

LEA Name:	Cortland Enlarged City School District
LEA BEDS Code:	110200010011
School Name:	Cortland Jr. Sr. High School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

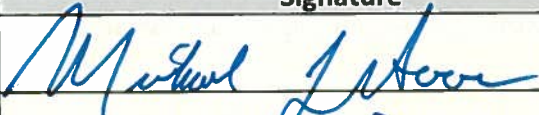

Contact Name	Joseph Mack	Title: Secondary Education Coordinator	
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Website for Published Plan	www.cortlandschools.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Michael J. Hoose	August 9, 2016
President, B.O.E. / Chancellor or Chancellor's Designee		Melissa Davis-Howard	9-Aug-16

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

X

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers

X

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

X

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

X

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

X

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
July 5, 2016	Cortland Junior/Senior High School		
July 6, 2016	Cortland Junior/Senior High School		
July 27, 2016	Welch Allyn Lodge		
July 28, 2016	Welch Allyn Lodge		

Name	Title / Organization	Signature
Joseph Mack	Secondary Education Coordinator	
Kevin Cafararo	7-8 Principal	
Kenneth Brafman	9-10 Principal	
John Zarcone	11-12 Principal	
Kathryn Rhinehart	Social Studies Curriculum Leader	
Mark Chambers	Math Teacher	
Rebecca Frost	Science Teacher	
Diana Joslyn	Science Curriculum Leader	
Stephen Morgan	English Teacher	
Jean Pawlak	English Teacher	
Michele Hughes	Guidance Counselor	
Kindra Catalano	Guidance Counselor	
Elizabeth Evener	Guidance Counselor	
Andrea Tutino	Guidance Counselor	
Jennifer Whelan	Social Worker	
Jaclyn Couchman	Psychologist	
Nance Wilson	Parent	

School Information Sheet

School Information Sheet

Grade Configuration	7-12	Total Student Enrollment	1110	% Title I Population	6	% Attendance Rate	94.5
% of Students Eligible for Free Lunch	38	% of Students Eligible for Reduced-Price Lunch	5	% of Limited English Proficient Students	0.2	% of Students with Disabilities	13

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0.1	% Black or African American	4	% Hispanic or Latino	4	% Asian, Native Hawaiian / Other Pacific Islander	0.9	% White	88	% Multi-Racial	3
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School Personnel

Years Principal Assigned to School	2	# of Assistant Principals	3	# of Deans	0	# of Counselors / Social Workers	7
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	21	Average # of Teacher Absences	8.4

Overall State Accountability Status

Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes - Middle Level	Identification for Math?	Yes - Middle Level	Identification for Science?	Yes - Middle Level	Identification for High School Graduation Rate?	Yes
ELA Performance at Level 3 and Level 4	26.25	Math Performance at Level 3 and Level 4	18.48	Science Performance at Level 3 and Level 4	71%	Four-Year Graduation Rate (HS Only)	74

% of 1st Year Students Who Earned 10+ Credits (HS Only)	9%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	88%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	81
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					
Did Not Meet Adequate Yearly Progress (AYP) in ELA							
	American Indian or Alaska Native			Black or African American			
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander			
No	White			Multi-Racial			
No	Students with Disabilities			Limited English Proficient			
No	Economically Disadvantaged						
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics							
	American Indian or Alaska Native			Black or African American			
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander			
No	White			Multi-Racial			
No	Students with Disabilities			Limited English Proficient			
No	Economically Disadvantaged						
Did Not Meet Adequate Yearly Progress (AYP) in Science							
	American Indian or Alaska Native			Black or African American			
	Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander			
No	White			Multi-Racial			
	Students with Disabilities			Limited English Proficient			
No	Economically Disadvantaged						
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective							
	Limited English Proficient						

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

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

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

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

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

- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Regents results, graduation rate, attendance, course failures,

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Credit Recovery program for Global History failures- Identified students were able to recover credit and pass the course to receive credit for the year. Plans are in place for this program to expand and move forward for the 2016-2017 school year.

In developing the CURRENT YEAR'S plan:

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

*School leader(s) will collaborate with the school improvement team to set and communicate a school-wide academic target for the 2016-2017 school year. This target, along with the school's progress toward the target, will be shared with all members of the school community weekly so that students, parents, and staff can actively contribute to accomplishing the goal. *School leaders should develop systems and structures to ensure quality planning to promote equitable instruction and opportunity for academic achievement that leads to high levels of student engagement and inquiry. Quality planning needs to include common planning time, data review, and progress monitoring with a viable aligned curriculum for teachers with common classes. *Cortland JSHS teachers will develop engaging lessons that focus on cognitive skills and differentiated instruction. *Cortland JSHS will build a uniform tier one curriculum that addresses social and emotional well-being and safety. *The school will increase communication with our students' families and the community, find more ways to engage with our families and the community, and staff needs to work to understand students, their families and the community.

