LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010024
School Name:	Mont Pleasant Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Jeffrey Bennett	Title	Principal
Phone	518.370.8245	Email	bennetjef@schenectady.k12.ny.us
Website for Published	www.schenectady.k12.ny.us		

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	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's	signature on file	John Foley	19-Jul-17

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.
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) and §3012(d) .
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

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)
Wednesday, June 28, 2017	MP Library Computer Lab	Tuesday, January 09, 2018	MP Library Computer Lab
#########################	MP Library Computer Lab	Tuesday, February 13, 2018	MP Library Computer Lab
Tuesday, October 10, 2017	MP Library Computer Lab	Tuesday, March 13, 2018	MP Library Computer Lab
Tuesday, November 14, 2017	MP Library Computer Lab	Tuesday, May 08, 2018	MP Library Computer Lab

Name	Title / Organization	Signature
Jeffrey Bennett	Principal	
Jessie Richards	Assistant Principal	
Nicholas Bottino	Assistant Principal	
Kristina Graves	Librarian	
Alison Bonheim	8th Grade Teacher	
Michele Stewart Mannino	8th Grade Teacher	
Morgan Rowse	7th Grade Teacher	
Anna Robinson	Parent Liason	
Sarah Karl	8th Grade Teacher	
Nicole Forth	7th Grade Teacher	
Kathleen Grady	6th Grade Teacher	
Carrie Dariano	6th Grade Teacher	

School Information Sheet

School Information Sheet

Grade Configuration	6-8	Total Student Enrollment	711	% Title I Population	84	% Attendance Rate	88	
% of Students Eligible for Free Lunch	76	% of Students Eligible for Reduced-Price	5	% of Limited English Proficient	4	% of Students with Disabilities	26	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native		% Black or African American	38	% Hispanic or Latino	20	% Asian, Native Hawaiian / Other Pacific Islander	15	% White	26	% Multi-Racial	2

School Personnel

Years Principal Assigned to School	2	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	5
% 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	10	Average # of Teacher Absences	

Overall State Accountability Status

Priority School		Focus School Identified by a Focus District	yes	SIG 1003(a) Recipient	yes	SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	8%	Science Performance at Level 3 and Level 4	28%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently 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	x	Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial

x	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

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

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

. 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.)
x	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)

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

. 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.)

. 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.)

. 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.)

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

	Tenet 1: District Leadership and Capacity
x	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).

Team work. The development of PBIS activites. Enthusactism by the students and staff. Students participating in making change to the atmosphere. The creation of student videos.

• 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.

We continually meet throughout the year as a team to review, make changes and ensure consistency of our goals.

In developing the CURRENT YEAR'S plan:

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

The contiued effort to maintain consistency. The continued effort to meet as a team to review and modify the plan for success. The next steps in the development of PBIS. The rollout of Restorative Justice Practices. To increase the number of home visits. To increase the opportunites for parents to become part of the school community. The continued use of the Google Doc lesson plan format for the staff. The expanded use of classroom walkthroughs, including the use of teacher leaders. To continue and support the Parent Focus meetings once a week.

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

We need to stay focused on our primary objectives; PBIS, Restorative Practices, Accountable talk and High Leverage Practices. We need a consistent, supportive administration. We will need opportunities for professional development to create a cohesive staff that has a sustainable and positive outlook. We will use funding appropriately to support needed activities.

• 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.

Mission: Mont Pleasant Middle School is committed to providing a safe, positive, nurturing learning environment where staff, students, parents and the community accept the responsibility of preparing students for academic success and to instill the love of learning.
Vision: Mont Pleasant will be a caring, positive and rewarding learning environment.

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

The academic achievement targets for identified subgroups is to show growth on pre and post tests and on district reading assessments. The increased opportunity for the students to take courses including Living Environemnt and Algebra. An increase from 2 classes of Algebra to 6 classes. An increase of 2 Living Environment classes to 4 classes.

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

School structures will include scheduling of faculty, department and team meetings. Staff will receive training in PBIS, Restorative Practices, Accountable talk and High Leverage Practices. All subcommittees will support building initiatives and administration in the implementation of building overarching goals. Monthly meetings by the SCEP team will ensure the consistency as well as make changes as needed to contiue the implementation.

• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Consistency in the deliverary of PBIS and Restorative Pracitces by all staff.

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

We will provide PD on PBIS, Restorative Practices, Lesson plan development, Accountable talk and High Leverage Practices.

• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

School leaders will use faculty meetings, vertical and horizontal meetings, supporting committees, and email to communicate with staff. Leaders will also access the district website, and send letters home, as well as invite school staff, parents and families to evening school events such as Transition Night, Back to School Night and PTSO. School leaders as well as staff will continue to make home visits.

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

The plan will be available for distribution on Back to School Night as well as posted on the district's homepage.

• 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.

