

LEA Name:	Dryden Central School District
LEA BEDS Code:	610301060008
School Name:	Dryden Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2018-19 School Comprehensive Education Plan (SCEP)

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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.

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Joshua Bacigalupi	
President, B.O.E. / Chancellor or Chancellor's		Margie Malepe	

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Increased and improved teachers' use and ability to access STAR data.

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

There were minor changes to align activities with goals to support the success of the goal, such as removing teacher attendance at PD as an indicator.

In developing the CURRENT YEAR'S plan:

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

Middle School Teachers will use data to drive instruction and provide differentiation of the content, process and/or product for the lesson based on each students' academic needs. Building Leaders will monitor teachers use of differentiate via student work and provide feedback, as needed. The school will have more conversations with families to provide resources to assist their child's growth. Professional Development will be provided on PBIS to ensure that it is being used building wide.

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

The school review team, surveys, and planning time identified a variety of needs across all tenets. A priority is Data Driven Instruction and Differentiated Instruction, a building-wide PBIS Program, and an increase in parent communication. Additional oversight of these practices is needed.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The school mission statement is: "Dryden Middle School will promote the core values of excellence, integrity, and creativity." This dual emphasis aligns with the district mission and the DTSDE tenets.

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

The first target is to have 95% of students take the NYS assessments. Additionally, continued improvement from levels 1-4 is also expected.

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

The 6-8 Leadership Team will strategically implement improvement methods across all grades, in accordance with our SCEP process and in alignment with our mission. This includes using evaluation data to drive professional development and PD offerings.

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

There will be a new Superintendent, which presents many unknowns at this point.

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

Professional development in this district is primarily through teams and departmental PLCs. The professional development calendar for the year will be developed to support all SCEP Initiatives on PD days, as well as through faculty meetings, team meetings, and department meetings. BOCES specialists will be involved as appropriate. Tracy James, RSE-TASC Regional Behavior Specialist, will support PBIS implementation. BOCES and Dryden Teacher Center sponsored workshops will also be provided.

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

School leaders review aspects of the SCEP at faculty meetings, as well as during APPR meetings, site-based meetings, and through board of education reports. The school website is regularly updated to provide accurate information and newsletters will provide information about parent involvement opportunities. School leaders will be encouraging communication with parents. School leaders will support school counselors having quarterly parent meetings designed around school and community need.

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

The plan will be presented to the board of education, referenced in newsletters, and posted on the school district website.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

N/A

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	April 2018
B2. DTSDE Review Type:	DTSDE District Led School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a	Based on the April 2018 DTSDE, there is an indication that there is a lack of a shared vision and mutual understanding of school systems and best practices. In order to build a unified school community and culture that leads to high academic achievement and youth development for all students, the school leader needs to effectively communicate the school's priorities and the systems that support their achievement.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, 85% of stakeholders will be able to identify the school's priorities and the programs and instructional approaches that support the priorities via engagement surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Surveys

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 2018	August 2018	The school leaders will develop a professional development plan for the 2018-19 school year that supports the implementation of the SCEP initiatives.
July 2018	September 2018	The school leaders will revise handbooks and other shared resources that define school systems and assist staff in the implementation of PBIS, RTI, AIS, SST and use of structured practices for data analysis.
August 2018	September 2018	The school leaders will provide and review updated paper copies of handbooks and other shared resources that define school systems and assist staff in the implementation of PBIS, RTI, AIS, SST and use of structured practices for data analysis.
July 2018	June 2019	The school leaders will receive training on how to implement data driven structures in their school to ensure that there is a common understanding of how to assess students, leading to assessment data which can be used to differentiate instruction to meet the needs of each learner.

September 2018	June 2019	The school leaders will collect student work at least 2 times during the school year, and provide each teacher with formative and actionable written feedback, linked to differentiation and DDI, in an effort to increase and improve practice related to these initiatives.
October 2018	June 2019	The school leaders during faculty meetings on a quarterly basis with staff members will share best practices demonstrating progress toward Tenets 3 and 4.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE	April 2018
B2. DTSDE Review Type:	DTSDE District Led School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to	Based on the 2018 DTSDE review, most teachers are scheduled to attend a grade-level planning time, however not all teachers have this time in their schedule and there are no standard structured tools in use to ensure the productive use of this time. There is a need to implement the use of structured tools for team meetings in order to provide a coherent, rigorous standards-aligned curriculum for all students that support differentiation and interdisciplinary lessons. Providing teachers with training and support in the use of structured tools to support data-informed, collaborative decision making will facilitate improvements to our Tier I and Tier II instruction.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious,	By June 2019, there will be a 15% reduction in the number of students receiving tier 2 and 3 services.
D2. Leading Indicator(s):	Tier 2 and 3 AIS Services

<u>E1. Start Date:</u> Identify the projected start date for each	<u>E2. End Date:</u> Identify the projected	<u>E3. Action Plan:</u> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 2018	December 2018	The school leaders will provide professional development on how to access STAR, STAR Reports, and how to use the data from STAR to inform instructional practices.
September 2018	December 2018	The school leaders will provide AIS teachers with professional development on the utilization of structured techniques for the use of data for planning and for progress monitoring students receiving Academic Intervention Services (AIS).
September 2018	June 2019	Grade level teams will enact a planning cycle that includes a minimum of two days a week of instructional planning to create differentiated and engaging lessons. Remaining planning days are to be dedicated to the development and monitoring of action plans that address the needs of individual students

September 2018	June 2019	Grade level teams will develop a structured agenda that will be distributed to team members and school leaders prior to meetings.
September 2018	June 2019	The AIS providers will progress monitor students via the STAR every 5-6 weeks.
September 2018	June 2019	The school leaders will provide staff professional development to support data-driven differentiation, higher-order questioning, and data analysis.
September 2018	June 2019	The school leader will implement an after-school tutoring program a minimum of two nights a week to support instruction for students that are identified during team meetings as needing extra support.
July 2018	July 2018	By July 31st Reading Teachers, and other relevant staff, will create a list of available reading interventions and related assessments to be shared with all faculty and administrators.
July 2018	July 2018	By July 31st Reading Teachers, and other relevant staff, will create systems for AIS related record keeping, in alignment with the district RTI model. These systems will be documented and shared with the building administration and district RTI Committee for inclusion in staff handbooks.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE		April 2018
B2. DTSDE Review Type:		DTSDE District Led School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most		Based on the 2018 DTSDE review, the use of checks for understanding and generic feedback did not provide students with specifics to assist them in improving their understanding and/or skills. During classroom visits, there was not evidence of the use of formative assessment strategies to generate data, thereby limiting opportunities for re-teaching, enrichment and forming instructional groups to meet the needs of all learners. Additionally, there is little use of higher-order questioning and strategies that encourage students to think critically. Classroom visits and lesson plans revealed little use of differentiation strategies along content, process and product. In order to address this gap, the school needs to increase teacher understanding and use of differentiation in order to ensure all students experience consistent high levels of engagement, thinking and achievement.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious,		By June 2019, 100% of teachers will submit at least 2 examples of differentiated student work to the school leaders based on PD during faculty meetings.
D2. Leading Indicator(s):		Student Work
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2018	June 2019	The school leaders will provide PD for teachers to support daily instruction that will include the use of checks for understanding, formative assessment, higher-order questions, DDI and differentiation, and/or student engagement.