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

	Communication, quality planning, development of systems and structures to monitor action steps, and the social-emotional well-being of all students.
	• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.
	Every student every day: Inspire, Respect, Engage. The identified needs of the school is to ensure all student sub-groups are afforded all of the necessary support for student achievement and social emotional well-being.
	• List the student academic achievement targets for the identified subgroups in the current plan.
	Improved graduation rate, decreased course failures, improvement of state assessment results.
	• Describe how school structures will drive strategic implementation of the mission/guiding principles.
	By creating systems and structures directly aligned to our mission/guiding principles, we will assure a predetermined, calendared monitoring system for all of our action steps. In the event that progress is not being made directly related to our SCEP or the action steps are not providing the growth we expect, we can change the SCEP.
	• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.
	Time, funding, staff perceptions and motivation to change, community involvement. Barriers will be addressed through communication, professional development, and the development of systems and procedures to monitor the effectiveness of the action plan.
	• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
	Student engagement, peer review, communication with parents, quality planning, formative/summative assessments.
	• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.
	E-mail, website, newsletter, mailings, phone calls, social media, school-wide assemblies, faculty meetings, department meetings, individual meetings, parent nights, parent-teacher conferences, CVC, SDM, BOE, and any school sponsored events.
	• List all the ways in which the current plan will be made widely available to the public.
	Website, mailings and hard copies in offices.
	• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.
	N/A

Re-Identified Focus Schools

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

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

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

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

Collaboration for the use of data.

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

All instructional staff will be provided weekly common planning time.

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

Agendas and minutes from all meetings as well as a narrative of how data analysis will inform instruction and planning will be required.

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

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

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

1. New School Design and Educational Plan

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

[Empty response box for A]

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

[Empty response box for B]

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

[Empty response box for C]

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

[Empty response box for D]

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

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education’s (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform’s website at <http://www.p12.nysed.gov/oisr/>.

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions		Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	May 12th and 13th 2016	
B2. DTSDE Review Type:	District led review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the findings of the May 2016 DTSTE review and recent work at the administrative retreat, the CJSHS is void of a school-wide academic target and a structure to disseminate that target to all stakeholders.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 1st, 2016, the school leaders will use 2015-2016 data (7/8th grade assessments, Regents results, course failures, graduation rate, and STAR data) to create a school-wide academic target indicative of established academic improvement and achievement with the focus on student engagement. Academic progress will be monitored daily, weekly, bi-quarterly, quarterly, and by semester to assure students are achieving adequate growth in accord with the established academic target. 100% of the stakeholders will be familiar with the vision and mission statements, and the school-wide academic targets by September 7th, 2016 as indicated per student and parent surveys.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent and student participation in district/school surveys	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/5/2016	9/1/2016	School leaders will collaborate with all members of the school community to set and promote school improvement goals prior to the start of the school year to ensure all stakeholders are united in working toward a common end.
7/5/2016	9/1/2016	School leaders will finalize a vision statement connected to the improvement goals prior to the start of the school year to ensure alignment between our vision and our academic goal.
7/5/2016	9/1/2016	School leaders will develop a plan to share the mission and vision statement with the school community prior to the start of the school year to ensure all stakeholders are on the same page.
7/5/2016	9/1/2016	School leaders, in conjunction with various stakeholders, will create building SMART goals that are aligned with district goals prior to the start of the school year to create data sets to monitor progress.

	7/5/2016	6/30/2017	School leaders will organize, implement, and monitor specialized programs to remove student barriers to student success to ensure all students meet the identified academic goal.
	7/5/2016	11/23/2016	School leaders will implement an intervention process to support student needs before referring them for special education evaluation to ensure the best possible programming for all students.
	7/5/2016	6/30/2017	School leaders will consistently provide actionable feedback aligned with evidence of learning targeted to support school-wide and individual improvement priorities in accord with the current APPR process and the FOCUS school recommendations to allow for maximized instructional support.
	7/5/2016	6/30/2017	School leaders will review APPR observational data and class visits evidence to ensure consistency in the observation/feedback process quarterly.
	7/5/2016	6/30/2017	School leaders will develop systems for tracking and monitoring the school-wide practices and student outcomes every five weeks to ensure school-wide consistency.
	7/5/2016	6/30/2017	School leaders will monitor progress toward the formal district goals and SCEP progress weekly to be able to share data with all stakeholders and adjust the action plans in the SCEP when needed.
	7/5/2016	6/30/2017	School leaders will review survey data and use the information quarterly to make or adjust school goals in a timely fashion.

