for Professional Development Plan

1. Describe how the professional development plan is aligned with New York State Common Core State Standards and assessment, student needs and is articulated within and across grade levels.

Each of the district-wide goals is designed to improve student achievement as indicated by the students' performance on state assessments. All goals are directly aligned to improve student achievement.

A majority of the professional development will occur at grade or building levels under the district-wide professional development goals. Articulation occurs through the efforts of the Professional Development Plan (PDP) Committee which creates and revises the PDP and through the continuous work of the District Leadership Team (DLT), School Leadership Teams (SLT), the Grade Level Chairs and the 7-12 Department Chairs. It is submitted to the Board of Education for approval annually.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The plan is the product of continuous data review and analysis to address the principle goal of increasing student achievement. The purpose of the DLT and SLTs are to develop educational improvement plans that will address Common Core Learning Standards and performance on the state assessments. This data is used in professional development planning and will lead to improved student performance. The three-year plan is updated annually to allow mid-year adjustments depending on the current student performance data. The areas identified in this plan are both a reflection of the newly adopted district goals and the activities highlighted in specific tenets of the DCIP and each building's SCEP, which are identified in the attached appendices.

3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

Building-based and district-wide initiatives are a result of the State Education Department designation as a Focus District with three Focus Schools. The DCIP and SCEP templates include six tenets: District Leadership and Capacity, School Leader Practices and Decisions, Curriculum Development and Support, Teacher Practices and Decisions, Student Social and Emotional Developmental Health, and Family and Community Engagement. Each building is required to participate in an annual review of how the tenets are being implemented in the building. The findings and recommendations from these reviews are used to develop each building's improvement plan for the following school year. Student achievement data on state assessments, SRI, SMI, F&P, and locally-developed benchmark assessments are analyzed to identify professional development opportunities for teachers. Survey results from each professional development workshop/session are also taken into consideration when identifying future PD sessions. All goals, objectives, strategies and activities are designed to support improved classroom practice that will yield improvements in student achievement.

Needs Assessment Sources

New York State School Report Card
NYSED School Accountability Reports
Student performance results disaggregated by ethnicity, gender, and other needs
State Benchmarks for Student Performance
Longitudinal Data
Student Attendance Rates
Graduation and Dropout Rates
Guidance Cohort Data
Quarterly Reports Data
Student Growth Measurement
Superintendent Conference Days

District Resources

Fiscal

District funds
School Improvement Grant 1003(a)
Consolidated Grant – Titles IA, IIA, III, and VI
Race to the Top (expires 6/30/14)
IDEA Grants 611 and 619
Competitive grants – STLE (expires 6/30/14) and STLE 3 (expires 6/30/15)

Human: There are several staff members who are routinely involved in staff development and others who periodically share expertise on specific subjects. Among these people are:

Superintendent of Schools
Coordinator of School Improvement
Building Principals
Department Heads
Grade Level Chairs
Lead Evaluator
Literacy Coach
Teaching and Learning Coaches

Other Service Providers

Workshops offered through Questar III, CAP BOCES, PNW BOCES, WSWHE BOCES
Greater Capital Region Teacher Center
Capital Area School District Association (CASDA)
Individual professional development conferences
Private educational consultants
County resources and safety consultant firm
R-BERN Regional Bilingual Education Resource Network
Community-based organizations

District Teams

PDP Team Members:

Prestipino, April, Admin., Co-Chair
Kinney, Wayne, Teacher, Co-Chair
Abitabile, Antonio, Admin.
Ames, Mary Jane, Admin. Asst.
Barletta, Anna, Teacher
Barnes, Beth, TLC
Blasl, Dawnmarie, CGCC
Brenneman, Mark, Admin.
Clark, Lynn, Teacher
Cordato, Laurie, Teacher
Coryell, Julia, TLC
Del Principe, Kim, TLC
Dolan, Elizabeth, Teacher
Hayles, Beverly, Teacher
LaCasse, Robert, Dean of Students
Lybolt, Kim, Admin.
MacGowan, Lynn, Teacher
Peduzzi, Marlana, TLC
Peters, Charles, Teacher
Sheedy, Denise, Teacher

DLT Members:

Prestipino, April, Admin., Chair
Ames, Mary Jane, Admin. Asst.
Berth, Florence, Staff
Clark, Kathleen, Staff
Cordato, Laurie, Teacher
Coryell, Julia, Teacher
Dolan, Lisa, Teacher
Krager, Karen, Parent
Lybolt, Kim, Admin.
Shabazz, Sumayyah, Parent
Spicer, Steven, Admin.
Suttmeier, Maria, Superintendent

School Leadership Teams

John L. Edwards Primary School:

Spicer, Steven, Principal
Cordato, Laurie, Teacher
Fine, Nina, Parent
Gebhardt, Phillip, Teacher
Geer, Pierpont, Nurse
Hawes, Beth, Teacher
Muller, Tracy, Teacher
Mullins, Alissa, Parent
Ohl, Teresa, Teacher
Peduzzi, Marlana, Teacher
Sheedy, Denise, Teacher
Steils, Andrea, Parent
Stoltzfus, Rebecca, Teacher

Montgomery C. Smith Intermediate School:

Brenneman, Mark, Principal
Clark, Lynn, Teacher
Cousens, Michele, Teacher
Del Principe, Kim, Teacher
Dolan, Lisa, Teacher
Huemmer, Ellen, Teacher
Hungerford, Susan, Teacher
Keeler, Kimberly, Teacher
Krager, Karen, Parent
Plaia, Kristin, Psych.
Quinion, Tani, Teacher
Sheridan, Maureen, Teacher
Smith, Robyn, Teacher
Van Alphen, Cindy, Teacher

Hudson Jr./Sr. High School:

Abitabile, Antonio, SHS
Principal
Reardon, Derek, JHS
Principal
Antonelli, Michael, Teacher
Cipollari, Theresa, Teacher
Cornell, Rosalie, Guidance
Coryell, Julia, Teacher
LaCasse, Robert, Dean of
Students
Millar, Jeanine, Teacher
Naramore, Sally, Teacher
Rees, Lucy, Teacher
Voigt, Kathryn, Teacher

DISTRICT GOALS

District Goal #1: Increase Graduation Rate to meet NYS Graduation requirements

Target Area:	Timeline:	Professional Development:	Evaluation:
What will teachers know and be able to do as a result of professional development?	When will this professional development occur in the next three years?	How will the district/building address the professional development needs?	How will we know the professional development was effective?
<p>Differentiation of Instruction:</p> <p>Through the differentiation of UPK-12 instruction, student achievement will be improved at the grade and building level.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> • N/A for year 1; No formalized structure in place to provide PD on differentiation of instruction • PDP/DCIP/SCEP Annual Updates <p><i>Year 2:</i></p> <ul style="list-style-type: none"> • Development of differentiation of instruction research to UPK-12 • Staff training with common vocabulary & core knowledge • Discussions at faculty meetings • Instructional focus of administrators and core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • PDP/DCIP/SCEP Annual Updates <p><i>Year 3:</i></p> <ul style="list-style-type: none"> • Increased use of differentiation of instruction research to UPK-12 • Discussions at faculty meetings • Instructional focus of administrators & core academic leaders (dept. heads, grade level chairs, TLCs, Literacy Coach) • Peer coaching • PDP/DCIP/SCEP Annual Updates 	<ul style="list-style-type: none"> • Superintendent Conference Days • Extra Wednesday PD (Expires 6/30/14) • Embedded ELA Specialist • Embedded Math Specialist • RB-ERN Specialist • Understanding by Design unit development model • Department & Grade Level meetings • Summer Institute • Marzano Trainings • Out of District PD • Curriculum Writing • Teaching & Learning Coaches • Literacy Coach 	<ul style="list-style-type: none"> • Conference Day Surveys • Informal Observations • Formal Observations • Evidence of student achievement through review of student work • Curriculum review • Annual NYSED-required review of each Focus building

District Goal #2: Increase Student Achievement in all curriculum areas for all students

Target Area:	Timeline:	Professional Development:	Evaluation:
<p>Data Analysis :</p> <p>Through the use of improved UPK-12 assessment practices and analysis, the instructional staff will improve student achievement on classroom, local, and NYS assessments.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> • Introduction of data analysis research to UPK-12 staff • Embedded professional development on common vocabulary and core knowledge • Discussions at faculty meetings • Faculty presenters & modeling • Lesson demonstrations & departmental/grade training • Peer Coaching • Data meetings • PDP/DCIP/SCEP Annual Updates <p><i>Year 2:</i></p> <ul style="list-style-type: none"> • Increased use of data analysis in UPK-12 instruction • Continue embedded professional development on common vocabulary and core knowledge • Discussion at faculty meetings • Instructional focus of administrators & core academic leaders (dept. heads, grade level chairs, TLCs) • Peer coaching • Data meetings • Lesson demonstrations & modeling • PDP/DCIP/SCEP Annual Updates <p><i>Year 3:</i></p> <ul style="list-style-type: none"> • Increased use of data analysis in daily instructional best practices • Collaborative sharing of best practices • Discussion at faculty meetings • Instructional focus of administrators & core academic leaders • Lesson demonstrations • PDP/DCIP/SCEP Annual Updates 	<ul style="list-style-type: none"> • Superintendent Conference Days • Extra Wednesday PD (Expires 6/30/14) • Embedded ELA Specialist • Embedded Math Specialist • RB-ERN Specialist • Data Analyst • Teaching & Learning Coaches • Department & Grade Level meetings • Out of District PD • Analysis of NYS assessments and student work • Use of instructional technology to support data analysis • Instructional support on developing standards based assessments • Literacy Coach • SRI/SMI Training • Parent & community awareness 	<ul style="list-style-type: none"> • Conference day surveys • Informal Observations • Formal Observations • Student performance • Departmental application of data analysis • Curriculum review assessing effectiveness • Annual NYSED-required review of each Focus building

