

LEA Name:	Fulton City School District
LEA BEDS Code:	460500010000
School Name:	G. Ray Bodley High School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)



Contact Name	Donna Parkhurst	Title	Principal
Phone	315-932-5400	Email	DPARKHUR@fulton.cnyric.org
Website for Published Plan	http://www.fultoncsd.org/highschool		

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		Brian Pulvino	7/31/2017
President, B.O.E. / Chancellor or Chancellor's Designee		David Cordone	7/31/2017

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Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a 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

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.

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

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.

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

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)
June 5, 2017	Counseling Office Conference Rom		
June 22, 2017	Computer lab (Rm. 114)		

Name	Title / Organization	Signature
Donna Parkhurst	Principal	
Marc Copani	Assistant Principal	
Amy Stephenson	Assistant Principal	
Penny Downing	Math Department Chair	
Danielle Florio	English Department Chair	
Christopher Leece	Science Department Chair	
Nathan Fasulo	Social Studies Department Chair	
Michael Thurlow	Elective Areas Facilitator	
Deana Honeywell	LOTE Facilitator	
Leah Simonds	Special Education Facilitator, Site- Based Team	
Cathy Cronk	Special education Teacher	
Angela Ferlito	Business Teacher	
Teresa Hill	Leadership Team	
Shana Severence	Site-Based Team	
Marie Mankiewicz	Parent- Site-Based Team	
Megan Rothrock	Parent- Site-Based Team	
Keith Cuny	Site-Based Team	
Teri Loetterle	Parent- Site-Based Team	
Tracey Mosher	CITI SESIS	

School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	1100	% Title I Population	57%	% Attendance Rate	87%
% of Students Eligible for Free Lunch	48%	% of Students Eligible for Reduced-Price Lunch	6%	% of Limited English Proficient Students	1.5%	% of Students with Disabilities	12.9%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.2%	% Black or African American	2.1%	% Hispanic or Latino	3.9%	% Asian, Native Hawaiian / Other Pacific Islander	1.1%	% White	91.7%	% Multi-Racial	1.0%

School Personnel							
Years Principal Assigned to School	5.5	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	6
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	3%	% Teaching with Fewer than 3 Years of Experience	5%	Average # of Teacher Absences	7.5

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	Identification for Math?	yes	Identification for Science?	no	Identification for High School Graduation Rate?	no
ELA Performance at Level 3 and Level 4	73.2%	Math Performance at Level 3 and Level 4	44.8%	Science Performance at Level 3 and Level 4	n/a	Four-Year Graduation Rate (HS Only)	76%
% of 1st Year Students Who Earned 10+ Credits (HS Only)	8.8%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	84.9%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	97.1%	Six-Year Graduation Rate (HS Only)	83%
Persistently Failing School (per Education Law 211-f)	no	Failing School (per Education Law 211-f)	no				

School Information Sheet

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

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

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

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.)
X	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.)
X	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.)
X	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.)
X	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.)
X	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

X	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).

PLC Teams collaborated every day. This work included teams identifying students for interventions (during GSH).

- 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.

Effective use of Learning Targets. Teachers need additional support referencing them in rigorous fashion and ensuring students are collaborating in order to think critically and problem solve.

In developing the **CURRENT YEAR'S plan**:

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

Designating time in student schedules to build class and school community, student-led conferences, every teacher shadowing one student for an entire school day

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

Building relationships between students and adults, fostering a sense of community, creating rigorous lessons, increase impact of collaboration

- 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.

To graduate all students as independent learners who adapt to change, contribute to society and lead healthy rewarding lives. There is a direct correlation with current initiatives.

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

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

Increased rigor in lessons, connecting students to the school environment will foster independent learners who will contribute positively and productively in their community.

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

The designated time in student schedules is not for ALL students. (It is just for 9th and 10th grade students.) Creating a new, challenging lesson will be a new practice for teachers and this will require monitoring and support.

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

Faculty meetings, summer PD (Seminar, Inquiry-Based Learning, STEM Collaborative Summit, Creating a Positive School Culture, Trauma-informed response)

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

Site-Based meetings, School events (Open houses, concerts,

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

Provided at evening events, Posted on our website

- 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 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.

GRB will change the culture of the building to become more student centered.

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

Through the implementation of a dedicated SEDH time for students in grades 9 and 10 every other day, the implementation of student-led conferences, and a focus on students engagement

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

A dedicated school improvement coordinator will be assigned to GRB to measure and monitor implementation of the plan and to provide instructional coaching and job embedded professional development.

Priority Schools: Whole School Reform Model - N/A

(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.

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.

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

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

(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 9-11,2017
B2. DTSDE Review Type:	School Review with OEE Oversight

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.	In the DTSDE school review conducted in May 2017, a recommendation was made that school leaders and department chairs should establish consistent guidelines and a system to monitor the work of Professional Learning Communities in order to increase the impact of the PLCs' collaboration time on student achievement.
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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.	The number of students with no failing grades at the 10, 20 and 30 week marking periods will decrease by 5%, from the 2016-2017 school year, as measured by the District Data Toolbox.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Toolbox (10, 20, 30 week)

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.
Jun-17	31-Aug	Teacher Leaders, Department Chairs and Administrators will utilize the Fulton City School District Curriculum Management Plan and PLC Guidance Document to establish common expectations for PLC's (roles, agendas, schedules and checklists) to increase the impact on tier one instruction.
Jun-17	Sep-17	The PLC team minutes form will be restructured by the Leadership Team to include weekly, five-week and quarterly monitoring of formative assessments and instruction to increase the impact on PLC's collaboration time on student achievement.
Jun-17	Aug-17	Teacher Leaders, Department Chairs and Administrators will develop a schedule to allow for their regular attendance at PLC meetings to monitor the effectiveness of PLC meetings in guiding tier one instruction.
Sep-17	Sep-17	Teacher Leaders, Department Chairs and Administrators will turn-key effective PLC protocol with every team during PLC collaboration times to increase the impact on tier one instruction.
Sep-17	Oct-17	Teacher Leaders, Department Chairs and Administrators will develop a schedule for all staff to visit other teachers' PLC meetings to identify and share best tier one practices.
Sep-17	Jun-18	Teacher Leaders, Department Chairs and Administrators will review PLC minutes and quarterly at faculty meetings, share trends as well as best practices in order to increase the impact of the PLCs' collaboration time on student achievement.
Sep-17	Jun-18	Teacher Leaders, Department Chairs and Administrators will monitor PLC minutes to ensure support of teachers' personal goals to increase the impact of tier one instruction.

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 9-11, 2017
B2. DTSDE Review Type:	School Review with OEE Oversight

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.	In the DTSDE school review conducted in May 2017, a need was identified for teachers to plan lessons aligned to the CCLS that are rigorous and scaffolded based on student needs.
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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, the buildings "look for" data will reflect a 5% increase on the component "Teacher probes for deeper understanding with follow-up questions." June 2017 baseline 64%. Using the student voice survey results in 2018, 75% of students will agree/strongly agree with the questions #6 " Our school curriculum (work) is challenging" (baseline 57.6) and #21 "Classes are interesting and keep my attention" (baseline 27.3) from the student voice survey conducted in March of 2017 by PLC Associates.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PLC minutes Faculty meeting minutes District "Look For" Data

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.
1-Jul-17	Sept. 6, 2017	The School Improvement Coordinator will facilitate the development of a plan for teachers in grades 9-12 to shadow a student for one day to understand the student experience in regards to CCLS alignment, scaffolded instruction and rigorour.
1-Jul-17	Sept. 6, 2017	Teacher Leaders will adapt the Breaking Ranks form to narrow the focus for teachers engaged in the student shadowing.
6-Sep-17	Oct. 30, 2017	All teachers will follow a protocol to shadow one student through their entire schedule to view the educational experience though the eyes of the student in regards to CCLS alignment, scaffolded instruction and rigorour.
		Following the shadowing and debriefing sessions a consensus definition of "challenging learning experience" will be developed by the staff to clarify expectations for scaffolded and rigorous instruction.
Oct. 31 2017	Oct. 31, 2017	During the Oct. 31 collaboration day, teachers will participate in an Educamp activity to share best practices around scaffolding and rigorous instruction.
		All 9-12 teachers will set a personal goal, specific to their individual needs, around planning engaging lessons that are rigorous and scaffolded to reach students at all levels.
Nov. 1, 2017	May 30, 2018	All 9-12 teachers will design and implement one specific challenging learning experience focused around the "look fors" (learning targets, higher order questioning, student feedback, formative assessment) for all students in their classrooms for the second and third quarter of the 2017-2018 school year to increase the rigor of their lessons.
Sept. 6 2017	June 23, 2018	During PLC time and department meetings, collaboration surrounding personal goals will be shared and updated with colleagues as well as best practices and future needs to support and improve teachers daily practice.

Nov. 2017	June 2018	During faculty meetings 4 times per year, teachers in cross content groups will discuss the goals and strategies being implemented in their classrooms to increase student engagement and support and improve teachers daily practice.
Nov, 2017	June 2018	The Administrative Cabinet will meet quarterly to review progress toward attainment of teacher goals and identify additional Professional Development needs.

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:	May 9-11, 2017
B2. DTSDE Review Type:	School Review with OEE Oversight

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.	In the DTSDE school review conducted in May 2017, a need was identified to increase the level of student engagement and intellectual discovery in all classrooms
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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, the buildings "look for" data will reflect a 5% increase on all components of the district "look for" data. June 2017 baseline: 75% of students will agree/strongly agree with the questions #19 " My teachers ask questions that make me think" and #21 "Classes are interesting and keep my attention" from the student voice survey conducted by PLC Associates.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PLC minutes, Faculty meeting minutes, Goal setting forms, Look For data

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.
5-Jun-17	23-Jun-17	By June 23, 2017, each PLC will work with the School Improvement Coordinator, to determine one day each week to participate in embedded professional development around student centered learning.
July 1,2017	31-Aug-17	GRB Leadership team will create and update a menu of student centered learning resources, including building exemplars and research on best practices, to be used by all grade 9-12 teachers to assist with the attainment of teachers personal goals.
Sept. 2017	Sept. 2017	At a September faculty meeting, members of the Leadership team will showcase exemplars of student centered learning in order to establish an expectation for student centered learning.
Sept. 2017	Jun-18	During the 2017-2018 school year, in their PLC's, teachers in grades 9-12 will participate in professional collaboration around student centered learning resources to build teachers capacity. Collaboration will be documented in PLC's minutes.
Sept. 2017	Jun-18	During quarterly faculty meetings, teachers in cross content groups will discuss the goals and student centered learning strategies being implemented in their classrooms and in their departments to build teacher capacity.
Sept. 2017	Jun-18	The principals cabinet will meet quarterly to review progress toward attainment of teacher goals and identify additional Professional Development needs in order to monitor implementation of this strategy.

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 9-11, 2017
B2. DTSDE Review Type:	

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.	<p>During the DTSDE school review conducted in May 2017, a recommendation was made that the counselors and the school leader create a master schedule that will include a designated time, and teacher leaders will develop a curriculum outline for grades 9 and 10 to provide direct supports for all students to improve SEDH by:</p> <ul style="list-style-type: none"> • Building relationships between students and adults; • Fostering a sense of community; • Facilitating skill develop to ultimately improve student achievement.
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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, there will be a 5% reduction of chronic absenteeism as well as a 5% reduction in the most frequently identified problem behaviors (tardiness, skipping and minor defiance) documented in SWIS, for students in grades 9 and 10 compared to June 2017 data. June 2017 baseline: 35% June 2018 target: 30%
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Discipline Referrals Student Truancy Rate

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.
Jun-17	Jul-17	The Counseling department and school leaders will build a consistent designated time in the master schedule for all 9th and 10 graders to receive direct support from trained staff to target SEDH, during the 2017-2018 school year.
Jun-17	Aug-17	Teacher leaders, in consultation with the Center for Secondary School Redesign, will develop a research based curriculum to build relationships between teachers and students, foster a sense of community and facilitate skill development to improve student achievement.
Aug-17	Sep-17	Teachers leaders will provide turn key training to identified instructors on the implementation of the SEDH curriculum for students grades 9 and 10 to ensure consistent implementation.
Jun-17	Aug-17	The building PBIS team and District and Building leaders will develop a short term quarterly monitoring system that will include but not be limited to; attendance, behavior, grades and credits earned to make adjustments to the program.
Jun-17	Aug-17	PBIS team and District and Building leaders will develop a long term monitoring system that will include but not be limited to; attendance, behavior, credits earned, post secondary plans (completion of 2 and 4 year college) and student voice (as indicated on the student survey completed at the end of the school year) to make adjustments to the program. Monitoring will occur on a yearly basis.

Jun-17	Aug-17	Under the guidance of Building School Leader, Administrative interns will create and implement a parent information night for all parents of 9th and 10th grade students to explain the program and build partnerships with families to foster SEDH.
Jul-17	Jun-18	GRB Counselors will collaborate with trained teachers to create and implement a digital college and career portfolio and individual goal setting for each student in 9th and 10th grade.

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 9-11, 2017
B2. DTSDE Review Type:	

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.	In the DTSDE school review conducted in May 2017, a recommendation was made that a plan should be developed by the building leadership team and teacher leaders to implement student-led conferences in the spring of 2018 for all 9th and 10th grade students that includes: <ul style="list-style-type: none"> • Communication methods for students, staff and families • Parameters for content of each conference (student data, goal setting, portfolio and career plans) • Training for teacher and students on effective strategies for conferences
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 May 30, 2018, 100% of students in grade 9 and 10 will have completed a student-led conference. Baseline: 0%
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Sign in Sheet at Student Led Conferences

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.
Jul-17	Oct. 31, 2017	Teacher leaders, in consultation with the Center for Secondary School Redesign, School Improvement Coordinator, Leadership Team and administrative interns will develop a plan for conducting student-led conferences by October of 2017, to be implemented by May 1st 2018 to build partnerships and increase reciprocal communication with families.
Aug-17	Aug-07	Teachers leaders will provide turn key training to identified instructors on the implementation of the student-led conference format and electronic portfolio development to ensure consistency with all students and families.
Jul-17	Aug-17	Building leaders will work with district officials to designate time in the instructional calendar for student-led conferences to occur in the spring of 2018.
Sep-17	May-18	Program instructors will support students in the process for completing a student-led conference throughout the school year.
Jun-17	Jul-17	Under the guidance of Building School Leader, administrative interns will create and implement a parent information night for all parents of 9th and 10th grade students to present the plan and expectations for student led conferences.
Aug-17	Aug-17	Program instructors will develop a plan for ongoing parent communication throughout the school year to maintain communication and build strong school/home partnerships.