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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.   Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

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 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 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 2016-17 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 16-17 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/. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

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 2017-2018 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.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students		Y	Y		
Student Average Daily Attendance				Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework			Y		
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals				Y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"		Y			
Teacher Attendance at Professional Development	Y				
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y

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:	October 12-13, 2016
B2. DTSDE Review Type:	NYSED IIT 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	According to the most recent DTSTE review, the school leader, together with his leadership team, will complete the district-provided School Comprehensive Educational Plan (SCEP) work plan, including the check points that require the analysis of school data.

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 June 2018, school leaders and SCEP members will review the building plan monthly to ensure 100% compliance by all committees.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

E1. Start Date: Identify the projected start date for each	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.
9/1/17	10/10/17	School leaders and SCEP team will meet regularly to measure progress and effectiveness towards SCEP goals using the SCEP Workplan and key of colored indicators.
9/1/17	10/10/17	The school leader will assemble committees representing all stakeholders of the shared decision-making process (BLT, PBIS, PTO, Events, Parent Focus Group, RJ...) in order for all stakeholders to be involved in upholding the school's SCEP goals.
10/10/17	11/14/17	School leaders and SCEP team will meet regularly to measure progress and effectiveness towards SCEP goals using the SCEP Workplan and key of colored indicators.
11/14/17	1/9/18	School leaders and SCEP team will meet regularly to measure progress and effectiveness towards SCEP goals using the SCEP Workplan and key of colored indicators.
1/9/18	2/13/18	School leaders and SCEP team will meet regularly to measure progress and effectiveness towards SCEP goals using the SCEP Workplan and key of colored indicators.
2/13/18	4/13/18	School leaders and SCEP team will meet regularly to measure progress and effectiveness towards SCEP goals using the SCEP Workplan and key of colored indicators.
3/1/18	4/30/18	The DTSDE will conduct a survey to provide data to further drive decisions for school improvement.
3/13/18	5/8/18	School leaders and SCEP team will meet regularly to measure progress and effectiveness towards SCEP goals using the SCEP Workplan and key of colored indicators.
7/1/18	7/15/18	School leaders along with the leadership team will review data and recommendations to update or complete the the future school plan.

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:	October 12-13, 2016
B2. DTSDE Review Type:	NYSED IIT 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	As a result of the Oct 2016 NYSED IIT review, the need for a standard lesson planning tool that identifies multiple access points so that students working at different levels can access the curriculum and be better engaged in their lessons. The planning tool should be monitored by school leaders to ensure fidelity and consistency.

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 June 2018, all lesson plans have been reviewed with timely two day feedback to ensure teachers are differentiating for all abilities and that students are engaged in lessons as measured by the student engagment tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

E1. Start Date: Identify the projected start date for each	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.
9/1/17	9/30/17	School leaders will share the lesson plan template(Google Doc) with faculty and set expectations and provide consistency.
9/1/17	9/30/17	School leaders will update teacher lesson plans to reflect multiple points of entry to provide a range of access points for all students allowing teachers to address the gap between students' current levels of achievement and what they need to do to meet grade-level expectations.
9/1/17	9/30/17	School leaders will development a tool to measure student engagement.
10/1/17	2/28/18	School leaders will meet regularly to monitor teachers' lesson planning or provide constructive feedback on how their lesson plans can improve students engagement.
9/1/17	9/30/17	School leaders will meet regularly with teacher to explain and use lesson planning data to inform their future planning to address the gap between students' current levels of achievement.
10/1/17	2/28/18	School leaders will modify and improve the walkthrough data collection tool to allign with lesson plan format and to ensure data points are useful and effective.
10/9/17	10/13/17	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.
12/18/17	12/22/17	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.
2/26/18	3/2/18	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.

5/14/18	5/18/18	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.

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
B1. Most Recent DTSDE Review Date:	October 12-13, 2016
B2. DTSDE Review Type:	NYSED IIT 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	According to the most recent DTSDE review, teachers will employ strategies based on walkthrough data to increase the amount of engagement during lessons through high leverage practices. This will include lessons that provide multiple access points for students, as well as, opportunities to employ accountable talk strategies.

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 June 20th, 2018, 80% of walkthroughs will provide evidence of high leverage practices.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile for low income students Student completion of advanced coursework

E1. Start Date: Identify the projected start date for each	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.
9/1/17	6/30/18	School leaders and peer leaders will conduct once a month walk throughs to target high leverage practices being implemented in the classroom. Follow up will include professional development and materials after school to continue and enhance best practices.
9/1/17	6/30/18	School leaders will modify and improve the walkthrough data collection tool to allign with lesson plan format and to ensure data points are useful and effective.
9/1/17	6/30/18	School leaders will conduct daily walkthroughs using the walkthrough data collection tool to ensure higher order thinking skills, and data-driven instruction, with the intent to provide effective school wide feedback.
9/1/17	6/30/18	School Leaders will aggregate the data from all walkthroughs and share results with faculty to improve school communication and consistency.
9/1/17	6/30/18	Students will have the opportunity to access accelerated and Regents level courses
9/1/17	6/30/17	Students will have the opportunity to participate in academic focused after school clubs/opportunities such as STEM, Yearbook/News paper, 3D printing club, Green Screen, Book club, gaming club, and test prep

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:	October 12-13, 2016
B2. DTSDE Review Type:	NYSED IIT 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	As a result of the Oct 2017 NYSED IIT review, school leaders will ensure that all students follow school procedures, hallway monitors are consistently reinforcing school procedures for conduct; introduce the Hallway Matrix as students move between classes; enforce the current school rules regarding cell phones and lockers; and ensure that instruction starts at the designated time through school wide routines and continue to establish and implement PBIS.