District Goal #3: Develop and Align Curriculum According to the New York State Common Core Standards

Target Area:	Timeline:	Professional Development:	Evaluation:
<p>Develop vertically and horizontally aligned UPK-12 Curriculum maps for all content areas based on Common Core Learning Standards to improve UPK-12 student academic achievement on local and state assessments.</p>	<p><i>Year 1:</i></p> <ul style="list-style-type: none"> • Professional development for all teachers on Rubicon Atlas • Professional development for all teachers on CCLS • Instructional strategies/CCLS strategies shared with UPK-12 staff • Staff training to promote common vocabulary, core knowledge, and appropriate strategies in all content areas • PDP/DCIP/SCEP annual updates • Faculty presentations & modeling • Lesson demonstrations & departmental/grade level training • Peer coaching <p><i>Year 2:</i></p> <ul style="list-style-type: none"> • Increased use of CCLS strategies in UPK-12 instruction • Discussions at faculty meetings • PDP/DCIP/SCEP annual updates • Instructional focus of administrators & core academic leaders (dept. heads, grade level chairs) • Modeling & lesson demonstrations • Peer coaching <p><i>Year 3:</i></p> <ul style="list-style-type: none"> • Increased use of CCLS strategies in daily instructional practices • Collaborative sharing of best practices • Instructional focus of administrators & core academic leaders • Lesson demonstrations & peer coaching • PDP/DCIP/SCEP annual updates 	<ul style="list-style-type: none"> • Superintendent Conference Days • Extra Wednesday PD (Expires 6/30/14) • Embedded ELA Specialist • Embedded Math Specialist • RB-ERN Specialist • Department & Grade Level meetings • Summer Institute • Summer Curriculum writing • Use of instructional technology to support the improved curriculum alignment • Parent & community awareness • Teaching & Learning Coaches • Literacy Coach 	<ul style="list-style-type: none"> • Conference Day Surveys • Informal Observations • Formal Observations • Curriculum review • Evidence of increased student achievement • Annual NYSED-required review of each Focus building

HUDSON CITY SCHOOL DISTRICT
New Employee Mentoring Opportunities

Spring 2013
NEMO Steering Committee

Melissa Brown - John L. Edwards (Coordinator)

April M. Prestipino, Administrative Liaison

**MENTORING/INDUCTION PROGRAM
CORE COMPONENTS
HUDSON CITY SCHOOL DISTRICT**

PURPOSE

The purpose of the Hudson City School District New Employee Mentoring Opportunities, NEMO, will be to:

- enhance the quality of education through mutually beneficial partnerships in a supportive, nurturing environment in order to increase overall student achievement.
- increase retention of Intern Teachers by sharing scaffolding techniques for smooth transition from theory to practice.

GOALS

The goals of the NEMO program will be to:

- bridge the gap between an Intern's education and subsequent practice.
- welcome and assimilate Intern Teachers into the district by orienting them to district policies and building procedures.
- foster shared professional development through the establishment of mentor/intern partnerships.
- increase the commitment to the district and the profession at large.
- promote the Intern Teachers' assimilation into the culture of the school and the surrounding community.
- recognize and reward experienced teachers by providing them the opportunity to share successful strategies.
- create a supportive environment for all staff to contribute to the growth and success of the Intern.
- provide opportunity for reflective practices.

**Professional Development Plan is written in accordance with Part 100.2 (General School Requirements)*

ROLES

BOARD OF EDUCATION

The Board of Education approves the NEMO plan as part of the PDP as recommended by the superintendent. The Board of Education provides the resources required to implement and sustain the plan as mandated by New York State.

SUPERINTENDENT

The superintendent recommends the adoption of the plan including all the necessary funding to affect the program to the Board of Education. The superintendent assigns mentors as recommended by the NEMO Steering Committee. The superintendent supports and advocates for the ongoing needs of the NEMO plan in accordance with negotiated Memorandum of Agreement (MOA).

PRINCIPAL / BUILDING ADMINISTRATORS

The principal / building administrator will maintain and respect the confidentiality of the NEMO plan and its participants. The principal / building administrator will advocate and promote the NEMO plan through a supportive school community. The principal / building administrator will attempt to schedule common planning time for the mentor and intern. The principal / building administrator will celebrate and express appreciation for NEMO and its participants. The principal / building administrator will facilitate the use of release time for mentors and interns to meet.

NEMO COORDINATOR

The coordinator will serve as the chair of the NEMO Steering Committee. The coordinator clearly understands the purpose of the NEMO plan. The coordinator thoroughly understands the roles and responsibilities of the participants. The coordinator is available to mentors for support and guidance. The coordinator is accountable to the NEMO Steering Committee.

ADMINISTRATIVE LIAISON

The liaison will serve as a bridge between the committee and the administration.

NEMO STEERING COMMITTEE MEMBERS

Melissa Brown - John L. Edwards (Coordinator)
April Prestipino - Administrative Liaison

The NEMO Steering Committee administers the NEMO program:

- assisting administration in identifying interns
- assessing interns' needs
- recruiting, interviewing and selecting mentors
- scheduling training for mentors
- documenting all NEMO activities, conferences and visitations
- meeting with mentors to facilitate NEMO activity planning
- evaluating NEMO programs
- promoting the program in the HCSD
- maintaining confidentiality regarding all mentor/intern information

UNION

Union Leadership will collaborate to insure quality program which provides mentors and interns with time, resources, training and compensation. Union will negotiate the MOA with the superintendent.

ROLE of the MENTOR

The Mentor provides guidance and support to the new teacher by building a confidential relationship.

Responsibilities include:

- maintaining confidentiality regarding all aspects of the mentor/intern relationship
- attending Mentor training as required by NEMO
- helping the Intern organize the classroom and supplies for the first day of school
- familiarizing the Intern to school building policies, routines, and procedures
- guiding the Intern in using HCSD curricula and NYS Learning Standards to plan effective lessons and unit plans
- helping the Intern develop effective discipline strategies
- guiding the Intern in preparing assessments, grading policies, a grade book, report cards, and in preparing for parent conferences

- observing, reviewing, and reflecting on instructional strategies with the Intern
- helping the Intern to work with IEPs and 504 plans
- helping the Intern to develop effective communication with parents, colleagues, administrators, and student
- reflecting on time management practices with the Intern
- observing the Intern teaching, if needed (intern request)
- modeling best teaching practices for the Intern to observe, if needed
- meeting with the Intern no less than one hour per week outside of the regular school day
- attending NEMO meetings called by the Steering Committee
- attending pre and post observation meetings with Intern and Principal if requested
- filing monthly mentoring logs and related documentation with the NEMO Steering Committee
- instructing the Intern in the use of any necessary instructional technology
- act a liaison for content specific information as needed

Information obtained by a mentor through interaction will not be used for evaluation or discipline.

ROLE of the INTERN

- is required to participate in the new staff orientation to be held the last week of August (as per the teacher contract) to be coordinated by the Superintendent's Office
- is required to attend regular workshops provided by the mentoring program
- complete needs assessment
- will actively participate in the process as laid out in the NEMO plan
- will complete program evaluations

(In compliance with Part 100 of the Commissioner's regulations)

SELECTION PROCESS

The NEMO Steering Committee schedules two open recruitment periods each year. The NEMO program is explained in faculty meetings at each building and at a HTA general meeting. Teachers with five or more years of experience in the District can be nominated by colleagues or administrators or can self-nominate to be a mentor.

Teachers with five or more years of experience in the District can apply to be a mentor or be nominated by colleagues or administrators.

The NEMO Steering Committee will recruit teachers on an as needed basis, based on anticipated vacancies in the district. The Committee will also hold an annual open recruitment period as needed.

The selection process for nominated mentors will be:

- a formal application with a written narrative
- two self-selected Reference Assessment Checklists from colleagues or administrators
- a formal interview with the NEMO Steering Committee

COMPENSATION

Mentors will receive a stipend concurrent with the HTA agreement upon successful completion of the requirements established by the NEMO Steering Committee.

MENTORING TIME

Mentors will meet with interns holding initial CERTIFICATION A MINIMUM OF 1 HOUR/WEEK outside of their other teaching responsibilities. It is recommended that Mentors and Interns schedule a regular meeting time for consistency. Where possible, common planning time will be scheduled, release time may be granted, and time allotted during superintendent conference days will be available.