REVIEWER FEEDBACK

Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		May 12th and 13th 2016
B2. DTSDE Review Type:		District led review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Our DTSDE review indicated that school leaders should develop systems and structures to ensure quality planning to promote equitable instruction and opportunity for academic achievement that leads to high levels of student engagement and inquiry. School leaders and the review team found there were inconsistent structures and a lack of systems around the areas of quality planning (needs to include common planning time), data review, and progress monitoring with a viable aligned curriculum for teachers with common classes.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By November 1st, 2016, 100% of the teachers will demonstrate evidence of quality planning that includes learning targets, standards, engaging activities, formative and summative assessments. This will be evidence by class visits and professional conversations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Marking period failures, Percent of students achieving mastery, Percent of students achieving proficiency, Communication log with all stakeholders
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/5/2016	9/1/2016	School leaders will assign common meeting time in schedule for cross-curricular and common course teachers prior to the beginning of the school year to ensure quality planning.
9/7/2016	6/30/2017	Teachers will meet weekly to align learning targets and create assessments to measure those targets
7/5/2016	11/1/2016	School leaders will review minutes and provide feedback of the weekly planning meetings to ensure effective usage of allotted planning time.
9/7/2016	6/30/2017	All teachers will receive bi-weekly feedback from the classroom visits on their evidence of planning.

REVIEWER FEEDBACK

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

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		
Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	May 12th and 13th 2016	
B2. DTSDE Review Type:	District led review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the DTSDE Review and school leader class visits, school leaders found that Cortland JSHS teachers do not consistently develop engaging lessons that challenge students cognitively, differentiate instruction or utilize higher order questioning. The K-12 Survey supports the findings of the local review in that 38% of the students indicated that teachers move on in the curriculum without checking for understanding suggesting that teachers do not regularly use formative assessment data to drive instruction.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	On a daily basis from September of 2016 to June of 2017, all CJSHS teachers will design higher order prompts aligned to the daily learning target as evidenced by class visits and professional conversations.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data collected from daily formative assessments to clarify gaps in understanding in order to re-teach content, summative assessments to monitor proficiency and mastery, student achievement based on quarterly reports, graduation rate, and directly aligned professional development to the needs identified in the DTSDE to improve instructional practices.	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/7/2016	6/30/2017	Trend data from class visits will be shared with various stakeholders at faculty and department chair meetings.
9/7/2016	6/30/2017	School leaders will provide professional development on the use of higher order questioning to foster cognitive engagement.
9/7/2016	6/30/2017	Teachers will prepare daily prompts (higher order questions) aligned with the learning targets.
9/7/2016	1/30/2017	School leaders will create a schedule for teacher leaders to accompany school leaders on class visits.
9/7/2016	6/30/2017	Professional development will be provided to school leaders for leading debriefing conversation about class visits.
2/1/2017	6/30/2017	School leaders will coordinate a peer led (teacher leader) classroom visit schedule.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5: Student Social and Emotional Developmental Health		
Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:		May 12th and 13th 2016
B2. DTSDE Review Type:		District led review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Based on the DTSDE review, the Youth Survey Data from October 2015, and the K-12 insight survey, Cortland JSHS lacks a uniform tier one curriculum that addresses social and emotional well-being and safety. As stated in the review, most classrooms do not have clearly articulated and uniform behavioral expectations and that behavioral consequences are not consistent. As noted in the K-12 survey, 77% of students have seen someone be threatened or bullied at school.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		Cortland JSHS will develop a tier one social and emotional curriculum by June 2017 that will target the following needs and not be limited to: conflict resolution, problem-solving, and coping skills. This will be documented by needs assessments that are embedded within the curriculum.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Team that focuses on building the social-emotional curriculum; needs assessment provided to parents, student, and staff; team meeting minutes; social-emotional vision statement
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/6/2016	10/1/2016	Create a team which consists of all school administrators, all social workers, counselors, and psychologists, as well as teachers, to review school data and existing social-emotional programs. The team will devise the schedule of meetings for the 2016-2017 school year.
10/1/2016	12/31/2016	The team will review current consequences for disciplinary and behavioral infractions in order to align all practices consistently 7-12.
9/7/2016	6/22/2017	The team will create a social-emotional vision statement for all students so all stakeholders are aware of and utilize it.

7/6/2016	12/1/2016	The team will review and update a student, staff, and parent social-emotional needs assessment to identify the social-emotional needs at CJSHS.
12/2/2016	4/1/2017	The team will review the needs assessment in order to choose or create a measurable tier one social-emotional curriculum.
12/2/2016	4/1/2017	The team will create a measureable tier one social-emotional curriculum to support social emotional well being for all students.
4/1/2017	6/22/2017	The team will provide professional development in order to prepare all staff members to implement the new curriculum upon completion of the new curriculum.
4/1/2017	6/22/2017	The team will plan implementation of the curriculum for the 2017-2018 school year. This will ensure that the curriculum can start and run smoothly.
5/1/2017	6/22/2017	Prior to the start of the 2017-2018 school year, the team will hold an informational meeting(s) for parents and community members on the new curriculum for 2017-2018 school year to ensure timely communication.