September 2018	June 2019	The teachers will provide feedback to students to support their understanding of the progress toward the learning target and recommend improvements for future assignments.
September 2018	June 2019	The teachers will submit to school leaders at least 2 times during the school year comparative pieces of student work reflecting differentiation occurring within their classroom.
September 2018	June 2019	The school leadership will provide regular and on-going professional development on the differentiated instruction-on a quarterly basis- to ensure that each teacher has a common understanding of differentiation, DDI, higher-order questioning, and how they can begin this practice, with a consistent level of fidelity.
October 2018	June 2019	The school leader will develop a quarterly schedule for teachers to submit their examples of student work reflecting differentiation.
October 2018	June 2019	The school leaders will provide the teacher with feedback on the use of differentiation within their classroom for student work that is submitted for review.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	
B1. Most Recent DTSDE Review	April 2018	
B2. DTSDE Review Type:	DTSDE District Led School Review	
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive	Based on the 2018 DTSDE review classroom visits revealed little evidence of systematic and consistent use of PBIS strategies by staff. As a result, chronic behavior issues continue to disrupt the school community. School leaders and staff report that there is a PBIS team that shares overall discipline referral data to staff. However, there needs to be a more systematic approach to the use of data and possible solutions based upon the data.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, the percentage of students receiving In-School or Out-of School Suspensions will decrease to 15%.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Discipline Referrals	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 2018	September 2018	The PBIS team will examine the current PBIS system and propose revisions including the incentive system (the recognition and the reward) for PBIS.
August 2018	September 2018	The school leaders will ensure that all staff receive training for the Tier 1 PBIS program at the start of the school year so they are able to implement the program in their classes, with a high degree of fidelity, and create responsive classrooms.

August 2018	September 2018	The school leadership and PBIS coaches will present to staff prior to the school year beginning, in order to make expectations known regarding PBIS, as well as when to write referrals and when not to write referrals. They will also share some strategies that they may use in their classroom to create an environment which is responsive to the needs of each child. Also, a system of tiered interventions will be shared with staff.
September 2018	May 2019	The school leaders will determine which teachers need additional support and training and provide professional development using referral data on a quarterly basis.
September 2018	June 2019	The school leaders will empower the PBIS Committee to review student disciplinary data to determine if the school is on pace to meet its SMART goal for tenet 5, and report to the school leaders determine which students may need additional support above tier 1.
September 2018	June 2019	The school leadership will have at least two school assemblies that address areas of: student behavior, mental health, and/or academic excellence.
September 2018	June 2019	The school leaders will ensure that all staff members are trained in classroom management strategies. This training will be provided a minimum of once during the school year for all staff and then as needed based upon the data.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:		April 2018
B2. DTSDE Review Type:		DTSDE District Led School Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the		Based on the 2018 DTSDE review there appears to be a lack of clarity on the communication expectations and information desired by families compared to what the school is providing to families. Additionally, there appears to be limited 2-way communication between families and teachers, whereby families would receive data and other information on their child's academic, behavioral, social, and emotional progress to allow them to learn new strategies and resources that they could use to help their child at home, or seek outside support if necessary. In order to address this gap, the school needs to increase parent engagement in order to support student academic progress and social-emotional growth and well-being.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 2019, the number of parents participating in two-way communication will increase to at least 34 parents.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Parent Attendance/Participation
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 2018	September 2018	The school district will provide families with magnets with MS contact information.
September 2018	September 2018	The school leaders will host a parent social during open house to outline the years scheduled parent events and provide snacks.

November 2018	November 2018	The school leadership will meet with the entire staff in order to share the findings from the needs assessment and the plan of action.
August 2018	June 2019	The school leadership and staff members will communicate with families about Open House, parent-teacher conferences and other school events via school messenger, the school calendar and emails.
September 2018	June 2019	Teams will contact families on their grade level teams at least 4 times during the school year and maintain a communication log within team to assure the respective contact is made.
September 2018	June 2019	The school counselors will arrange for quarterly parent nights to support families in area of social/emotional well-being, academic support, and behavioral strategies
October 2018	June 2019	The school leader will have the site-based committee create an action plan for effective parent engagement for the MS based on the district conducted needs assessment.