TRAINING

Mandatory NEMO training will be provided

- Initial new mentor training will be available
- Meeting/training with Steering Committee
- Continued mandatory training is provided through ongoing meetings and workshops with the Steering Committee



**Hudson City School District
New Employee Mentoring Opportunities**

**TOPICS TO DISCUSS IN
MENTOR/INTERN MEETINGS**

NEMO procedures

- **Conference/Visitation forms**
- **Grad course forms**
- **Lesson plans**
- **Instructional strategies**
- **Assessments/grading**
- **Classroom management**
- **Discipline**
- **Pacing**
- **Professional demeanor & dress**
- **First day classroom procedures**
- **Supervisory duties (bus, assemblies, proctoring, etc.)**
- **Building policies & procedures**
- **District policies & procedures**
- **Time management**
- **Photo/video permission slips**
- **Parent communication**
- **Parent volunteers**
- **Parent conferences**
- **Independent Studies**
- **Terminology**
- **Field trips/permission slips**
- **Learning Styles**
- **IEPs & 504s**
- **Managing aides**
- **Phone use (school/cell)**
- **Sub Folder/emergency plans**
- **Calling for subs**
- **Supply requisitions**
- **Holiday party policies**
- **Movies – ratings**
- **Confidentiality**
- **End of year procedures**
- **Snow day schedules**
- **Fire Drill procedures**
- **Lock Down procedures**
- **First aid & emergency guides**
- **Teacher evaluations & the APPR**
- **Review school handbook**
- **District Computer use policies for teachers & students**
- **Phone code**

APPENDIX A:

District Comprehensive Improvement Plan (DCIP)

Tenets 1, 2, 3, and 4

2013-14

DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)

CONTACT NAME	April M. Prestipino	TITLE	Coordinator of School Improvement
PHONE	518-828-4360 ext. 2134	E-MAIL	prestipinoa@hudsoncityschooldistrict.com
Website Link for Published Plan	http://www.hudsoncityschooldistrict.com/		

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 DCIP 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.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Maria J. Suttmeier	<i>Original Signed on</i>	10 / 4 / 13
PRESIDENT, B.O.E./ CHANCELLOR OR CHANCELLOR'S DESIGNEE	Racquel Frank	<i>Original Signed on</i>	10 / 3 / 13

DISTRICT LEADERSHIP TEAM: The DCIP 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 DCIP.

Tenet 1

A. Statement of Practice Addressed		<input checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA			B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
Implement a new Teaching and Learning Coach (TLC) stipended position. Rationale: In the absence of a final DTSDE Report, the District recognizes a need to sustain its high-quality personnel by developing a career ladder. This supports an initiative written into our STLE grant.						
Provide high quality, sustained professional development for the new TLCs. Rationale: In the absence of a final DTSDE Report, the District recognizes a need to sustain its high-quality personnel by providing coaching PD for the new TLCs.						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. The District will sustain high quality personnel by identifying up to five K-12 Teaching and Learning Coaches by October 2013.						
2. The District will offer year-long sustained Coaching Professional Development for the TLCs.						
3.						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Develop TLC job description and qualifications.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Summer 2013
1. Post positions and form an interview committee.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
1. Appoint up to 5 TLCs.		STLE grant	\$10,000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013
2. Develop a TLC professional development calendar with CASDA.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013

2. Implement embedded TLC professional development.	STLE grant	\$13,200	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	November 2013-June 2014
2. Secure substitutes for TLC professional development and work across the district.	1003a	\$3,825	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District-wide	November 2013-June 2014
2. Obtain professional materials for TLCs as requested.	1003a	\$1,000	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District-wide	November 2013-June 2014
2. Review professional development needs with TLCs monthly; adjust as needed.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	November 2013-June 2014

Tenet 1

A. Statement of Practice Addressed	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
The District should increase the amount of administrative time available in the schools to focus on high quality instructional improvement (JIT 2012, pg. 5) Rationale: This recommendation had been written into the 12-13 DCIP. The District recognizes this recommendation as critical to supporting the instructional work done by the building leaders so we have chosen to keep this recommendation in the DCIP.		
The District will seek, identify, and implement an immediate short-term plan for decreasing the high school drop-out rate. Rationale: The Junior/Senior High School and the District are identified for graduation rate. In the absence of a final DTSDE Report, this is a self-assessed recommendation in an attempt to increase the graduation rate.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. Develop a time-sensitive plan that will provide administrative support at the Intermediate School and at the Junior High School by August 31, 2014.		
2. Develop a time-sensitive plan that will identify an immediate opportunity for recent drop-outs to return to school and complete graduation requirements by December 2013.		
3.		
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.
1. Determine if administrative support will be Assistant Principal or Dean of Students.	N/A	N/A
1. Seek and identify funding sources as determined by Board of Education.	N/A	N/A
		H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.
		<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA
		I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.
		MCSIS – Focus JHS - Focus
		J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
		September – October 2013
		November 2013 -

				JHS - Focus	January 2014
1. Build positions into 14-15 District Budget; have 14-15 Budget vote.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	MCSIS – Focus JHS - Focus	February – May 2014
1. Post for administrative positions and form interview committee.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	MCSIS – Focus JHS - Focus	June 2014
1. Appoint additional administrative support.	General Funds	TBD	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	MCSIS – Focus JHS - Focus	August 2014
2. District personnel meet with high school guidance and building principal to identify recent drop outs.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SHS - Focus	September 2013
2. District personnel and building administration meet with Questar III BOCES to preview various credit recovery programs.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SHS – Focus	September – October 2013
2. Credit Recovery Program is selected, purchased, and installed.	General Funds	TBD	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SHS – Focus	October – November 2013
2. District/Building administrators call/meet with parents and students who are deemed as eligible candidates for credit recovery program.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SHS – Focus	October – November 2013
2. Students begin credit recovery program.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SHS – Focus	December 2013 – January 2014
2. With close oversight, students complete credit recovery and become on track or eligible to graduate with Regents/Local Diploma.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SHS – Focus	January – June 2014

Tenet 1

A. Statement of Practice Addressed		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA			B. HEDI Rating:	
					<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
Develop District-wide mission/vision statements. Rationale: Even though we do not have any final DTSDE reports, the Overarching Statements left with each building at the conclusion of the review referenced the lack of a mission/vision statement on which the buildings can create goals.						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. Create a District-wide Mission/Vision Statement by December 2013 that robustly communicates high expectations for addressing the needs of all constituents.						
2.						
3.						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Board of Education develops District Mission/Vision statements.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Summer 2013
Draft statements shared with other stakeholder (parents, students, teachers, community members) groups.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013
Incorporate feedback from stakeholders into revised statement.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	November 2013

Finalize District Mission/Vision statements.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	December 2013
District oversees the development of Mission/Vision statements at the building level.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	January – June 2014

Tenet 1

A. Statement of Practice Addressed		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA			B. HEDI Rating:	
					<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
Update the District Professional Development Plan. Rationale: Even though we do not have any final DTSDE Reports, the Overarching Statement left with the District at the conclusion of the review referenced updating the District PDP.						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. Create a Professional Development Plan by December 2013 that incorporates the guiding principles of Race to the Top and supports the tenets of school improvement in the DTSDE rubric.						
2. The PDP Committee will meet at least quarterly to plan professional development activities for all teachers in grades K-12.						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Convene the PDP Committee.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
1. Committee will review prior years PD plans, DCIP and SCEPs, RttT guiding principles, PDP plans from other districts, and make suggestions for changes to the 2013-2014 PD Plan.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
1. Committee will draft 2013-2014 PD Plan.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013

1. Draft plan to be shared with teaching staff and building administrators for review and comment.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	November 2013
1. Incorporate teacher/administrator feedback in to plan.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	November - December 2013
1. Finalize PD Plan and seek BOE approval.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	December 2013
1. Implement revised plan.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	January – June 2014
2. PDP Committee has initial meeting to discuss PD needs across the district and to finalize plans for 10/25/13 PD Day.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 7, 2013
2. PDP Committee meets in January to set direction for the remaining four Extra Wednesday Professional Development hours.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	January 13, 2014
2. PDP Committee meets in February to set direction for the March PD half-day.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	February 24, 2014
2. PDP Committee meets in April to set direction for the May PD half-day.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	April 28, 2014
2. PDP Committee meets in May to set direction for the 2014 Summer Institute.	1003a Title 1	\$21,258 \$7,700	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA <input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	July 2014

Tenet 1

A. Statement of Practice Addressed		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA		B. HEDI Rating:		
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
The district should develop an inquiry-rich environment for the improvement of student achievement. Teachers should be held accountable for aligning student performance data with instructional decisions at the individual, team, grade level, and committee levels (JIT 2012, pg. 6). Rationale: Per the NYSED October 2010 RtI Implementation Guidelines, all primary schools are to have an RtI model implemented by the 12-13 school year. JLE does not have an RtI model in place so the school will begin this work in the 13-14 school year. Per the Regents Reform Agenda, schools are to implement a Data-Driven Instructional model. JLE will begin this work in the 13-14 school.						
An inquiry driven, data rich environment should be developed through high quality and job-embedded PD and support. Accountability for using data to design instruction and develop interim and summative assessments should be provided for school leaders and teachers (JIT 2012, Pg. 8). Rationale: Per the Regents Reform Agenda, all schools are to have a regular cycle of rigorous interim assessments. The Junior/Senior High School will begin this work in the 13-14 school year.						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. Structure and implement the RtI process at John L. Edwards Primary School starting October 2013 and carrying over to June 2015.						
2. Develop an inquiry driven, data rich environment through embedded PD support at John L. Edwards Primary School by June 2014.						
3. Develop high quality and rigorous interim and summative assessments at the Junior/Senior High School by June 2014.						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Identify RtI Committee at JLE		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	JLE	Summer 2013
Identify Questar IIIg RtI facilitator to lead the development process		RtI	\$55,000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	JLE	Summer 2013
1. Have initial RtI Committee meeting		Title I	\$2,040	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	JLE	October 2013