REVIEWER FEEDBACK

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		
Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	May 12th and 13th 2016	
B2. DTSDE Review Type:	District led review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	As evidenced by the 2015-2016 DTSDE Survey, CJSHS lacks sufficient communication with families and the community and they do not feel that their knowledge and understanding of their student(s) is sought or valued.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the 2016-2017 school year, school building leaders and staff will communicate with families and the community through multiple pathways including but not limited to emails, phone calls, mailings, in person conferences and meetings and evening events. We will assess the impact of increased engagement through the use of quarterly surveys sent home to families with their student(s) report card. The ten week survey will serve as the baseline, each quarter thereafter we will show an increase in the number of surveys returned and our parent satisfaction rating as indicated by survey results and compared quarterly.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent attendance at school offered workshops, parent participation in district/school surveys, parent attendance at school provided informational sessions, family contact as documented in the contact log in the student information system, parent attendance at school sponsored events held in the community.	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/5/2016	9/16/2016	The building leadership will assemble a Family and Community Engagement Team (FACT) to monitor, collect and distribute data in order to increase school communication and engagement with stakeholders.
9/16/2016	9/30/2016	The FACT committee will hold their first meeting to assure all members are aware of the goal and mission of the team.
9/16/2016	9/16/2016	The FACT committee will establish a timeline and calendar for their monthly meetings and goals for the remainder of the year to ensure all team members are present and prepared.
9/16/2016	10/31/2016	The FACT committee will find or create a survey to monitor family satisfaction in order to guide future decisions of the committee.

11/1/2016	11/10/2016	The FACT committee will provide copies of the survey Jr. and Sr. High School guidance offices to begin stuffing envelopes for the report card mailing.
11/30/2016	6/30/2016	The FACT committee will collect, disaggregate, interpret, monitor and disseminate the survey findings and survey return rate data quarterly to assist in the modification of committee activities.
9/1/2016	9/16/2016	The high school will send home a mailing regarding open house/curriculum night and a Cortland Transit brochure in order to inform families about this opportunity and help eliminate transportation barriers.
	9/7/2016	The Junior High School will hold it's open house/curriculum night (**use both terms so that families know it is open house, we need to be careful with educational jargon) to engage families and the community in order to inform them of their student's yearly curriculum.
9/28/2016	9/28/2016	The High School will hold it's open house/curriculum night (**use both terms so that families know it is open house, we need to be careful with educational jargon) to engage families and the community in order to inform them of their student's yearly curriculum.
10/12/2016	10/12/2016	The High School counseling department will hold it's Financial Aid Night in order to inform students and families about the financial aid procedures associated with college.
9/19/2016	10/1/2016	The High School counseling office will send home a mailing regarding Financial Aid Night on October 12, 2016 in order to inform families of this opportunity and to increase family participation.
9/16/2016	11/30/2016	The FACT committee will plan and organize professional development regarding effective family communication and engagement to provide knowledge and understanding of effective communication.
9/16/2016	1/31/2017	The FACT committee will work with building leaders to hold professional development regarding effective family communication and engagement to provide knowledge and understanding of effective communication.
11/14/2016	11/14/2016	The Jr.-Sr. High School staff will hold parent-teacher conferences from 7:45-3:00 on Monday, November 14, 2016 to provide families a chance to come in and meet with their student's teachers to promote student achievement.
11/30/2016	2/17/2017	The Jr.-Sr. High School staff will hold parent-teacher conferences from 7:45-3:00 on Monday, November 14, 2016 to provide families a chance to come in and meet with their student's teachers to promote student achievement.
9/7/2016	1/30/2017	All teachers will communicate and record contact in Infinite Campus with the families of their students who are deemed "at risk" (overall average of 70 and below) or a grade drop of 10 points or more from quarter to quarter in order to ensure family awareness of student progress, identify necessary supports, and strengthen family-teacher partnership in order to support student achievement.
1/31/2017	6/30/2017	All teachers will communicate and record contact in Infinite Campus with the families of their students who are deemed "at risk" (overall average of 70 and below) or a grade drop of 10 points or more from quarter to quarter in order to ensure family awareness of student progress, identify necessary supports and strengthen family-teacher partnership in order to support student achievement.
8/15/2016	6/30/2017	All advisors of student groups (clubs, activities, music, theater, athletics etc...) will hold a parent informational session in which the code of conduct will be shared and expectations will be outlined.

REVIEWER FEEDBACK

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

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES