

## **School Comprehensive Education Plan (SCEP) Requirements**

Consistent with the USDE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness. 2012-13 will be a transitional year for the Consolidated Application, District Comprehensive Improvement Plan, and SCEP based on the following requirements.

### **For SY 2012-13 the SCEP must:**

- Be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the SCEP should incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.
- Identify the programs and services that will be provided to schools from the list promulgated by the Commissioner. As a supplementary resource please refer to **The List of Allowable School Improvement Activities, found on pages 5-6**. The list aligns to the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.
- Address the tenets applicable at the school level identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.
- Be 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 SCEP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a School Comprehensive Education Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

[http://www.p12.nysed.gov/accountability/documents/NYSEAFlexibilityWaiver\\_REVISE\\_D.pdf](http://www.p12.nysed.gov/accountability/documents/NYSEAFlexibilityWaiver_REVISE_D.pdf)

**The School Comprehensive Education Plan Template follows on pages 26 - 43.**

## **SCHOOL COMPREHENSIVE EDUCATION PLAN DIRECTIONS:**

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities.

Prior to completing the SCEP, the School should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

**IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets.** The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet, if applicable. For example, Tenet 3.2 should contain major findings that directly relate to the enacted curriculum. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8. Also, indicate the specific report and location (page # of the SQR, ESCA, JIT, QIP, or AOC) where the major finding related to the activity can be found.
- B. Provide a list of goals directly aligned to achievement of the major findings or tenet.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. Indicate how the activity is addressing the finding and/or goal. If more than one activity is listed please number the activities. If the activity is listed in the DCIP, only the DCIP activity number is needed to identify the activity.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and assessment of targets.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity.
- H. Indicate the total school costs associated with each activity. This amount includes the costs allocated to each school in the DCIP and shows the district support for each school.

**2012-13**  
**SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>W.K. Doyle Middle School</b>	<b>CONTACT NAME</b>	<b>Brian P. Dunn</b>
<b>PHONE</b>	<b>518-328-5301</b>	<b>E-MAIL</b>	<b>bdunn@troy.k12.ny.us</b>

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

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

<b>POSITION</b>	<b>PRINT NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SUPERINTENDENT</b>	<b>Dr. Brian Howard</b>		<b><u>02/14/13</u></b>
<b>PRESIDENT, B.O.E.</b>	<b>Anne Wager-Rounds</b>		<b><u>02/14/13</u></b>

**SCHOOL LEADERSHIP TEAM:**

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**ADD ROWS AS NEEDED

**1.1** District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

**1.2** District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

<b>1.3</b> District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

<b>1.4</b> District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

<b>1.5</b> District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

## **TENET II: SCHOOL LEADER PRACTICES AND DECISIONS**

<b>2.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)			

<b>2.2</b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
JIT report "III. School Leadership" pg 4-5. <i>Principal should lead the school community in the development of a clear vision and mission for the school that focuses on school improvement.</i>		Doyle Middle School will utilize the BLT and Faculty Meetings to frequently review School Building goals, as articulated in the JIT and QIP, in a manner that aligns them with the District Goals. Communication of goals with the PTO will occur monthly.	Building and District goals are reviewed with all staff each month at the Faculty meeting and biweekly discussed in greater depth at the BLT with respect to actual progress. Building and District goals will be a topic at monthly PTO meetings.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Faculty Meeting Discussions	Monthly, Sept. -June	Brian P. Dunn	District Fund	Contractual Salary
Highly focused Professional Development based on building needs assessment conducted over summer, leadership from building and district stakeholders, and recommendations from the JIT/QIP/CEP, will be provided during Team time once per week by building and district stakeholders.	Weekly, Sept. -June	Brian P. Dunn Pam Roberge Kathy Burns Jared Heiner Linda McHenry Tanya Kane Elizabeth Pollock Amy Khuzwayo	District Funds Title I	Contractual Salaries BOCES

Presentations at PTO Meetings regarding the DMS mission and goals	Monthly, Sept. – June	Tyrone O'Meally Brock Renfrew	Title I – Parent Involvement Set aside	\$3,000
Building Leadership Team Discussions	Monthly, Sept. - June	Brian P. Dunn	District Fund	Contractual Salary

**2.3** Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
JIT report "V. Collection, Analysis, and Utilization of Data" pg 6. <i>The Principal should convey a vision and plan for implementing a data rich environment for teaching and learning in the school.</i>	<ul style="list-style-type: none"> <li>Systematic use of student achievement data throughout the school drives instruction and student support initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Teams effectively use Data Liaison support for the management and analysis of student data on a weekly basis as evidenced by student spreadsheets completed by January 2013.</li> <li>Spreadsheets indicating student needs based on data are used to drive Team-level interventions at Tier I and II. At least 2-3 Tier I and II interventions are evidenced on spreadsheets with accompanying progress monitoring data by February 2013.</li> </ul>
JIT report "IV. Infrastructure for Student Success" pg. 6. <i>The school should fully implement a school-wide positive behavior model that includes multi-tiered (primary, secondary, and intensive) behavioral interventions.</i>	<ul style="list-style-type: none"> <li>Emphasis throughout the school on teaching and reinforcing appropriate student behavior. Consistent use of student behavioral data to inform decisions regarding interventions at each tier, and for use in monitoring student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of school-wide PBIS includes the regular analysis of student behavioral data to drive programming as evidenced by behavior data reports and PBIS activities each month.</li> <li>Coordination of PBIS programming with school-wide character education programming through the Guidance Department as evidenced by a shared calendar of themes and events by October, 2013.</li> </ul>

<p>JIT report "III. School Leadership" pg. 5. <i>Using the shared leadership mechanism of the BLT, the school administrators should guide the school, in the implementation of the CEP and in monitoring the progress of the school.</i></p>	<ul style="list-style-type: none"> <li>Bi-weekly BLT meetings are used to systematically review progress on the CEP, troubleshoot areas of difficulty, and provide input regarding future initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Bi-weekly BLT meetings are conducted with specific agendas aligned with the CEP goals.</li> <li>Key stakeholders involved in implementation of the CEP participate in at least 80% of BLT meetings.</li> </ul>		
<p>JIT report "V. Collection, Analysis, and Utilization of Data." pg. 6. <i>Data collection should include ongoing formative assessments. School and District leaders should work with teachers to develop a rich array of formative assessments, including rubrics for use in monitoring student progress and adjusting instruction. Individualized student data profiles should be implemented to provide longitudinal accountability for student growth.</i></p>	<ul style="list-style-type: none"> <li>Teachers utilize frequent formative assessment data in order to identify student needs and monitor student progress toward objectives. As a result, teachers are able to describe the body of student needs clearly and articulate their plans for supporting those needs in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Each department has a schedule for formative assessments, analysis of assessments, and strategies for instructional modifications based on student performance data by February 2013.</li> <li>Formative assessment data is readily available for analysis at Problem-Solving Team (PST) meetings to assist with understanding student needs by February, 2013.</li> </ul>		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Bi-weekly Data Liaison meetings with the RTI Coordinator to review progress in development of student spreadsheets, data analysis	Bi-weekly, Sept.-June	Data Liaisons  RTI Coordinator/PD  Building Administration	School Improvement 1003a  Title I District Funds	\$12,500  \$71,318 Contractual Salaries
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. –June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions (\$4,400)  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.	STAIR	\$4,400

Bi-monthly BLT meetings are conducted around agendas that are aligned with DCIP/JIT/QIP goals and initiatives.	Bi-monthly, Sept. -June	BLT Building Administration Parent Member	District Funds	Contractual Salaries
Department level master schedule of assessments is established and student performance data is analyzed both at the department level and Team level.	February	Department Chairs Building Administration	District Funds	Contractual Salaries
Team PD focused on State Test score data, analysis of student performance related to scaffolding and responsive instructional practices.	Sept. -June	SESID Department Chairs	District Funds	Contractual Salaries

**2.4** Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
JIT report "II. Teaching and Learning" pg 3. <i>DMS should prioritize full implementation of a middle school model that includes modifying the master schedule to address specialized needs of the students, and flexible block to provide structures for literacy.</i>	<ul style="list-style-type: none"> <li>Use of a master schedule that includes various opportunities for students to obtain targeted support within the typical classroom setting or through a pull-out model when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>By October 2012, all students identified as at-risk for academic or behavioral difficulties will be scheduled into appropriate support periods (Math AIS, ELA AIS, Bridges) where they can be provided with targeted, empirically sound intervention.</li> </ul>
JIT report "IV. Infrastructure for Student Success." pg 5. <i>District Special Education administration should be active and visible at the school to provide leadership support for improved curriculum, instruction, and support for school administrators, staff and students. Decisions related to programs and services in the school to support special education students should be based on student need.</i>	<ul style="list-style-type: none"> <li>The SESID will serve as a source of embedded PD within the building and a liaison between District and Building Special Education providers. In addition, the Director of Pupil Services will provide monthly PD within the Teams in order to provide leadership in meeting student needs. Furthermore, the building leadership seeks a seamless integration between Special Education, AIS, and General</li> </ul>	<ul style="list-style-type: none"> <li>From September through June, school staff will have regular access to the SESID and Director of Pupil Services in order to obtain support in meeting the needs of students with special needs. The building will have an integrated plan for meeting the needs of students that are struggling through collaboration with all service providers in the building.</li> </ul>

	Education in order to maximize professional expertise within the building through coordination of schedules, sharing of resources, and effective collaboration.			
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Implementation of 40 minute intervention blocks within the 80 minute Double Block Scheduling. Reconfigured time in schedule and designation by the ELA Coordinator of instructional reading strategies to be delivered during the 40 minute intervention blocks	Sept.-June	ELA teachers  ELA Curriculum Leader	District Funds	Contractual Salaries
Quarterly Literacy Council Meetings will be conducted in order to coordinate professional development, identify areas of common needs, collaborate regarding how best to share financial resources and/or professional resources within the building.	Sept. – June	Director of Pupil Services, RTI Coordinator, ELA Coordinator, Literacy Coach, Director of Technology, Building Administration, SESIS Coordinator, CSE Chair, School Psychologist, PBIS Facilitator	District Funds	Contractual Salaries
The SESIS and Director of Pupil Services conduct monthly PD in Teams to provide leadership in meeting student needs.	Monthly, Sept. -June	Director of Pupil Services, SESIS	District Funds	Contractual Salaries BOCES
The SESIS has an established schedule for regular hours within the school and is available to meet with teachers individually or as a group.	Weekly, Sept.-June	SESES	District	BOCES

Literacy Coach hired to support the use of effective literacy instruction throughout the building as well as targeted intervention for Tier III struggling readers.	Sept. - June	Literacy Coach	Title I	Contractual
21 <sup>st</sup> Century after school program designed to support student academic achievement through hiring of DMS staff to assist students in the Homework Help sessions and build supportive relationships with students in the program.	Sept. - June	Director of 21 <sup>st</sup> Century	21 <sup>st</sup> Century	\$46,200

**2.5** The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
JIT report "II. Teaching and Learning" pg. 4. <i>School leaders should prioritize the improvement of instructional quality. Regular walkthroughs should be implemented by all administrators to provide ongoing formative feedback to teachers related to the improvement of teaching and learning.</i>	Building administration conducts regular walkthroughs and provides staff with feedback regarding instructional practices and behavior management.	By September, 2012, building administrators will implement a schedule for walkthroughs to ensure that all staff has the opportunity to receive feedback regarding their practice.
JIT report "II. Teaching and Learning" pg. 4. <i>Instructional coaching should be regularly provided as job embedded professional development to build capacity in administration and faculty.</i>	A Literacy Coach will be available for supporting teaching staff in integrating literacy-rich practices across the curriculum through a variety of methods.	By September 2012, a Literacy Coach will be hired to provide staff with embedded PD throughout the school year. A roster of requests for support from the Literacy Coach will be maintained.
JIT report "VI. Professional Development" pg. 7. <i>Building leaders should monitor the degree to which teachers are incorporating strategies learned in PD into their daily teaching.</i>	A feedback system is in place whereby school administrators are able to monitor the degree to which teachers are incorporating best practices in their instruction.	Team Learning plans will be collected on a monthly basis.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Master schedule of administrative walkthroughs.	October	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Literacy Coach hired to support the use of effective literacy instruction throughout the building as well as targeted intervention for Tier III struggling readers.	Sept. - June	Literacy Coach	Title I	Contractual
Teachers write monthly Team Learning Plans where their instructional goals are identified and administration can observe the degree to which they have incorporated best practices and those instructional strategies learned through PD in their lesson plans.	January (ongoing)	All staff	District funds	Contractual Salaries
Implementation of APPR observation and feedback using the District's guidelines and the Danielson Model.	Sept. - June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Regular Principal meetings with case managers to assess progress of students with special needs and establish expectations for follow up on student concerns.	Sept. - June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Administrative meetings with DMS administration and the Assistant Superintendent on a monthly basis as well as daily administrative meetings among DMS administration to follow up on progress toward building and district goals.	Sept. - June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith John Carmello	District funds	Contractual Salaries

### **TENET III: CURRICULUM DEVELOPMENT AND SUPPORT**

**3.1** The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			

**3.2** The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
JIT report "I. Curriculum" pg. 2. The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in English language arts and literacy and mathematics to prepare for implementation in school year 2012-12. All curriculums should be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.	Use of curriculum aligned with the Common Core for ELA and Math.	By September 2012, all ELA and Math teachers have access to curriculum aligned with the Common Core for ELA and Math. AIS teachers and Special Education teachers are also able to access and support instruction aligned with the Common Core.

<p>JIT report "I. Curriculum" pg. 2. The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum should be aligned to the new NYS P-12 Common Core Learning Standards in English language arts and literacy and mathematics to prepare for implementation in school year 2012-12. All curriculums should be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development.</p>	<p>The SESIS, Literacy Coach, and Director of Technology provide additional support and PD to assist teachers in maximizing the use of curriculum.</p>	<p>Weekly Team PD is utilized to support teachers in differentiating instruction and maximizing the use of rigorous curriculum.</p>		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Purchase of ELA curriculum aligned with the Common Core and provision of training during the summer for teachers to develop familiarity with the curriculum and plan for the school year.	Sept.	ELA Curriculum Leader	District Funds	Contractual Salaries
Purchase of Math curriculum aligned with the Common Core and provision of training during the summer for teachers to develop familiarity with the curriculum and plan for the school year.	Sept.	Math Curriculum Leaders	District Funds	Contractual Salaries

Monthly Team PD	Sept-June	SESID Literacy Coach Director of Technology ELA Coordinator RTI Coordinator	District Funds Title I	Contractual Salaries \$71,318
Teachers write monthly Team Learning Plans where their instructional goals are identified and administration can observe the degree to which they have incorporated best practices and those instructional strategies learned through PD in their lesson plans.	January	All Staff	District Funds	Contractual Salaries
Professional Development offered during the summer for all Special Education teachers to examine incoming student IEPs, develop systems for progress monitoring goals, and plan for effective co-teaching to address student needs.	July-August	Special Education Staff	STAIR Grant	\$1,240
Contracted days through Race to the Top funds with Capital Region BOCES for continued use throughout the school-year as needed to address professional development needs of staff regarding curriculum and instruction.	Sept.-June	BOCES Staff	Race to the Top Funds	

**3.3** Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
JIT report "II. Teaching and Learning" pg. 3. Instruction did not reflect understanding of best practice research in middle school pedagogy. Little evidence of the use of active learning strategies or student engagement was found. Processes to develop and use higher order thinking skills were not evident in task assigned to student, i.e., worksheets, workbook pages or the selection of questioning techniques or projects. The acquisition of basic skills is emphasized.	Utilization of SESIS and building level expertise to building teacher repertoire of instructional practices that stimulate higher order thinking and deep conceptual understanding, particularly through the use of explicit vocabulary.	Beginning in February through June, building administration will utilize data from Team Learning Plans as well as observations during walkthroughs to assess teacher use of designated instructional practices.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Book study on Explicit Instruction led by SESIS on four dates throughout the month of March. The workshop is open to the first 20 teachers that sign up to participate.	March, 2013	SESID	STAIR Grant	\$2,480
Team PD on active learning techniques and instructional practices to increase student engagement and higher order thinking skills.	Monthly Team PD	SESID	District Funds	BOCES
Literacy Coach hired to support the use of effective literacy instruction throughout the building as well as targeted intervention for Tier III struggling readers.	Sept. - June	Literacy Coach	Title I	\$55,775

Purchase of ELA curriculum aligned with the Common Core and provision of training during the summer for teachers to develop familiarity with the curriculum and plan for the school year.	Sept.	ELA Curriculum Leader	General Fund	Contractual
Purchase of Math curriculum aligned with the Common Core and provision of training during the summer for teachers to develop familiarity with the curriculum and plan for the school year.	Sept.	Math Curriculum Leader	General Fund	Contractual

**3.4** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
JIT report "I. Curriculum" pg 2. District Curriculum maps ad pacing guides exist but lack vertical and horizontal alignment and are not updated regularly. Strict adherence to pacing guides has reduced instructional quality to a prescriptive and narrow approach to learning. There was little evidence of lesson plans or lesson objectives that reflected integration of the New York State (NYS) Learning Standards.	Use of Team time to collaborate between content areas to incorporate various enrichment and literacy activities across content areas.	Monthly Team Learning Plans will be collected from Teams to evidence collaborative planning across content areas and implantation of enrichment activities.
JIT report "II. Teaching and Learning" pg. 4. Technology PD and coaching using existing resources should be provided to enhance instruction and develop technological literacy among students.	Implementation of a once per month PD during Team time to enhance teacher repertoire regarding the effective use of technology to enhance instruction and provide students with a solid basis for the use of technology as an educational tool.	The Team professional development.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Collection of Team Learning Plans	February-June	All teaching staff Brian P. Dunn	District Funds	Contractual Salaries
Provision of PD on technology in Teams	Sept. – June	Jared Heiner	District Funds	Contractual Salaries
Use of Team time for Problem-Solving Team (PST) meetings and collaboration among staff to meet student needs. Administrative presence at meetings and accountability protocol established in order to monitor the fidelity of interventions being carried out in accordance with the plans developed at PST.	Dec. - June	All teaching staff Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District Funds	Contractual Salaries
Creation and administration of a survey to 9 <sup>th</sup> grade teaching and administrative staff to obtain feedback regarding the preparation of DMS students upon entering Troy High School. Analysis and sharing of data gathered from the survey at a Faculty meeting in order to communicate areas of strength and weakness and determine goals for the school year.	Sept.	Brian P. Dunn	District Funds	Contractual Salaries
Provision of Professional Development activities incorporating 5 <sup>th</sup> and 6 <sup>th</sup> grade Special Education teachers designed to foster greater vertical alignment in IEP goals, communication of student transition needs and common vision for students receiving Special Education services.	Jan.-June	5-8 <sup>th</sup> grade Special Education teachers Kathy Burns Karen Driscoll Pam Roberge Amy Khuzwayo	STAIR Grant	\$1,240

Monthly Transition Meetings with 6 <sup>th</sup> grade staff regarding the logistical and academic concerns related to the merging of 6 <sup>th</sup> grade into the Middle School in the 2013-14 school year.	Sept. - June	6 <sup>th</sup> grade teachers Sonya Shaw Brian P. Dunn John Carmello	District Funds	Contractual Salaries
Site visit to Webster School District to observe their “grand rounds” process for examining student benchmark data across multiple grade levels.	Feb.	Brian P. Dunn Michael Neumann Christina Kole Elizabeth Pollock Amy Khuzwayo	STAIR Grant	\$1,000
Site visit to Cohoes Middle School to gather information regarding their 6-8 model as well as practices related to transitioning students between elementary and middle school, scheduling of tiered interventions, and special education service model.	Dec.	Brian P. Dunn John Carmello Amy Khuzwayo Elizabeth Pollock	STAIR Grant	\$200
Middle School representation at Annual Reviews for 5 <sup>th</sup> and 6 <sup>th</sup> grade students with Special Needs to assist in decision-making regarding programs and services.	March-June	Karen Driscoll Special Education staff	District Funds	Contractual Salaries

**3.5** The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
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JIT report "VII. District Support" pg. 8. The District should build an infrastructure to support and monitor the progress of teaching and learning in the school that may include: curriculum alignment; periodic and benchmark assessments; a data system for student and school data; PD; translation support for parents who speak languages other than English; building services; and sufficient textbooks and materials.	A master calendar of all benchmark and formative assessments at various grade levels and content areas will be utilized to help administration to monitor the implementation of assessments, as well as planning for meaningful analysis and use of the data gleaned from assessments.	By February, 2013, a master calendar of assessments in the building will be established which also includes the process by which data will be analyzed and used within the school community. The BLT will be used to report out on data analysis and resulting plans.		
JIT report "VII. District Support" pg. 8. The District should build an infrastructure to support and monitor the progress of teaching and learning in the school that may include: curriculum alignment; periodic and benchmark assessments; a data system for student and school data; PD; translation support for parents who speak languages other than English; building services; and sufficient textbooks and materials.	Teams will maintain spreadsheets of student data (academic & behavioral) to assist in identifying common areas of strength and weakness. The spreadsheets will be utilized for planning of Tier I interventions at the Team/Classroom level, as well as identifying students that require higher levels of support.	By November, 2012, all Teams will submit student data spreadsheets to administration for review. By February, 2013, all Teams will have documented Tier I interventions in place as evidenced by progress monitoring data on the Team spreadsheets.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Creation of a Master Calendar of assessments and administrative follow-up regarding data analysis and use.	February 2013	Department Chairs  Brian P. Dunn	None	None
BLT meetings utilized to share out results of assessments and resulting plans. A template created for effective summary of data and analysis.	Sept. – June	Brian P. Dunn	None	None
Team created student data spreadsheets and discuss student progress/needs on Data Days during	Sept. – June	All teaching staff  Data Liaisons	District funds  SIG 1003a	Contractual Salaries  \$12,500

Team.				
Quarterly report out to parents regarding ELA and Math benchmark performance.	Sept. -June	ELA and Math teaching staff Brian P. Dunn	District funds	Contractual Salaries
AIMSWeb progress monitoring of students in Tier III Reading AIS.	Sept. -June	Tanya Kane Toni Costa	General Funds	\$2,000
Monthly report of student disciplinary data at Faculty Meetings. Data analysis regarding most frequent infractions and comparison to last year's data.	Sept. -June	Elizabeth Pollock Lisa Hurteau	STAIR Grant	

Attendance meetings conducted every other week to examine student attendance data, develop plans for addressing needs, and enhance communication between building staff regarding the status of student supports.	Sept.-June	Anne Capobianco Sonya Shaw Catherine Boice Ronald Smith Virginia DonVito-MacPhee	District funds	Contractual Salaries
Teams utilize one day per week for problem-solving sessions to examine student data and develop Tier I interventions to support student progress. For students that are not making adequate progress based on Team interventions, bi-monthly problem-solving meetings with building PST members are conducted in order to analyze the data and develop more supportive interventions, potentially at the Tier II and Tier III level.	Sept.-June	All staff	District funds	Contractual Salaries

## **TENET IV: TEACHER PRACTICES AND DECISIONS**

<b>4.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.			
<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)			

<b>4.2</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
JIT report "II. Teaching and Learning" pg. 4. The DMS should prioritize full implementation of a middle school model that includes: Replacing the overdependence on worksheets, workbook pages, whole class lessons and closed questioning techniques with meaningful reading and writing experiences that promote application, analysis, and synthesis across curriculum areas.	Teachers will complete Team Learning Plans on a monthly basis and indicate the instructional practices and strategies used to promote high levels of student engagement and inquiry.		By February, 2013, all Team Learning Plans will evidence plans for promoting high levels of student engagement and inquiry.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The use of Team Learning Plans to monitor teacher use of practices and strategies to foster student engagement and inquiry.	February – June	All teaching staff Brian P. Dunn	District funds	Contractual Salaries

Book study on Explicit Instruction led by SESIS on four dates throughout the month of March. The workshop is open to the first 20 teachers that sign up to participate.	March, 2013	SESID	STAIR Grant	\$2,480
Team PD on active learning techniques and instructional practices to increase student engagement and higher order thinking skills.	Monthly Team PD	SESID		
Master schedule of administrative walkthroughs.	October	Brian P. Dunn  Virginia DonVito-MacPhee  Ronald Smith	District funds	Contractual Salaries
Literacy Coach hired to support the use of effective literacy instruction throughout the building as well as targeted intervention for Tier III struggling readers.	Sept. - June	Literacy Coach	District funds	Contractual Salaries
Teachers write monthly Team Learning Plans where their instructional goals are identified and administration can observe the degree to which they have incorporated best practices and those instructional strategies learned through PD in their lesson plans.	January (on-going)	All staff	District funds	Contractual Salaries
Implementation of APPR observation and feedback using the District's guidelines and the Danielson Model.	Sept. - June	Brian P. Dunn  Virginia DonVito-MacPhee  Ronald Smith	District funds	Contractual Salaries

Regular Principal meetings with case managers to assess progress of students with special needs and establish expectations for follow up on student concerns.	Sept. -June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Administrative meetings with DMS administration and the Assistant Superintendent on a monthly basis as well as daily administrative meetings among DMS administration to follow up on progress toward building and district goals.	Sept. -June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith John Carmello	District funds	Contractual Salaries

**4.3** Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
JIT report "II. Teaching and Learning" pg. 4. The DMS should prioritize full implementation of a middle school model that includes: Replacing the overdependence on worksheets, workbook pages, whole class lessons and closed questioning techniques with meaningful reading and writing experiences that promote application, analysis, and synthesis across curriculum areas.	Embedded PD will be provided throughout the school year from the SESIS and Building Literacy Coach in order to enhance teacher repertoires of instructional strategies and differentiation in order to meet the needs of all students.	By February, 2013		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Master schedule of administrative walkthroughs.	October	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries

Literacy Coach hired to support the use of effective literacy instruction throughout the building as well as targeted intervention for Tier III struggling readers.	Sept. - June	Literacy Coach	District funds	Contractual Salaries
Teachers write monthly Team Learning Plans where their instructional goals are identified and administration can observe the degree to which they have incorporated best practices and those instructional strategies learned through PD in their lesson plans.	January (on-going)	All staff	District funds	Contractual Salaries
Implementation of APPR observation and feedback using the District's guidelines and the Danielson Model.	Sept. - June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Regular Principal meetings with case managers to assess progress of students with special needs and establish expectations for follow up on student concerns.	Sept. -June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Administrative meetings with DMS administration and the Assistant Superintendent on a monthly basis as well as daily administrative meetings among DMS administration to follow up on progress toward building and district goals.	Sept. -June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith John Carmello	District funds	Contractual Salaries

Book study on Explicit Instruction led by SESIS on four dates throughout the month of March. The workshop is open to the first 20 teachers that sign up to participate.	March, 2013	SESID	STAIR Grant	\$2,480
Team PD on active learning techniques and instructional practices to increase student engagement and higher order thinking skills.	Monthly Team PD	SESID		
Use of Team time for Problem-Solving Team (PST) meetings and collaboration among staff to meet student needs. Administrative presence at meetings and accountability protocol established in order to monitor the fidelity of interventions being carried out in accordance with the plans developed at PST.	Dec. - June	All teaching staff  Brian P. Dunn  Virginia DonVito-MacPhee  Ronald Smith	District funds	Contractual Salaries
Bi-weekly Data Liaison meetings with the RTI Coordinator to review progress in development of student spreadsheets, data analysis.	Bi-weekly, Sept.-June	Data Liaisons  RTI Coordinator/PD  Building Administration	School Improvement Grant  Title I  District Funds	\$12,500  \$71,318  Contractual Salaries
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. -June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions (\$4,400)  General Funds	\$6,400

Professional Development offered during the summer for all Special Education teachers to examine incoming student IEPs, develop systems for progress monitoring goals, and plan for effective co-teaching to address student needs.	July-Aug.	Special Education Staff	STAIR Grant	\$1,240
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<b>4.4</b> Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
JIT report "II. Teaching and Learning" pg. 4. Particular focus should be placed upon the instructional needs of identified subgroups. Alignment and delivery of a standards based curriculum for these students is essential. A full continuum of services should be instituted to meet the needs of students with disabilities and ELLs. PD on a research based co-teaching models should be fully implemented.	Participation in the process of identifying and addressing issues related to disproportionality as well as culturally responsive practices with the TACD and District Team.		Two representatives from DMS will participate in the TACD sessions in January-March and provide the building with feedback from the sessions, guidance for the PD opportunity at the end of the school year, and actionable items identified for the following school year.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Participation in TACD process.	January-March	Virginia DonVito-MacPhee Amy Khuzwayo Charles Smith	District funds	Contractual Salaries
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns Amy Khuzwayo Linda McHenry Nate Turner	STAIR Grant	\$2,500

Use of Team time for Problem-Solving Team (PST) meetings and collaboration among staff to meet student needs. Administrative presence at meetings and accountability protocol established in order to monitor the fidelity of interventions being carried out in accordance with the plans developed at PST.	Dec. - June	All teaching staff  Brian P. Dunn  Virginia DonVito-MacPhee  Ronald Smith	District funds	Contractual Salaries
Development of a calendar of Parent and Community outreach activities which include monthly activities designed to engage parents and the community with the school, providing educationally and culturally responsive activities	Sept. -June	All teaching staff  Parent Outreach Coordinator Parent Engagement Coordinator	Title I-set aside	\$9,000
Collaboration meeting at Doyle Middle School with Ren. Co. Probation, Unified Services Mental Health, and building mental health and administrative staff to outline a common understanding of protocol, services available, and support needs.	Oct.	Ren. Co. Probation Unified Services DMS Administration Guidance Staff	District funds	Contractual Salaries
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. -June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions (\$4,400)  General Funds	\$6,400
Highly focused Professional Development based on building needs assessment conducted over the summer, leadership from building and district stakeholders, and recommendations from the JIT/QIP/CEP, will be provided during Team time once per week by building and district stakeholders.	Weekly, Sept. -June	Brian P. Dunn Pam Roberge Kathy Burns Jared Heiner Linda McHenry Tanya Kane Elizabeth Pollock Amy Khuzwayo Naté Turner	District funds	Contractual Salaries

**4.5** Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
JIT report "VII. District Support" pg. 8. The District should build an infrastructure to support and monitor the progress of teaching and learning in the school that may include: curriculum alignment; periodic and benchmark assessments; a data system for student and school data; PD; translation support for parents who speak languages other than English; building services; and sufficient textbooks and materials.	Teams will maintain spreadsheets of student data (academic and behavioral) to assist in identifying common areas of strength and weakness. The spreadsheets will be utilized for planning of Tier I interventions at the Team/Classroom level, as well as identifying students that require higher levels of support.	By November, 2012, all Teams will submit student data spreadsheets to administration for review. By February, 2013, all Teams will have documented Tier I interventions in place as evidenced by progress monitoring data on the Team spreadsheets.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Use of Team time for Problem-Solving Team (PST) meetings and collaboration among staff to meet student needs. Administrative presence at meetings and accountability protocol established in order to monitor the fidelity of interventions being carried out in accordance with the plans developed at PST.	Dec. - June	All teaching staff Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Department level master schedule of assessments is established and student performance data is analyzed both at the department level and Team level.	February	Department Chairs Building Administration	District funds	Contractual Salaries

Team PD focused on State Test score data, analysis of student performance related to scaffolding and responsive instructional practices.	Sept. -June	SEISIS Department Chairs	District funds	Contractual Salaries
Teachers write monthly Team Learning Plans where their instructional goals are identified and administration can observe the degree to which they have incorporated best practices and those instructional strategies learned through PD in their lesson plans.	January	All staff	District funds	Contractual Salaries
Math AIS and Tier III ELA AIS teachers use screening tools to asses students placed in their programs in order to design appropriate instruction and monitor student progress.	Sept. -June	Math and ELA AIS	District funds	Contractual Salaries

## **TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

<b>5.1</b> The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)			

<b>5.2</b> The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
JIT report "IV. Infrastructure for Student Success" pg. 6. The roles and responsibilities of Pupil Personnel Services staff should be reviewed and redesigned to support student achievement efforts at the school.	Implementation of a master schedule designed to support student needs and promote success in the least restrictive environment, co-teaching professional development and targeted team-based support.	By September 10 <sup>th</sup> , students will be scheduled into classes where their IEP goals can be met and teachers are prepared to address their unique needs using effective co-teaching strategies.	
JIT report "IV. Infrastructure for Student Success" pg. 6. The school should fully implement a school wide positive behavior model that includes multi-tiered (primary, secondary, and intensive) behavioral interventions.	A tiered approach will be implemented to support positive student behavior. School-wide Tier I programming will be scheduled throughout the year and provision of additional behavioral support directed to students with demonstrated needs.	Two PBIS Facilitators will be hired and will develop a calendar of activities as well as manage student behavior data and report out to the building at monthly faculty meetings.	
JIT report "IV. Infrastructure for Student Success" pg. 6. In order to ascertain feedback about specific improvement needs related to the climate and culture of the Doyle community, a School Climate and	School staff will develop a better understanding of improvement needs related to climate and culture from the perspective of students, parents, and school staff. They will engage in	In March 2013, a School Climate and Culture survey will be administered to staff, parents and students. The results will be shared with staff and specific targets identified for future actions.	

Culture survey should be implemented. An action plan should be developed to address the strengths and weaknesses identified in the survey results in collaboration with the District office to develop comprehensive school-home communication vehicles and collaboration models as well as increased student participation.	targeted improvement efforts to address concerns raised.			
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Joint meeting conducted between Doyle Middle School Guidance Staff and administration, Ren. Co. Probation and Unified Services Case Management department to clarify protocols for collaboration.	October 2, 2012	Guidance Dept. Administration Ren. Co. Probation Unified Services Director of Pupil Services	District funds	Contractual Salaries
Transition Data collection system from elementary schools used to identify incoming students with emotional/behavioral/academic/attendance or family needs.	Sept. 2012	Guidance Dept. Elementary School Counselors  Data Liaisons	School Improvement Grant	\$12,500
Team Data sheets used to monitor student needs and track intervention progress monitoring.	Quarterly, Sept. -June	All staff  Data Liaisons	School Improvement Grant	
21 <sup>st</sup> Century After School Program utilized to provide students with enrichment activities and homework support after school. Students also have access to emotional/behavioral support.	Sept.-June	21 <sup>st</sup> Century staff	21 <sup>st</sup> Century Grant	\$194,898
Development of a collaborative plan for the exchange of information between DMS staff and staff at School #1 in the OSS program in order to track student attendance, performance, and progress.	Jan.-June	OSS Staff DMS Staff	District funds	Contractual Salaries

Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.		
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. – June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Funds	\$6,400
Systematic use of parent meetings that include the development of a specific Behavior Contracts by Assistant Principals when students have met criteria for Tier III interventions. Development and implementation of FBA/BIP for all students that have special needs based on District and State guidelines.	Sept.-June	All staff	District funds	Contractual Salaries
Use of student transition data, data spreadsheets from Teams, and other referral sources to identify students in need of counseling groups. Provision of group and individual counseling interventions for 8 week sessions.	Sept.-June	Guidance Staff	District funds	Contractual Salaries

<b>5.3</b> The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
JIT report "IV. Infrastructure for Student Success" pg. 6. <i>The school should fully implement a school-wide positive behavior model that includes multi-tiered (primary, secondary, and intensive) behavioral interventions.</i>	-Emphasis throughout the school on teaching and reinforcing appropriate student behavior. Consistent use of student behavioral data to inform decisions regarding interventions at each tier, and for use in monitoring student progress.		<p>-Implementation of school-wide PBIS includes the regular analysis of student behavioral data to drive programming as evidenced by behavior data reports and PBIS activities each month.</p> <p>-Coordination of PBIS programming with school-wide character education programming through the Guidance Department as evidenced by a shared calendar of themes and events by October, 2013.</p>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. -June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.		
Systematic use of parent meetings that include the development of a specific Behavior Contracts by Assistant Principals when students have met criteria for Tier III interventions.  Development and implementation of FBA/BIP for all students that have special needs based on District and State guidelines.	Sept.-June	All staff	District funds	Contractual Salaries

Use of student transition data, data spreadsheets from Teams, and other referral sources to identify students in need of counseling groups. Provision of group and individual counseling interventions for 8 week sessions.	Sept.-June	Guidance Staff Data Liaisons	School Improvement Grant	
Faculty Meeting Discussions	Monthly, Sept. -June	Brian P. Dunn	District funds	Contractual Salaries
Highly focused Professional Development based on building needs assessment conducted over the summer, leadership from building and district stakeholders, and recommendations from the JIT/QIP/CEP, will be provided during Team time once per week by building and district stakeholders.	Weekly, Sept. -June	Brian P. Dunn Pam Roberge Kathy Burns Jared Heiner Linda McHenry Tanya Kane Elizabeth Pollock Amy Khuzwayo	District funds	Contractual Salaries
Presentations at PTO Meetings regarding the DMS mission and goals	Monthly, Sept. – June	Tyrone O'Meally Brock Renfrew	Title I set-aside	\$2,000
Participation in TACD process.	January-March	Virginia DonVito-MacPhee  Amy Khuzwayo  Charles Smith		
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns Amy Khuzwayo Linda McHenry Naté Turner	Title I set-aside	\$2,500

<b>5.4</b> All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
JIT report "IV. Infrastructure for Student Success" pg. 6. <i>The school should fully implement a school-wide positive behavior model that includes multi-tiered (primary, secondary, and intensive) behavioral interventions.</i>	<ul style="list-style-type: none"> <li>Emphasis throughout the school on teaching and reinforcing appropriate student behavior. Consistent use of student behavioral data to inform decisions regarding interventions at each tier, and for use in monitoring student progress.</li> </ul>		<ul style="list-style-type: none"> <li>Implementation of school-wide PBIS includes the regular analysis of student behavioral data to drive programming as evidenced by behavior data reports and PBIS activities each month.</li> <li>Coordination of PBIS programming with school-wide character education programming through the Guidance Department as evidenced by a shared calendar of themes and events by October, 2013.</li> </ul>	
JIT report "III. School Leadership" pg. 5. <i>Using the shared leadership mechanism of the BLT, the school administrators should guide the school, in the implementation of the CEP and in monitoring the progress of the school.</i>	<ul style="list-style-type: none"> <li>Bi-weekly BLT meetings are used to systematically review progress on the CEP, troubleshoot areas of difficulty, and provide input regarding future initiatives.</li> </ul>		<ul style="list-style-type: none"> <li>Bi-weekly BLT meetings are conducted with specific agendas aligned with the CEP goals.</li> <li>Key stakeholders involved in implementation of the CEP participate in at least 80% of BLT meetings.</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Updates to the Building Safety Plan and procedures will be shared with staff at faculty meetings and written communications.	Monthly, Sept. -June	Brian P. Dunn	District funds	Contractual Salaries
The Guidance Department will develop a Crisis Intervention Manual that articulates procedures for meeting the emotional and psychological needs of students, teachers, and parents in the event of various crises.	Sept.	Guidance staff	District funds	Contractual Salaries

Highly focused Professional Development based on building needs assessment conducted over the summer, leadership from building and district stakeholders, and recommendations from the JIT/QIP/CEP, will be provided during Team time once per week by building and district stakeholders.	Weekly, Sept. -June	Brian P. Dunn Pam Roberge Kathy Burns Jared Heiner Linda McHenry Tanya Kane Elizabeth Pollock Amy Khuzwayo	District funds	Contractual Salaries
Presentations at PTO Meetings regarding the DMS mission and goals.	Monthly, Sept. – June	Tyrone O'Meally Brock Renfrew	Title I set aside	\$2,000
Participation in TACD process.	January-March	Virginia DonVito-MacPhee  Amy Khuzwayo  Charles Smith		
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns Amy Khuzwayo Linda McHenry Nate Turner	STAIR Grant	\$2,500
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. –June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.		

**5.5** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
JIT report "V. Collection, Analysis, and Utilization of Data" pg 6. <i>The Principal should convey a vision and plan for implementing a data rich environment for teaching and learning in the school.</i>	<ul style="list-style-type: none"> <li>Systematic use of student achievement data throughout the school drives instruction and student support initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Teams effectively use Data Liaison support for the management and analysis of student data on a weekly basis as evidenced by student spreadsheets completed by January 2013.</li> <li>Spreadsheets indicating student needs based on data are used to drive Team-level interventions at Tier I and II. At least 2-3 Tier I and II interventions are evidenced on spreadsheets with accompanying progress monitoring data by February 2013.</li> </ul>		
JIT report "IV. Infrastructure for Student Success" pg. 6. <i>The school should fully implement a school-wide positive behavior model that includes multi-tiered (primary, secondary, and intensive) behavioral interventions.</i>	<ul style="list-style-type: none"> <li>Emphasis throughout the school on teaching and reinforcing appropriate student behavior. Consistent use of student behavioral data to inform decisions regarding interventions at each tier, and for use in monitoring student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of school-wide PBIS includes the regular analysis of student behavioral data to drive programming as evidenced by behavior data reports and PBIS activities each month.</li> <li>Coordination of PBIS programming with school-wide character education programming through the Guidance Department as evidenced by a shared calendar of themes and events by October, 2013.</li> </ul>		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Department level master schedule of assessments is established and student performance data is analyzed both at the department level and Team level.	February	Department Chairs Building Administration	District funds	Contractual Salaries

Administrative meetings with DMS administration and the Assistant Superintendent on a monthly basis as well as daily administrative meetings among DMS administration to follow up on progress toward building and district goals.	Sept. -June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith John Carmello	District funds	Contractual Salaries
Regular Principal meetings with case managers to assess progress of students with special needs and establish expectations for follow up on student concerns.	Sept. -June	Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Use of Team time for Problem-Solving Team (PST) meetings and collaboration among staff to meet student needs. Administrative presence at meetings and accountability protocol established in order to monitor the fidelity of interventions being carried out in accordance with the plans developed at PST.	Dec. - June	All teaching staff Brian P. Dunn Virginia DonVito-MacPhee Ronald Smith	District funds	Contractual Salaries
Bi-weekly Data Liaison meetings with the RTI Coordinator to review progress in development of student spreadsheets, data analysis	Bi-weekly, Sept.-June	Data Liaisons RTI Coordinator Building Administration	School Improvement Grant	School Improvement Grant
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. -June	PBIS Facilitators and PBIS Team Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.		

Weekly Guidance meetings conducted to follow up on procedural issues in the department, co-plan for school-wide guidance, assess student needs and plan appropriate supports. Monthly Guidance Department meetings.	Sept.-June	Guidance Dept.	District funds	Contractual Salaries
Monthly Transition Meetings with 6 <sup>th</sup> grade staff regarding the logistical and academic concerns related to the merging of 6 <sup>th</sup> grade into the Middle School in the 2013-14 school year.	Sept. - June	6 <sup>th</sup> grade teachers Sonya Shaw Brian P. Dunn John Carmello	District funds	Contractual Salaries
Site visit to Webster School District to observe their "grand rounds" process for examining student benchmark data across multiple grade levels.	Feb.	Brian P. Dunn Michael Neumann Christina Kole Elizabeth Pollock Amy Khuzwayo	STAIR Grant	\$1,000
Site visit to Cohoes Middle School to gather information regarding their 6-8 model as well as practices related to transitioning students between elementary and middle school, scheduling of tiered interventions, and special education service model.	Dec.	Brian P. Dunn John Carmello Amy Khuzwayo Elizabeth Pollock	District funds	Contractual Salaries
Middle School representation at Annual Reviews for 5 <sup>th</sup> and 6 <sup>th</sup> grade students with Special Needs to assist in decision-making regarding programs and services.	March-June	Karen Driscoll Special Education staff	District funds	Contractual Salaries

## **TENET VI: FAMILY AND COMMUNITY ENGAGEMENT**

**6.1** The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)			

**6.2** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
JIT report "IV. Infrastructure for Student Success" pg. 6. In order to ascertain feedback about specific improvement needs related to the climate and culture of the Doyle community, a School Climate and Culture survey should be implemented. An action plan should be developed to address the strengths and weaknesses identified in the survey results in collaboration with the District office to develop comprehensive school-home communication vehicles and collaboration models as well as increased student participation.	School staff will develop a better understanding of improvement needs related to climate and culture from the perspective of students, parents, and school staff. They will engage in targeted improvement efforts to address concerns raised.	In March 2013, a School Climate and Culture survey will be administered to staff, parents and students. The results will be shared with staff and specific targets identified for future actions.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Development of a calendar of Parent and Community outreach activities which include monthly activities designed to engage parents and the community with the school, providing educationally and culturally	Sept. –June	All teaching staff	Title – Set-aside Parent engagement and involvement	\$2,000
Collaboration meeting at Doyle Middle School with Ren. Co. Probation, Unified Services Mental Health, and building mental health and administrative staff to outline a common understanding of protocol, services available, and support needs.	Oct.	Ren. Co. Probation Unified Services DMS Administration Guidance Staff		
Participation in TACD process.	January-March	Virginia DonVito-MacPhee  Amy Khuzwayo  Charles Smith		
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns  Amy Khuzwayo  Linda McHenry  Nate Turner	STAIR Grant	\$2,500
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. –June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.		

<b>6.3</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Increase student engagement and active participation in the learning process.	Middle School Staff will utilize various strategies, including parent outreach activities and engagement with the community, to build positive relationships with students, identify their strengths, and utilize that information to drive instructional strategies and learning opportunities.		By September, a master calendar of parent outreach activities will be established and shared with faculty, PTO, and parents. Professional development will occur in Teams to sensitize staff to the "deficit thinking" so often associated with working in urban areas.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Participation in TACD process.	January-March	Virginia DonVito-MacPhee  Amy Khuzwayo  Charles Smith		
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns  Amy Khuzwayo  Linda McHenry  Nate Turner	STAIR Grant	\$2,500
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. -June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions (\$4,400)  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.		

Development of a calendar of Parent and Community outreach activities which include monthly activities designed to engage parents and the community with the school, providing educationally and culturally	Sept. -June	All teaching staff Parent Outreach Coordinator Parent Engagement Coordinator	Title I set-aside Parent engagement	\$9,000
Collaboration meeting at Doyle Middle School with Ren. Co. Probation, Unified Services Mental Health, and building mental health and administrative staff to outline a common understanding of protocol, services available, and support needs.	Oct.	Ren. Co. Probation Unified Services DMS Administration Guidance Staff		

**6.4** The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
JIT report "IV. Infrastructure for Student Success" pg. 6. In order to ascertain feedback about specific improvement needs related to the climate and culture of the Doyle community, a School Climate and Culture survey should be implemented. An action plan should be developed to address the strengths and weaknesses identified in the survey results in collaboration with the District office to develop comprehensive school-home communication vehicles and collaboration models as well as increased student participation.	School staff will develop a better understanding of improvement needs related to climate and culture from the perspective of students, parents, and school staff. They will engage in targeted improvement efforts to address concerns raised.	In March 2013, a School Climate and Culture survey will be administered to staff, parents and students. The results will be shared with staff and specific targets identified for future actions.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Participation in TACD process.	January-March	Virginia DonVito-MacPhee Amy Khuzwayo Charles Smith	None	None
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns Amy Khuzwayo Linda McHenry Nate Turner	STAIR Grant	\$2,500
Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept.-June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Funds	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.	STAIR District Funds	\$4,400
Development of a calendar of Parent and Community outreach activities which include monthly activities designed to engage parents and the community with the school, providing educationally and culturally	Sept. -June	All teaching staff  Parent Outreach Coordinator Parent engagement Coordinator	Title I	\$9,000
Collaboration meeting at Doyle Middle School with Ren. Co. Probation, Unified Services Mental Health, and building mental health and administrative staff to outline a common understanding of protocol, services available, and support needs.	Oct.	Ren. Co. Probation Unified Services DMS Administration Guidance Staff		

**6.5** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
JIT report "IV. Infrastructure for Student Success" pg. 6. In order to ascertain feedback about specific improvement needs related to the climate and culture of the Doyle community, a School Climate and Culture survey should be implemented. An action plan should be developed to address the strengths and weaknesses identified in the survey results in collaboration with the District office to develop comprehensive school-home communication vehicles and collaboration models as well as increased student participation.	School staff will develop a better understanding of improvement needs related to climate and culture from the perspective of students, parents, and school staff. They will engage in targeted improvement efforts to address concerns raised.	In March 2013, a School Climate and Culture survey will be administered to staff, parents and students. The results will be shared with staff and specific targets identified for future actions.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Participation in TACD process.	January-March	Virginia DonVito-MacPhee Amy Khuzwayo Charles Smith	District funds	Contractual Salaries
Building level PD on Culturally Responsive practices based on feedback from the TACD outcome analysis.	May	Kathy Burns Amy Khuzwayo Linda McHenry Naté Turner	Title I	\$2,500

Bi-weekly PBIS Committee meetings conducted under the leadership of two PBIS Facilitators to discuss student behavior data, plan PBIS activities, and evaluate building needs.	Bi-weekly, Sept. -June	PBIS Facilitators and PBIS Team  Building Administration	STAIR Grant funds the PBIS Facilitator positions  General Fund	\$6,400
Development and communication to staff of a Master Calendar including PBIS and school-wide Guidance themes and activities for the school year.	Sept.	PBIS Facilitators and Guidance Dept.	STAIR District Funds	\$4,400 Contractual Salaries
Development of a calendar of Parent and Community outreach activities which include monthly activities designed to engage parents and the community with the school, providing educationally and culturally	Sept. -June	All teaching staff  Parent Outreach Coordinator  Parent engagement coordinator	Title I parent engagement and parent involvement set-aside	\$9,000
Collaboration meeting at Doyle Middle School with Ren. Co. Probation, Unified Services Mental Health, and building mental health and administrative staff to outline a common understanding of protocol, services available, and support needs.	Oct.	Ren. Co. Probation Unified Services DMS Administration Guidance Staff		