1. Set timeline for developing RtI documents (intervention strategies, data collection methods, etc.)	Title I	\$2,040	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	JLE	October 2013 – June 2014
1. Develop RtI intervention kits	Title I	\$2,040	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	JLE	October 2013 – June 2014
2. Meeting with CASDA Data Analyst to determine data needs at JLE	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	JLE	Summer 2013
2. Meet with JLE Building Principal and K-2 Grade Level Chairs to identify embedded structure in which analyst will work	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	JLE	September 2013
2. CASDA Data Analyst develops data analysis skills of Grade Level Chairs at regular monthly meetings	STLE grant	\$19,250 (shared with Jr/Sr HS)	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	JLE	October 2013 – June 2014
3. Meeting with CASDA facilitator to determine interim and summative assessments needs at Jr/Sr HS	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Jr/Sr HS	Summer 2013
3. Meet with Jr/HS principals and Department Chairs to identify embedded structure in which analyst will work	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Jr/Sr HS	September 2013
3. CASDA facilitator works with Jr/Sr HS English teachers and Department Chair to develop interim/summative assessments at regular monthly meetings	STLE grant	\$19,250 (shared with JLE)	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Jr/Sr HS	October 2013 – June 2014
3. Questar III School Improvement Specialist works with remaining content area teachers and Department Chairs to develop interim/summative assessments during five (5) sessions throughout the school year.	Title I Set Aside	\$5175	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Jr/Sr HS	January – June 2014

Tenet 2

A. Statement of Practice Addressed	<input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA			
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Establish inter-rater reliability among the Administrative Team for the purposes of implementing APPR with fidelity and reliability. Rationale: Per the Regents Reform Agenda, the new APPR requirements insist that administrators continually hone observation/evidence collection skills for improved inter-rater reliability. The District Comprehensive Improvement Plan Scoring Summary also indicates a need to identify activities that provide the school leader with high-quality support options.					
Maintain regular Administrative and Principals' Meetings that encourage the school leader to consult and engage with the District. Rationale: The District Comprehensive Improvement Plan Scoring Summary indicates a need to identify activities that encourage the school leaders to consult and engage with the District.					
Establish a regular meeting/building walk-through schedule with Central Administration and the building leaders that will allow for immediate feedback and identify needs at the building level. Rationale: The District Comprehensive Improvement Plan Scoring Summary indicates a need to support and promote the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders. This recommendation is also a direct request from the building administrators.					
Establish with each building principal a regular meeting schedule with a Questar III BOCES Principal Coach that will allow for personalized professional development to develop instructional leadership skills within each building. Rationale: The District Comprehensive Improvement Plan Scoring Summary indicates a need to identify activities that provide the school leader with high-quality support options.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Professional development goals for all Administrators, including inter-rater reliability for APPR, will be developed by September 2013.					
2. Administrative Team Meetings and Principals' Meetings will occur weekly throughout the school year as evidenced by pre-determined meeting schedules, and regularly address PD needs of the administrators and teachers as well as the progress made on goals identified in the SCEPs, as evidenced by the agendas.					
3. Monthly meetings, approximately 30-45 minutes long, with Central Administrators and each building administrator will occur at the building level, as evidenced by pre-determined meeting schedule, and regularly address supports needed by the building administrators, as evidenced by the agendas.					
4. Each building principal will meet at least monthly with a Questar III BOCES Principal Coach as evidenced by follow-up meetings with the principals and with the Principal Coach.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to	F. Fund Source(s): Identify all	G. District Cost(s): Identify the	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of	I. Targeted Schools: Identify the	J. Timeline: Identify the projected

match the number of the goal to which they correspond.	Federal, State, and Local fund sources that will be used for the completion of each activity.	district cost associated with each fund source.	the mandated set-aside requirements check the appropriate box below.	school(s) targeted by each activity and their identification status.	timeline for each activity which is to include a start and end date.
1. Initial meeting with CASDA facilitator who will facilitate inter-rater reliability activities.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Summer 2013
1. Meet with administrators to identify embedded structure in which facilitator will work (i.e. Principals' Meetings, shadow observations in classrooms).	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
1. CASDA facilitator works with all administrators to develop inter-rater reliability with classroom observations, gathering evidence, and applying rubric scores.	STLE	\$5,500	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013 - May 2014
2. Develop ATM schedule for 13-14 school year.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Summer 2013
2. ATM will take place on alternating Tuesday afternoons from 3:30-5:00 and address building administrator professional development needs.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013 – June 2014
3. Develop monthly meeting/walk-through schedule for the 13-14 school year.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
3. Maintain monthly meeting schedule, walk-throughs, and address building needs as evidenced by agendas and follow-up notes.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013 – June 2014
4. District will purchase Principal Coach COSER with Questar III BOCES.	1003a	\$12,000	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	District-wide	September 2013
4. Superintendent and Coordinator of School Improvement will have initial meeting with Principal Coach.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 10, 2013
4. Regular meeting schedule between principals and Principal Coach will be	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013 – June 2014

established and implemented.					
4. Superintendent, Coordinator of School Improvement, and Principal Coach will meet as needed.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013 – June 2014

Tenet 3

A. Statement of Practice Addressed		<input checked="" type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA			B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
Development of horizontally and vertically aligned curriculum maps for all content areas based on CCLS should be prioritized (JIT 2012, Pg. 8). Rationale: Curriculum mapping work in Rubicon Atlas has been on-going in the District for 3 years. Maps are being developed and re-aligned to support CCLS standards but it is also necessary to revisit the vertical alignment of the curriculum as well.						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. Teachers, building administrators, and District-level administrators will meet six (6) times, for 60 minutes each, during the school year to develop horizontally and vertically aligned curriculum maps by June 2014.						
2.						
3.						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. District Cost(s): Identify the district cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside(PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Targeted Schools: Identify the school(s) targeted by each activity and their identification status.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Identify meeting dates		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Spring 2013
Establish teacher/administrator teams		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Summer 2013
Meet with building administrators to establish consistent meeting protocols, goals, and expectations.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
Horizontal/Vertical team meetings occur		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 25

as scheduled.					October 23 January 29 March 26 April 30 May 28
Administrative team debriefs regularly to maintain focus, direction, and movement toward end goal.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	Between each of the above meeting dates.

1. Initial Administrative Team meeting to brainstorm targeted PD needs within classrooms.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	August 2013
1. Follow-up meeting to review TIP Plans and to develop targeted teacher professional development schedule.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
1. K-12 Lead Evaluator/Professional Developer meets with identified teachers per TIPs schedule and per building administrator request.	STLE	\$85,000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	October 2013 – June 2014
1. Administrative Team meets at least quarterly to review progress on targets and data collected during formal/informal observations.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	December 2013 March 2014 June 2014
2. Initial meetings with building administrators	N/A	N/A		District-wide	July 2013
2. Initial meetings with professional developers	N/A	N/A		District-wide	July – August 2013
2. Develop frequency for embedded professional development work within the buildings: CASDA Data Analyst – 17.5 days CASDA TLC Coaching Facilitator – 12 days CASDA Principal Professional Developer – 5 days Questar III ELA Specialist – 25 days Questar III Math Specialist – 25 days Questar III Math Specialist – 25 days Questar III General Professional Developer – 5 days Questar III General Professional Developer – not to exceed 33 days RB-ERN Specialist	STLE STLE STLE 1003a Title I Set Aside CEIS 1003a Title I Set Aside RTTT N/A	\$19,250 \$13,200 \$5,500 \$13,200 \$6,948 \$20,000 \$20,000 \$5,175 \$55,000 N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA <input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA <input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA <input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA <input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA <input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA <input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013 – June 2014
2. Monitor progress toward curriculum and data goals as evidenced by emails,	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013 - June

agendas, sign-in sheets, and classroom walk-throughs and observations.					2014
3. Review current PD Plan with the building administrators.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013
3. Building administrators will attend committee meetings and actively participate in revising the PDP and setting agendas for District-wide PD days.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 2013 – June 2014
3. Building administrators will participate in District-wide Professional Development days as evidenced by sign-in sheets and visual confirmation.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	District-wide	September 3 October 25 March 21 May 20

APPENDIX B:

John L. Edwards Primary School

Comprehensive Education Plan (SCEP)

Tenets 2, 3, and 4

2013-14
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	John L. Edwards Primary School	CONTACT NAME	Steven A. Spicer Principal
PHONE	(518) 828-4360 Ext. 4300	E-MAIL	spicersa@hudsoncity schooldistrict.com
Website Link for Published Plan	http://www.hudsoncityschooldistrict.com		

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 district's approved plan require the prior approval of the commissioner.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Maria Suttmeier	<i>Original Signed on</i>	10 / 4 / 13
PRESIDENT, B.O.E.	Racquel Frank	<i>Original Signed on</i>	10 / 3 / 13

TENET 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	B. HEDI Rating:
		<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
<p style="color: blue;">JLE will develop a vision and mission statement by 11/25/13/Rationale: There is no vision statement for the school. A school improvement committee has been working on a mission statement and goals were included in the School Comprehensive Education Plan, but neither was articulated across the school community or broader community of stakeholders. Without a vision and targeted, measurable goals, student performance is limited (page 7 2012/13 JLE DTDSE).</p>		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
<p style="color: blue;">1.Develop vision and mission statement for John L. Edwards, by 11//25/13.</p>		
1. JLE SIT and JLE School Community will review what school vision & mission statements are and view samples from other schools and organizations.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.
	N/A	N/A
		H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.
		<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA
		J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. <p style="color: blue;">Start 9/30/13 End 9/30/13</p>

<p>1. JLE SIT and JLE School Community begin writing a Vision & Mission Statement for JLE</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 12/16/13 End 12/16/13</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>1. JLE SIT and JLE School Community finish writing a Vision & Mission Statement for JLE</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 1/17/13 End 1/27/13</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

TENET 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	B. HEDI Rating:
<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
<p>ELA & Math Grade Level Benchmarks will be created for JLE students Pre-K to 2 by 11/2013/Rationale: The school leader expects staff to utilize best practice in instruction and to collect student data. However, measurable goals for student achievement have not been defined or communicated to the faculty and staff. Therefore, not all students are adequately prepared for the rigorous academic expectations at the intermediate level (page 7 2012/13 JLE DTDSE).</p>		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
<p>1. ELA & Math Grade Level Benchmarks will be created for JLE students Pre-K to 2 by 11/2013</p>		
1. Grade Level Chairs will lead the teachers in creating Pre-K to 2 ELA and Math Mid Year and End of Year Benchmarks at their September, October and November Grade Level Meetings.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.
	N/A	N/A
		H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.
		<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA
		J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start: 9/11/13 End: 11/13/13

<p>1. The principal will review benchmarks for rigorous academic expectations.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start: 9/11/2013 End: 11/13/2013</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>1. Teachers will administer midyear assessments and use the results to drive instruction</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start: 12/9/2013 End: 12/13/2013</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>1. Teachers will administer end of year assessments.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start: 6/2/14 End: 6/6/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

TENET 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	B. HEDI Rating:
<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
<p style="color: blue;">A 2013/14 Schedule will be created, which allows grouping of ESL and Special Ed. children in Regular Ed. classrooms enabling increased push-in support when possible, by 8/2013 Rationale: The school leader makes strategic decisions to organize school staffing; however the schedule requires changes to maximize student achievement. Although an extended day program has been created after school, gaps exist in the daily schedule that prevents some students from full access to the instructional program (page 7 2012/13 JLE DTDSE).</p>		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
<p style="color: blue;">1. Create a 2013/14 Schedule, which allows grouping of ESL and Students With Disabilities in Regular Ed. classrooms enabling increase push-in support when possible, by 8/2013.</p>		
1. The principal will create a master schedule, which allows grouping of ESL and Special Ed. children in Regular Ed classrooms enabling increased push-in support when possible.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.
	N/A	N/A
		H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.
		<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA
		J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. <p style="color: blue;">Start 7/1/13 End 8/1/13</p>

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<p>The principal will dedicate more time to the completion of teacher walk-through and formal observations in a timely fashion by 6/2014 Rationale: The principal has implemented the APPR system; however, feedback to staff is limited. Walkthroughs have not occurred and only three post observation conferences have been held. This evidence indicates a lack of support for professional growth. As a result, instructional improvement is not promoted and remains static (page 8 2012/13 JLE DTDSE).</p>					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<p>1. The principal will dedicate more time to the completion of teacher walk-through and formal observations in a timely fashion, by 6/2014.</p>					
<p>1. Walkthroughs and formal evaluations will be evidence based using the Marzano rubric, which provide evidence that teacher lessons are based on the curriculum and common core instructional shifts.</p>		<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 End 6/15/14</p>
		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Teachers will receive in-house professional development at Faculty meetings on how to use Rubicon Atlas to enable them to enhance their daily lesson plans utilizing curricula aligned to the Common Core Learning Standards, by 11/2013. Teachers will receive professional development introducing them to NYS CCLS Modules, by 6/2014. For improvement of student achievement JLE will use its Extended Learning Time to continue its Afterschool tutorial program, by 2/2/2014. /Rationale: Teachers consistently implement curriculum aligned to the CCLS through the use of Rubicon Atlas, an electronic mapping system, and the published programs Journeys and Envisions for ELA and mathematics. As a result, a strong foundation has been set for improvement of student achievement (page 8 2012/13 JLE DTDSE).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Teachers will receive in-house professional development at Faculty meetings on how to use Rubicon Atlas to enable them to enhance their daily lesson plans utilizing curricula aligned to the Common Core Learning Standards, by 11/2013.					
2. Teachers will receive professional development introducing them to NYS CCLS Modules, by 6/2014.					
3. For improvement of student achievement JLE will use its Extended Learning Time to continue its Afterschool tutorial program, by 2/2/2014.					
I. Lead Evaluator, Stephanie Forsyth, will come to one of JLE's fall faculty meetings to provide professional development on how to use Rubicon Atlas. This will enable teachers to enhance their daily lesson plans utilizing curricula aligned to the Common core Learning Standards.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 11/20/13 to End 11/20/13
		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

<p>2. April Prestipino, Coordinator of School Improvement will come to one of JLE's Spring faculty meetings to introduce the JLE Faculty to the Common Core Learning Standards Modules. She will provide a copy to each Grade Level Chair.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 4/23/14 to End 5/21/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>3. For improvement of student achievement JLE will use its Extended Learning Time to continue its Afterschool tutorial program.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 10/12/13 to End 2/2/14</p>
<p>4 Teachers x 17 Weeks x 2 Hrs. x \$47/hr.</p>	<p>Title I Set Aside</p>	<p>\$6,392</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	
<p>Prep Time – 4 Teachers x 8 Hrs. x \$42</p>	<p>Title I Set Aside</p>	<p>\$1,344</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	
<p>Benefits @ 17%</p>	<p>Title I Set Aside</p>	<p>\$1,315</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	

Tenet 3

A. Statement of Practice Addressed	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA			B. HEDI Rating: <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
<p>Units of instruction as written into 2013/14 SLOs will be tied directly to the common core standards, which are also tied to state and local assessments and common planning time/Grade Level meetings will be dedicated to aligning the curriculum horizontally/vertically, and include discussions on best practice for increasing rigor and higher-level thinking by 10/2013. JLE will also include lesson activities that engage students in the rigor of higher order thinking during its Extended Learning Time – Afterschool program, by 6/14/Rationale: Teachers ensure that units and lesson plans are aligned to the CCLS and pacing calendars are followed. Evidence from classroom observations; however, indicate that students are not engaged in higher-level thinking, critical thinking, problem solving or using skills in novel situations. Although curriculum is aligned to the CCLS, instructional practices do not sufficiently engage students in the rigor of higher order thinking (page 8 2012/13 JLE DTDSE).</p>				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
<ol style="list-style-type: none"> Units of instruction as written into 2013/14 SLOs will be tied directly to the common core standards, which are also tied to state and local assessments, by 10/2013. Common planning time/Grade Level meetings will be dedicated to aligning the curriculum horizontally/vertically, and include discussions on best practice for increasing rigor and higher-level thinking, by 6/2014. 				
1. Units of instruction as written into 2013/14 SLOs will be tied directly to the common core standards, which are also tied to state and local assessments.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/6/13 to End 9/30/13
<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA				

<p>2. Common planning time/Grade Level meetings will be dedicated to aligning the curriculum horizontally/vertically, and include discussions on best practice for increasing rigor and higher-level thinking.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

Tenet 3

A. Statement of Practice Addressed	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
<p>Grade Level Meetings will be used to allow teachers collaboration time to share ideas on how to incorporate student use of technology in lessons, by 6/2014. Common planning time/Grade Level meetings will be dedicated to aligning the curriculum horizontally/vertically, by 6/2014. The second grade teachers will receive training on how to administer and use SRI data for proficient assessment of student skills to inform and drive instruction, by 9/2013/Rationale: There are insufficient opportunities for vertical, horizontal and cross-curricular alignment. In regards to technology, interactive Promethean boards have been installed in all classrooms; however, no students were observed interacting with this technology. Therefore, students do not benefit from teacher collaboration or interactive technology. (page 9 2012/13 JLE DTDSE).</p>				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
<ol style="list-style-type: none"> 1. Grade Level Meetings will be used to allow teachers collaboration time to share ideas on how to incorporate student use of technology in lessons, by 6/2014. 2. Common planning time/Grade Level meetings will be dedicated to aligning the curriculum horizontally/vertically, by 6/2014. 3. The second grade teachers will receive training on how to administer and use SRI data for proficient assessment of student skills to inform and drive instruction, by 9/2013. 				
1. Grade Level Meetings will be used to allow teachers collaboration time to share ideas on how to incorporate student use of technology in lessons.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. <p align="center">Start 9/11/13 to End 6/11/14</p>
	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

<p>2. Common planning time/Grade Level meetings will be dedicated to aligning the curriculum horizontally/vertically.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>3. The second grade teachers will receive training on how to administer and use SRI data for proficient assessment of student skills to inform and drive instruction.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 10/2/13 End 10/2/13</p>
<p>8 Subs for SRI Trainings @ \$85 per/hr.</p>	<p>Title IIA Set Aside</p>	<p>\$680</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	
<p>SRI Training Cost - 8 Teachers Attending</p>	<p>Title IIA Set Aside</p>	<p>\$1,160</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
School Leader will attend JIST meetings by 6/2014. The School Leader will analyze benchmark and/or pre-assessment data to provide information for the Grade Level Chairs, teachers to implement a strategic action plan for academic improvement, by 6/2014/Rationale: Data is being collected; however, analysis and subsequent decisions are limited. There is no evidence to indicate the school leader collects and shares formative or summative assessment data and the school leader does not attend Instructional Support meetings where Response to Intervention data must be discussed. As a result, students do not benefit from decisions based on data and may not receive appropriate targeted instruction (page 9 2012/2013 JLE DTDSE).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<ol style="list-style-type: none"> 1. School Leader will attend JIST meetings, by 6/2014. 2. School Leader will analyze benchmark and/or pre-assessment data to provide information for the Grade Level Chairs; teachers to implement a strategic action plan for academic improvement, by 6/2014 					
1. School Leader will attend JIST meetings. If the principal is unable to attend he will review meeting minutes or meet with JIST Chair to address issues and interventions needed.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/2013 to End 6/2014
		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

<p>2. School Leader will analyze benchmark and/or pre-assessment data to provide information for the Grade Level Chairs, teacher to implement a strategic action plan for academic improvement.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 11/13/13 to End 11/20/13</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<p>Evidence of goal setting for ELL students and students with disabilities and differentiated instruction to support their academic/social/emotional growth will be included in teacher’s lesson plans and instruction; and reviewed and discussed during pre/post observation meetings, by 6/2014. The 2013/14 Schedule, will allow grouping of ESL and Special Ed. children in Regular Ed. classrooms enabling increased push in support when possible, by 8/2013. Teachers will include differentiated instruction and projects for the enrichment of the more advanced students, by 6/2014/Rationale: Although teachers have developed grade level plans, evidence of goal setting for students and differentiated instruction is limited. Assessments are used to create reading groups, yet differentiated instruction for ELL students and students with disabilities are not consistently observed. As a result, not all students are learning at their instructional level or involved in creating goals for their own learning (page 10 2012/13 JLE DTDSE).</p>					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<p>1. Evidence of goal setting for ELL students and students with disabilities and differentiated instruction to support their academic/social/emotional growth will be included in teacher’s lesson plans and instruction; and reviewed and discussed during pre/post observation meetings, by from 9/13 to 6/14.</p>					
<p>2. The 2013/14 Schedule, will allow grouping of ESL and Special Ed. children in Regular Ed. classrooms enabling increased push in support when possible, by 8/13.</p>					
<p>3. Teachers will include differentiated instruction and projects for the enrichment of the more advanced students, from 9/13 to 6/14.</p>					
1. Walkthroughs and formal observations will provide evidence that teachers are including differentiated instruction in their planning and practice so that all students are provided the opportunity to learn at their instructional level.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/11/13 to End 6/11/14
		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

<p>1. The Principal will provide feedback that includes areas in need of improvement with the plan for P.D.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	
<p>2. The 2013/14 Schedule, will allow grouping of ESL and Special Ed. children in Regular Ed. classrooms enabling increased push in support when possible.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 7/1/13 to End 8/1/13</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	
<p>3. Walkthroughs and formal observations will provide evidence that teachers are including differentiated instruction in their planning and practice providing enrichment for their more advanced children.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>3. The Principal will provide feedback that includes areas in need of improvement with the plan for P.D.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA			B. HEDI Rating:	
					<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
<p>Evidence of planning for and implementation of differentiated projects will be included in teacher's lesson plans and instruction where necessary to support social/academic/emotional growth of his/her students; and reviewed and discussed during pre/post observation meetings, 6/2014/Rationale: Instructional practices are aligned to the CCLS; however, instruction is not tailored to allow differentiated activities. Opportunities for individual projects with a variety of resources and student choice are not apparent in all classrooms. Therefore, some students have limited access to learning and achieving individual goals (page 10 2012/13 JLE DTDSE).</p>						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
<p>1. Evidence of planning for and implementation of differentiated projects will be included in teacher's lesson plans and instruction where necessary to support social/academic/emotional growth of his/her students; and reviewed and discussed during pre/post observation meetings, by 6/2014.</p>						
<p>1. Walkthroughs and formal observations will provide evidence that teachers are including differentiated projects where appropriate to increase the academic success of his/her students so that all students are provided the opportunity to learn at their instructional level.</p>		<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>	
		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		

<p>1. The Principal will provide feedback that includes areas in need of improvement with the plan for P.D.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating: <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
<p>Evidence of planning for and utilization of instructional practices that increase opportunities for students to engage in higher order thinking in order to master the CCLS instructional will be included in teacher’s lesson plans and instruction; and reviewed and discussed during pre/post observation meetings, by 6/2014. Teachers will receive PD on techniques to “Increase opportunities for students to engage in higher order thinking in order to master the CCLS,” by 6/2014. One JLE Teacher will attend the Literacy for All Learners Conference by10/2013/Rationale: Teachers create a safe and caring environment that is responsive to students’ varied strengths and needs. Student engagement is high, yet student inquiry is limited. Therefore, students need more opportunities to engage in higher order thinking in order to master the CCLS (page 10 2012/13 JLE DTDSE).</p>				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
<ol style="list-style-type: none"> Evidence of planning for and utilization of instructional practices that increase opportunities for students to engage in higher order thinking in order to master the CCLS instructional will be included in teacher’s lesson plans and instruction; and reviewed and discussed during pre/post observation meetings, by 6/2014. Teachers will receive PD on techniques to “Increase opportunities for students to engage in higher order thinking in order to master the CCLS,” by 6/2014. One JLE Teacher will attend the Literacy for All Learners Conference by10/013. 				
1. Walkthroughs and formal observations will provide evidence that teachers are utilizing instructional practices that increase opportunities for students to engage in higher order thinking.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/11/13 to End 6/11/14
	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

<p>1. The Principal will provide feedback that includes areas in need of improvement with the plan for P.D.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>1. The principal will review will rubrics used with standards that specify the criteria for growth/proficiency as part of walk-throughs and formal observations.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>2. Teachers will receive PD on techniques to “Increase opportunities for students to engage in higher order thinking in order to master the CCLS.”</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 10/23/13 to End 10/23/13</p>
			<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	

<p>2. The principal will do the walk-throughs and formal observations to monitor implementation</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start 9/11/13 to End 6/11/14</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

<p>3. One JLE Teacher will attend the Literacy for All Learners Conference.</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start: 10/27/13 End 10/27/13</p>
<p>Literacy for All Learners Conference Reg. Fee</p>	<p>Title IIA Set Aside</p>	<p>\$200.00</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	

<p>3. JLE teacher will share techniques learned with faculty</p>	<p>F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p>G. School Cost(s): Identify the school cost associated with each fund source.</p>	<p>H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p>J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date.</p> <p>Start: 11/13/2013 End 11/13/2013</p>
	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input checked="" type="checkbox"/>NA</p>	

Tenet 4

A. Statement of Practice Addressed	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input checked="" type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
<p>Evidence of planning for and utilization of instructional practices that data is used to provide feedback to students regarding next steps to take for achievement, so that instruction is tailored to individual student needs will be included in teacher's lesson plans and instruction; and reviewed and discussed during pre/post observation meetings, by 6/2014. At monthly Grade Level meetings teachers will share instructional strategies based on data to provide feedback to students regarding next steps to take for achievement, so that instruction is tailored to individual student needs, by 6/2014 /Rationale: Teachers inconsistently use data to inform grouping, provide feedback to students and select instructional strategies. Targeted plans to adjust student grouping are associated with the creation of reading groups. However, there is limited evidence to indicate teachers adjust instructional strategies based on data and provide feedback to students regarding next steps to take for achievement. Consequently, instruction is not tailored to individual student needs (page 10 2012/13 JLE DTDSE).</p>				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. Evidence of planning for and utilization of instructional practices that data is used to provide feedback to students regarding next steps to take for achievement, so that instruction is tailored to individual student needs will be included in teacher's lesson plans and instruction; and reviewed and discussed during pre/post observation meetings, by 6/2014				
2. At monthly Grade Level meetings teachers will share instructional strategies based on data to provide feedback to students regarding next steps to take for achievement, so that instruction is tailored to individual student needs, by 6/2014.				
3. Teachers will become proficient at using the data and other resources in eDoctrina by 6/2014.				
I. Walkthroughs and formal observations will provide evidence that teachers are utilizing instructional practices that provide feedback to students regarding next steps to take for achievement, so that instruction is tailored to individual student needs.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/11/13 to End 6/11/14
	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

1. The principal will review rubrics used with standards that specify the criteria for growth/proficiency as part of walk-throughs and formal observations.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/11/13 to End 6/11/14
	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

2. Monthly Grade Level Agendas and Minutes will record teachers sharing instructional strategies based on data to provide feedback to students regarding next steps to take for achievement, so that instruction is tailored to individual student needs.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity, which is to include a start and end date. Start 9/11/13 to End 6/11/14
	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
3. District will enter into contract with BOCES for eDoctrina.	1003a	\$1,495	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013
3. Teachers will receive initial eDoctrina training.	N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 25, 2013
3. Teachers will continue to learn about eDoctrina and practice analyzing student data to drive instruction at monthly grade level meetings.	N/A	N/A	Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	11/2013 to 6/2014

APPENDIX C:

**Montgomery C. Smith
Intermediate School**

**Comprehensive Education
Plan
(SCEP)**

Tenets 2, 3, and 4

2013-14
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Hudson Intermediate School	CONTACT NAME	Mark Brenneman
PHONE	(518) 828-4360	E-MAIL	brenneman@hudsoncityschooldistrict.com
Website Link for Published Plan	Hudsoncityschooldistrict.com/ms		

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 district’s approved plan require the prior approval of the commissioner.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Maria Suttmeier	<i>Original Signed on</i>	10 / 4 / 13
PRESIDENT, B.O.E.	Racquel Frank	<i>Original Signed on</i>	10 / 3 / 13

TENET 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	B. HEDI Rating:		
<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
Development of a vision through collaboration among faculty and stake holders. Rationale: Reports have consistently sited the need for a cohesive school wide vision (JIT - 2012).				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. Develop a school wide articulated vision with a sense of urgency by 1/1/2014				
2.				
3.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Parental Survey			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	10/1/13
Faculty Meeting to discuss			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	11/1/13
SLT Meeting to Finalize			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	1/1/2014

TENET 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Teachers will have the ability to use evidence based systems to drive curriculum and teaching in the classroom. This data will include not only achievement but also behavioral and attendance data. Investigation into school practice by outside agencies has consistently cited the use of evidence based systems to drive the instructional practices (JIT).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<ol style="list-style-type: none"> 1. Create format for discussion of the data on an ongoing basis 2. Assess the reliability of the evidence based systems in use. 3. PBIS will be utilized to monitor behavior and ensure teaching is optimized in the classroom. 					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Teachers will meet monthly to discuss data from the interim assessments given monthly for at least 70 minutes. Substitutes will be provided		School Improvement Title I	\$3,825	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	9/27, 10/28, 11/22, 12/17, 1/24, 2/28, 3/26, 5/23, 6/20
2. Weekly embedded professional development, ELA meetings, Math consultation, IST, Grade level meetings for at least 60 minutes a week.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13 – 6/14
2. Data analysis of results in collaboration with outside provider (LinkIt) to determine reliability of assessments				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	6/14 for analysis with previous year and whenever results are release3d the analysis will be done on 13-14 data.
3. PBIS training for coaches an committee to effectively implement PBIS		Title IIA Set Aside	\$667	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	9/19, 10/18, 1/22

TENET 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Oversee the fidelity of the assessment program to ensure that all data is inputted with fidelity and consistency in a timely manner. Ensure that data exists and is available for all students to examine educational program and drive instruction (JIT).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Creation of a robust, efficient system of data collection and examination					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
All assessments will be loaded and taken utilizing LinkIt.		General Funds	\$4848	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13 – 6/14
Teachers will meet monthly to discuss data from the interim assessments given monthly for at least 70 minutes. Substitutes will be provided		School Improvement Title I	\$3825	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	9/13 – 6/14
Interim Assessments will occur monthly and imported into the system				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	LinkIt – 9/17, 1/15& 6/11 Local – 10/16, 11/13, 12/11, 2/12, 3/19, 5/14
SMI and SRI will be given 3 times a year		General Funds	\$7535	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SRI 9/23, 1/21, 6/2 SMI TBD

TENET 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
The principal acts as instructional leader visiting classrooms often providing frequent feedback to teachers on instructional practices and student achievement (2013 DTDSE).				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. Administrator will make informal visits to every classroom at least once a week.				
2. Administrator will meet with all classroom teachers on a monthly basis to discuss data, instruction and other relevant educational topics.				
3.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Principal will visit every classroom weekly			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13-6/14
2. Monthly meetings will be scheduled for at least 20 minutes.			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13-6/14
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

Tenet 3

A. Statement of Practice Addressed	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
Reports have continually cited the need for a common core aligned curriculum that is not solely mapped from the reading series and should contain pacing guides for the units (JIT, DTDSE).				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. Each grade level will meet on a continual basis to establish instructional practices for the coming weeks to ensure students are receiving similar instructional experiences (2013 DTDSE).				
2.				
3.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Weekly grade level meetings to discuss curriculum with minutes taken at each.			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Will occur on Wednesday or Thursday during the day from 9/13 – 6/14
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Unit and lesson plans need to be regularly developed with differentiated student learning activities indicated (JIT).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Teachers will apply best practice strategies to engage students with complex materials that stimulate higher order thinking across curriculum and content areas, as evidenced by student performance on state module assessments with the student average being proficient.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
ELA, embedded, grade level and faculty meetings will focus on best practices in these skills.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13-6/14
Administration of the module tests.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13 – 6/14
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
There does not appear to be a level of rigor in the classrooms and students need to be given opportunities to use higher order thinking skills and some degree of student choice (2013 DTDSE).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. All teachers will participate in PD on the implementation of a rigorous CCLS aligned curriculum as well as instructional methods to incorporate all content areas as evidenced by minutes, sign in sheets and evaluation forms.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Professional development activities on PD days, ELA meetings, embedded meetings, grade level meetings, and faculty meetings.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13 – 6/14
Teacher Leaders will meet with faculty to provide professional development.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/13 – 6/14
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
While grade level meetings are built into the master schedule there is little evidence that these meetings primarily focus on the creation and reflection upon curriculum that meets all students where they are and moves them forward...including rigor, higher order-thinking opportunities and some degree of student choice within learning (2013 DTDSE).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. At the monthly grade level data meetings an instructional plan will be developed based on the results of the student assessments to increase student performance from month to month.					
2. A hands-on, common core science program will be put in place to increase student engagement					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Monthly grade level data meetings will discuss student performance and instructional interventions.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/27, 10/28, 11/22, 12/17, 1/24, 2/28, 3/26, 5/23, 6/20
Professional collaboration during grade based meetings				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Weekly on Wednesday or Thursday from 9/13 to 6/14
Implementation of Science 21		Title IIA Set Aside	\$2730	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Instructional activities and strategies selected for achieving the lesson objective should be customized and based on learner characteristic (JIT).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Teachers will differentiate instruction based on assessment data to meet various student needs as shown by RtI groupings throughout the year					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Daily period of instruction with students that regroup them according to needs				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Will begin on 9/23 and occur daily until 6/6
Monthly teacher meetings to regroup students				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Will occur once a month after school from 2:45 – 3:15 on a given day such as the 2 nd Monday of the month.
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

Tenet 4

A. Statement of Practice Addressed	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
All learning opportunities and assessments should have a clearly identified and articulated objective that is aligned with the District curriculum and State Standards and shared with the students on a daily basis(JIT, 2012).				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. Students are able to identify and describe, and understand the posted objective in all content areas including ELT, RtI groupings, ELA at least 80% of the time.				
2.				
3.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Post and discuss the learning objective during all instructional activities.			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Daily
ELT will focus on student learning outcomes	Title I Set Aside	\$8,298	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	11/4/13 – 5/1/14
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The school leader and teacher leaders should establish expectations for improved classroom instruction, implementation of data driven differentiation, flexible grouping, and active engagement of all students in a culturally responsive school. Evidence of progress toward these expectations should be included as activities in the CEP and frequently monitored by the school and district. (JIT, 2012)					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. The school will implement the NYS Modules that are culturally diverse and continue to implement an RtI period in the schedule as shown by lesson plans, school schedule and student groupings.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
RtI period and meetings to discuss regrouping and needs of students				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Daily RtI period and Monthly meetings from 9/13 to 6/14
ELA meetings to discuss implementation of the modules and ensure the instruction is culturally responsive.				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Weekly meetings from 9/13 to 6/14
Literacy coach will attend literacy for all learners conference to assist in implementation.		Title IIA Set Aside	\$230	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input checked="" type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
An inquiry driven, data rich environment should be developed (JIT).					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. The building will collect data through the use of student assessment for all students in Math and ELA.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Utilizing LinkIt for all assessments to aid in data collection and administration		General Fund	\$4848	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Monthly for ELA and bi-weekly for math.
Use of SMI and SRI to measure reading and math growth.		General Fund	\$7535	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	SRI 9/23, 1/21, 6/2 SMI TBD
F and P benchmarking two times a year for all 3 rd and 4 th and for AIS and sped 5 th and 6 th .				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/4 – 9/20 & 6/9 – 6/26
SRI Training		Title IIA	\$1840	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	10/2/2013

APPENDIX D:

Hudson Junior-Senior High School

Comprehensive Education Plan (SCEP)

Tenets 2, 3, and 4

2013-14
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Hudson Jr./Sr. High School	CONTACT NAME	Derek Reardon
PHONE	518 828 4360 x8100	E-MAIL	reardondw@hudsoncityschooldistrict.com
Website Link for Published Plan			www.hudsoncityschooldistrict.com

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 district’s approved plan require the prior approval of the commissioner.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Maria Suttmeier	<i>Original Signed on</i>	10 / 4 / 13
PRESIDENT, B.O.E.	Racquel Frank	<i>Original Signed on</i>	10 / 3 / 13

TENET 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA			B. HEDI Rating:	
					<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
The principal should lead a broad based effort to develop a mission and vision statement at the JHS and a vision statement at the HS. The rationale for this recommendation is based upon our debriefing report from the 2012-13 school year.						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. Develop a mission/vision statement for each building that is aligned with the district mission/vision statement.						
2.						
3.						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.		J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Board of Education develops Mission/Vision Statements		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		Summer 2013
Draft statements shared with other stakeholder groups		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		October 2013
Incorporate feedback from stakeholders into revised statement.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		November 2013
Finalize District Mission/Vision Statements		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		December 2013
District oversees the development of Mission/Vision Statements at the building		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		January 2013

level				
School leadership team meets to discuss essential components of Mission/Vision Statements	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	February 2013
School leadership team develops a draft Mission/Vision Statement for each building	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	March 2013
Draft statements shared with other stakeholder groups	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	April 2013
Incorporate feedback from stakeholders into revised statement.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	May 2013
Finalize District Mission/Vision Statements for each building	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	June 2013

Tenet 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA			B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
The school will ensure all students are familiar with student portal system and can use the portal to access various information and data points to self-monitor progress. The rationale for this recommendation is based upon a need to keep our students and parents more informed of their success in individual classes.				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. The building leader and guidance staff will ensure that information on parent/student portal is accurate, updated regularly and accessible.				
2. The JHS will be utilizing LinkIt and SRI to collect and analyze data regarding student achievement in Math and ELA				
3.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
The building leader will provide training to faculty, if needed, to staff on entering grades.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
The building leader will monitor grade books quarterly to ensure that grades are being entered routinely.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Quarterly from October 2013- June 2014
The building leader will provide release time for ELA and Math teachers to analyze assessment results and develop	Local	\$900	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013-June 2014

interim assessments in ELA and Math				
The JHS ELA and AIS Reading teachers will receive SRI training to be able to more effectively use the data generated by SRI	Title IIA	\$1380	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2, 2013

Tenet 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Monitor the use and effectiveness of testing data for various student subgroups for the allocation of resources. The rationale for this recommendation is based upon the needs of underclass students not obtaining proper skills to help increase chances of graduation.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Using State and local assessments, create course offerings to increase student achievement for various subgroups.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Co-taught Math 9 and 10 15:1 sections.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014
Writing course and computer course that is mandatory for all incoming freshmen.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014
Reconfigure AIS model to a pull out model.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014
Building principal and/or Questar Specialists will meet with class teachers quarterly to examine data and alter curriculum/instruction if needed.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Quarterly from November 2013-June 2014

Tenet 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Utilize results of APPR to ensure teacher and student growth. The rationale for this recommendation is that several teachers did not attempt certain elements of the Marzano rubric.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Increase student achievement through targeted professional development.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Lead evaluator will identify specific areas in the Marzano rubric that need improvement based on results from evaluations in 2012-13		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
A report will be generated and shared to the Professional Development Plan Committee.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
The PDP committee uses the data to create meaningful PD for March 2014		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	March 21, 2014

Tenet 3

A. Statement of Practice Addressed	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	B. HEDI Rating:		
<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA				
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.				
Ensure that students are being taught curriculum that is aligned to the CCLS. The rationale for this recommendation is because assessments are now aligned to the CCLS.				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. Allocate time to effectively plan for CCLS implementation in the classroom.				
2. JHS ELA teachers will attend literacy training targeted for differentiation of instruction				
3.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Building principal will develop master schedule that allows for planning period to be used for reflection and revision of curriculum and lesson plans.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Summer 2013
1. Building principal will introduce concept at faculty meeting.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Department heads will meet with their department to determine the process for meeting their goal.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013

1. Department heads will meet to share the process at department head meeting.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
1. Building principal will monitor Rubicon Atlas to ensure reflection periods are being implemented.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013-June 2014
2. JHS ELA teachers will attend Literacy for All Learners Conference	Title IIA Set Aside	\$200	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October 27,28 th 2013
2. Teacher who attend conference will discuss findings with colleagues and building administrators during a faculty meeting	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 20 th 2013
2. JHS Building Principal will conduct informal observations looking for evidence of implementing new strategies.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December2013-June 2014

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<p>A process for assessing data from iObservation on the Marzano Rubric combined with curriculum on Rubicon Atlas should be developed and implemented to improve instructional practices that align to the CCLS. The rationale for this recommendation is due to a lack of student centered lessons used by faculty on a daily basis.</p>					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. All content area teachers will facilitate student centered activities in at least 20% of their lessons.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
Department heads will gather input from department members to define the characteristics of a student centered learning activity.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
Department heads will create a unified definition for student centered learning.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
Department heads will disseminate definition to department members.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013

Building principal will develop schedule for lesson plan submission on a monthly basis.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
Teachers will submit one lesson plan per month demonstrating their ability to provide student centered activities and instruction.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013-June 2014 Monthly
Work collaboratively with Questar specialists in ELA and Math to create and implement lessons aligned to the CCLS.	Title I Reserve	\$12,123	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Bimonthly meetings September 2013-June 2014

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The school should plan/develop opportunities for professional sharing of best practices such as: department and faculty meetings, conference days and teacher to teacher classroom visitations.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Provide faculty and staff with opportunities to share best practices.					
2. Provide opportunities for teacher to teacher classroom visitation.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. 15 minutes of each faculty and department meeting will be devoted to sharing best practices.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	1 st and 2 nd Wednesday of every month September 2013-June 2014
2. Create a schedule and provide coverage to facilitate classroom visitations.		Local Budget	\$1,000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
2. Create a log for teacher visitation.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
2. Discuss goal of one visitation per teacher by the end of the year.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
2. Teachers observe other teachers while teaching to extract quality instructional methods from colleagues.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013-June 2014

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The school should develop structures and processes to utilize the various data sources and reports to drive instruction, target professional development, and make programmatic decisions.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Continue to analyze data to drive instruction which results in increased student achievement.					
2. Monitor student progress using several data points.					
3. JHS ELA teachers will participate in Scholastic Reading Inventory (SRI) training to monitor student progress in reading comprehension.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Provide training to teachers who still need to learn how to use the Scantron machine.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
2. 15 minutes of every faculty meeting and a portion of department meeting time will be devoted to discussing data to improve student achievement.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014
2. Train staff on creating data walls.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014

2. Building Principal will perform classrooms visitations to check for data walls.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	February 2014
3. SRI Training will take place on October 2 nd to train teachers on using software and analyze data.	Title IIA Set Aside	4 Subs = \$340 Training = \$580	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October 2013
3. SRI will be administered three times per year	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Fall, Winter & Spring 2013-14
3. Data from SRI assessments will be analyzed by ELA teachers to differentiate reading instruction.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Monthly grade level meetings

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
All learning opportunities and assessments should have a clearly identified and articulated objective that is aligned with the District curriculum and State standards and shared with the students on a daily basis.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. 100% of teachers will display daily lesson objectives on the board.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.	
Goal will be shared at a faculty meeting.	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2014	
District Administrators will monitor the progress of accomplishing this goal through formal and informal observations	N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Five times per year from November 2013-June 2014	

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Instructional activities and strategies selected for achieving the lesson objective should be customized and based on learner characteristics, e.g., learning styles, performance on interim assessments or developmental levels. The rationale for this recommendation is based upon a need to increase learning based on student centered lesson plans and pedagogy, which allows for a greater alignment to the CCLS.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Use data from iObservation as an indicator of differentiated instruction.					
2. The Junior High will provide students with Extended Learning Time (ELT) in Math and ELA					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
During formal and informal observations, building administrators will document evidence of differentiated instruction.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Five times per year from November 2013-June 2014
Using data from iObservation, building principal will analyze various elements of the Marzano rubric looking for areas of strength and weakness.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013-December 2013
Building principal will schedule at least one teacher to teacher observation to		Local funds	\$1,000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January-May 2014

allow for sharing of best practices amongst colleagues.				
Extended Learning Time (ELT) will be provided to Junior High students to access extra Common Core Instruction in ELA and Math for all students to achieve targeted goals.	Title I Reserve	\$6062	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	November 2013-May 2014

Tenet 4

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Teachers will establish and post classroom expectations which will encourage a culturally responsive environment that leads to high student expectations and achievement. The rationale for this recommendation is based on a need to create consistent expectations in all classrooms.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Teachers will be 100% compliant with PBIS classroom expectations.					
2.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
PBIS student behavioral expectations will be set by PBIS team.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
Behavioral expectations will be discussed at a faculty meeting.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
Modifications will be made based on faculty feedback.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013
Signs will be posted in every classroom identifying expectations.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013
Building Principal will complete walk through of every classroom to ensure all signs are posted appropriately.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013

A. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input checked="" type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input checked="" type="checkbox"/> I <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
The school will develop an inquiry rich environment including the use of data walls and improved dissemination of data for the improvement of student achievement. The rationale for this recommendation is based on the need to increase the use of data driven instruction.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Teachers will create data walls to reflect on and improve student achievement.					
2. Incorporate discussion of and more effective dissemination of data during teacher meetings.					
3.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Train staff on creating data walls.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Every staff member will create a data wall that will be posted in their room.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January 2014
2. 15 minutes of faculty meetings and a portion of department meetings will be devoted to the dissemination and discussion of data.		N/A	\$0	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014