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 June 2018, all students and staff will be following schoolwide procedures, outlined by the PBIS matrices, resulting in a reduction of monthly behavioral infractions by 40%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

E1. Start Date: Identify the projected start date for each	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.
9/1/17	6/30/18	Upon hiring, hall staff will be provided with uniform shirts as well as training pertinent to the requirements of their job. Retraining would occur at least twice throughout the year.
9/1/17	6/29/18	School Leaders will implement a Truama Sensitive Team to support students' social and emotional developmental health needs.
9/1/17	9/30/17	The PBIS committee will roll out PBIS school wide during Kick Off Events, in order to develop a positive approach and consistency amongst staff.
10/1/17	6/30/18	The PBIS Committee will host school wide events targeted at building community and increasing students sense of belonging such as YMCA Team Builders, Sweethearts and Heroes, etc
9/30/17	6/30/18	The PBIS committee will monitor and adjust the implementation of PBIS through data analysis of classroom referrals, in order to establish the effectiveness of the program and faculty participation with a PBIS trainer as a guide.
10/1/17	6/30/18	As part of the PBIS initiative, the Restorative Justice core team along with student representatives will provide Restorative Justice circles at lunch time and afterschool, also implement restorative practices throughout day, with the intent to provide student and staff additional support /strategies for success.
9/1/17	10/1/17	The Restorative Justice Core Team along with student representatives will have scheduled meetings with a RJ trainer.
9/7/17	9/30/17	The PBIS Committee will disseminate a year long calendar that includes reteaching dates, monthly team town hall meetings, monthly student rewards, high frequency reward cart, meetings and other PBIS initiatives ensuring staff and students are aware and following calendar.

9/7/17	10/30/17	The PBIS committee will ensure all teachers have posters of school wide consistent classroom routines and monitor implementation and effectivness.
9/1/17	6/30/17	The PBIS committee will consistently implement events and social reinforcement designed to increase student engagement and decrease behavioral referral data.
9/1/17	6/30/17	Students will have the opportunity to participate in lunch time activities outside of the regular cafeteria (movie club, game club, basketball, outdoor activities)

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:	October 12-13, 2016
B2. DTSDE Review Type:	NYSED IIT 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	As a result of the Oct 2017 NYSED IIT review, the school leaders, together with teachers and the student support team will plan a series of community group events, visits to families' homes by pairs of staff which would include surveying views of how the school community can better meet students' academic and social needs, provide services to families, and involve them in the life of the 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.	By June 2018, Mont Pleasant Middle School will have at least 50% families participating in school scheduled events planned to promote involvement in student academic achievement and the social emotional needs as measured by family attendance at events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

E1. Start Date: Identify the projected start date for each	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.
9/1/17	10/1/17	The parent focus group will distribute a parent handbook, including a communication plan, providing information regarding school wide expectations, initiatives, academic, and behavioral data in order to improve communication between home and school.
9/1/17	6/30/18	To better survey families during home visits and overcome internet and technology barriers, visiting liasons will bring a hotspot and chromebook and collect survey data.
9/1/17	6/30/18	The school leader will assemble committees representing all stakeholders of the shared decision-making process (BLT, PBIS, PTO, Culture, Parent Focus Group, RJ) in order to increase family participation. Each committee will plan events throughout the school year, in order to engage families in their child's academics.
9/1/17	6/30/18	School leaders and the Mont Pleasant Events Committee will plan schoolwide events to engage community and family in school; Sweethearts and Heros, Cultural Fusion Night, Family Fun Night, Literacy Events (i.e. Books and Burritos)
9/1/17	6/30/18	A weekly 'student event planning group' will be developed to ensure student voice is incorporated in the planning of schoolwide events. This group will meet once a week under the supervision of the School Library Media Specialist and two additional stafff memebers (students/teachers may rotate depending on interests and the event).
9/1/17	6/30/18	The BLT will embed a "lets talk" feature on School's Website to better understand family needs. BLT will develop drop down topics for "let's talk" and assist in reviewing submissions bi-monthly.
9/1/17	6/30/18	School Leaders will aggregate survey data to make informed decisions around how to reach out to all groups and how they can best meet the needs of the wider community,

| 5/1/18 | 8/30/18 | Staff will plan and run a transition program during the summer of 2018 for incoming students and their families to accumulate the students to their new community and academic setting. The program will focus on tips and tools for students to experience success at the beginning and throughout their middle level career. |