

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	J. Taylor Finley MS	CONTACT NAME	Mr. John Amato
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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.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	James Polansky		12/3/2012
PRESIDENT, B.O.E.	Emily Rogan		12/3/2012

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)			

1.3 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)			

1.4 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)			

1.5 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

2.1 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.	
A. - C., E. - F.	D. Activity
SEE DCIP (leave blank)	

2.2 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).	
A. Major Recommendation and Report Citation	B. Goal
Ensure that instructional staff (ELA,Math) know and review data related to under-performing subgroups.	Focus instructional effort on students in under-performing subgroups.
Ensure that parents are aware of data related to under-performing subgroups.	Parents and parent groups will become involved in school-wide efforts to improve student performance-SDT.
Ensure that BLT/SDT analyze and interpret data related to under-performing subgroups and recommendations are made to principal.	Teams provide strategies for building-wide improvement related to subgroup performance.
D. Activity	E. Timeline
Principal will present NYS assessment data at faculty/dept. meetings. Data will be analyzed and discussed, goal-setting for ELA/Math.	School year 12-13 each month: Sept. - May
Principal will present NYS assessment data to parent groups for questions and discussion.	School year 12-13 each month: Sept. - May
BLT/SDT will conduct analyses and discussion regarding data for under-performing subgroups on NYS ELA/Math assessments.	School year 12-13 each month: Sept.- May
	F. Key Personnel
	Principal, Directors, Chairs, Instructional staff.
	Principal, parent groups, parents at large.
	Principal, BLT, SDT members.
C. Targets	G. Fund Source(s)
5% increase in NYS assessment passing rates (ELA/Math) over 12-13 and 13-14. (RTTT Targets)	NA
NA	NA
5% increase in NYS assessment passing rates (ELA/Math) in 12-13 and 13-14. (RTTT Targets)	NA
	H. School Cost
	NA
	NA
	NA

<p>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.</p>			
<p>A. Major Recommendation and Report Citation</p> <p>Institute a benchmark assessment in ELA and Math to inform instruction. (1-Ready 3x per year.)</p> <p>Improve teacher effectiveness in the areas of planning, preparation, instructional techniques and creating an environment for improved learning.</p> <p>Institute a research-based reading program for struggling readers.</p>	<p>B. Goal</p> <p>To enable instructional staff to analyze curricular and student areas which need improvement.</p> <p>To improve teacher effectiveness: To have many teachers rated "effective" or "highly effective"</p> <p>To improve reading scores for students in under-performing subgroups (ELA)</p>	<p>C. Targets</p> <p>Student growth as designated by the adopted APPR guidelines.</p> <p>NA</p> <p>Individual student growth as designated by READ 180 program over the designated time period.</p>	
<p>D. Activity</p> <p>All 7-8 students will take the I-Ready benchmark assessments in ELA/ math 3x per year.</p> <p>Institute the Danielson rubric for teacher evaluation and effectiveness.</p> <p>Provide professional development in areas of focus: data analysis; Atlas Rubicon, Effective Teaching strategies, CCLS, Culturally responsive classrooms.</p>	<p>E. Timeline</p> <p>Sept./Jan./April</p> <p>School year 12-13 2x per year for each teacher.</p> <p>School year 12-13</p>	<p>F. Key Personnel</p> <p>Principal/Chairperson/ELA and Math teachers.</p> <p>Principal, Directors/Chairs</p> <p>Dr. Card, Principals, Directors and Chairs</p>	<p>G. Fund Source(s)</p> <p>General Funds and RTTT Funds</p> <p>RTTT Funds</p> <p>RTTT Funds, Title IIA</p>
			<p>H. School Cost</p> <p>\$16,000</p> <p>\$10,000</p> <p>\$5,000</p>

<p>2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.</p>			
<p>A. Major Recommendation and Report Citation</p> <p>Ensure that all teachers responsible for ELA meet to discuss curriculum and student progress.</p> <p>Ensure alignment and consistency in Core curriculum across grade levels and departments.</p>	<p>B. Goal</p> <p>Improve instructional focus in ELA in grades 7 and 8 across multiple departments- ELA, Reading, ESL, Special Education</p> <p>To create a curriculum map that is accessible and utilized by all core subject teachers.</p>	<p>C. Targets</p> <p>3% improvement for under-performing subgroups for school year 2012-13.</p> <p>Completed map by June 2013</p>	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
ELA department meetings will include ESL, Reading, Special Education and ELA teachers to discuss curriculum and student progress.	Once per month, Sept. to May 2013.	Principal, ELA Chair, teachers	Contractual	
All ELA, ESL, Reading and Special Education teachers will participate in Atlas Rubicon curriculum mapping project.	Aug. 2012 to August 2013.	Asst. Supt., Directors and Chairs, teachers.	RTTT and Title IIA	\$16,000

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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Institute new teacher observation requirements- 2 observations each.	Improve teacher effectiveness/classroom instruction and student achievement.	Growth on benchmark assessments, NYS assessments and SLO benchmarks.		
Review and analyze student benchmark data	Adjust, align and target instruction based on benchmark results.	Growth as outlined in district plan.		
Provide relevant PD targeted to focus areas.	Ensure the all staff have opportunities for targeted PD	NA		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Use Danielson 2011 rubric for teachers; Post-obs conference and reflection process.	Sept.- June	Administrators, directors, chairs, teachers		
Use benchmark reports from i-Ready and BARS for academic team meetings to adjust and target instruction and Tier I, II interventions.	Sept.- May.	Administrators, directors, chairs, teachers.	Contractual, RTTT Funds and Title IIA	\$16,000
Asst. Supt. for Curriculum oversees the PD calendar and ensures that all offerings are targeted and relevant.	Sept.-May	Asst. Supt. for Curric.. teachers, administrators.	RTTT Funds and Title IIA	\$5,000

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

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

<p>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.</p>			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	H. School Cost
Ensure that CCLS are being implemented in core classrooms.	To have all students prepared for NYS assessments by April 2013.	3% improvement in 2012-13 for under-performing subgroups.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Administrators will provide professional development in CCLS and make classroom observations to ensure that they are being implemented.	September 2012-June 2013	Principal, Chairs, Directors	
Atlas Rubicon, curriculum mapping plan is in place for all core teachers to use and share.	August 2012-	Asst. Supt., Principals, Directors, Chairs, Core teachers.	

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.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Ensure that core teachers lesson plans are aligned with CCLS which includes deeper understandings in all subjects using Atlas Rubicon, curriculum planning and mapping.	All core teachers know and apply the shifts and requirements of CCLS in 2012-13	3% increase in building-wide proficiency rate on NYS ELA and Mathematics assessments.	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
Administrators make frequent classroom observations, review lesson plans and resources to ensure alignment and rigor meets CCLS.	Sept. 2012- June 2013	Administrators, Chairs, Directors, core subject teachers.	

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.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
Ensure that ELA, ESL, Special Education, Reading and core academic team teachers should have opportunities to meet to discuss student performance data, assessment questions, materials and resources which will stimulate higher order thinking skills in students.	To have weekly, monthly meetings among all core subject teachers, including reading, ESL, Special Education and non-core course teachers to analyze and discuss student performance and curricular issues.	NA

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Faculty and Department meetings will focus on student performance data, CCLS, teacher resources and stimulating higher order thinking skills.	Sept. 2012-June 2013	Administrators, Core and non-core teachers, Chairs, Directors.		

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.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Begin to use the vocabulary and adherence to a data-driven school culture. Provide PD and collegial opportunities to analyze and discuss student needs and plan for improvement.	The instructional staff will become proficient in data analysis related to their subject area.	All Core, Remedial and non-core subject area teachers.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
PD focused on analyzing data will be required for all core subject areas teachers. Faculty and Department meetings will focus on data and strategic planning.	Sept. 2012-June 2013	Asst. Supt., Principals, Directors, Chairs, core subject area teachers.	

TENET IV: TEACHER PRACTICES AND DECISIONS

<p>4.1 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.</p>			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DGIP (leave blank)			

<p>4.2 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.</p>			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Provide teachers with professional development that enhances their capacity to plan rigorous, engaging classroom activities.	Instructional staff will be able to plan more rigorous, engaging activities focused on improving student achievement.	NA	
Administrators and Supervisors must ensure that teachers are planning and implementing rigorous classroom activities.	Increase instructional rigor in all subject areas particularly in the core subject areas.	NA	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Teachers are required to enroll in 11-13 hours of district-developed PD focused on specific areas such as planning, student data, instructional rigor and engagement.	Sept-2012- June 2013	Instructional staff, principals, directors, chairs and Asst. Supt.	
Consistent and numerous classroom observations and walk-through observations will take place as per NYSED regulations.	Sept. 2012-June 2013	Administrators and Supervisors.	

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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.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Ensure that all core subject area teachers are using a consistent curriculum plan aligned to CCLS in accordance with NYSED regulations.	Full alignment and implementation of CCLS in 2012-13 school year.			
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Atlas Rubicon is currently being used to ensure that core teachers are planning with rigor and alignment to CCLS.	August 2012-June 2013	Asst. Supt., Instructional staff, Principals and Supervisors.		

4.4 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.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Provide PD for staff focused on creating a culturally responsive learning environment.	Enhance capacity to engage all students in all aspects of the instructional experience.	NA		

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
There are currently several PD book discussions centered around culturally responsiveness. Many teachers have enrolled. There will be others.	Oct. 2012- May 2013.	Asst.Supt., teachers, Principals, Supervisors		

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.				
A. Major Recommendation and Report Citation Use benchmark assessments to inform instruction. Use student assessment data to inform curriculum alignment as well as student academic support.	B. Goal To use the tools of data to improve classroom instruction and student achievement.	C. Targets 3-5% increase in building wide student performance on ELA and Math assessments.		
D. Activity Currently using BARS to review and analyze student performance data. Currently using I-Ready, a research-based benchmark assessment in ELA and Math twice per year.	E. Timeline June 2012-June 2013	F. Key Personnel ELA and Math teachers, Principals and Supervisors	G. Fund Source(s)	H. School Cost

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 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.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DGIP (leave blank)			

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Develop building-wide programs to promote and sustain emotional development in all students.	To ensure that the learning environment is safe and conducive to emotional development and health.	NA	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Through work with Dr. D. Browning-Wright and Dr. C. Cook, we have developed a building-wide PBIS system that promotes strong character development and promotes strong emotional health in adolescents. WE currently have student incentive programs for academic achievement as well as PBIS.	September 2011 to present and on-going	Principal, Asst. Principal, counselors, teachers, Students, all support staff.	

5.3 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.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Have a clear, identifiable philosophy and school mantra related to positive behavior and emotional health.	Students will be able to identify and, to some degree, recite the building-wide mantra for positive behavior.	NA	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
The student handbook will contain the philosophy clearly stated for students and parents. The morning announcements will be clear and identifiable for students regarding our building mantra.	2011-present	Principal, Asst. Principal, teachers students and support staff.	Building level budget \$500

5.4 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.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
Ensure that students and parents believe that the school environment is safe, and conducive to optimal student achievement.	Students and parents will be able to articulate and identify the specific elements of the PBIS program at school.	NA

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Invite parents to our morning announcements during which we recite our Words of Wisdom program, our 100% homework program and our Students of the Week program.	2010-Present	Principal, Asst. Principal, teachers, students, parents, support staff.	Building budget	\$500

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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Ensure that there is a mechanism to identify at-risk students, both academically and emotionally.	To identify at-risk students and provide the necessary interventions for student academic success.	NA		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Presently Instructional Support Teams, SBIT teams and Mental health team meetings are used to discuss at-risk students. We will continue to employ these mechanisms.	2010-present	Building administrators, counselors, teachers.		

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.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
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.			
A. Major Recommendation and Report Citation	B. Goal	C. Targets	
Ensure that the school is an inviting place in which parents can freely enter to meet with staff, communicate with administrators and work as partners on building teams.	To make parents partners in all elements of the school community.	NA	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Use a parent poll/survey to gather information related to their feelings about their school.	November 2012	Principal, PTA	NA
			H. School Cost
			NA

6.3 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.

A. Major Recommendation and Report Citation Include parents and community members on building level teams for school improvement.	B. Goal To have as many parents and community members as permitted on teams and at PTA meetings and school information meetings.	C. Targets NA		
D. Activity 5 parents currently sit on our SDT. Our PTA has Over 100 parent members and 50 consistent attendees. These meetings will consist of meaningful discussion about student achievement. Community groups, such as Tri-CYA, Boys and Girls Club, Family Service league, Huntington Youth Bureau and the Huntington Public Library are all active with the students.	E. Timeline Sept. 2012-June 2013 Sept. 2012-June 2013	F. Key Personnel Building administrators, teacher, parents Administrators and Agency personnel	G. Fund Source(s) NA	H. School Cost NA

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.

A. Major Recommendation and Report Citation Provide professional development and parent information to support student success.	B. Goal To improve student achievement through solid instruction as well as parent and community involvement.	C. Targets 3% improvement in underperforming subgroup performance.		
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D. Activity	E. Timeline	F. Key Personnel	H. School Cost
Professional development currently exists to focus on improved instruction. The PTA has started a "Parent University" which will provide development and relevant information for parents.	Nov. 2012-June 2013	Asst. Supt. Building Administrators, teacher, parents.	

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. Goal	C. Targets		
A. Major Recommendation and Report Citation Provide parents with student performance data that will serve to keep them informed and involved in school improvement.	To keep parents informed regarding student performance data.	NA		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The Shared Decision-making Team will provide understandable student performance data to all parents both pre-assessment and post-assessment.	Nov. 2012-June 2013	Principal, Asst. Principal, SDT members, parents	NA	NA